EULEP

Pilot Feedback Report Italy

Contribution to

Deliverable 5.2

January 2025

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Part 1. Participant information

1.1 Management of the pilot phase

As foreseen in the project Grant Agreement, and as described in the Italian Pilot Action Plan (PAP), the pilot phase covered the second, out of the three training steps included in Work Package (WP) 5:

1. first, appointment and training of a group of trainers-of-trainers (via the so-called "European Learning Academy", ELA);
2. then, piloting the courses and the delivery platform by the trainers-of-trainers, exploiting them to train a group of trainers; during the pilot implementation, feedback was collected from participants, also to allow the adjustment of the training materials in case of need;
3. finally, the trainers will deliver the courses they have been trained to, to representatives of companies from different business sectors, standing as the end users of the training material.

Figure 1 summarizes this three-tier cascade process.

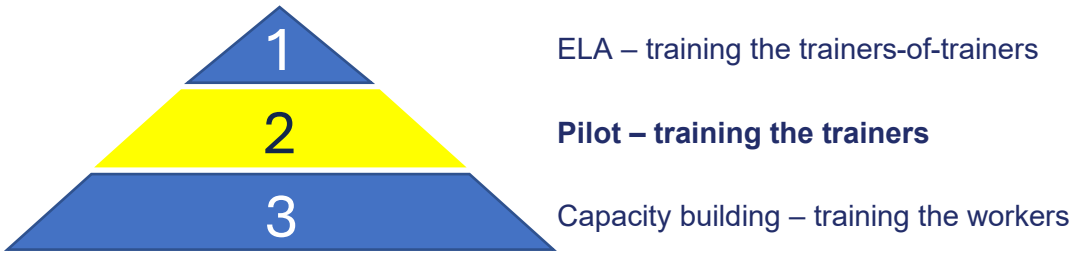

Figure 1: the three training phases of WP5

According to the PAP, I.F.O.A., Unioncamere and UNIGE were called to enrol at least one participant each in the ELA courses in phase 1, to properly train the trainers of trainers to be engaged in phase 2. Actually, I.F.O.A. managed to recruit and involve three participants and Unioncamere one. Thus, the responsibility of the design and delivery of the "standard" EULEP pilot courses in phase 2 was fully covered by I.F.O.A., while Unioncamere governed the delivery of the parallel courses specifically targeted to the tourism sector, reported in a separate document.

The pilot phase was scheduled after the end of phase 1, terminated on November 8, 2024, to last no later than the end of January, deadline for the submission of this report. Therefore, I.F.O.A. started planning phase 2 courses together with the ELA at the very beginning of phase 1. Considering that the time required for a full fruition of each the courses was estimated in about 52÷56 hours (guided learning + self-learning), but, at the same time:

- the goal of the pilot was training at least 30 trainers (10 for AI + 10 for VR + 10 for SI) to be able to understand and review the EULEP modules, and possibly make future use of them;
- we aimed at recruiting participants already possessing some experience in the field of interest, at the same time very probably busy on their private businesses;
- the pilot courses were to be carried out between November and January (that is, across Christmas and New Year holidays);

in agreement with the ELA we decided to deliver the courses online, each structured in:

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- an introductory, plenary session, guided by the relevant ELA, aimed at introducing the course objectives, structure, overall content, attendance modalities, communication tools, etc.;
- a repetition of the introductory session, as a backup chance for those unable to attend it in the first date;
- time for individual study, having the ELA available for support as tutors on demand and using the platform forum/chat as an internal communication tool among participants;
- a final plenary session, again guided by the relevant ELA, to discuss and collect findings, comments, feedback, feedforward.

The table below summarizes the actual delivery periods for each course.

	course		
	AI	*VR*	*SI*
1st plenary session	09/12/2024	10/12/2024	13/12/2024
1st plenary session (backup)	18/12/2024	19/12/2024	20712/2024
individual study	-	-	-
2nd plenary session	20/01/2025	21/01/2025	20/01/2025

The application process was designed to attract a diverse and qualified group of participants. Possible candidates were approached through multiple channels, including direct emailing, outreach via social media platforms, I.F.O.A.'s corporate website, personal interactions, etc.

To streamline the application process, I.F.O.A. advertised the courses through dedicated pages and forms on its corporate website (e.g. see here).

1.2 Applications and attendance

I.F.O.A. collected a total of **113 individual applications**, out of the 30 forming the project target, with 37 female and 76 male enrolled participants, corresponding respectively to 33% and 67%.

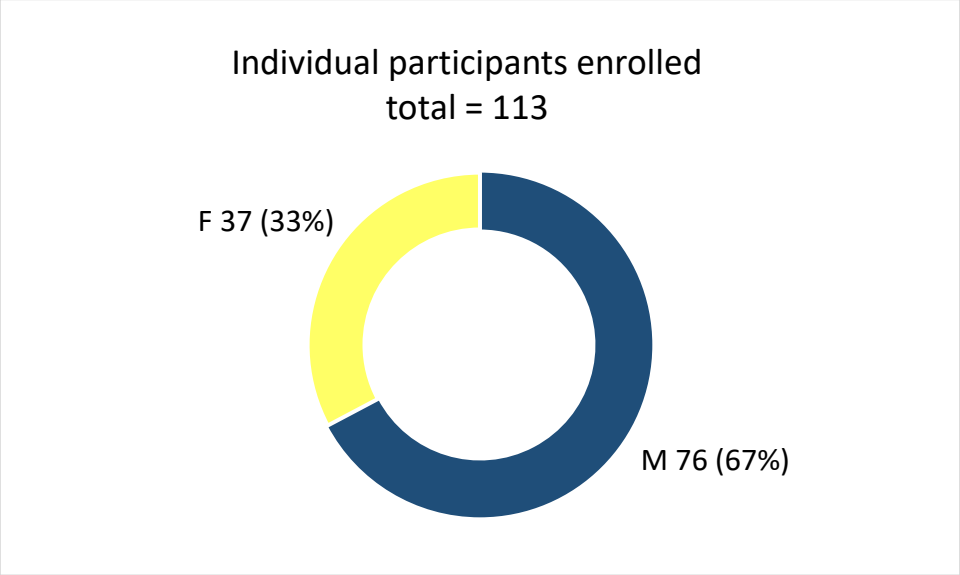

Figure 2: individual participants enrolled, by gender

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Several applicants expressed interest and enrolled in more than one course, as per the table and the figure below:

	AI	*VR*	*SI*	*Total*
Enrolled to single courses	59	17	12	88
Enrolled to AI & VR	2	2		4
Enrolled to AI & SI	7		7	14
Enrolled to VR & SI				0
Enrolled to all courses	16	16	16	48
Overall	**84**	**35**	**35**	**154**

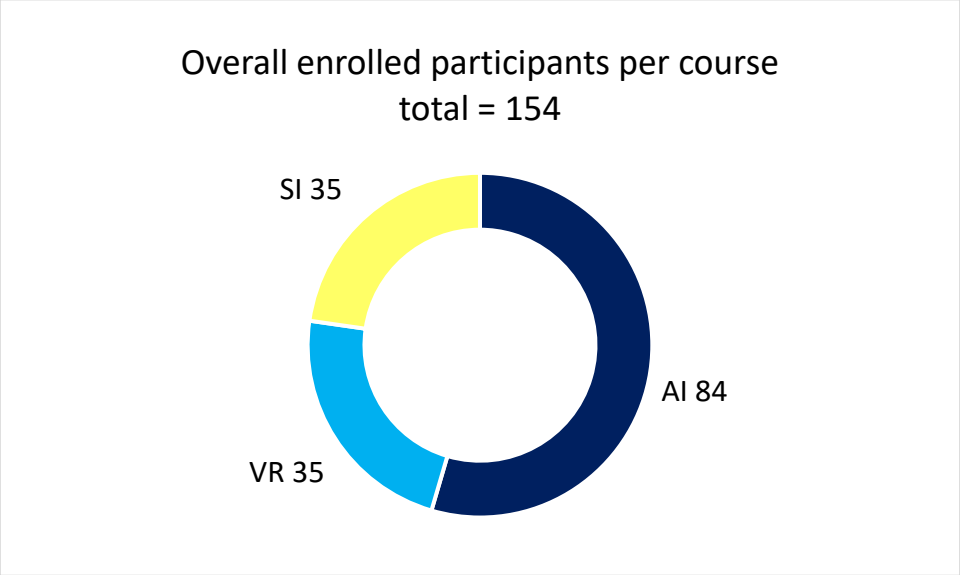

Figure 3: overall participants enrolled, by course

The initial picture showed a majority of participants (over 55%) interested in the AI course, with the remaining equally distributed between VR and SI.

However, following a frequent pattern, not all the enrolled participants actually took part in the courses in full. Due to other engagements, or to force majeure, or because they just wanted to "have a look", several enrolled applicants dropped out, or did not complete the course attendance. The **total number of participants who attended the full course was 69**, divided according to the following table and graphs.

	AI	*VR*	*SI*	*Total*
Total	**37**	**15**	**17**	**69**
M	27	9	11	47
F	10	6	6	22

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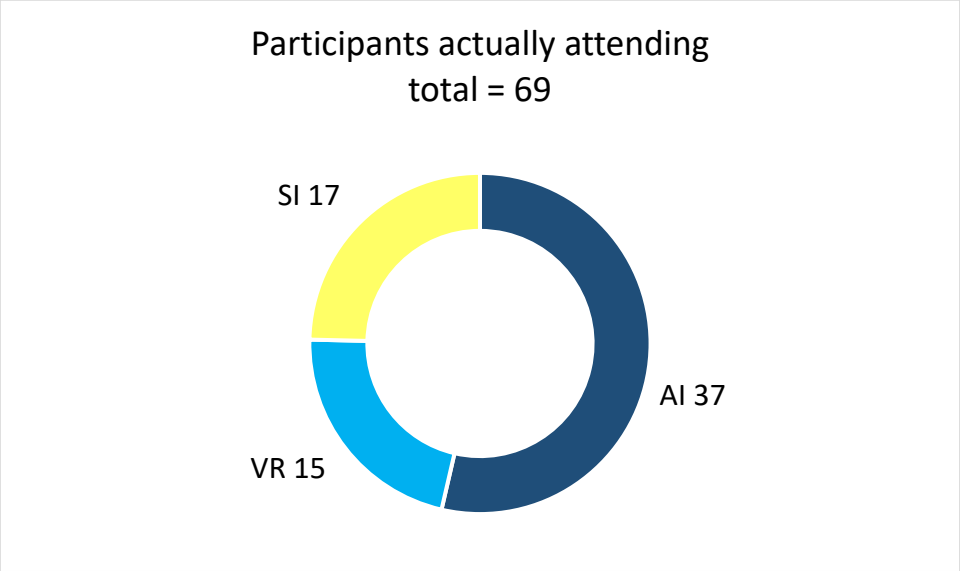

Figure 4: participants actually attending, by course

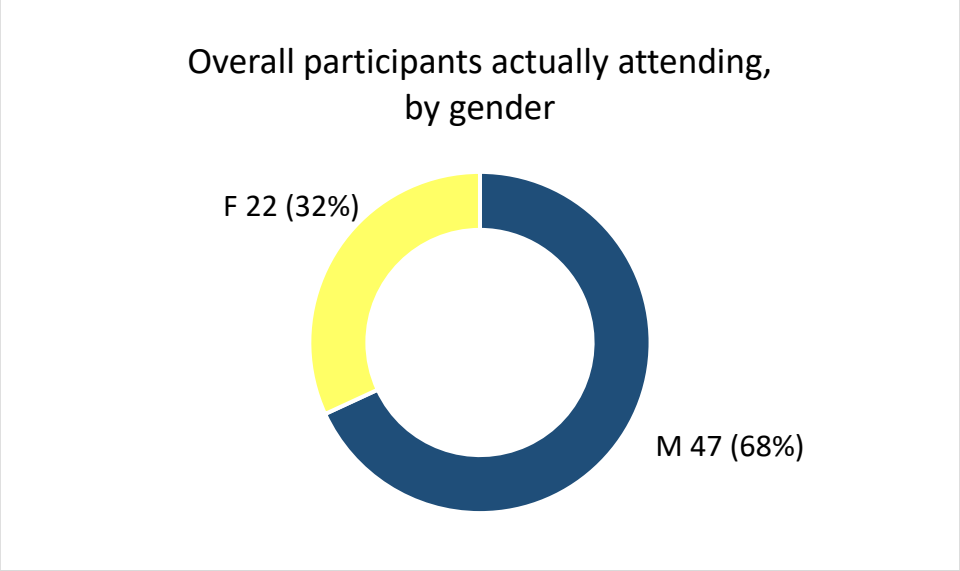

Figure 5: overall participants actually attending, by gender

Further distinction should be made, considering participants that attended the full course(s) and accepted to provide for feedback in due time. Actually, due to the tight deadlines to complete the activity, very small time was left to urge everyone to fill-in and submit their feedback forms. As of the end of January, **51 feedback questionnaires were collected** (50 of which via the "regular" online tool on the platform, and one as a word file, emailed to I.F.O.A., as per the following figure. As questionnaires are anonymous, it is not possible to count them divided by the respondents' gender.

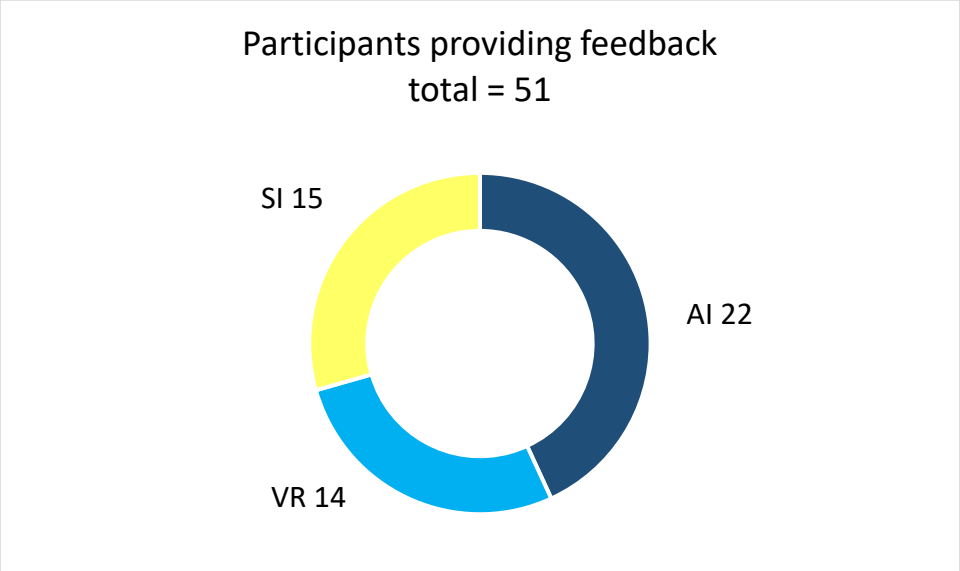

Figure 6: participants providing feedback, by course

The synopsis view of the enrolment, participation and feedback provision numbers is shown in figure 7.

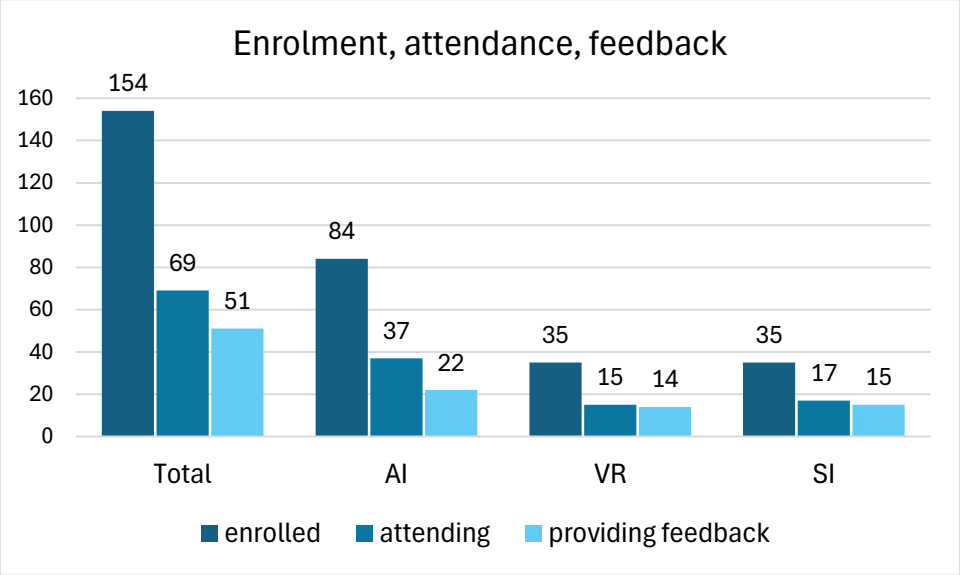

Figure 7: enrolment, attendance, feedback, by course

About 76% of the participants who provided feedback after the Pilot phase have, according to the feedback forms, some kind of expertise in the three relevant subjects, primarily in AI and SI, then in VR. The remaining 24% declares specific primary expertise in other fields, like training, project management, environmental sciences, industry and operations, human resources management, data compliance and regulations, data protection, IT networks, gamification and psychology.

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Figure 8 shows the belonging to the three relevant domains dealt with by the courses, and the coherence between the participant field of expertise and the course topic.

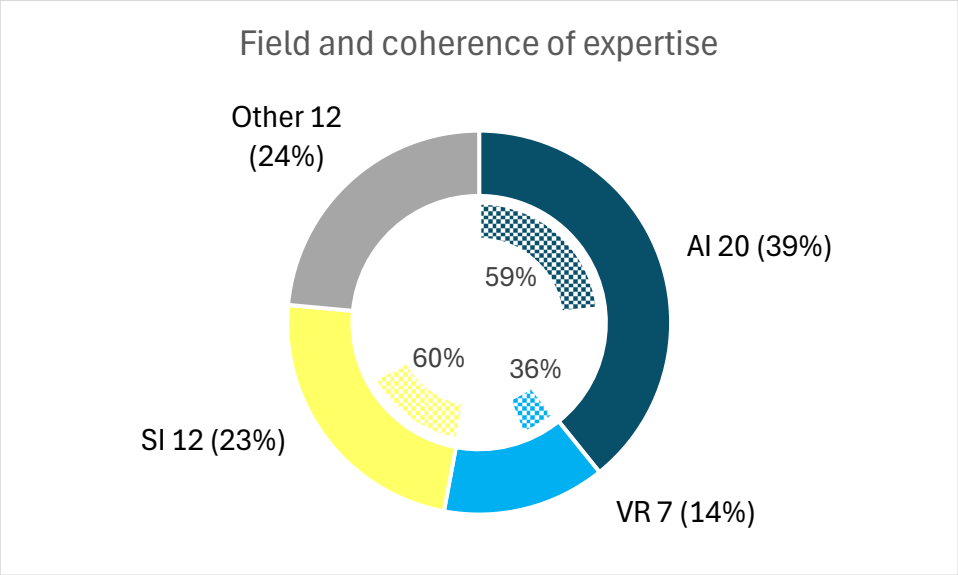

Figure 8: main expertise field and coherence with the chosen course

39% of participants declared AI as their field of expertise, front of 23% for SI and 14% for VR, with the remaining 24% split among different categories.

Coherence between the filed of expertise and the course chosen ranges from 60% for SI and 59% for AI, to 36% for VR (dithered sectors in figure 8).

Regarding the level of expertise in the course domains, no one declared no experience in AI and VR, and a small 7% in SI (1 person). The expertise pattern is pretty similar for all courses, with a prevalence of declared intermediate experience, 20-23% of participants self-assessing as novice, and a 35-40% as advanced or expert. Figure 9 summarizes this picture.

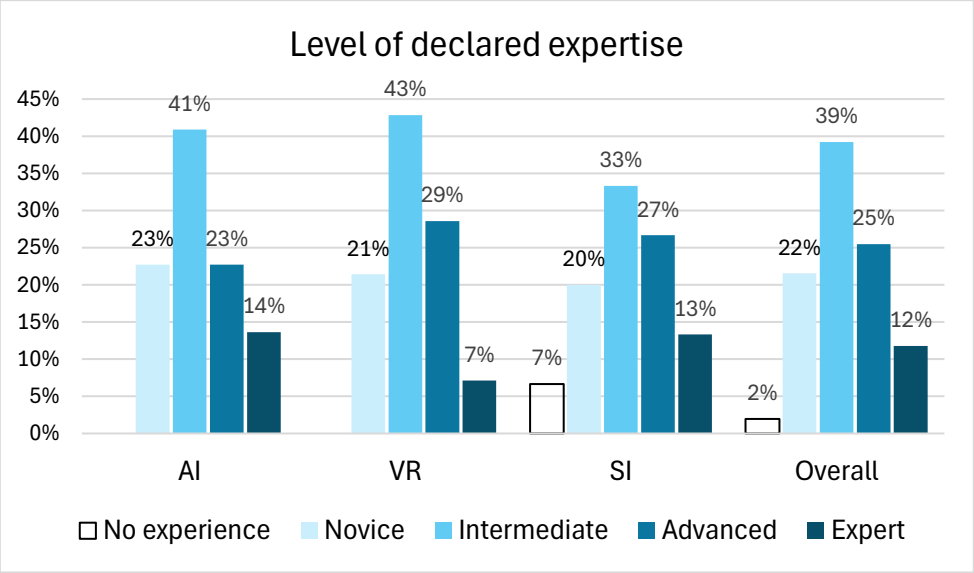

Figure 9: level of declared expertise

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Part 2. Modules content and methodology.

Part 2 provides an in-depth look at key aspects of the course, including its overall structure, training content, learning resources, and materials. It also covers the design of activities and assessment practices, offering insights into their effectiveness. Additionally, this section includes recommendations to enhance these areas for improved learning outcomes.

2.1 Overall course structure and training content

2.1.1 AI: Results for structure and coherence

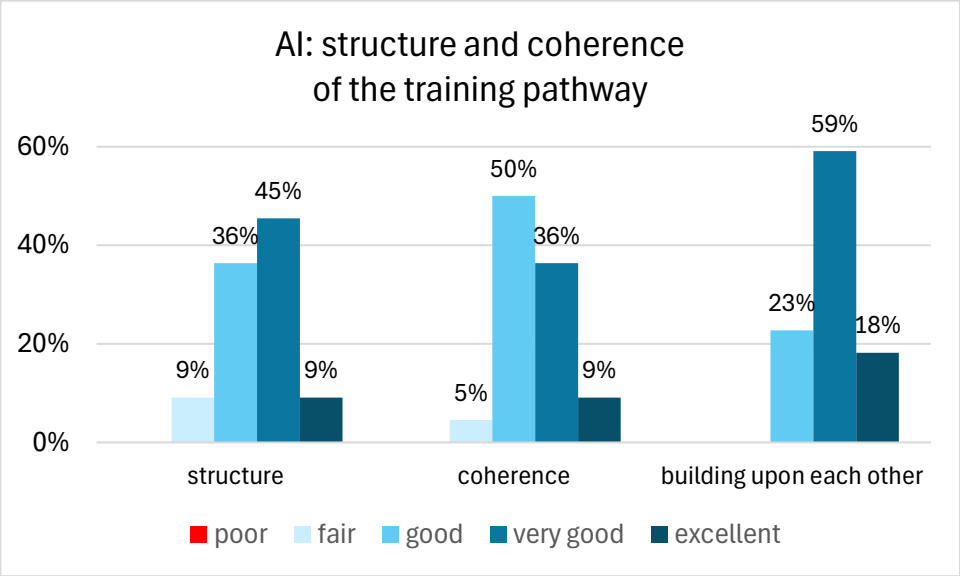

Figure 10: overall structure and coherence of the AI training pathway

The structure of the course received mixed feedback, with the majority rating it as very good or excellent (54% coupled). The percentage rises to a relevant 91% adding those who answered “good”, and with zero respondents for “poor”.

In terms of coherence, most respondents found it good (50%), with very good (36%) and excellent (9%) ratings following, bringing to an overall positive feedback of 95%, leaving a small minority rating it as “fair” (5%), and with zero respondents for “poor”.

When evaluating whether the course elements build upon each other effectively, the highest ratings were very Good (59%), followed by good (23%) and excellent (18%), and no respondents rating this aspect “poor” nor “fair, thus witnessing a good proposed learning progression.

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2.1.2 VR: Results for structure and coherence

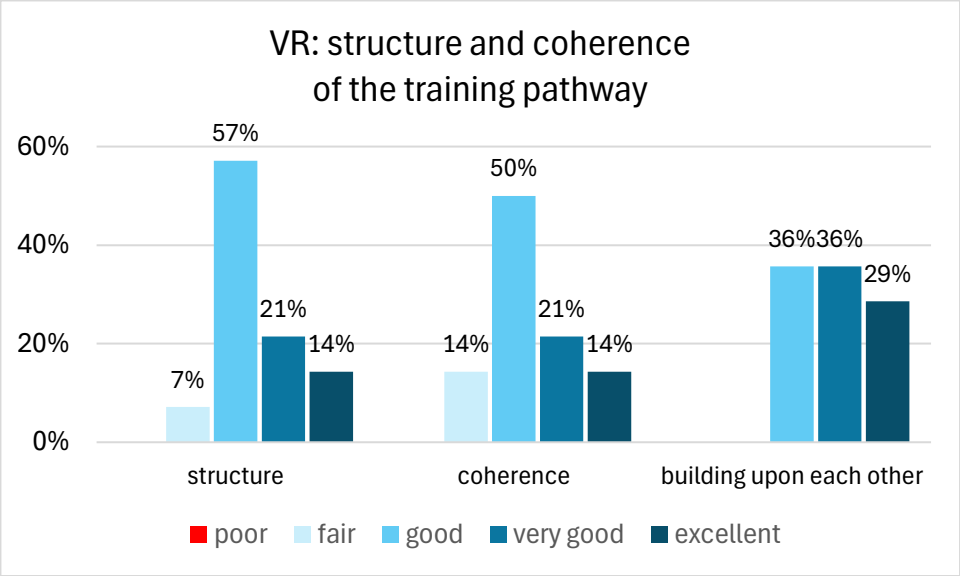

Figure 11: overall structure and coherence of the VR training pathway

The ratings for structure, coherence, and how the content builds upon each other show a generally positive outcome.

Regarding the structure, 57% of respondents rated it as good, 21% as very good and 14% as excellent, summing up to a 93% positive assessment. Only 7% found the structure of the VR training pathways to be only fair, and no one declared it “poor”.

In terms of coherence, 50% of respondents also found it to be good, 21% very good and 14% excellent. Here, another 14% found it only fair, indicating that some participants experienced challenges with the logical flow of the content. However, again no one declared the coherence as “poor”.

When it comes to how the content builds upon each other, 36% considered it good, further 36% very good, and 29% excellent. The percentage of those rating this aspect as Fair or Poor stays at a reassuring zero value.

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2.1.3 SI: Results for structure and coherence

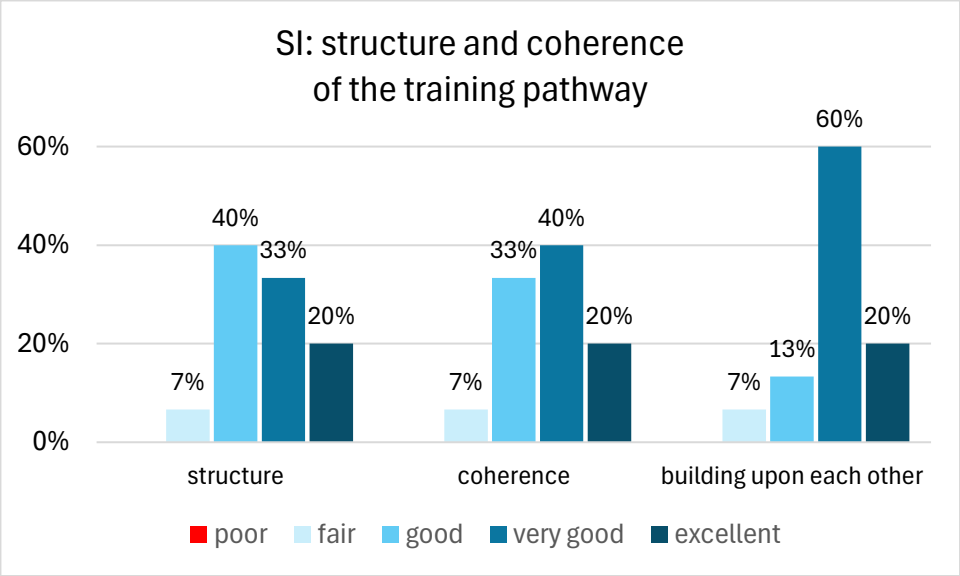

Figure 12: overall structure and coherence of the SI training pathway

The results for course structure, coherence, and the building upon concepts show a generally positive assessment.

40% of respondents rated the structure as good, 33% as very good, and 20% as excellent, bringing the total positive rating at 93%, like the VR one, and similar to the AI one. This indicates a strong foundation in how the course is organized and presented.

In terms of coherence, 40% rated it very good, 33% good, and 20% excellent, once more highlighting that most participants found the course content to be logically connected and easy to follow.

Furthermore, 60% rated the course's ability to build upon each concept very good, showcasing that the progression of topics effectively supports learning. 20% rated it excellent, and 13% good.

It is worthwhile noting that all three domains show an equal total of 93% positive rating, and a 7% of fair rating. No one even rated the domains as “poor”. A smaller percentage rated the coherence and building aspects as good, but overall, the course appears well-structured, coherent, and progressive, with ample opportunities for improvement in these areas.

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2.1.4 Summary of the structure and coherence of EULEP training courses

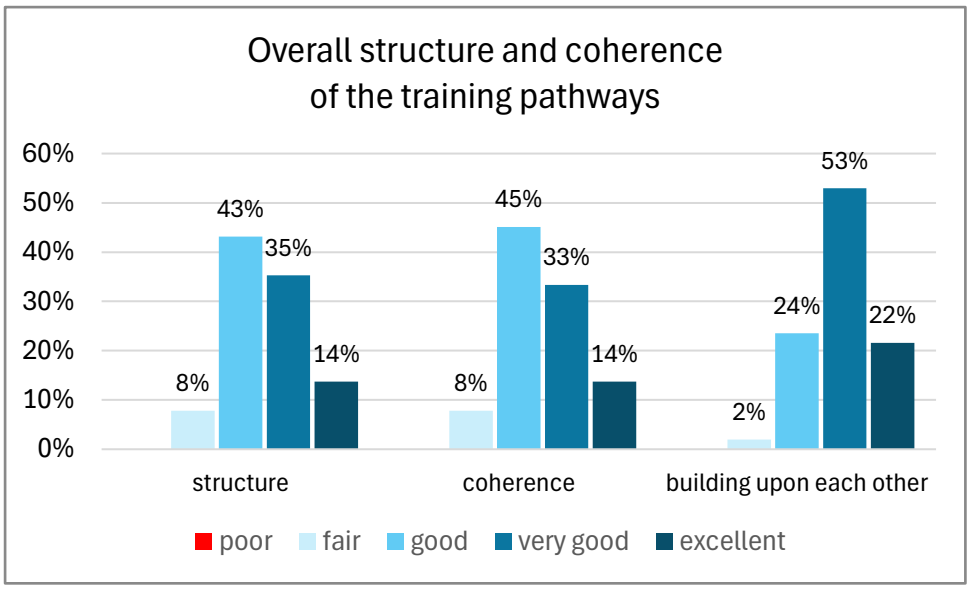

Figure 13: average results on course structure and coherence

Gathering the ratings across all courses in terms of structure, coherence, and building upon each other provide a clearer picture of the overall performance of the courses.

For structure, the averages show a higher percentage (43%) of respondents rated it as good, followed by a significant portion (35%) rating it as very good, and a smaller percentage (14%) rating it as excellent. The relatively higher ratings in the good and very good categories suggest that the overall course organization is generally well-received, though there is still room for improvement. In any case, no one rated this aspect as “poor”.

Coherence also shows a similar pattern, with just a minor shift from “very good” (33%) to “good” (33%), confirming a 14% of excellent. This reflects a generally positive view on how well the course content connects and flows. Again, no one rated this aspect as “poor”.

The ratings for how concepts build upon each other are even better. The majority of respondents (53%) rated this aspect as very good, 24% as good and 22% as excellent. With just a 2% of “fair” ratings, this aspect is the best valued in this category.

Overall, the averages indicate a strong performance, particularly in building upon concepts and course structure, with minor opportunities for refinement.

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2.2 Learning resources and materials

2.2.1 Relevance, currency and achievement of learning objectives

2.2.1.1 Results for the AI course and suggestions

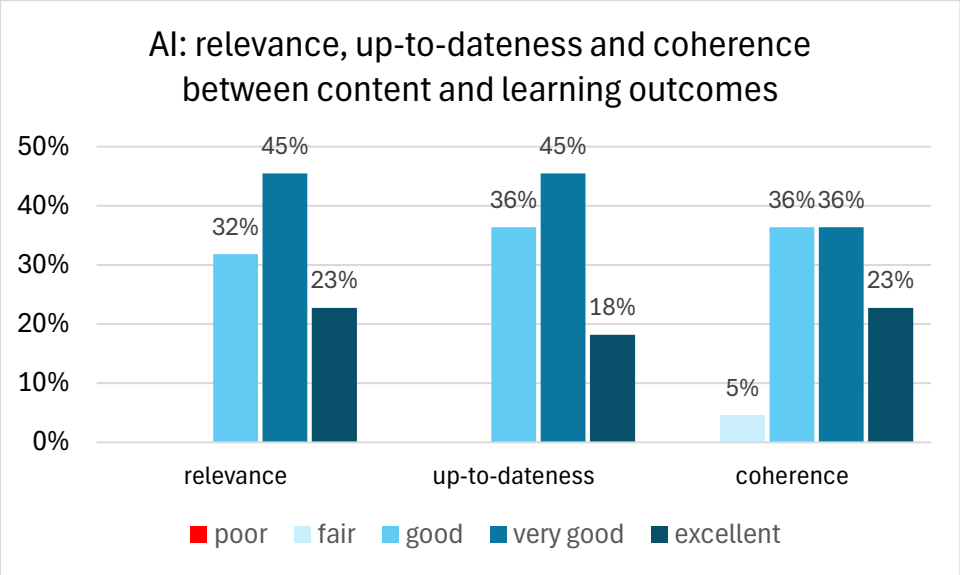

Figure 14: AI relevance, up-to-dateness and coherence of content with learning objectives

For relevance, 45% of respondents rated it as very good, 32% as good, and 23% as excellent, with zero answers for fair and poor, indicating that the course content is generally considered highly relevant to the learners.

For up-to-dateness, figures are similar: 45% rated it as very good, 36% good and 18% as excellent, again with zero answers for fair and poor, suggesting that the material is mostly up-to-date, though there is some room for improvement.

Regarding the achievement of learning objectives, 36% rated it as very good, further 36% as good, and 23% as excellent, reflecting a solid level of alignment with the learning outcomes, though some learners (i.e. 5% rating “fair”) feel that more could be done to fully meet these objectives.

Suggestions communicated through the feedback forms

- There is a request for more homogeneity in different modules; it is somehow still evident that modules were developed by many different “hands”, with disparities in length, depth, difficulty, both in the learning material and in the quizzes and assignments.
- There is a request for greater emphasis on privacy and data protection issues included in a dedicated module, aligned with the latest authorities' guidelines.

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- Module 4 may be somewhat redundant as it focuses on similar concepts covered in earlier modules. To improve the structure, it could benefit from more practical applications and real-world case studies to better engage learners and provide hands-on experience. This would help reinforce the theoretical knowledge and make the content more applicable to real-world scenarios.
- Again in module 4, especially in unit 4.4, there is a (minor) bug in quizzes 1 and 2, where the order of possible answers to questions is randomly sorted. As one of the possible choices is often “none of the above” or “all of the above”, this comes a bit messed up, when it is not the last possible answer. Maybe it could be fixed as “none of the others”, or “all of the others”, or something similar.

2.2.1.2 Results for the VR course and suggestions

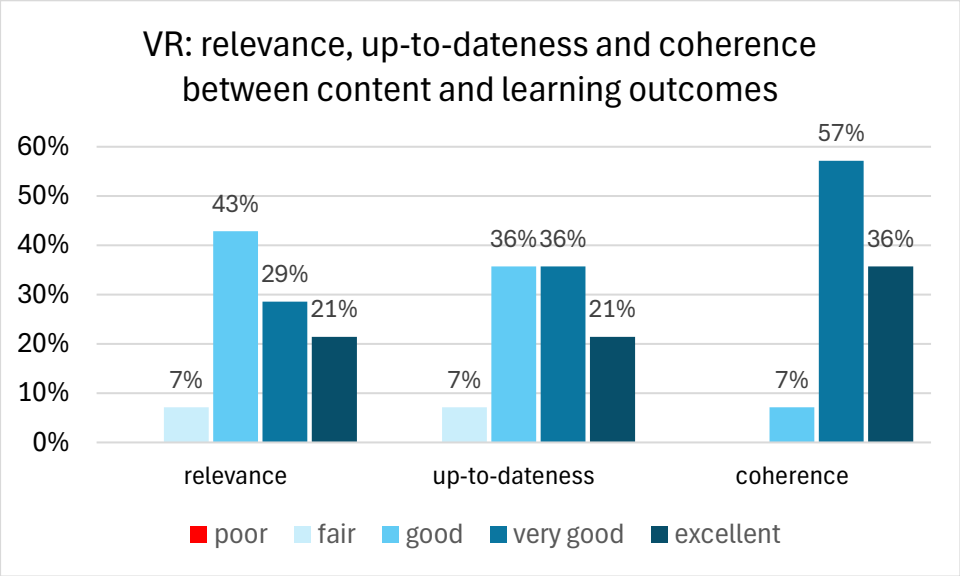

Figure 15: VR relevance, up-to-dateness and coherence of content with learning objectives

Starting with relevance, most participants rated the course as either good (43%), followed by very good (29%) and excellent (21%), with the last two together summing up 50%. Only 7% rated the course fair, and no one poor.

For up-to-dateness, most participants rated the course as very good (36%) or good (36%), reflecting that much of the material is up to date with current AI trends. However, only 21% rated it as excellent, highlighting the need for further updates to keep pace with advancements in the field. No one rated it as poor.

Regarding the achievement of learning objectives, 57% rated it as very good and 36% as excellent, suggesting that the course was truly effective for most participants. The remaining 7% rated coherence good, thus reaching 100% of satisfaction, with no one answering fair or poor.

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Suggestions communicated through the feedback forms

- As for AI, there is a request for more homogeneity in different modules; it is somehow still evident that modules were developed by many different "hands", with disparities in length, depth, difficulty, both in the learning material and in the quizzes and assignments. The homogeneity level is rated good, but improvable.
- A user reported a technical issue in unit 1.1, where several images do not display, using Google Chrome as a browser.

2.2.1.3 Results for the SI course and suggestions

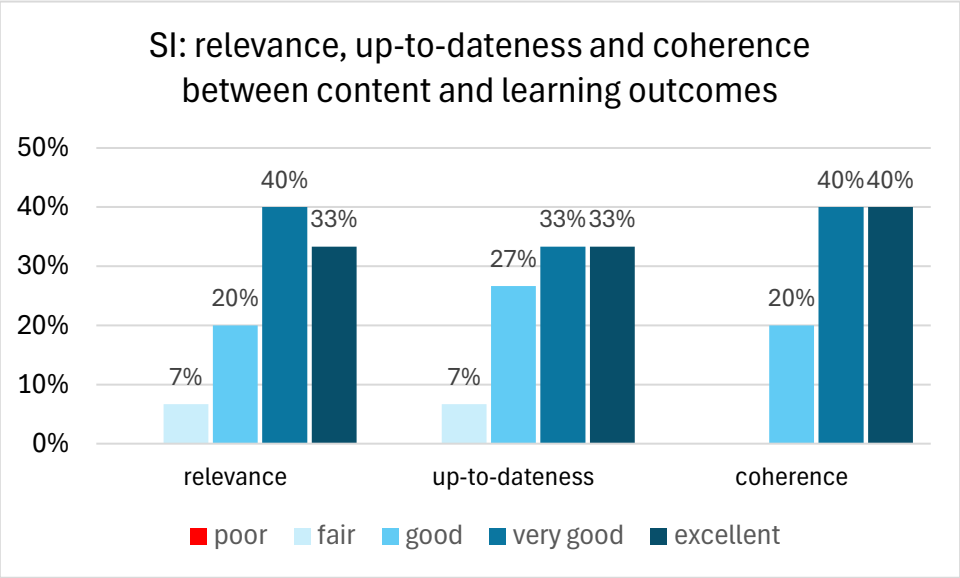

Figure 16: SI relevance, up-to-dateness and coherence of content with learning objectives

The course performs well in relevance, with 40% of feedback rated as very good and 33% as excellent. This indicates strong alignment with learners' expectations and the key topics of interest.
The up-to-dateness of the course received 33% excellent and 33% very good feedback, reflecting that much of the content is up to date. However, the remaining 34% rated it "only" as good or fair, suggesting certain areas may benefit from updates to align with evolving AI trends.
The course successfully meets its learning objectives, with 40% of feedback rated as excellent, 40% as very good and 20% as good. There is no lower grade on this aspect, highlighting strong performance in delivering on its intended outcomes.

Suggestions communicated through the feedback forms

There is only one comment here, recommending to better link one unit to another in terms of fluent flow, as they still seem to be inhomogeneous and too separate one from another.

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2.2.1.4 Summary results and overall suggestions

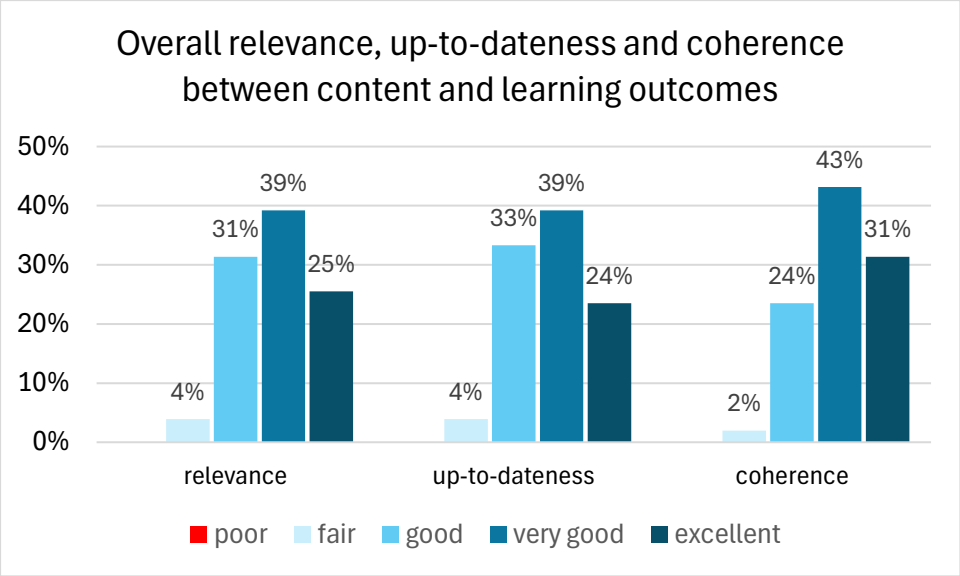

Figure 17: overall relevance, up-to-dateness and coherence between content and learning objectives

Relevance

In terms of relevance, 39% of feedback rated the course as very good, with 25% rating it as excellent. This suggests that a significant portion of participants found the course content to be quite relevant to their needs and interests. However, 31% rated it as good, indicating that a portion of learners found the relevance of the course to be moderate, while only 4% rated it as fair. This points to the need for continued focus on ensuring that the content aligns with the needs of all learners, particularly those who may find some of the material less applicable.

Up-to-dateness

The course's up-to-dateness received overall similar feedback. 39% rated it as very good, and 33% as good, and 24% as excellent. Only 4% rated it as fair. The figures suggest there are areas where the course could benefit from updates to stay fully current with rapid advancements, especially in fields like AI and immersive technologies.

Coherence between content and learning objectives

43% of feedback rated this area as very good, 31% as excellent. These two figures together bring to a 74% highly satisfied users, with 24% more rating the course as good. This indicates that most learners felt the course successfully met its intended goals. However, there is still room for improvement in ensuring that the objectives are clearly defined and met for every participant.

In no category there were respondents rating any area as poor, which shows a sound overall alignment with the course's intended outcomes.

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2.2.2 Learning Materials: Usefulness, Quality, Interactivity, and Engagement

2.2.2.1 Results for the AI learning materials and suggestions

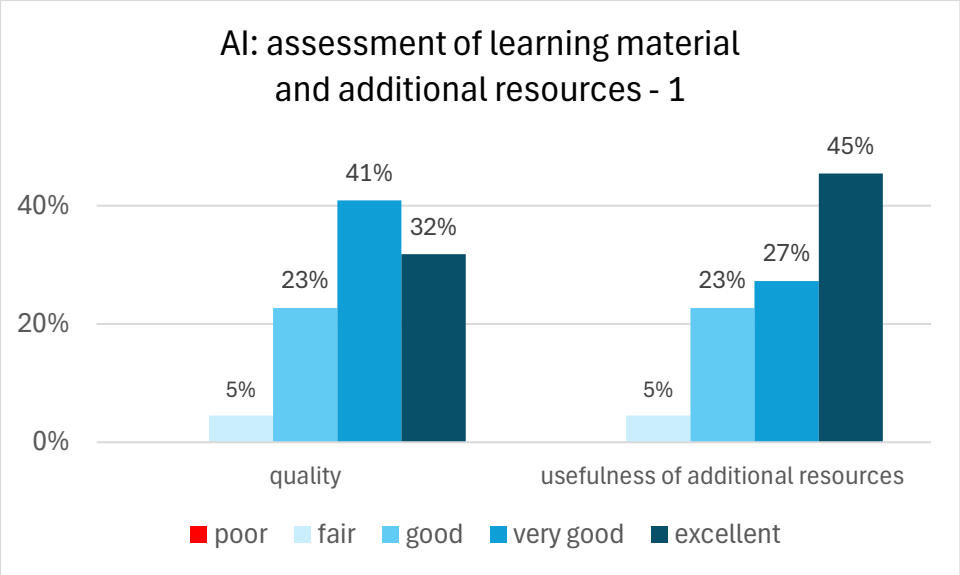

Figure 18: quality of AI learning materials and usefulness of additional resources

Quality

41% of respondents rated the quality as very good, indicating that a significant portion of participants found the course content to be strong. This is reinforced by another 32% rating the quality as excellent. Adding 23% of respondents rating good, we have a 95% degree of satisfaction. Only 5% answered “fair”, e no one “poor”. Hence, the quality of the AI course was generally appreciated.

Usefulness of additional resources

In terms of usefulness of the additional resources, 45% rated it as excellent and 27% as good, more or less -in total- as it was for quality. The additional 23% answering “good” brings the total satisfaction at the very same level as for the previous parameters. Similarly, 5% answered “fair” and no one “poor”, witnessing the high level of the course.

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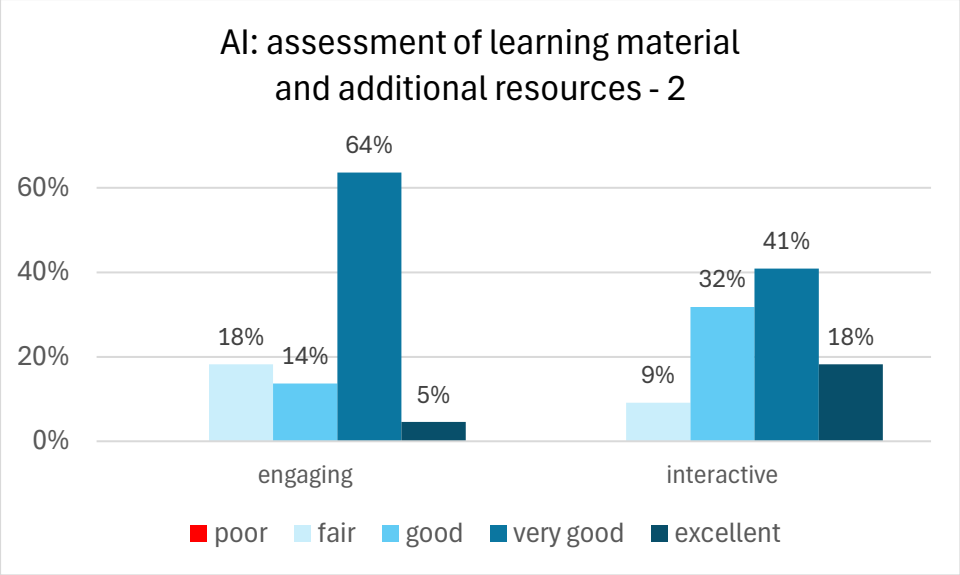

Figure 19: engagement and interactivity of AI learning materials

Engagement

When assessing engagement, the results show that a strong majority of 64% of participants rated the course as very good, indicating that a significant number of learners felt motivated and connected to the material. 14% rated engagement as good, suggesting there was room for improvement in keeping learners interested throughout the course. 5% found it excellent, and a meaningful 18% rated it fair, pointing to to the need for further enhancements in creating a more immersive experience. However, no one rated the course as poor.

Interactivity

Regarding interactivity, we received more scattered answers. 41% of respondents rated the course as very good, reflecting that some aspects of the course successfully encouraged active participation, and 32% good, suggesting that the interactive elements present were effective but could have been more interactive.18% rated interactivity as excellent, indicating that a few learners found the interactive components exceptionally interactive. At the same time, 9% rated the course's interactivity as fair, pointing to the possibility of making the interactive elements more dynamic and appealing.

One point of attention here comes from considering the level of expertise in using web platforms and tools declared by participants (see figure 9), which could somehow mitigate the scattered pattern here. The percentage of respondents who answered "very good" (41%) or "excellent" (18%) is higher than that of those who declared a very good (23%) or excellent (14%) level of expertise. This could be read as the platform being pretty enough interactive also for less experienced people. Nevertheless, the room for improvement is surely part of the feedback received.

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Suggestions communicated through the feedback forms

The feedback provided includes some recommendations for incorporating additional resources into the course to enhance learning. These suggestions aim to improve practical engagement, provide more up-to-date AI knowledge, and foster interactive learning experiences.

Besides some requests for materials in national languages (which will be fulfilled in the next project tasks), these are the main hints collected:

- Including additional hands-on coding exercises and AI tool demos in Module 4, to enhance the learning experience. This would allow learners to apply theoretical knowledge in practical scenarios, especially with tools like *TensorFlow* or *scikit-learn*.
- Real-world case studies could be integrated into various modules to demonstrate the application of AI in business contexts, such as predictive analytics or customer segmentation. These additions would improve engagement and ensure learners can effectively implement AI concepts in their work. However, it is understood that in some cases, this can be done through work groups prepared by the trainers.
- Some learners were also a bit unsatisfied with audio files for learning, particularly in the first module, which resulted in learning difficulties. They suggested to replace them with videos or other more engaging resources.
- Some external links require registration or payment and weren't useful at the end of the day.

Regarding the content, a request was made for adding a part on official Guidelines on Data protection, Data privacy and AI.

A couple of remarks also regard technical issues:

- Not all sets of slides can be downloaded (see Unit 1.2, 1.3, 2.2, 4.2, 4.3,)
- It would be advisable that assignments could be uploaded in a .pdf format.

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2.2.2.2 Results for the VR learning materials and suggestions

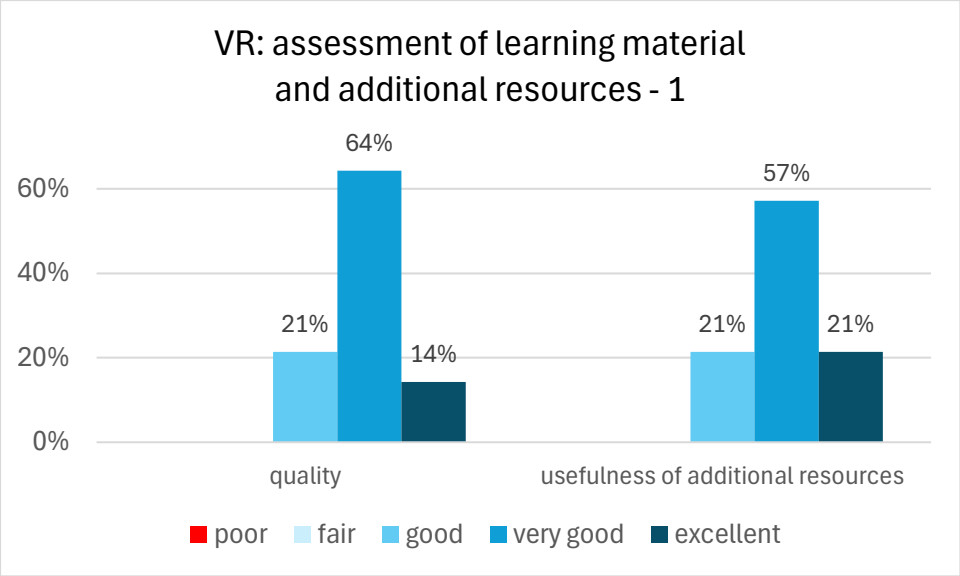

Figure 20: quality of VR learning materials and usefulness of additional resources

Quality

The quality of the VR course received positive feedback overall, with 64% of respondents rating it as very good, an additional 14% excellent, and no one fair or poor. This suggests that a substantial portion of learners found the course content to be of high quality. The remaining 21%% rated the course as good, bringing the overall positive satisfaction level at 100%, at the same time indicating that the course quality met expectations for all learners, but could be further refined.

Usefulness of additional resources

In terms of usefulness, 57% of participants rated it as very good, and 21% excellent. This shows a positive shift, compared to the previous dimension. Again, 21% rated the usefulness of additional materials as good, and no one fair or poor, indicating a general consensus that the course was indeed useful but could be improved for even greater relevance.

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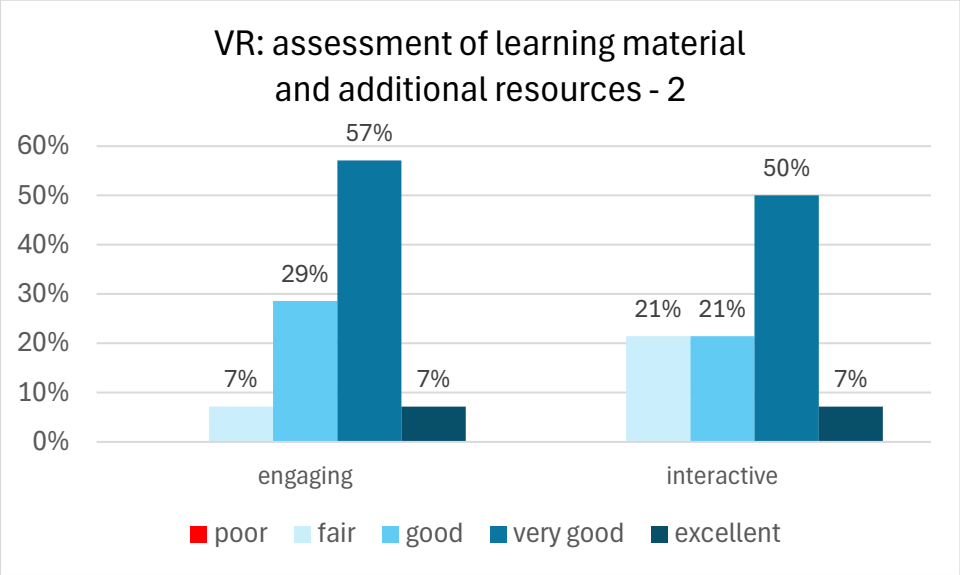

Figure 21: engagement and interactivity of VR training materials

Engagement

Regarding engagement, 57% rated the course as very good, suggesting the course was engaging and motivating. 7% rated it excellent. However, 29% rated the engagement as good, and 7% rated it as fair, which may indicate a need for enhancing certain aspects of the course to maintain learner interest throughout.

Interactivity

For interactivity, 50% of participants rated the course as very good and another 7% rated it as excellent. The remaining 42% equally distributes between good and fair, reflecting that there is still room for improvement in making the course more interactive and dynamic.

Suggestions communicated through the feedback forms

Two main comments emerged from the feedback questionnaires:

- a request to add more real-life case studies;
- a request to talk more extensively about the failed VR projects analysis and lessons learned; the presence of a failure case analysis in unit 4.2 was appreciated.

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2.2.2.3 Results for the SI learning materials and suggestions

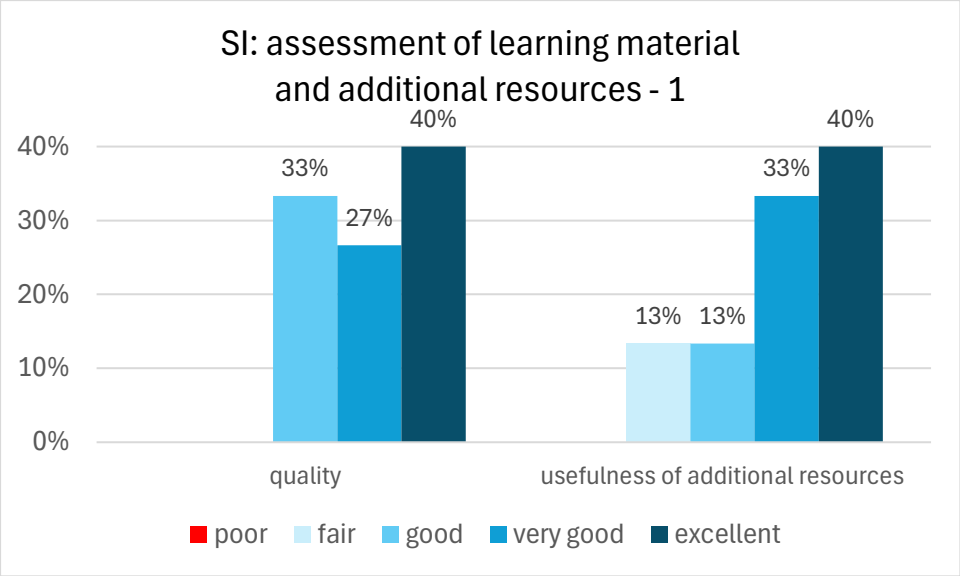

Figure 22: quality of SI learning materials and usefulness of additional resources

Quality

The quality of the SI course was highly rated, with 40% of respondents selecting excellent and 27% rating it as very good. These results suggest that a large majority of learners found the course to be of high quality, with content that was well-structured, informative, and relevant. 33% rated the quality good, and no one fair or poor, indicating sound satisfaction with the course quality. However, crossing these results with the respondent, it turns out that the majority of those declaring to be expert in SI answered “good” to this question. This shows some room for improvement.

Usefulness of additional resources

In terms of usefulness, the feedback spreads a bit differently, compared to quality. Again, 40% rated it as excellent, 33% as very good. So, almost 2 out of 3 participants were highly satisfied. At the same time, besides 13% answering “good”, a further 13% answered “fair”, showing a only partial satisfaction.

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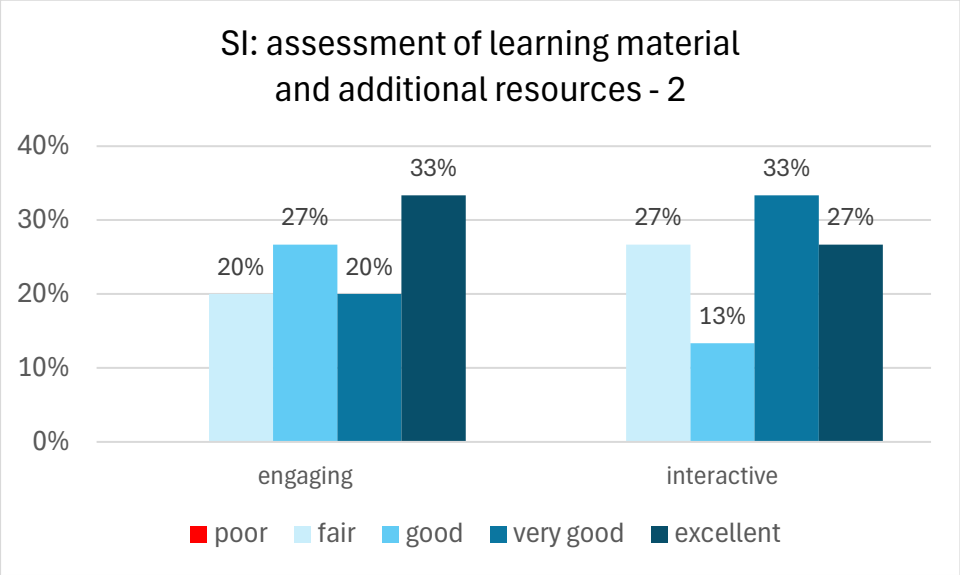

Figure 23: engagement and interactivity of SI training materials

Engagement

Answers are generally positive (80% overall rating at least "good"), but pretty scattered, with 33% excellent and 20% very good, giving a majority of users highly satisfied, plus -however- a relevant 27% of good and 20% of fair. Moreover, data could require a more careful investigation: actually, many of those who answered "fair" motivated their choice with the unavailability of material in Italian. As translations are foreseen in the next steps, this might bring to a positive shift towards higher grades. In any case, the pattern of answers shows a point of attention here.

Interactivity

The situation is similar to the previous one, even if the overall positive satisfaction rate lowers to 73% here (adding good, very good and excellent). Similar remarks apply.

Suggestions communicated through the feedback forms

- Several participants highlighted the need to have case studies and training material in national languages. Of course, this will come in the next step, so such remarks can be considered as accomplished, or -however- their accomplishment can well be postponed to the preparation of the capacity building phase.
- Regarding the usefulness, one answer points out the request for more references to social economy practises and participatory frames where companies are involved directly with public administrations and NGOs.
- To increase engagement, some respondents envisage the introduction of:
  - interactive case studies;
  - practice exercises for active listening techniques;
  - networking workshop materials;
  - examples of how-to develop virtual relationship building skills.
- There is a request to include more recent articles and real case studies among the additional material, featuring real-world scenarios of emotional recognition and management.

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2.2.2.4 Summary results and overall suggestions

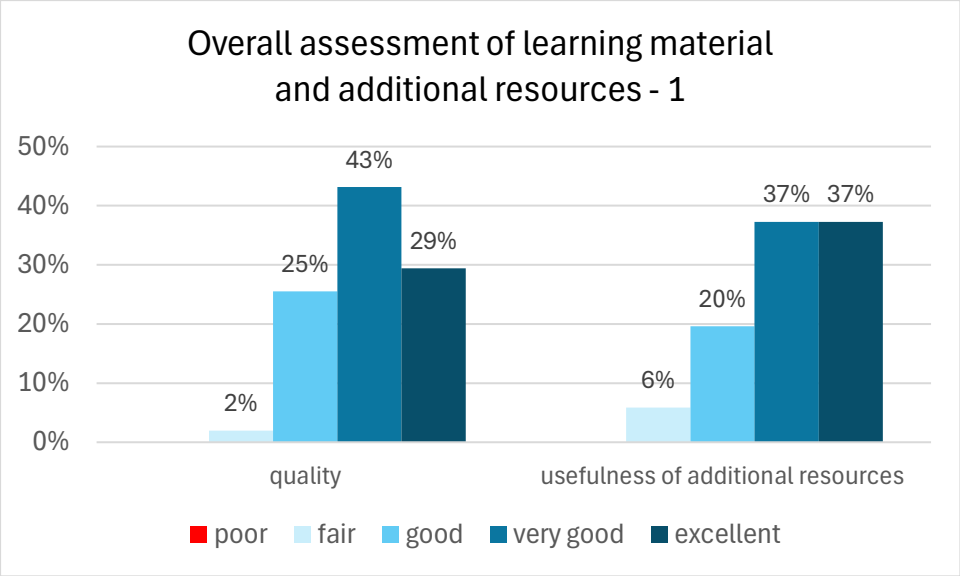

Figure 24: overall quality and usefulness of the courses

Quality

The quality of the three courses received a mixed but generally positive response. 29% of participants rated the quality as excellent, and 43% as very good, indicating that a majority of learners (over 72%) were well satisfied. 25% rated the quality as good, and only 2% gave it a fair rating, with no participants assessing the quality as poor. In terms of absolute values, from 1 (poor) to 5 (excellent), the average rating is exactly 4,0 (very good), which, in the participant opinion, stands as a very positive result, also considering the conditions under which the courses were developed (partners from 8 different countries, time and budget constraints, etc.).

Usefulness of additional resources

In terms of usefulness of additional resources, the results are even slightly better, similar, with 37% rating the courses as excellent and as many as very good. This indicates that a significant portion of learners found the courses highly beneficial and applicable to their needs. 20% rated the courses as good, while 6% rated them as “only” fair, reflecting some areas for improvement. In terms of absolute values, the average rating grows to 4,1 out of 5, corresponding to “a bit better than very good”. Moreover, this grade is very likely to further improve, once the material will be available in national languages.

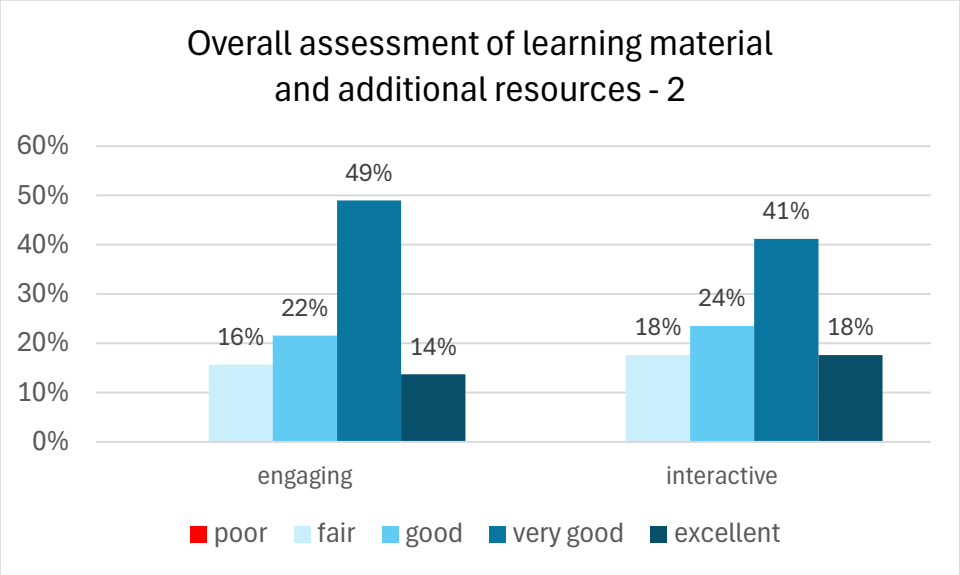

Figure 25: overall engagement and interactivity of the courses

Engagement

The engagement levels for the three courses indicate a generally positive experience for participants. 14% rated the courses as excellent, and 49% very good, showing that a strong majority found the courses engaging. 22% rated the engagement as good, while 16% rated it as fair, with no one considering it as “poor”. The average value stands at 3,6 out of 5, that is, between good and very good, showing the need/chance for some improvement.

Interactivity

Answers basically mirror those of the previous dimension, with only minor shifts. Again, the average overall value stands at 3,6 out of 5, showing that while the interactivity was generally appreciated, there were opportunities for improvement. A good outcome comes from no participants rating interactivity as “poor”.

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2.3 Activity design and assessment practices

2.3.1 Effectiveness, alignment, and appropriateness of learning activities

2.3.1.1 Results for the AI learning activities and suggestions

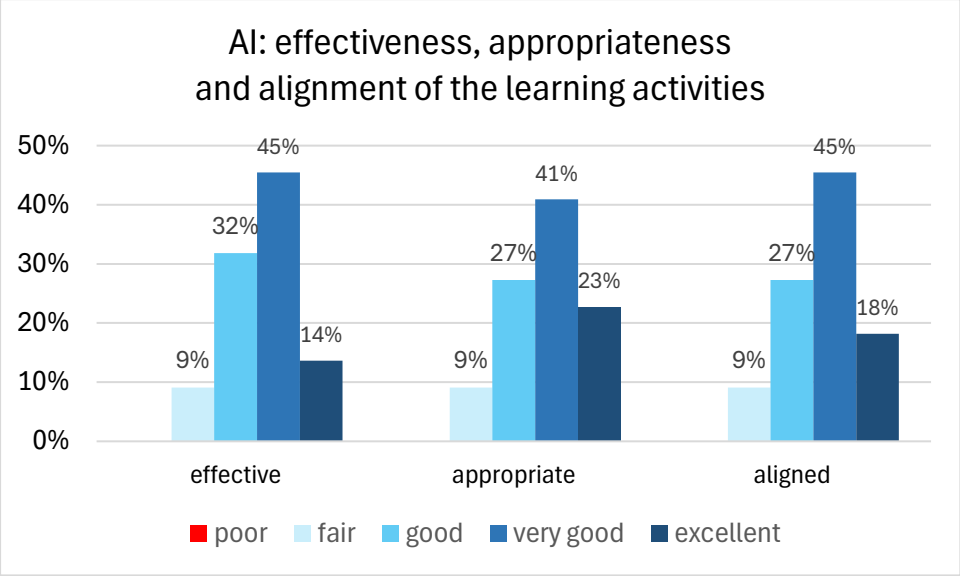

Figure 26: AI: effectiveness, appropriateness and alignment of the learning activities

Effectiveness

45% of respondents rated effectiveness as very good, which, added to a 14% rating it excellent, brings to a majority of very positive answers. A 32% of "good" ratings improves the appreciation of the course, while 9% of "fair" completes the assessment. No one rated the course effectiveness as "poor".

Appropriateness

Figures are even better here as, face a 41% of very good ratings, 14% of participants assessed the course as excellent. Having added a 27% of "good" feedback, this leaves again a 9% of "fair" answers and no "poor" answer. Overall, this shows more than good appreciation for the appropriateness of the learning activities proposed, leaving however room for some improvement.

Alignment

The pattern is pretty coherent to the previous ones. Figures stand somehow in-between the previous values, with the usual 9% of "fair" ratings, and no "poor" assessments. It is worthwhile noting that 9% corresponds to 2 respondents, who graded "fair" all the dimensions considered in this paragraph. One of them motivated this choice with materials being available only in English. This might maybe be better accepted regarding effectiveness, and is perhaps less understandable when applied to appropriateness and alignment.

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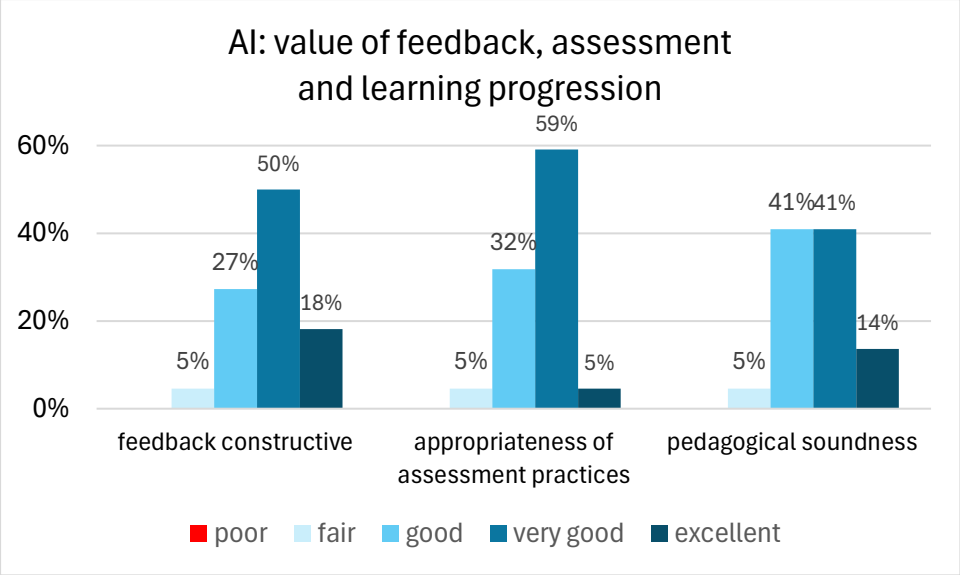

Figure 27: AI: feedback constructiveness, appropriateness of the assessment practices, pedagogical soundness for learning progression

Constructiveness of feedback

50% of learners considered the feedback provided as very good, and 18% excellent, indicating that most participants found it beneficial for the learner improvement. 27% rated it as good (overall positive rating thus summing up to 95%), with only 5% marking it as fair, and no one poor. This suggests that while feedback was mostly seen as constructive, there is potential to make it even more helpful for all learners.

Appropriateness of assessment practices

59% of respondents rated the assessment tools as very good to actually measure the learning outcome achievement, and a further 5% excellent. 32% sees them as good, and no one as poor.

Pedagogical soundness

The majority of respondents (overall 55%) graded this dimension as very good (41%) or excellent (14%). A further 41% rated it as good, and 5% only fair. It is worthwhile mentioning that the "fair" grade was assigned to the three dimensions considered here always by the same respondents and that, in general, people tended to maintain their level appreciation pretty similar, while moving from one dimension to another. Overall, most learners felt the course provided a logical progression, even if some pointed out that the structure could be improved to facilitate smoother, more intuitive learning.

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Suggestions communicated through the feedback forms

Regarding effectiveness:

- one respondent suggests to avoid too many further, external deepening of some topics (podcasts, videos, readings, etc.), summing up the most relevant points already/directly in the course slides.

Regarding the tests:

- from a general point of view, more homogeneous quizzes would be more appreciated and work better; respondents highlight differences in difficulty among questions in the same quiz (some very easy, some very hard), and among different units, making it evident than units were developed by different hands, and making it easier to “pass” some units, compered to others: in some cases, tests are so easy that they can be passed even without following the unit content;
- units who offer tests inside slides should keep the results of those also when leaving and re-accessing the units;
- one respondent suggests to build more tests based on real-life cases, thus making them more relevant and engaging.

Eventually, a few technical issues:

- having limited file types usable for answering to assignments often works only with presentations and causes waste of time in converting files;
- in some cases, if one forgets to flag "task done" the platform does not register the section as done.

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2.3.1.2 Results for the VR learning activities and suggestions

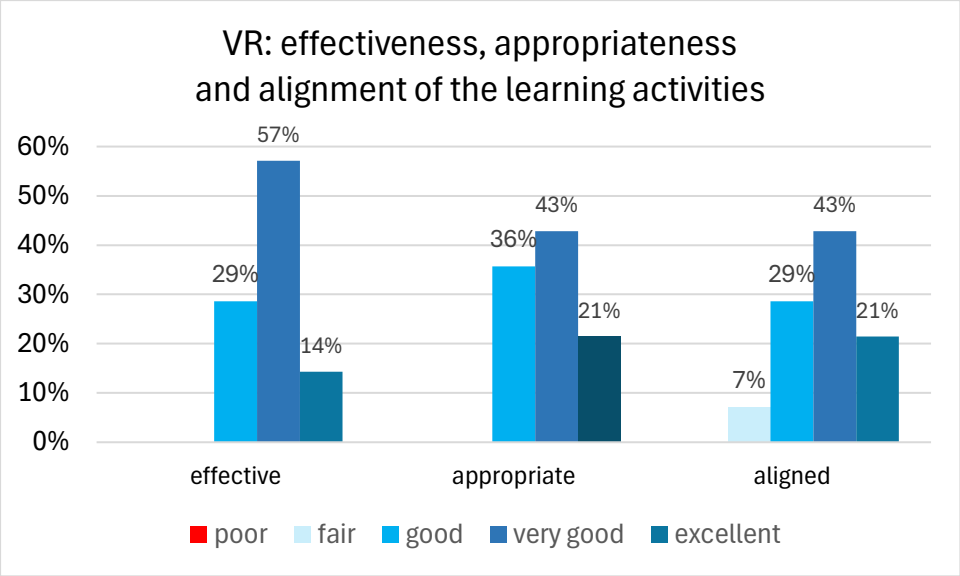

Figure 28: VR: effectiveness, appropriateness and alignment of the learning activities

Effectiveness

57% of respondents rated effectiveness as very good, which, added to a 14% rating it excellent, brings to a majority of very positive answers. A 29% of "good" ratings completes the appreciation of the course, with no one rating the course effectiveness as "fair" or "poor".

Appropriateness

Face a 43% of very good ratings, 21% of participants assessed the course as excellent. Having added a 36% of "good" feedback, this leaves again zero "fair" or "poor" answers. Overall, this shows more than good appreciation for the appropriateness of the learning activities proposed, leaving however room for some improvement.

Alignment

While the results for the "excellent" (21%) and "very good" (43%) categories are the same compared to appropriateness, ratings are a bit lower for the "good" level (29%), leaving a 7% responding "fair". Even if true it is that 93% of feedback was positive, unfortunately very few suggestions for improvement were given in the relevant open question.

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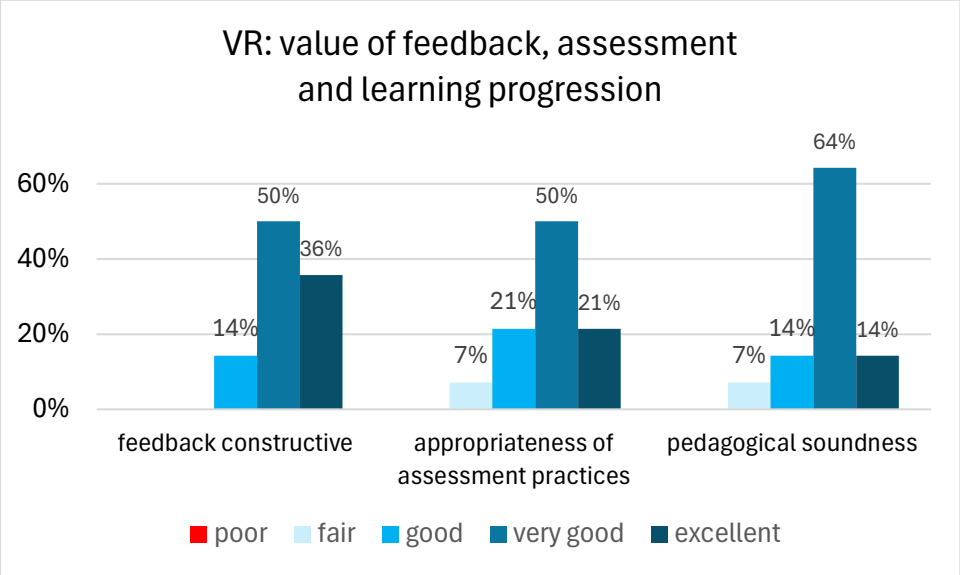

Figure 29: VR: feedback constructiveness, appropriateness of the assessment practices, pedagogical soundness for learning progression

Constructiveness of feedback

50% of learners considered the feedback provided as very good, and 36% excellent, indicating a very large user satisfaction. The remaining 14% rated it as good (overall positive rating thus summing up to 100%), with no one rating “fair” or “poor”.

Appropriateness of assessment practices

Again, 50% of respondents rated the assessment tools as very good to actually measure the learning outcome achievement, and a further 21% excellent. 21% more sees them as good, 7% as fair and no one as poor.

Pedagogical soundness

The majority of respondents (overall 78%) graded this dimension as very good (64%) or excellent (14%). A further 14% rated it as good, and 7% only fair.

Suggestions communicated through the feedback forms

As for other modules and courses, some respondents highlighted that the assessment requirements differ significantly among modules, from basic 5 question quizzes and up to complex assignments. Probably the level of assignments should be somewhere “adjusted” in the middle.

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2.3.1.3 Results for the SI learning activities and suggestions

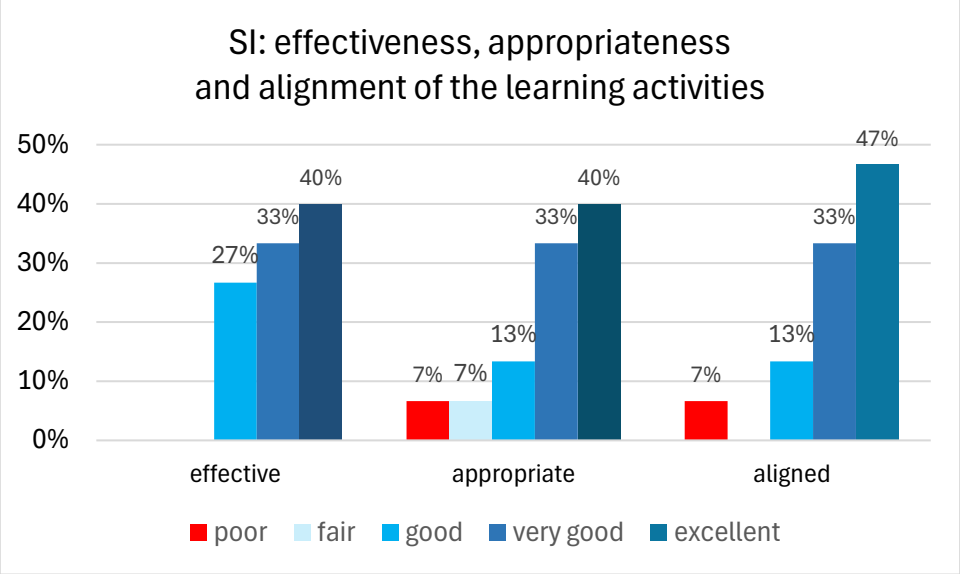

Figure 30: SI: effectiveness, appropriateness and alignment of the learning activities

Effectiveness

40% of respondents rated effectiveness as excellent, which, added to a 33% rating it very good, brings to a majority of very positive answers. A 27% of "good" ratings completes the appreciation of the course, with no one rating the course effectiveness as "fair" or "poor".

Appropriateness

Face a 40% of excellent ratings and 33% of very good, a 7% of "fair" and a 7% of "poor" answers stand out, showing the need for some review of the contents. 13% of "good" ratings complete the picture. Basically, 14 out of 15 users were enough or very satisfied, while 1 criticised the appropriateness of the learning activities.

Alignment

Excellent ratings here rise to a significant 47%. At the same time, very good are confirmed at 33%, giving 80% of users very satisfied about this aspect. Good ratings remain at 13%, no one rated the alignment as "fair", while again 1 user (7%) rated it "poor". For precision's sake, this is the same user who rated as poor the appropriateness of the learning activities.

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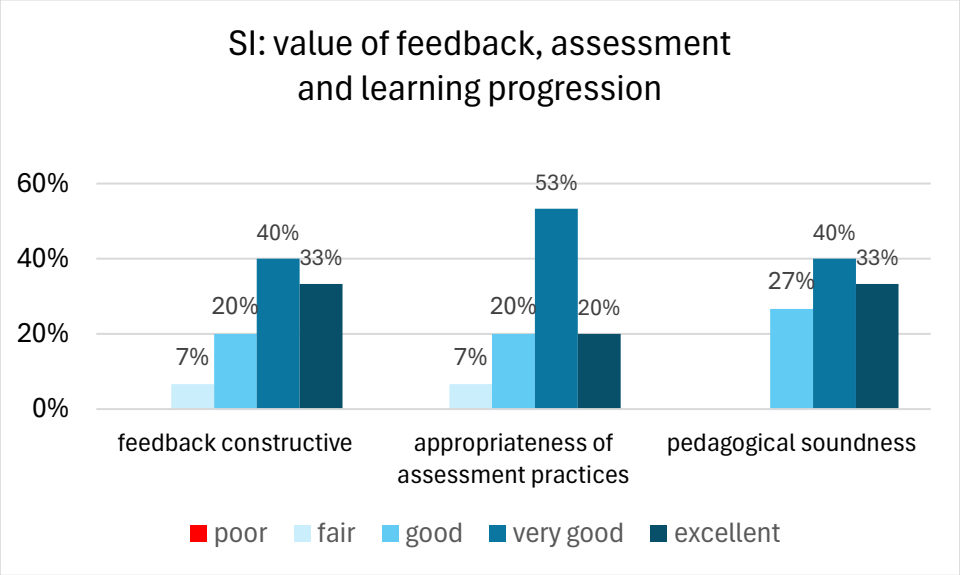

Figure 31: SI: feedback constructiveness, appropriateness of the assessment practices, pedagogical soundness for learning progression

Constructiveness of feedback

40% of learners considered the feedback provided as very good, and 33% excellent, indicating a large user satisfaction. 20% rated it as good (overall positive rating thus summing up to 93%), with one respondent (7%) rating it "fair", and no one rating "poor".

Appropriateness of assessment practices

Here, 53% of respondents rated the assessment tools as very good to actually measure the learning outcome achievement, and a further 20% excellent. Basically, some respondents shifted from very good to excellent, compared to the previous dimension. Other answers exactly mirror those about the constructiveness of feedback.

Pedagogical soundness

Answers here mirror those regarding the constructiveness of feedback, with an interesting improvement, as no one answered "fair", on the opposite shifting to "good" (27%), thus giving a 100% positive feedback.

Suggestions communicated through the feedback forms

Comments here recall those provided in several previous sections. Besides wishing for the delivery of the national language version, comments reported that:

- the assessment requirements differ significantly among modules, some quizzes seem to easy to provide for a valid learning assessment;

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- some units do not look consequent to each other, that is, the sequence does not always flow smoothly;
- units are a bit too much repetitive and circular; sometimes they lose focus on the "Social" side, and rest only on "Innovation";
- assessments should include more Project-Based Learning, digital or in-person simulations of complex social situations and peer review workshops.

2.3.1.4 Summary results

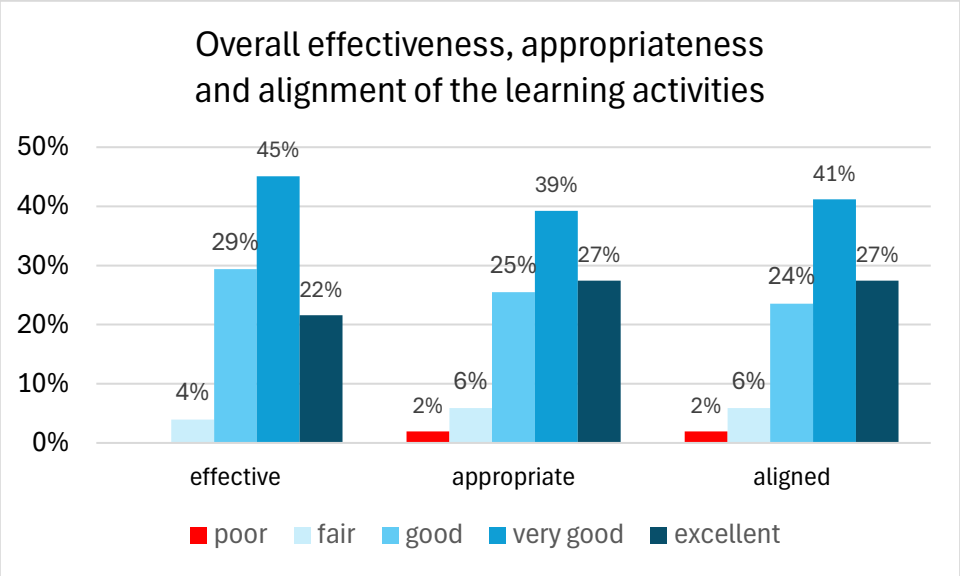

Figure 32: overall effectiveness, appropriateness and alignment of the learning activities

Effectiveness

45% of respondents rated effectiveness as excellent, which, added to a 22% rating it very good, brings to a majority (2 thirds/1 third) of very positive answers. A 29% of "good" ratings completes the appreciation of the course, leaving only a 4% to "fair" and 0% to "poor".

Appropriateness

Face a 39% of very good ratings, a 27% of excellent, and a 21% of good, still remain a 6% of "fair" and a 2% of "poor" answers.

Alignment

Very good ratings here rise to 41%. At the same time, excellent are confirmed at 27%, giving 68% of users very satisfied about this aspect. Good ratings remain at 24%, with the same percentage of "fair" and "poor" as per the previous dimension. Actually, the same persons assigned the same ratings to these latter topics.

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Overall, the courses were assigned, in average absolute values, a 3,8 score for effectiveness and appropriateness of learning activities, and 3.9 for alignment of learning activities to learning outcomes, nearing a full “very good” rating.

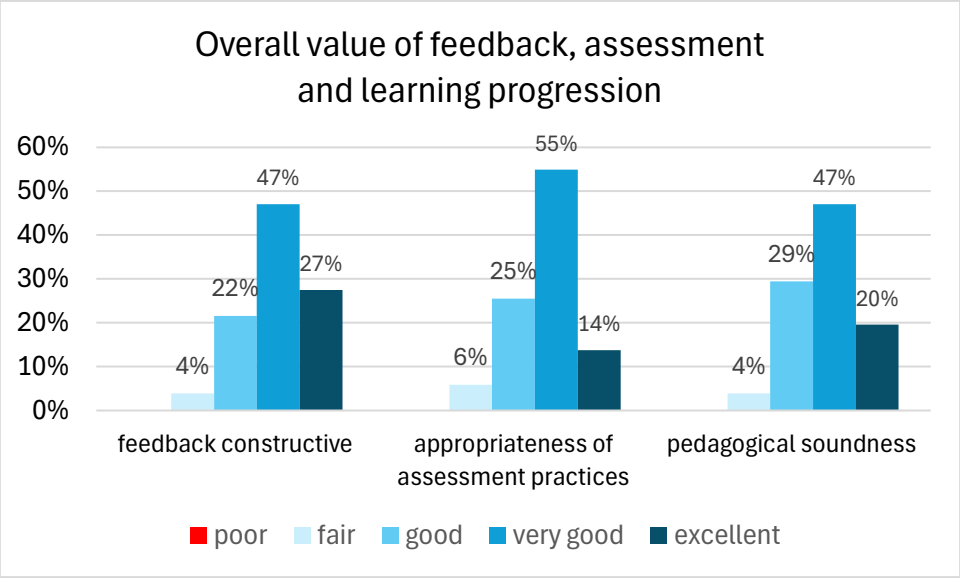

Figure 33: overall feedback constructiveness, appropriateness of the assessment practices, pedagogical soundness for learning progression

Constructiveness of feedback

Overall, 47% of learners considered the feedback provided as very good, and 27% excellent, indicating a large user satisfaction. 22% rated it as good (overall positive rating thus summing up to 96%), 4% rated “fair” and no one “poor”. In absolute value, the average rating is exactly 4 out of 5, corresponding to a full “very good”.

Appropriateness of assessment practices

Here, 55% of respondents rated the assessment tools as very good to actually measure the learning outcome achievement, and a further 14% excellent. 25% more sees them as good, 6% as fair and no one as poor.

Pedagogical soundness

The majority of respondents (overall 67%) graded this dimension as very good (47%) or excellent (20%). A further 29% rated it as good (bringing the overall positive rating at 96%), and 4% only fair. No one rated “poor”.

In absolute value, the average rating for the latter two dimensions is 3,8 out of 5, nearing a full “very good”.

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3 Part 3. Usability of the online learning platform.

Part 3 examines the usability of the learning platform, focusing on key aspects such as intuitiveness, user-friendliness, interaction, and engagement. It also explores the overall user experience, identifying any technical issues that impacted accessibility and functionality. Additionally, this section provides recommendations to enhance the platform's usability and improve the overall learning experience.

3.1 Comparison: usability and user experience of the EULEP platform

3.1.1 Usability and user experience of the EULEP platform in the AI course

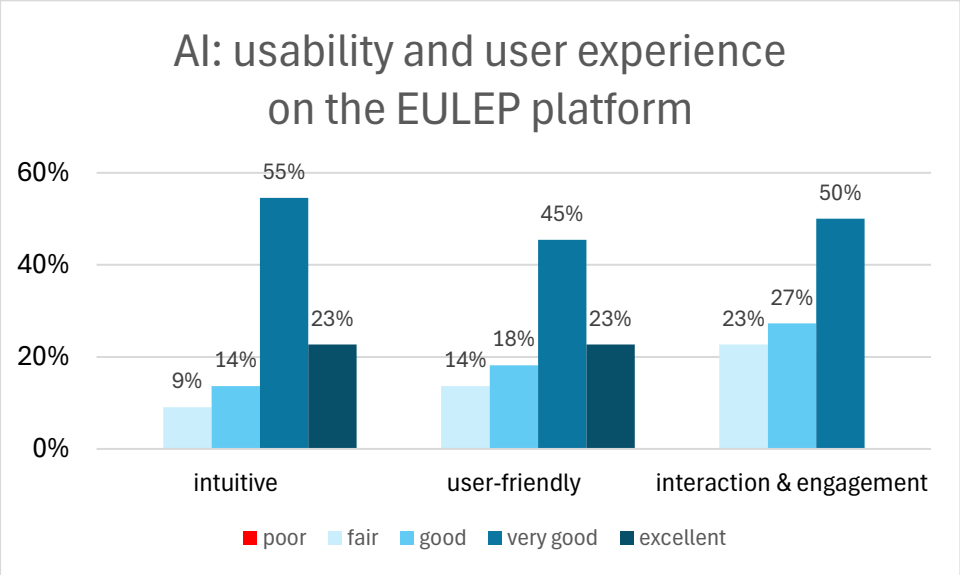

Figure 34: AI: usability of the online platform

Intuitiveness

The most assigned value was "very good" (55%), followed by "excellent" (23%), with an additional 14% "good", and only 9% "fair". No one deemed the platform intuitiveness as poor.

User-friendliness

Results were just a bit lower here, with 45% of "very good", still 23% of "excellent", 18% "good" and 14% "fair". Again, no one deemed this aspect "poor", and the overall positive feedback stays at 91%.

Interaction and engagement

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In this case, values, even if generally positive, are however clearly lower than before. No one rated this dimension as “excellent”, even if 50% assessed it as “very good”, and 27% as “good”. A 23% “fair” and 0% “poor” complete the pattern.

3.1.2 Usability and user experience of the EULEP platform in the VR course

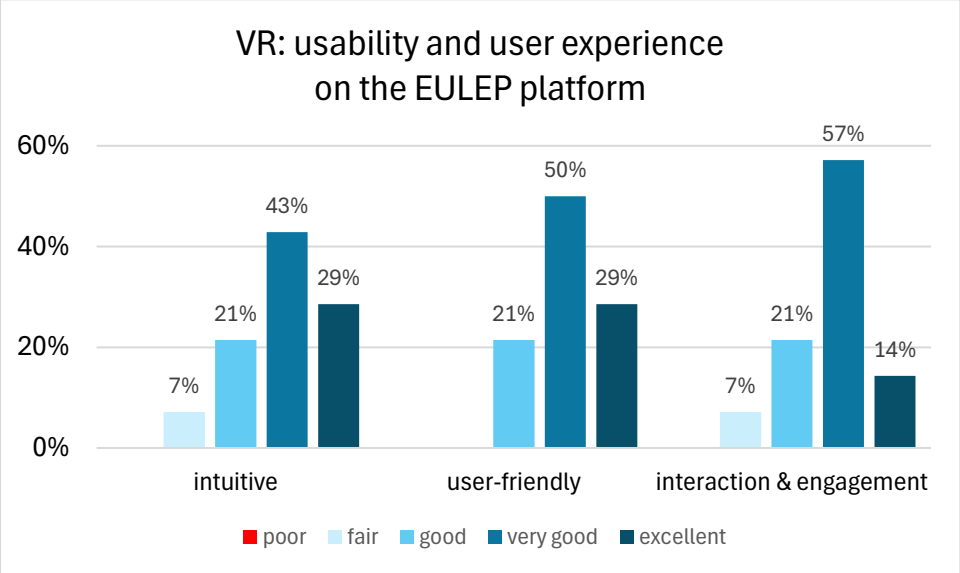

Figure 35: VR: usability of the online platform

Intuitiveness

The most assigned value was “very good” (43%), followed by “excellent” (29%), with an additional 21% “good”, and only 7% “fair”. No one deemed the platform intuitiveness as poor.

User-friendliness

Results were better here, with 50% of “very good”, still 29% of “excellent”, 21% “good” and 0% both for “fair” and “poor”.

Interaction and engagement

In this case values remain generally positive, in-between the two previous dimensions. 14% rated this dimension as “excellent”, 57% assessed it as “very good”, and 21% as “good”. A 7% “fair” and 0% “poor” complete the pattern.

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3.1.3 Usability and user experience of the EULEP platform in the SI course

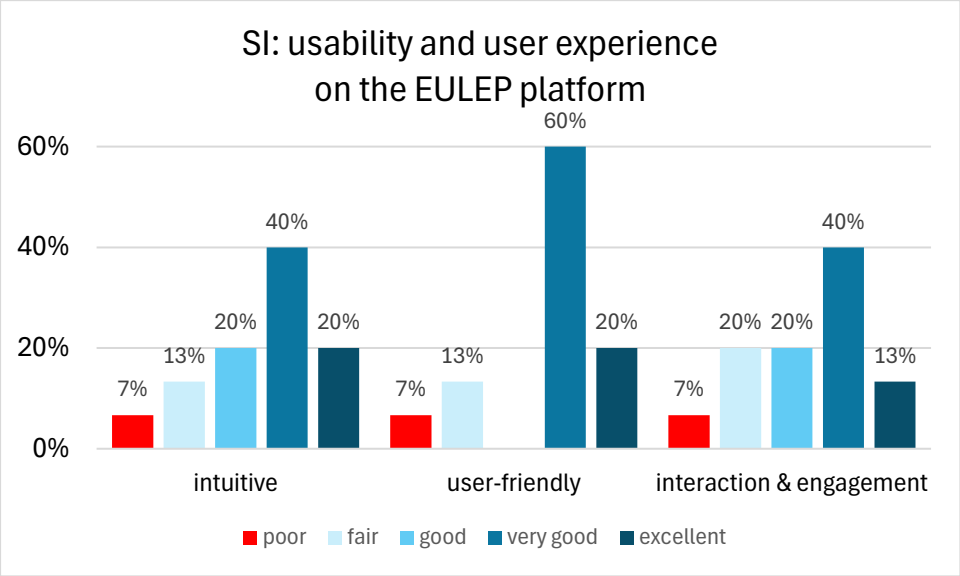

Figure 36: SI: usability of the online platform

Intuitiveness

The most assigned value was “very good” (40%), followed by “excellent” (20%) and “good” (20%), “fair” (7%), and one respondent (7%) assessing intuitiveness as “poor”. It is worthwhile mentioning that this person self-assessed as “expert” in the usage of online platforms. The expressed rating should therefore be carefully considered.

User-friendliness

Results were better here, with 60% of “very good”, still 20% of “excellent”, 0% “good”, 13% “fair” and again one respondent (7%, the same person as per the previous dimension) assessing user-friendliness as “poor”.

Interaction and engagement

In this case values are largely scattered, showing a varied user experience and perception of the platform. 40% rated this dimension as “very good”, 13% assessed it as “excellent”, 20% as “good” and 20% as “fair”. One person (not the same as before), assigned a “poor” performance assessment on this topic.

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3.1.4 Usability and user experience of the EULEP platform across all courses

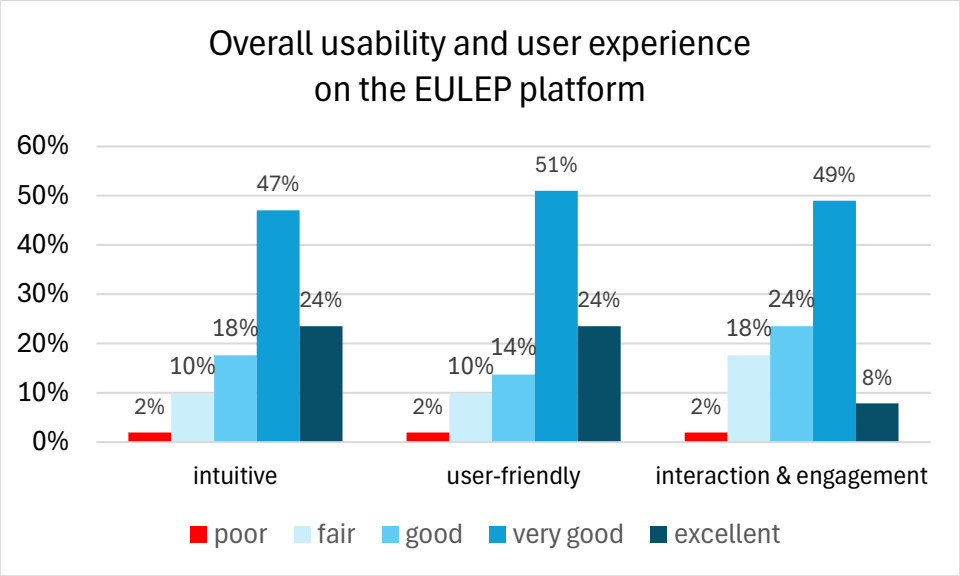

Figure 37: overall usability of the online platform across the EULEP courses

The average usability and user experience of the online platform across all courses show that the platform performs well enough overall, with most users finding it intuitive, user-friendly, and engaging. However, there are areas for improvement.

Intuitiveness

The platform is generally perceived as intuitive, with a combined 71% of users rating it as either excellent (24%) or very good (47%). This indicates that most users find the interface easy to navigate and understand. Additionally, 18% of users rated it as good, confirming that usability issues are not major ones. However, with 12% of users rating it as fair (10%) or poor (2%), there is room to refine the experience further to ensure a more seamless and effortless navigation process.

User-friendliness

The platform scores pretty well in user-friendliness, with 24% of users considering it excellent and 52% rating it as very good, leading to a 75% positive rating. In addition to 14% of users founding it good, 10% rated it as fair and 2% poor, suggesting that while the platform is generally easy to use, a portion of users still experience some difficulties.

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Interaction and engagement

Maybe the weakest platform's aspect resulted interaction and engagement, with a 49% of users rating it as very good and only 8% excellent, indicating that while users are generally engaged, the platform could benefit from additional interactive elements to enhance the experience further. Additionally, 24% of users rated engagement as good, 18% found it fair, and 2% poor.

In absolute values, the overall average stands at 3,8 out of 5 for intuitiveness and user-friendliness, nearing a full “very good” rating, but it goes down to 3,4 as to interaction and engagement. These values could depend on several factors, like the varied level of expertise in using online learning platforms owned by users, to the delivery methods chosen for the pilot courses, to actual room for improvement of the platform performance. They should be taken into account, when designing the capacity building courses, as company users might be less keen to consider with “critical friends’ eyes” the platform.

3.2 Technical issues

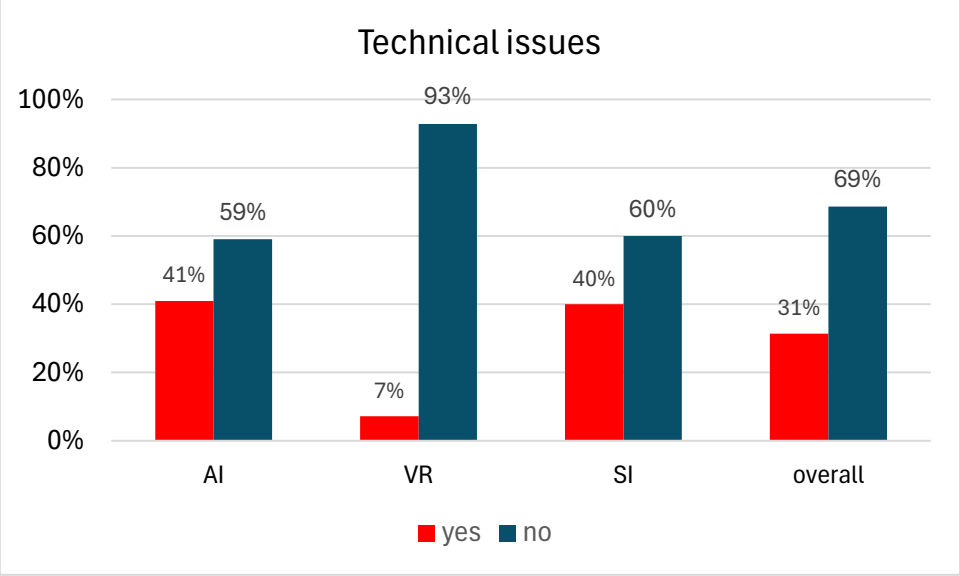

Figure 38: encounter of technical difficulties

Several users reported some kind of technical issues in the usage of the platform. However, the relevance of such issues greatly varies, an some might not even be considered as “bugs”, rather depending on users’ little experience in using online platforms.

Results are quite similar for the AI and SI course, both having around 40% of users experiencing at least one problem. On the opposite, the VR course had an extremely high rate of smooth running, with just one respondent (7%) reporting issues.

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Overall, this brings to 31% of participants experiencing technical issues, and a robust majority of 69% having no problems, or not considering possible inconveniences as issues, or being able to overcome technical difficulties.

Feedback and description on technical issues

It is worthwhile noting that some users reported as a "problem" not having references to additional resources available in Italian language, or minor issues like "boxes in some tests non-exactly fitting the size of possible answers", or that "the system looked as frozen", etc. We report them here for completeness' sake. It should be noted, however, that, even if they affect the overall ratings, they seem to be of minor relevance at this stage.

AI Course

- Unit texts often do not read in their entirety because the column is narrow and the texts do not wrap around [the user however did not say which browser/device he/she was using]
- Several users reported that not all tasks could be marked as done, leading to confusion about progress.
- Several uses reported they felt uncomfortable not having the possibility to upload .pdf files for assignments.
- In parallel, they would like to be allowed to download .pdf files.

VR Course

- Only one issue was reported, regarding at least one quiz not properly rendered in Firefox, thus impossible to be completed. However, the user did not quote the nodule and unit where this happens.

SI Course

- Unit texts often do not read in their entirety because the column is narrow and the texts do not wrap around [the user however did not say which browser/device he/she was using]
- Several users reported that not all tasks could be marked as done, leading to confusion about progress.
- When suspending a test, going back to review the lessons and then re-entering the test, previous partial answers are not kept.

Overall, the platform was stable, most technical issues stemmed from setup difficulties, activity completion errors, and navigation inconsistencies. The AI course suffered from progress-tracking and mobile-web synchronization issues, while the VR course had problems with quizzes, navigation, and content presentation.

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3.3 Suggestions for enhancing usability and user experience

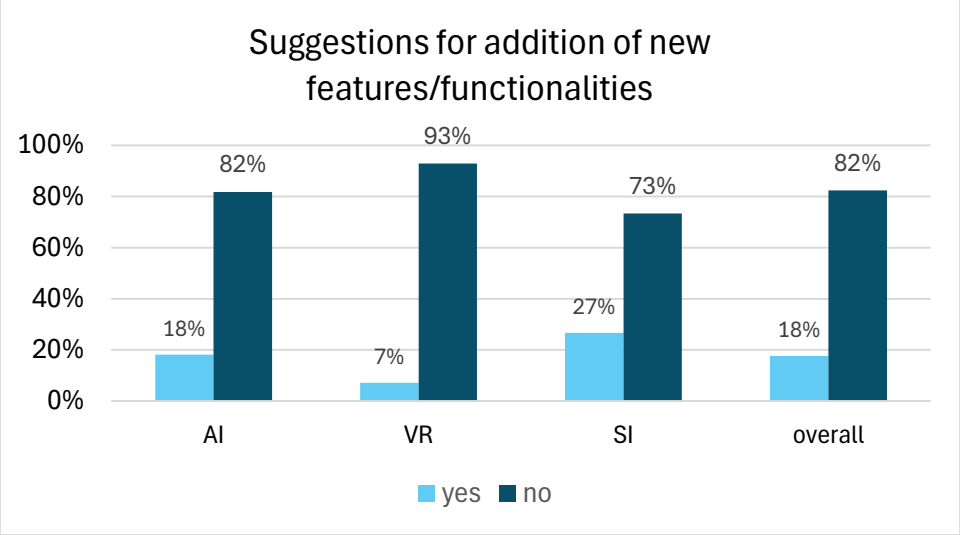

Figure 39: opinion about adding features or functionalities to the EULEP platform

Results here were generally encouraging, with very small percentages of respondents suggesting to add improvements: 18% for the AI course, 7% for the VR course, and 27% for the SI course, with an overall 18% reporting suggestions, and 82% saying that thigs are fine as they are.

AI course suggestions

- Provide for clear task progress indicators: implement a more intuitive progress tracker that clearly shows which tasks are completed and which ones are still pending.
- Interactive Text Input Box: ensure that the text input boxes for responses function properly, allowing users to easily submit their answers without glitches.
- Provide for consistent assessment formats: standardize the assessment formats across all modules to reduce confusion and help students better understand what is expected of them.
- Incorporate real-time feedback: add features that provide instant feedback on submitted tasks, helping students understand their mistakes and improve before moving to the next task.
- Include a dedicated support (Help/FAQ) section with common troubleshooting solutions and instructions for navigating technical issues.
- Improve participatory tools and sharing of best practises among participants.

VR course suggestions

- Increase the number of active learning chances (videos, audio, real-life cases, etc,).
- Reduce the timing of the units: many of them are too long.

SI course suggestions

- Provide for a live chat among participants and teachers, or for an AI support.

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4 Part 4. Satisfaction level.

Part 4 assesses the overall satisfaction level of the training, focusing on participants' preparedness for training businesses and areas for improvement. It includes a summary of trainer feedback, additional insights from participants, and an evaluation of overall satisfaction. This section also provides recommendations to enhance future training experiences within the frame of EULEP.

4.1 Preparedness for training businesses

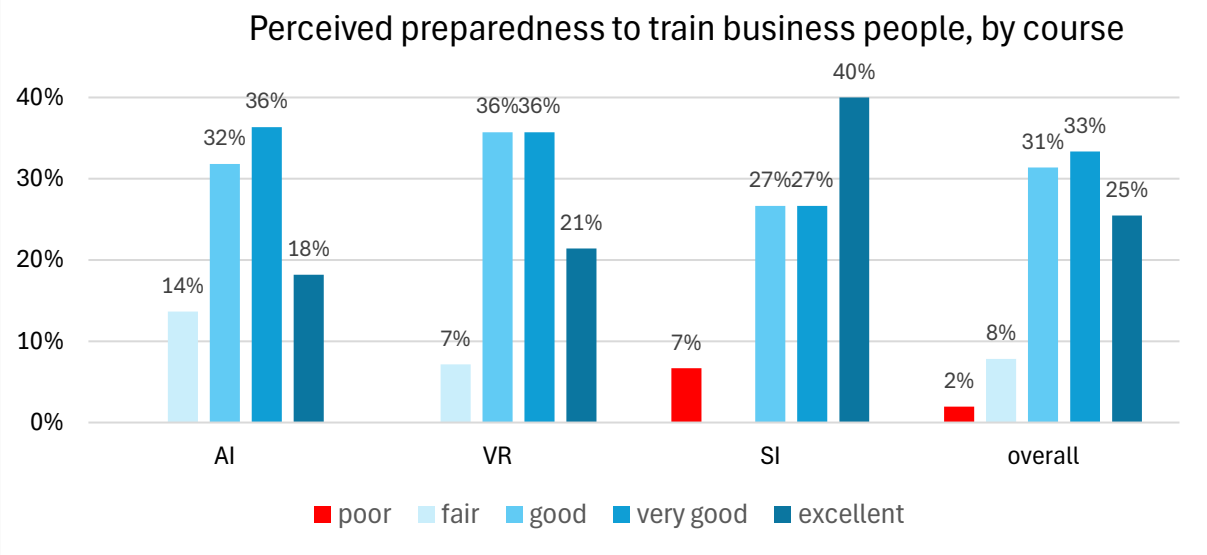

Figure 40: preparedness for training business representatives, by course and overall

AI course results

In the AI course, 36% of participants rated the preparedness as very good, 18% as excellent, while another 32% rated it as good, bringing the total positive feedback to 86%. However, 14% rated it as Fair, indicating some room for improvement. No participants rated it as Poor.

AI course suggestions

- Increase the number of concrete examples of use to engage learners, including reference to concrete tools.
- A more specific approach to each aspect of business is necessary. As a social media manager, I noticed that there were limited references to business functions like digital marketing or social media management. Including more targeted content on how AI can be applied to these areas -such as using AI for customer engagement, content personalization, or social media analytics- would make the training more relevant for professionals in these roles. This approach would help trainers tailor the training to various business functions, improving its applicability and impact.
- Include some real testimonials of training experience that can bring out and then clarify possible doubts.

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- Provide for additional materials for deeper exploration of topics. These could include resources offering inspiration for designing exercises, ideal solutions to the proposed activities to be used as references, and more precise methods for evaluation. These additions would provide trainers with more robust tools and frameworks, allowing them to refine their approaches and deliver even more impactful training.
- Grant trainers the possibility to use and customize the EULEP platform.
- When translating into national languages, take care of providing links to national sites/material as a reference.
- Allow participants to download all sets of slides (e.g. Unit 1.2, 1.3, 2.2, 4.2, 4.3).
- It would be advisable that assignments could be uploaded in.pdf format.

VR course results

In the VR course, 36% of participants rated the preparedness as very good, 21% as excellent, while another 36% rated it as good, bringing the total positive feedback to 93%. Just 7% rated it as Fair, indicating some room for improvement. No participants rated it as poor.

VR course suggestions

- Increase the number of concrete examples of use to engage learners.
- Encourage trainers to include practice, discussions with peers, direct and engaging case studies in the course plan.
- Add more videos and interactive resources.
- Encourage trainers to thoroughly discuss and plan the training programme with the companies, taking into account the specific needs of trainees.

SI course results

In the SI course, 40% of participants rated the preparedness as excellent, 27% as very good, while another 27% rated it as good, bringing the total positive feedback to 94%. However, 7% (1 person) rated it as poor. No participants rated it as fair. It should be noted that the person rating own preparedness as poor, declared psychology as main own field of expertise. It should therefore be possible that the initial lack of basics in the domain of the course affected the judgement.

SI course suggestions

- Increase the number of real-life case studies, possibly in diverse business fields and territories.
- Avoid making all units mandatory: check and consider previous learner competences/experience.
- Provide for customizable workshop materials, to support trainers work.
- Include peer review with colleagues and sharing of best practises.
- Grant trainers the possibility to use and customize the EULEP platform.

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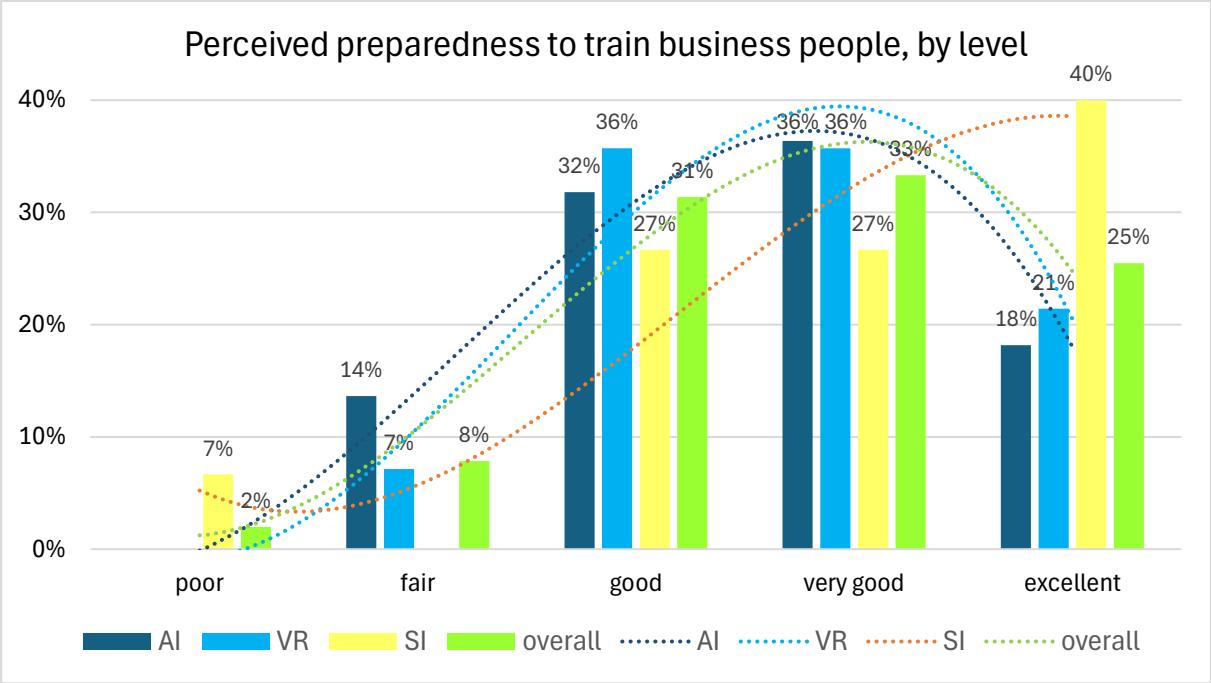

Figure 41: preparedness for training business representatives, by level

Another way to look at the perceived preparedness is by the perceived level achieved.

Figure 41 also shows the trend lines for each course and overall, to pinpoint where the highest values are. This makes also qualitatively evident what quantitative data report: while for AI and VR the preparedness is mainly perceived "between good and very good" (with average values respectively of 3,6 and 3,7 out of 5), values for SI are higher, definitely perceived as "very good" (average value 4 out of 5). The overall performance of the three courses together is in-between these values, basically "almost very good", with an average value of 3,8 out of 5).

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4.2 Free feedback

As described at paragraph 1.1, the trainers of trainers delivered an initial, a backup and a final synchronous session for each course. During the last one, they had thorough discussions with participants, to collect further feedback, in a peer setting and in a more free and open mode. We summarize here the main findings reported.

- In all courses, participants expressed high expectations about the national translation of content, and about addressing the references to additional materials to websites/documents in Italian. At the same time, some participants declared they "arranged" the translation using AI tools (namely Chat GPT); some also used AI tools to summarize heavy document and speed up the (too long) study time by summarizing most heavy documents.
- Minor errors in the English version wording were reported, like typos or incorrect translations.
- Some technical bugs were reported, but only in general terms; unfortunately, often participants found some way to overcome then, and did not record exactly where they encountered such bugs.
- Many participants complained about errors in the unit completion tracking system, which should be homogenised and improved. Several of them complained they had to repeat some units, as they were not marked as completed.
- Similarly, many participants complained about the impossibility to get back to some tests, to better understand their mistakes.
- All courses seem to be too long to be taken in full. Especially thinking of company workers as participants, the workload seems overwhelming. Many participants asked for a review, to make units more efficient. They complained about unnecessary redundancies and repetitions, especially in the AI and SI courses, and about too much material: a vast set of resources is an asset, but too many do not encourage learning. With special reference to the Si course, parts regarding leadership were rated rich, but way too abundant.
- In some units (namely in the VR course) many participants reported they suffered from too much textual content, which makes learning boring and unattractive, and reduces motivation.
- Generally speaking, many participants recommended to complement the Moodle courses with practical activities, team/group assignments, live testimonials, real life case studies.
- Some teachers also underlined the need to improve the linkage with the labour market, adding examples referring to diverse, but specified sectors.

Besides suggestions for improvement, many participants expressed their appreciation and satisfaction, too. Among them, we quote:

- The chosen structure of courses (see paragraph 1.1) was highly appreciated, as it allowed for individual learning at one's own pace, at the same time being able to rely upon the trainers' continuous support. Trainers have been always available, prompt in answering and providing for support, very focused in favouring sharing, circulation of information and knowledge, etc.
- A vast majority confirmed that the topics dealt with in the courses are relevant, interesting and, well structured and in line with the current market needs.
- Especially for SI, participants acknowledged the relevance of the course:

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- to favour the understanding of the value of SI in specific business sectors (like the mechanical and manufacturing one);
- to support upskilling and reskilling of human resources, towards SI skills;
- as to the usage of soft skills, diversity and time management.

- Many participants asked for continuing working together as a group/community of practice, possibly also creating teams or groups (using the EULEP platform chat, or social networks chats, or others): that would allow for further exchange of expertise, case studies, problem discussion, resource pooling, etc.
- In this streamline, they asked to create a mailing list of participants, also including geographical indications on where participants are based and work. They also declared to be available to meet the IFOA staff involved in the project, to discuss how to do that.
- One participant declared her availability to cooperate to material translation.

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4.3 Overall satisfaction

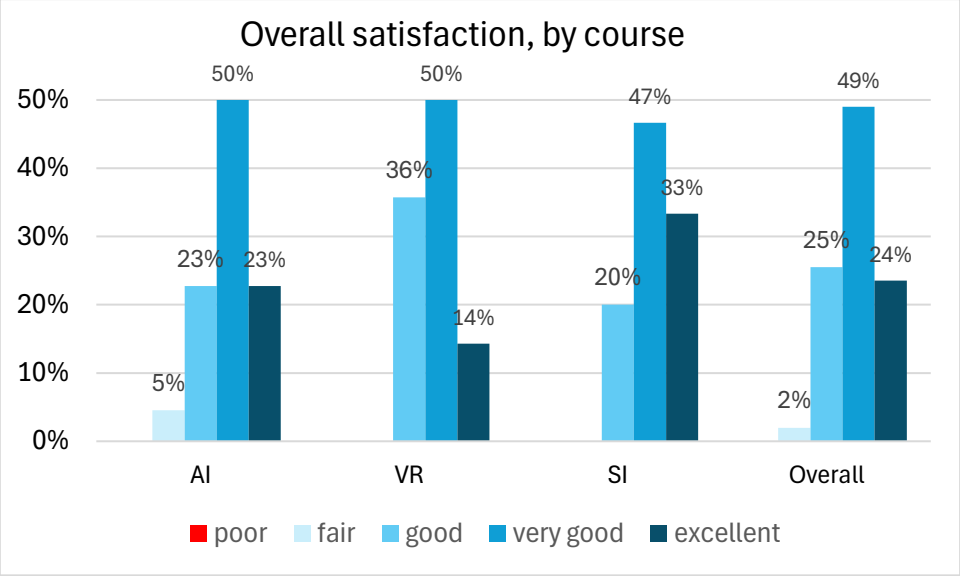

Figure 42: overall satisfaction with the EULEP MOOC, by course

The feedback gathered from participants regarding their overall satisfaction with the training pathways (MOOCs) provides a clear picture of how each course was perceived. The presence of this question and the corresponding indicator seems to provide one of the best pictures of the actual value of the courses for the participants. As a matter of fact, asking them to act as "critical friends" and to provide for feedback for improvement, tends to produce a "halo effect", such that respondents are keener to identify faults, bugs and high-level expectations, rather than to fairly assess products. This synthetic indicator browses the assessment from any conscious or unconscious prejudice.

AI course

50% of participants rated it as very good, while 23% considered it excellent, further 23% good, leaving a little 5% for fair. There were no participants who rated the course as poor, which suggests a pretty positive reception (73% rating over-the-average, 95% rating positive and 100% rating non-negative).

VR course

The VR course saw a nearly same strong response, with 50% rating it as very good and 14% as excellent. A relevant 36% found the course to be good, and again no one rated it as fair or poor. So, 64% assessed the course over-the-average, and 100% assessed it positively.

SI course

For the SI course, the results were very positive, too, with 47% of participants rating it as very good, 33% as excellent and 20% as good. No participants rated the course as fair or poor, showing high satisfaction and suggesting that the course content and delivery met the participants' expectations very well. 80% assessed the course over-the-average, and 100% assessed it positively.

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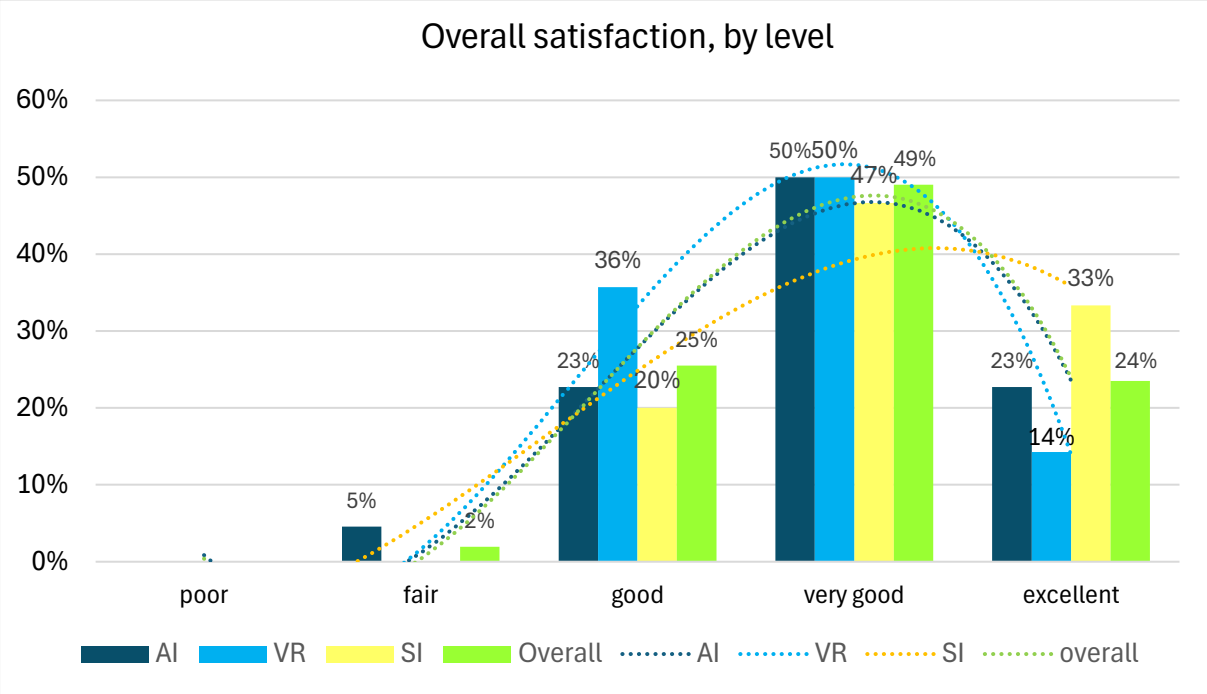

Figure 43: overall satisfaction with the EULEP MOOC, by level

Again, another way to look at the perceived overall satisfaction is by the perceived level achieved.

Figure 43 also shows the trend lines for each course and overall, to pinpoint where the highest values are. This makes also qualitatively evident what quantitative data report: while for AI and VR the overall satisfaction is mainly perceived as “almost very good” (with average values respectively of 3,9 and 3.8 out of 5), values for SI are higher, definitely perceived as “more than very good” (average value 4,1 out of 5). The overall performance of the three courses together is in-between these values, basically “very good”, with an average value of 4 out of 5).

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4.4 Next steps

The feedback collected in the pilot phase will be used to adapt the training materials to national/regional circumstances. The training materials will furthermore be translated into the national language in each country, for an easier comprehension of the learning by the final target group. If on the one side there is no doubt about the opportunity of translating -for instance- the lessons plan, on the other side there might be video clips, or presentations, or references to external documents that could not need it. At the same time, some references will need to be shifted to Italian experiences, case studies, web sites or articles and papers, etc. Time will be a critical factor.

I.F.O.A. and the University of Genova will carry out most of the work, with Unioncamere possibly adjusting its additional modules on Tourism (which, by the way, are already fully available both in English and in Italian).

We envisage to start reaching out to interested businesses and participants in the capacity building with a large advance. We strongly believe that the “capacity building” concept should be considered ***the*** key point in WP5. So, we are ready to offer the full learning pathways where needed, but we would also be sure that we deliver what is required where is required and when it is required, to avoid the risks of not finding enough participants, or of overloading company staff with time and content that is of no interest or use to them.

Therefore, we deem necessary a carefully planned phase to find companies, identify individual participants, tailor courses on their needs, prepare the capacity building sessions together with the trainers who went through the ELA and the piloting phase, and structure (customized, if/where required) courses.

We plan to carry out the organisation and planning of the courses during the two months stated in the project timetable, and to deliver at least a first edition of all capacity building courses (AI, VR, SI) by end of July 2025. If possible, both editions will be completed by then. Potential companies and participants will be reached via all the channels available at partners’: direct knowledge/contacts, previous collaboration, own networks, social media channels, corporate web sites, etc.. Each company will be interviewed to check its needs against the learning outcomes offered by the EULEP platform. Together with the partners, possible participants for each company will be identified and participants will be grouped into learning classes. This kind of search will go on until the target of at least 60 professionals will be confirmed. In case more than 60 potential participants apply, partners will decide if opening up a bit the classes (maximum 15 participants each), offering additional courses or carry out a selection.

As said, the duration, structure and time frame of the courses will be defined together with the companies and the trainers, thanks to the need analysis, and may cover in full or in part the learning pathways developed in WP3. Partners will take care of including each and every developed module in one or in another course, to fully test the existing material. Basically, we envisage that each course could stretch over two/three months maximum (implying an average commitment of 4 to 6 hours a week, including self-study). The exact calendar will be set in due time.

At present, we plan that I.F.O.A. will deliver 2 AI courses and 2 SI courses, and the University of Genova will deliver 2 VR courses. In addition, Unioncamere will deliver possible additional courses, specifically targeted to the tourism sector, which can also contribute to reach the required number of courses/participants.

Even if the Grant Agreement foresees face-to-face courses, we plan to deliver them preferably online, basically for the following reasons:

- we expect participants to come from different Italian regions, not necessarily in the surroundings of Reggio Emilia, Genova or Rome, where the training partners are located; there is no budget for travel and subsistence of participants, and we cannot (and do not want to) ask companies to pay for the training;
- as described in the “Target groups” section, expected participants will be SME owners or managers, employees, plus self-employed, consultants, or employees/middle managers of larger companies, operators of the tourism and finance sectors, or of the third sector (especially regarding SI courses), etc.. Courses have a duration of the theoretical part ranging from 26.67 to 30.50 hours, which on the one side make financially and logistically impossible the option to dilute a number of face-to-face sessions over more weeks, and on the other side make risky the option of arranging immersive full-time training, taking people out of their offices for one full week.

Hence, the Italian partners will organise the capacity building online, in blended mode, mixing synchronous and asynchronous sessions, depending on the structure. Learners will go through the learning path(s) on their own pace, but with a determined schedule of check-points. Trainers will guide the synchronous sessions, and will be constantly available for offline support if/when needed. Team working among distance participants will also be included. The self-learning elements are supposed to be done upon learners’ schedule in asynchronous mode. Details are to be decided with the final trainers and are subject to change. Consideration will also be given to recording the synchronous sessions, with the participant consent, to add to the course material to enhance future participant experiences. The number of trainers for each course and the allocation of sessions among them will be decided at the planning stage.

This document was prepared by I.F.O.A., Istituto Formazione Operatori Aziendali, Italy
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