



Easy Digital Access+
Itinerary to Easy Inclusive Access to Education
in the Digital Environment

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TRANSNATIONAL REPORT ON EASY INCLUSIVE ACCESS TO EDUCATION IN THE DIGITAL ENVIRONMENT

Spain, Slovakia and Czech Republic

This report, compiled by ADESOS (coordinator of the project) outlines the pilot testing process for the EDA+ tools, Training Itinerary, the Training Content and the Actions taken. The conclusions of the report focus on exploring the challenges faced by disadvantaged groups in accessing digital skills training, identifying successful approaches, and proposing recommendations for effective interventions.

It contains the summary of GOOD PRACTICES and the QUALITY ANALYSIS REPORT of actions, partnerships, experts, stakeholders and students.

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Introduction

In today's increasingly digital world, access to basic digital skills has become a necessity for participation in society and the economy. The target group (adults with inclusion difficulties due to their unemployment situation, economic problems, age and lack of knowledge of digital environments, especially women over 40) who participated in the course face specific challenges and needs in the digital context. They often bring valuable experience and are motivated to update their skills to stay competitive in the job market. However, they might struggle with a digital gap, limited access to updated technology, and adapting to new tools, which can affect their confidence. These women balance learning with family responsibilities, necessitating flexible schedules and personalized training. Access to continuous technical support and a supportive community is crucial for their success. Addressing these needs empathetically can help them overcome barriers and fully embrace digital opportunities.

In addition, disadvantaged groups, including long-term unemployed individuals with limited digital skills, adults struggling with digital literacy, seniors, young undergraduates, immigrants and/or ethnic minorities, often face barriers to acquiring these essential skills.

This report outlines the pilot testing process for the EDA+ tools, Training Itinerary and Training Content. These tools aim to facilitate inclusive access to education in the digital environment for disadvantaged groups. The conclusions of the report focus to explore the challenges faced by women in particular in accessing digital skills training, identify successful approaches, and propose recommendations for effective interventions.

Pilot Testing

With the information on the results of the pilot test with female students. It can be concluded that the training in digital skills had a positive impact on the participants from the Czech Republic, Slovakia and Spain.

Highlights:

- **Improvement of digital skills:** Participants reported having acquired skills in areas such as basic use of digital devices, basic content creation, internet navigation, online communication, digital security, and secure online shopping. This suggests that the course content was effective in addressing the students' learning needs.
- **Increased confidence:** Several participants expressed feeling more confident in using technology after the course. For example, a participant from the Czech Republic commented: "I finally don't feel left behind." This indicates that the training not only provided knowledge but also empowered the students to use technology with greater confidence.
- **Greater digital inclusion:** All participants stated that the training had helped them improve their knowledge to participate equitably and inclusively in the digital society. This finding highlights the importance of digital education in promoting social inclusion and enabling people, especially those from disadvantaged groups, to take advantage of the opportunities offered by the digital world.
- **High overall satisfaction:** Participants from both countries rated the training highly in all aspects, including content, organization, teaching staff, and resources. This demonstrates a high level of satisfaction with the overall course experience.

Limitations: It is important to consider that the provided sources have some limitations:

- **Sample size:** The number of participants in the pilot test was relatively small, which limits the generalization of the results.
- **Lack of control group:** There was no control group to compare the results of the participants with those who did not receive the training. So, we used the same group before having the training.

Despite the limitations, the results of the pilot test are encouraging. In the follow up It is recommended to:

- **Expand the scope of the training:** Offer the course to a larger number of people, especially those from disadvantaged groups.
- **Conduct long-term follow-up:** Assess the long-term impact of the training to determine if the acquired skills are maintained and applied in daily life.
- **Incorporate a gender perspective:** Further investigate the specific barriers women face in accessing digital education and adapt the course content and methodology accordingly.

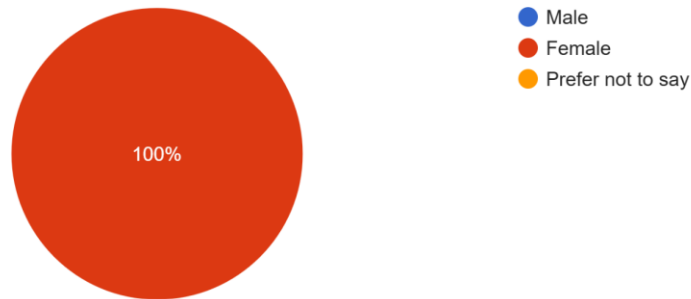
Overall, the sources suggest that the pilot test was successful in improving the digital skills and confidence of the participants. Further research is needed to confirm these findings and explore ways to further enhance the effectiveness of the training.

Analysis of the responses from students – Beneficiaries Quality Control

General profile of the participants

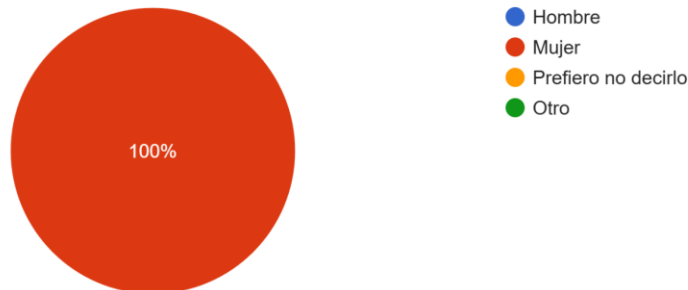
Czech Republic

Gender
11 respuestas



Spain

Género
11 respuestas



Slovakia

Gender
8 respuestas



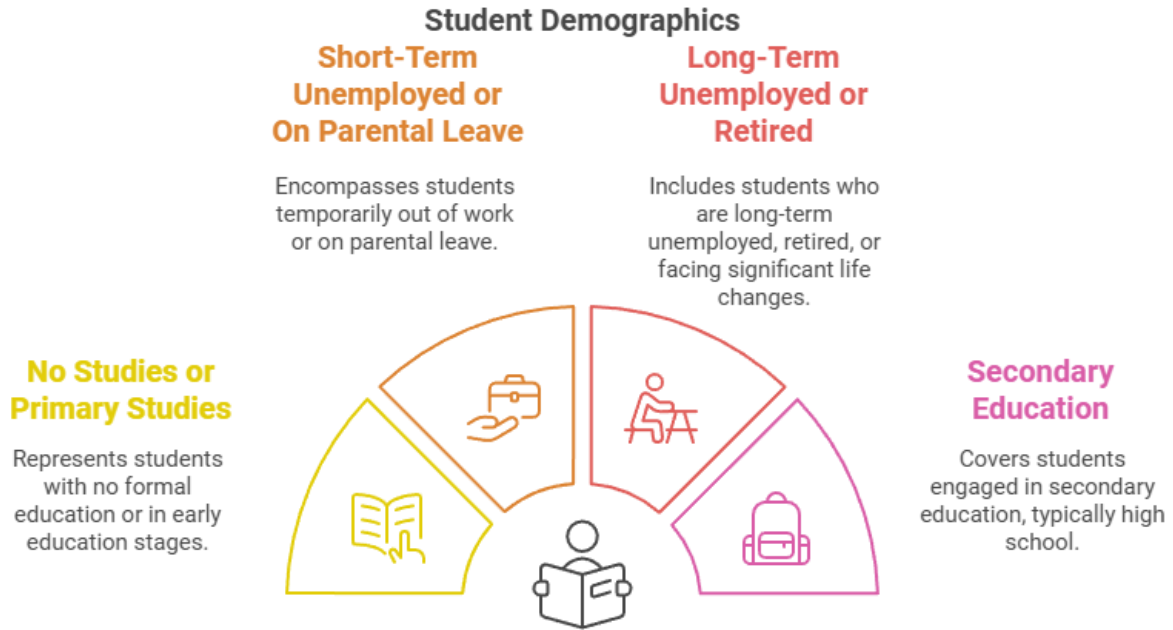
Total: 30 Females

The project specifically targeted women over 40 for several important reasons:

1. **Digital Inclusion and Bridging the Gap:** Women over 40 often face a significant digital divide, lacking the familiarity with technology that younger generations may possess. This demographic can benefit greatly from digital skills training, empowering them to participate more fully in the digital age.
2. **Re-entry into the Workforce:** Many women in this age group may be seeking to re-enter the workforce after a period of unemployment or to transition into new careers. Digital skills are essential in today's job market, and enhancing these skills can improve their employment prospects.
3. **Social and Economic Empowerment:** Providing these women with digital literacy can increase their independence, both socially and economically. It enables them to access information, engage in online communities, and take advantage of opportunities that require digital competencies.
4. **Educational Focus:** The project's design may have been influenced by research or observations indicating that women in this age group are particularly underserved in terms of digital education. By focusing on this group, the project aims to address specific gaps and needs.
5. **Community Support:** Women over 40 often juggle multiple roles and responsibilities. Training programs tailored for them can offer a supportive environment that considers their unique challenges and schedules.

By concentrating on women over 40, the project aims to create impactful change, ensuring that these participants can navigate and leverage digital tools effectively in their personal and professional lives.

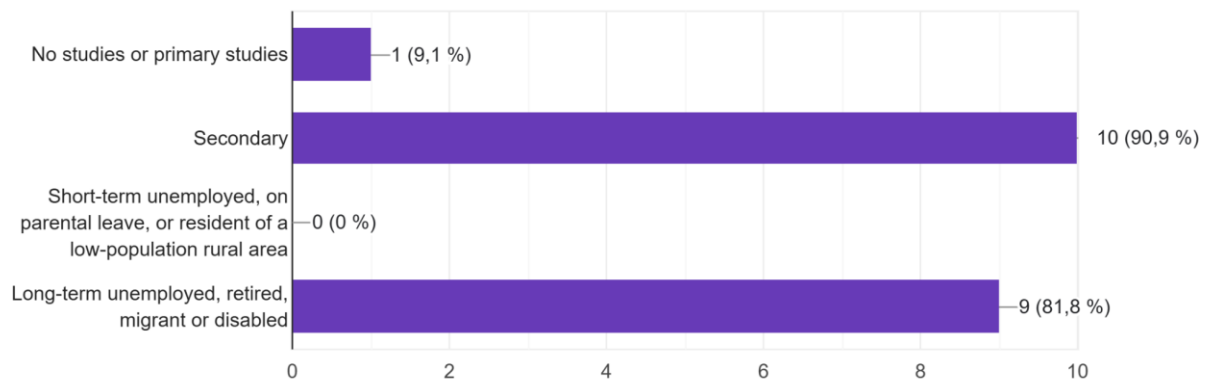
Education



Czech Republic

Education level

11 respuestas



Spain

Nivel educativo

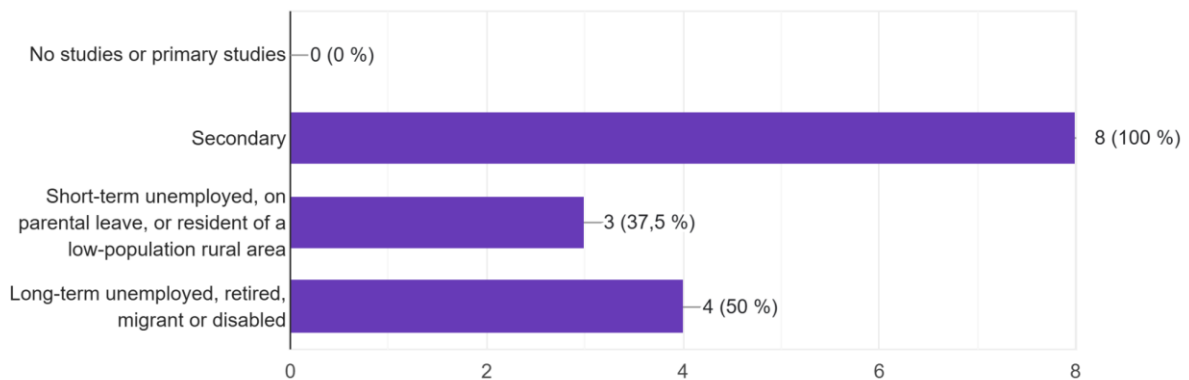
11 respuestas



Slovakia

Education level

8 respuestas



Totals:

- No studies or primary studies: 1
- Short-term unemployed, on parental leave, or resident of a low-population rural area: 8
- Long-term unemployed, retired, migrant or disabled: 17
- Secondary: 20

It's important to note that some students might belong to multiple categories, as indicated. This data highlights the diversity in the educational backgrounds and current life situations of the participants, emphasizing the varied support and resources they might need.

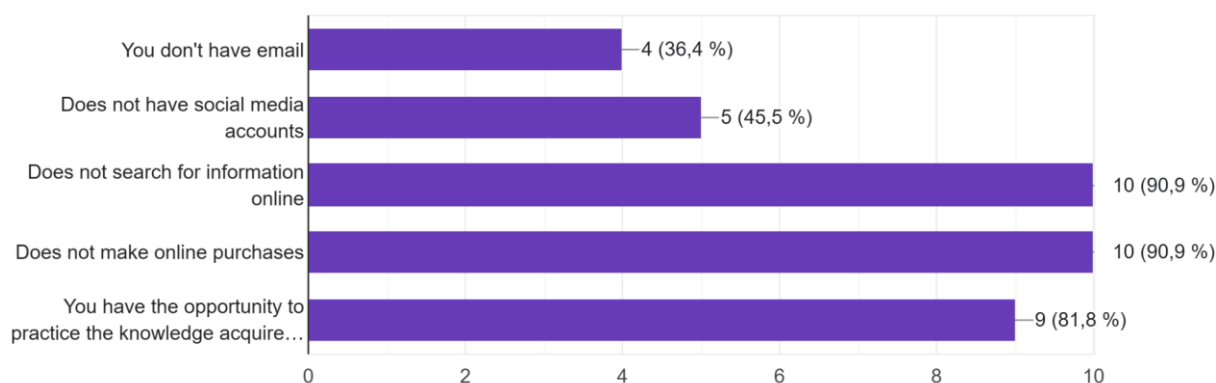
Educational needs in the field of basic digital skills

Participants in the course face specific challenges and needs in the digital realm. Despite having valuable experience and motivation to update their skills and remain competitive in the job market, it is observed that:

Czech Republic

Level of knowledge and digital skills prior to the training action

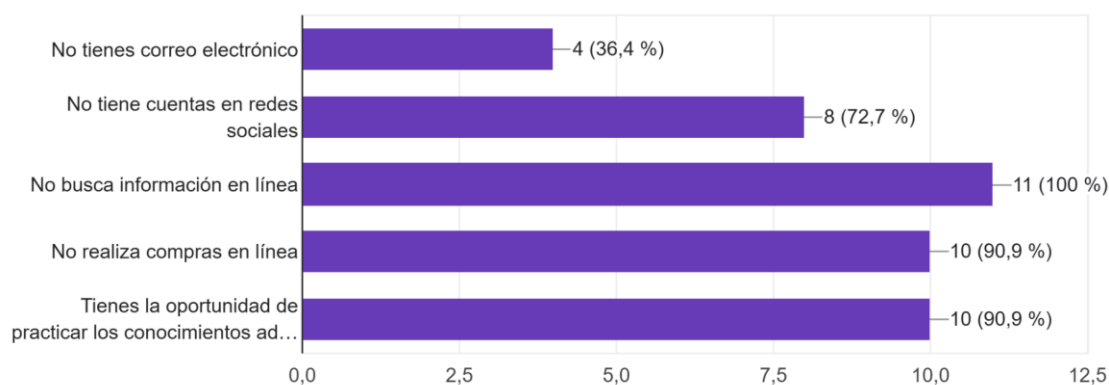
11 respuestas



Spain

Nivel de conocimientos y competencias digitales previo a la acción formativa

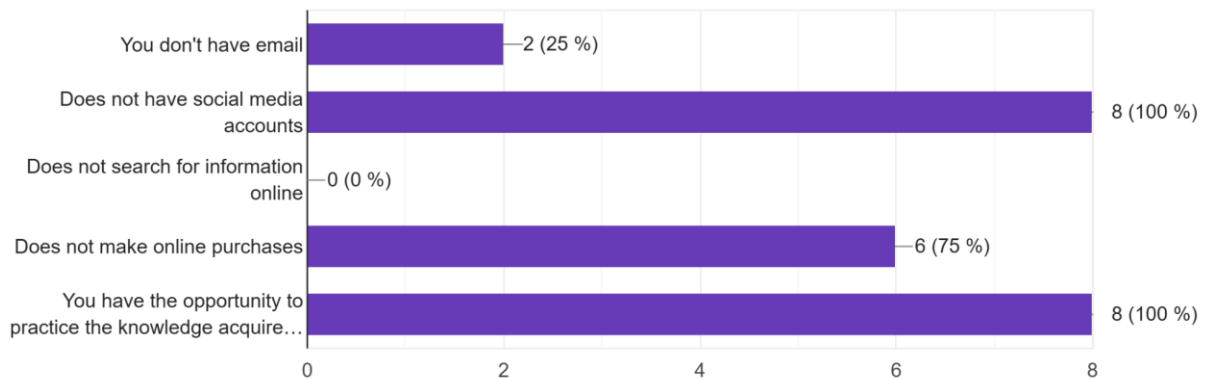
11 respuestas



Slovakia

Level of knowledge and digital skills prior to the training action

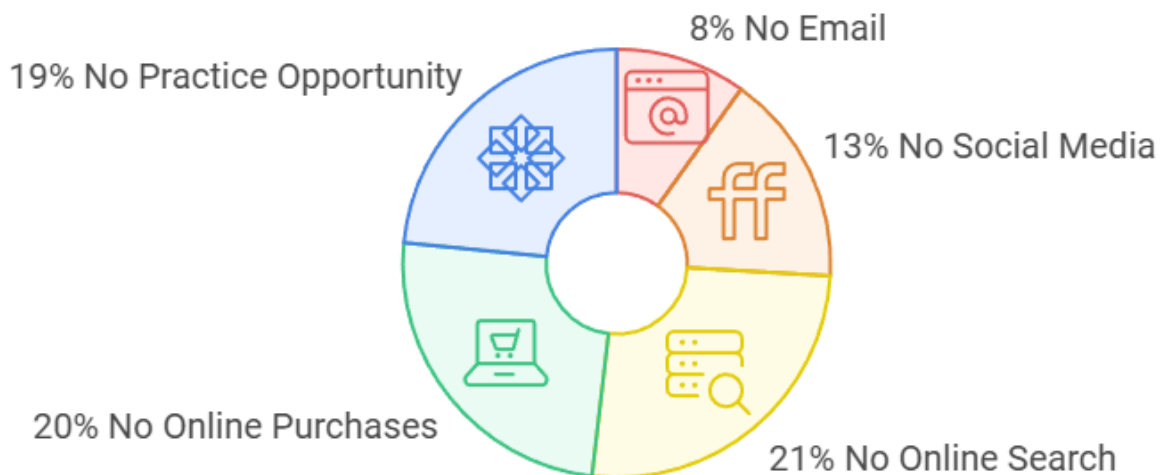
8 respuestas



Totals:

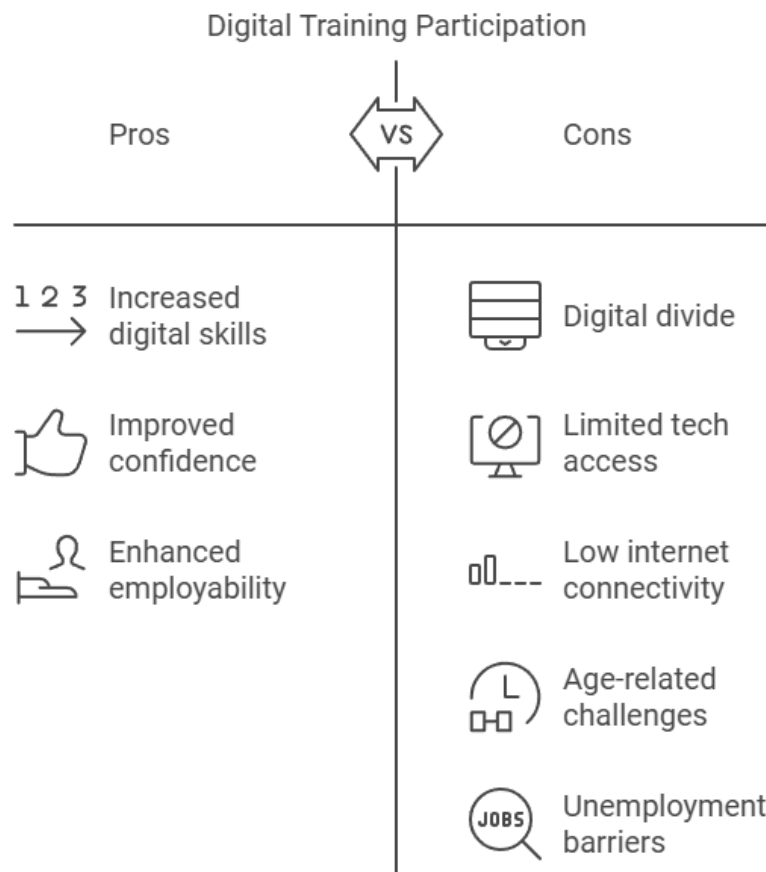
- Don't have email: 10
- Doesn't have social media account: 21
- Doesn't search for information online: 21
- Doesn't make internet purchases 26
- Have the opportunity to practice the knowledge acquired: 27

Barriers to Online Engagement and Opportunities



Conclusions:

- **Digital Gap:** The participants' forms from Czech Republic, Slovakia and Spain reveal that before the course, most did not use email, social media, or shop online. Many also indicated that they did not search for information online. This indicates a preexisting digital divide that can affect their confidence and ability to adapt to the current digital environment.
- **Limited Access to Technology:** Although the forms do not delve deeply into technology access, this is a common challenge for women over 40, especially if they are unemployed or retired. The lack of access to updated devices and a reliable internet connection can hinder their participation in digital training and the subsequent application of the acquired skills.

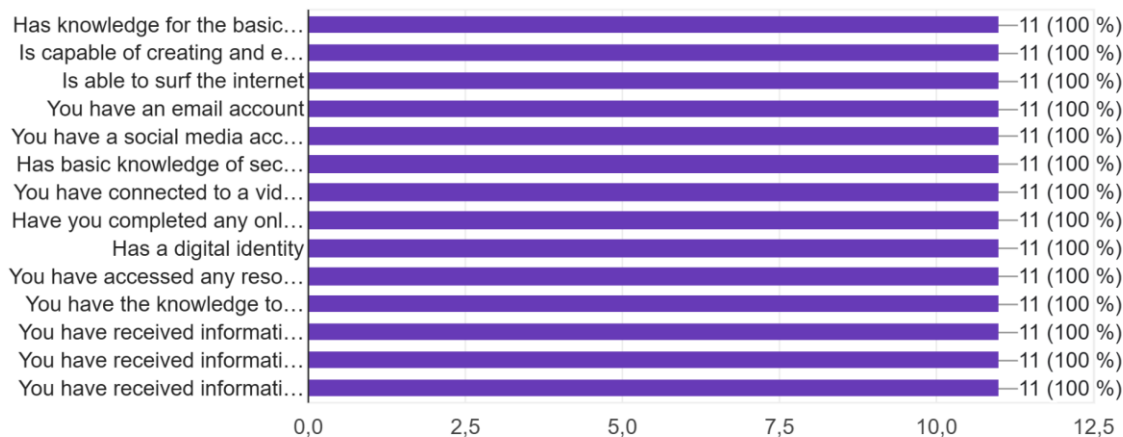


Digital skills developed after the training action.

Czech Republic

Digital skills developed after the training action

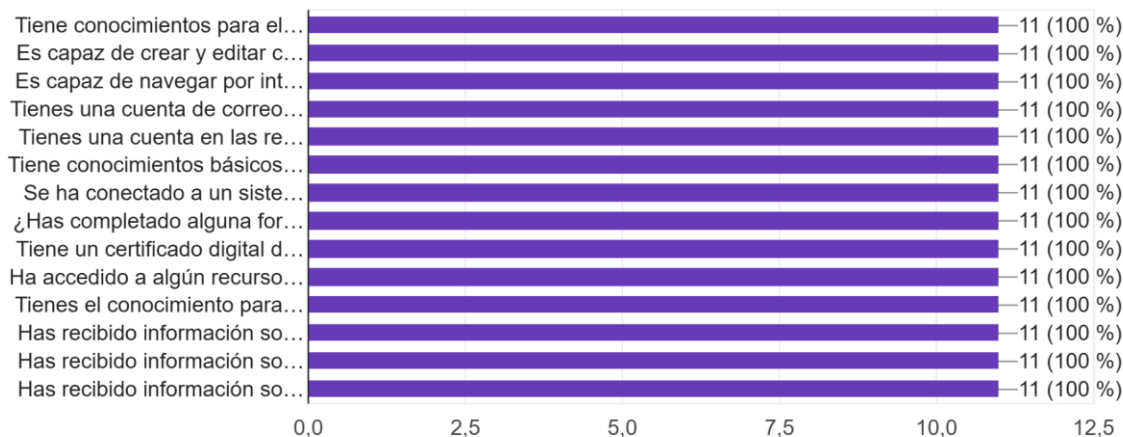
11 respuestas



Spain

Competencias digitales desarrolladas tras la acción formativa

11 respuestas



Slovakia

Digital skills developed after the training action

8 respuestas



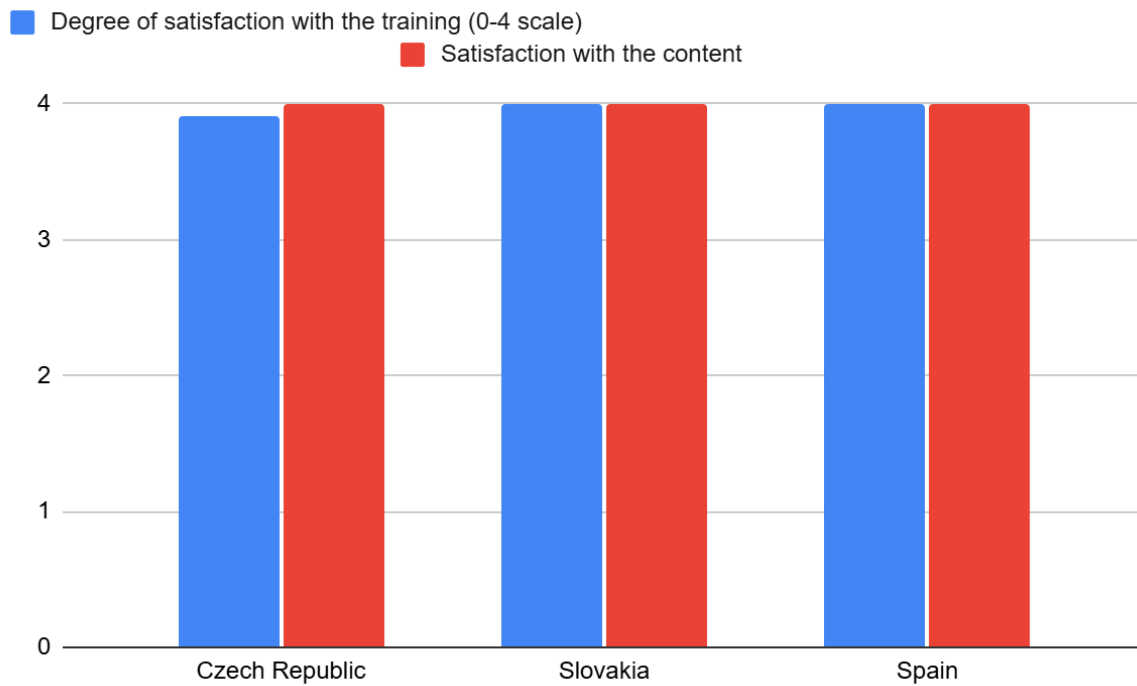
Differences detected between the three countries of the association.

Every student has fulfilled her needs in digital skills in the Czech Republic and Spain, but in Slovakia several factors such as cultural norms, personal preferences or government Policies that may have specific requirements that not all students can meet.

These factors combined create a complex environment where not every student can easily create online content, request a digital identity, or access the government platform. Addressing these barriers requires a multifaceted approach, including improving digital literacy, increasing access to technology, and providing more comprehensive support and resources.

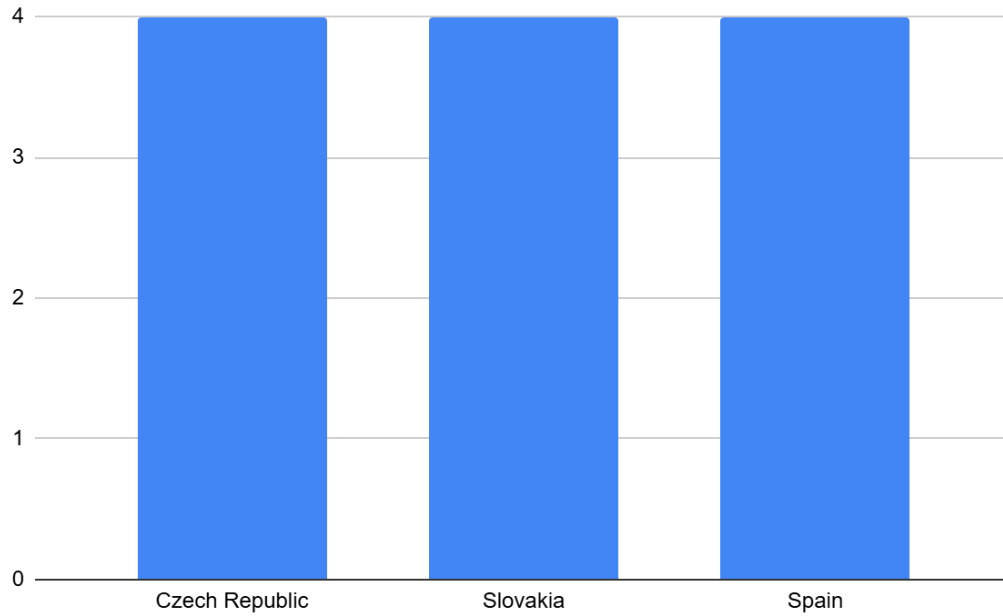
Satisfaction results of the EDA+ project

Degree of satisfaction with the training



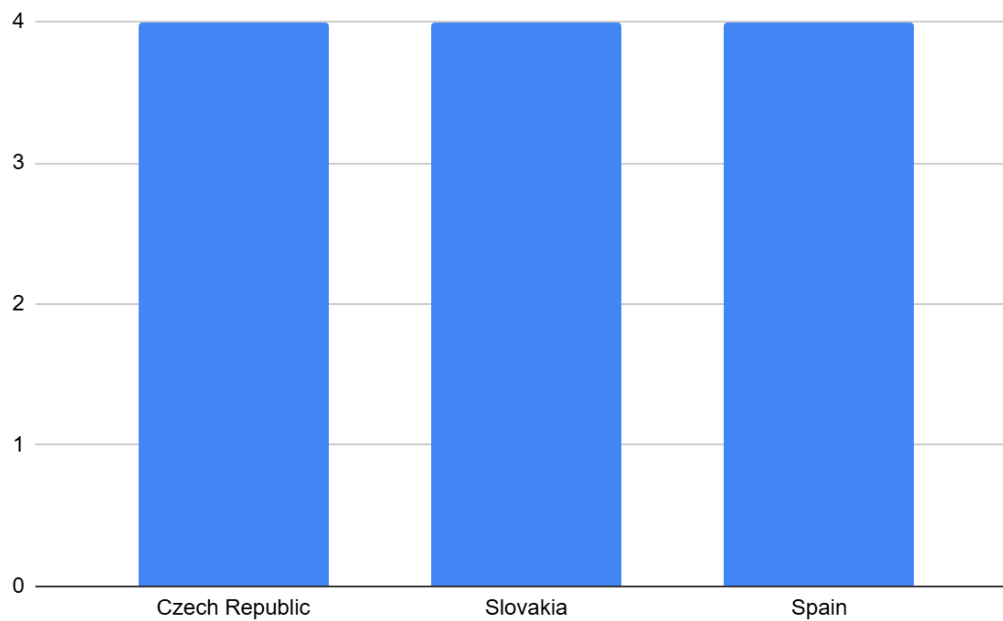
- Completely agree: 29
- Agree: 1

Satisfaction regarding classroom and equipment



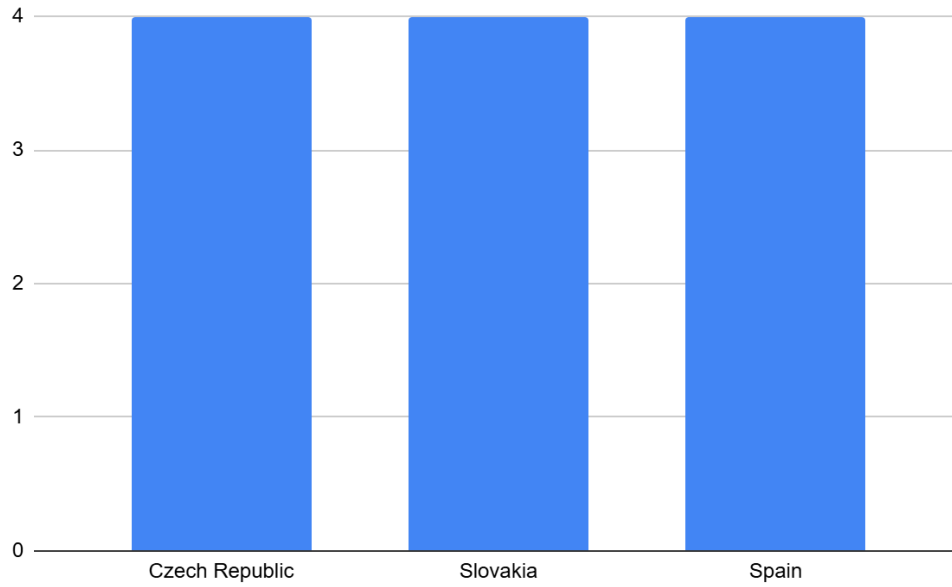
- Completely agree: 30

Satisfaction with teachers and tutors



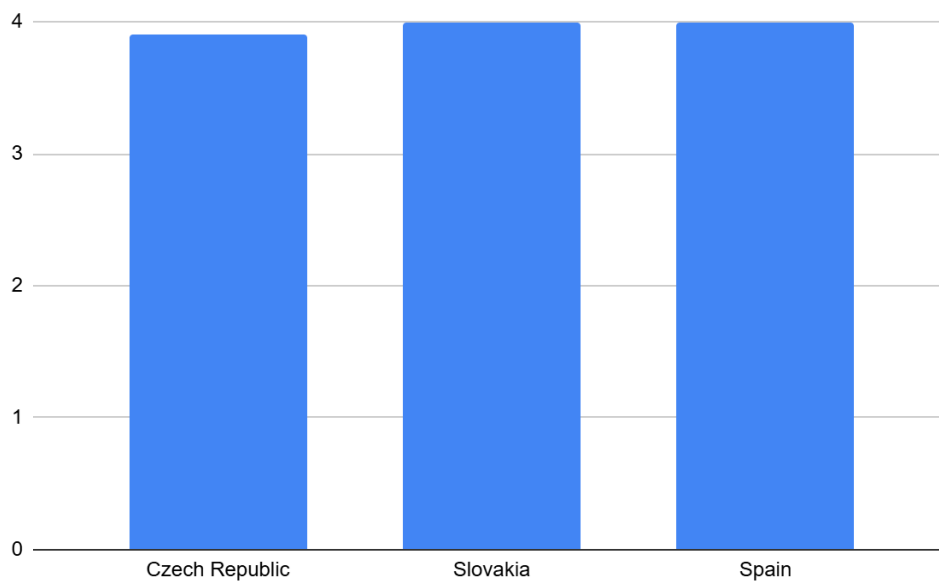
- Completely agree: 30

Satisfaction with the organization



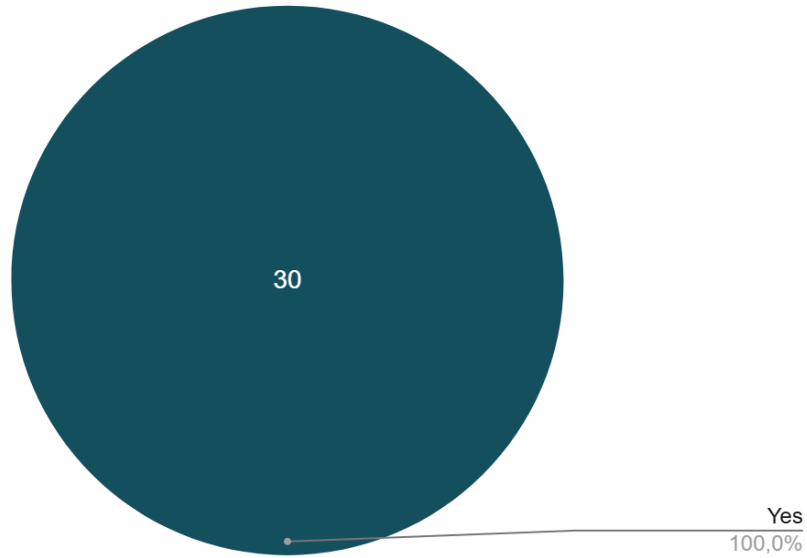
- Completely agree: 30

General satisfaction with the training action

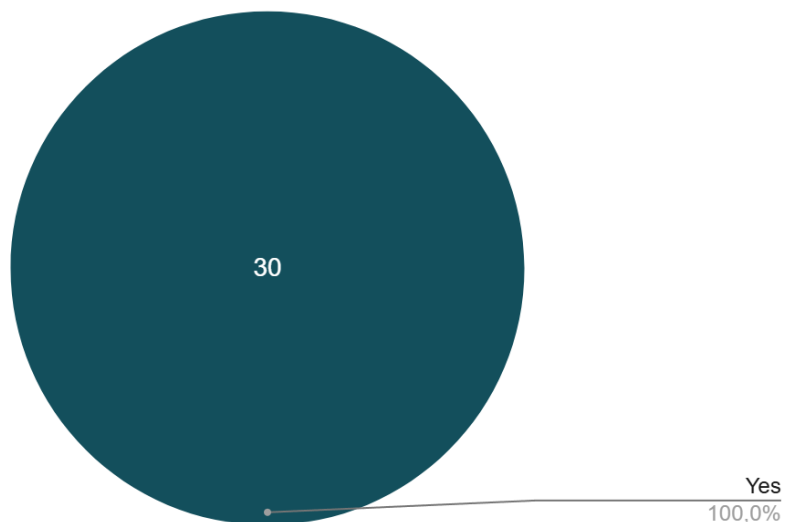


- Completely agree: 29
- Agree: 1

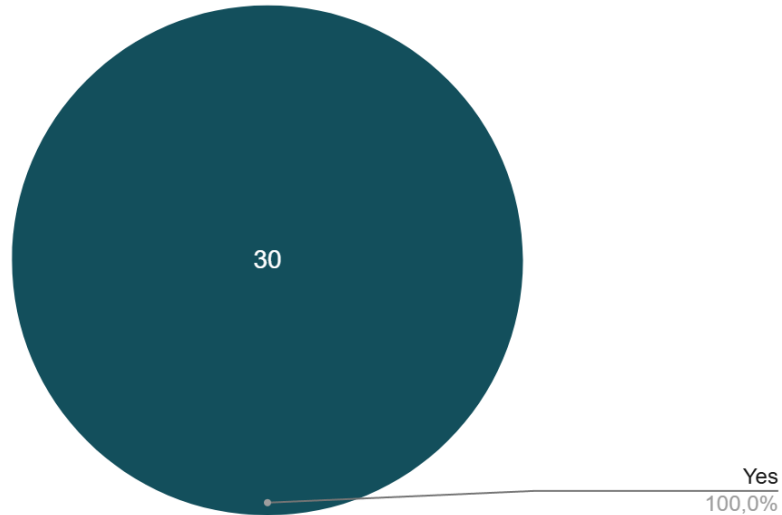
The knowledge acquired will be useful to you



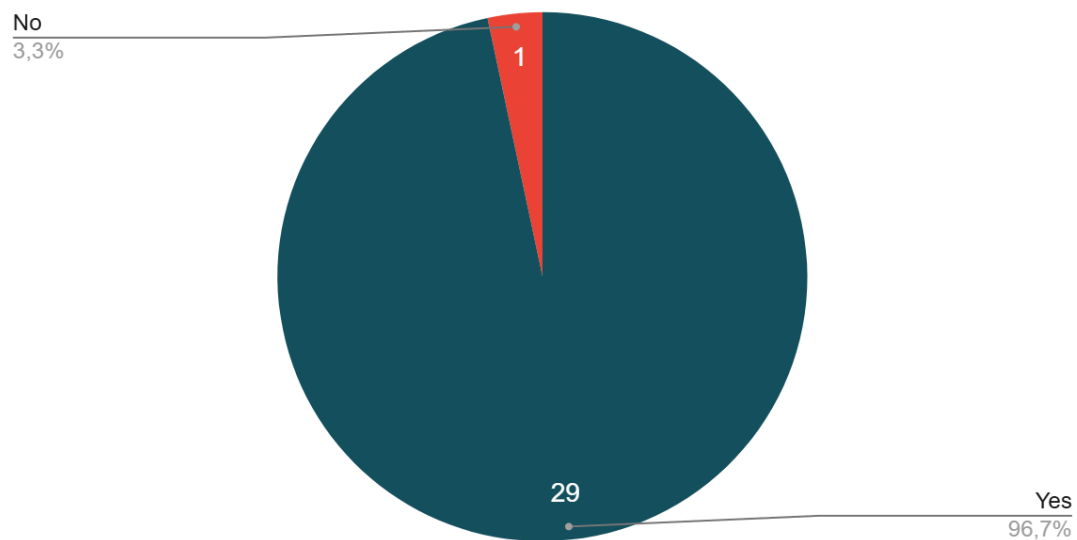
You believe that you have improved your knowledge to participate equally and inclusively in the digital society



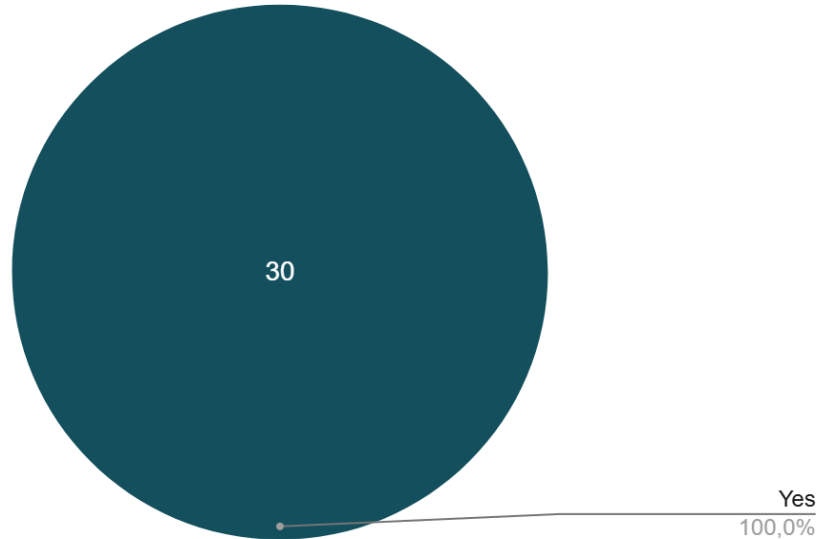
You will continue your education throughout your life using the knowledge you have acquired



The training has helped to improve your awareness and knowledge regarding the advantages of digitalisation for gen...



This action has improved your knowledge and disposition towards active European citizenship



Based on the responses provided by the participants, several clear conclusions can be drawn:

1. **Improved Knowledge for Digital Participation:** All participants (30 yes, 0 no) believe that they have improved their knowledge to participate equally and inclusively in the digital society. This indicates that the training was highly effective in equipping them with the necessary skills to engage in digital environments.
2. **Usefulness of Acquired Knowledge:** Every participant (30 yes, 0 no) feels that the knowledge they acquired will be useful. This suggests that the training content was relevant and applicable to their personal and professional lives.
3. **Commitment to Lifelong Learning:** All participants (30 yes, 0 no) intend to continue their education throughout their lives using the knowledge they have acquired. This demonstrates a strong commitment to lifelong learning and suggests that the training has inspired them to pursue further education.
4. **Environmental Awareness and Digital Tools:** The training has helped improve the awareness and use of environmentally friendly digital tools among all participants (30 yes, 0 no). This highlights the effectiveness of the training in promoting sustainable digital practices.
5. **Gender Equality Awareness:** Almost all participants (29 yes, 1 no) reported that the training has improved their awareness and knowledge regarding the advantages of digitalisation for gender equality. This indicates that the training was largely successful in addressing gender-related digital issues.
6. **Active European Citizenship:** All participants (30 yes, 0 no) believe that the action has improved their knowledge and disposition towards active European citizenship. This suggests that the training has had a positive impact on their understanding and engagement with European civic responsibilities.

Overall Impact

The overwhelmingly positive responses suggest that the training program was highly effective across several key areas. Participants not only gained useful and relevant knowledge but also expressed a strong commitment to applying this knowledge in their future endeavours. The training successfully addressed digital literacy, environmental sustainability, gender equality, and active citizenship, demonstrating its comprehensive impact on the participants. Further initiatives should continue to build on this foundation to enhance the digital skills and awareness of broader groups.

Experiences

Here are three examples of experiences from students, one based on the information that already have and others inspired by the comments from participants in the sources:

Experience 1:

"Before this course, I felt completely dependent on my husband for everything related to the Internet. He had all the passwords to my accounts, from email to social networks. I couldn't even buy something online without his permission. I was embarrassed to admit it, but I felt like I was trapped in the digital age. Thanks to the course, I learned to create my own accounts, browse the Internet safely, and make online purchases with confidence. Now I have my own digital identity and I can do things for myself! I feel much more independent and self-confident."

Experience 2: (Inspired by the comments from the Spanish source)

"I've always been afraid of using the internet. I saw the news about fraud and data theft and thought it could happen to me too. My children encouraged me to use social media to see photos of my family members, but I didn't dare. In the course, I learned to protect my data, create secure passwords, and recognize trustworthy websites. Now I can talk to my children on video calls and see photos of my grandchildren without fear. I feel more connected to my family and the world."

Experience 3: An example of overcoming: taking back digital control

Introduction:

This story illustrates the journey of a participant who, like many women, found herself in a situation of digital dependency, delegating the management of her devices and online accounts to her son. This seemingly comfortable situation left her in a vulnerable position, without full control of her personal information in the digital world.

Development of the story:

This woman's life took an unexpected turn when her son left. Shortly after, her mobile phone, where she stored contacts, passwords, photos, the authenticator and access to various accounts, broke down. The loss of this device meant the loss of access to a vital aspect of her digital life. The feeling of helplessness, frustration and impotence invaded her when she found herself deprived of valuable information without knowing how to recover it.

Fortunately, this woman had participated in the EDA+ course. Through this program, she not only learned the basic functions of digital accounts, but also understood the importance of managing them independently. The teacher's support was essential during the process of recovering her Google account. Thanks to the knowledge acquired in the course and the teacher's guidance, the participant managed to access her Google account, which in turn allowed her to regain access to other services and much of the information she thought she had lost.

Reflections:

- **Empowerment:** The EDA+ course became a turning point for those women. The training was not limited to teaching her technical skills but gave them the autonomy and confidence needed to navigate the digital world safely. Now, instead of depending on others, they manage her accounts, protect her data, and explore the possibilities of the Internet freely.
- **Training = Inclusion:** This experience reminds us that the acquisition of digital skills is key to social inclusion. It allows women, and anyone, to actively participate in the digital society, access information, communicate, carry out procedures, and even find job opportunities.
- **Breaking the cycle of dependency:** The EDA+ programme helps to break the cycle of digital dependency, which often affects older women who did not have the opportunity to become familiar with technology in their youth. This participant's story is an example of how education can empower women and give them the tools to navigate the digital world with confidence and independence.

Connection to the project's objectives:

Those participant's cases reflect the real impact of the EDA+ project on women's lives. The results of the programme speak for themselves: 100% of participants in the Czech Republic and Spain confirmed that the training enabled them to improve their knowledge for equal participation in the digital society. This story is a clear example of how the EDA+ project is achieving its goals of promoting digital inclusion, empowering women and contributing to a more active European citizenship.

Conclusion:

Those women's experience inspires us and reminds us of the transformative power of education. Despite the initial loss and feeling of vulnerability, thanks to the EDA+ program, this participant not only recovered her digital information, but also discovered a new world of possibilities, a digital world that she now explores with confidence, autonomy and freedom.

Quality Control of the Partnership

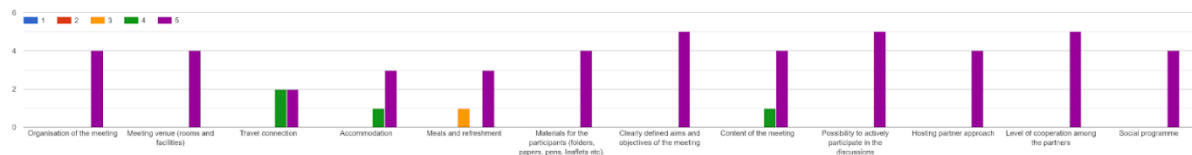
We will establish the quality report of the partnership based mainly on the quality control carried out after each of the transnational meetings, activities and base actions of the project and whose conclusions are reflected in the final results.

Ostrava

Kick-off Meeting

How would you rate the meeting function?

How would you evaluate the meeting feature? Scale 1 – 5 where 1 is the worst, 5 is the best

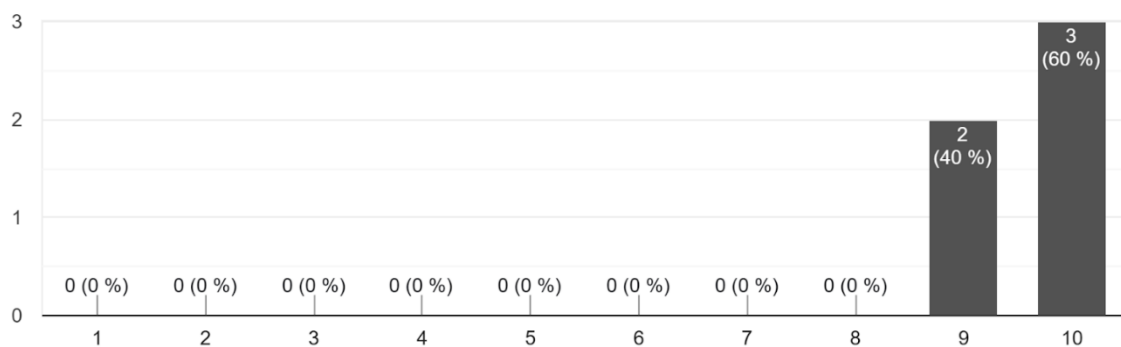


Based on the answers provided, the organization of the EDA+ project meetings can be evaluated with a very high overall score. The seven responses received gave scores of 5. This indicates a high level of satisfaction on the part of the participants with the organization of the meetings.

The average travel connection score is 4.5. This indicates that most participants found the travel connection satisfactory, although there were some less positive experiences.

To what extent has the meeting helped the partners to set concrete activities and tasks for reaching project objectives? 1 = minimum, 10 = maximum.

5 respuestas



Success in Ostrava: Impact of the Meeting on the EDA+ Project

- It can be inferred that the first meetings were generally **extremely effective** in helping partners establish concrete activities and tasks to achieve project objectives. The following points support this conclusion:

- **High effectiveness scores:** In our previous conversation, it was noted that two people gave a score of 9 and three people a score of 10 when evaluating the extent to which the meetings helped establish activities and tasks for the project, with an average of **9.6**. This indicates a high degree of satisfaction with the meetings' ability to translate project objectives into concrete actions.
- **Evidence of planning and organization:** The high score on meeting organization, evidenced in our previous conversation, suggests meticulous planning and efficient execution. This organization helped make the meetings productive and action-oriented.

Comments:

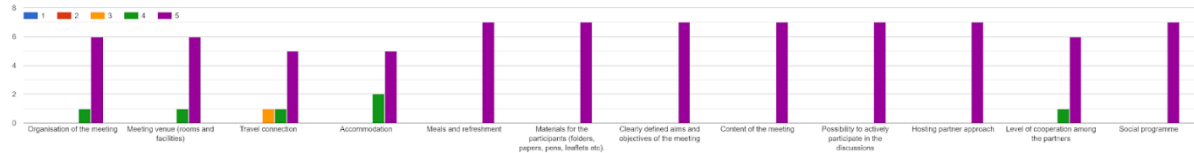
- We should focus more on quality management and dissemination plan implementation which are also very important aspects for future reporting.
- I did not fill in the questions concerning organization issues, as we were the organizers.
- Very good welcome and support from the host and her team. Concrete and precise meetings to resolve issues and approaches. Good coordination and good understanding and relationship between partners. The project meeting faced the planned objectives despite the delay of the project due to reasons beyond the control of the partners. Superb transnational meeting
- Very nice welcome for the partners, introduction, and very well prepared Kick-Off Meeting of Erasmus+ Project Easy Digital Access held in Ostrava.

Nitra

2nd Transnational meeting

How would you rate the meeting function?

How would you evaluate the meeting feature? Scale 1 – 5 where 1 is the worst, 5 is the best

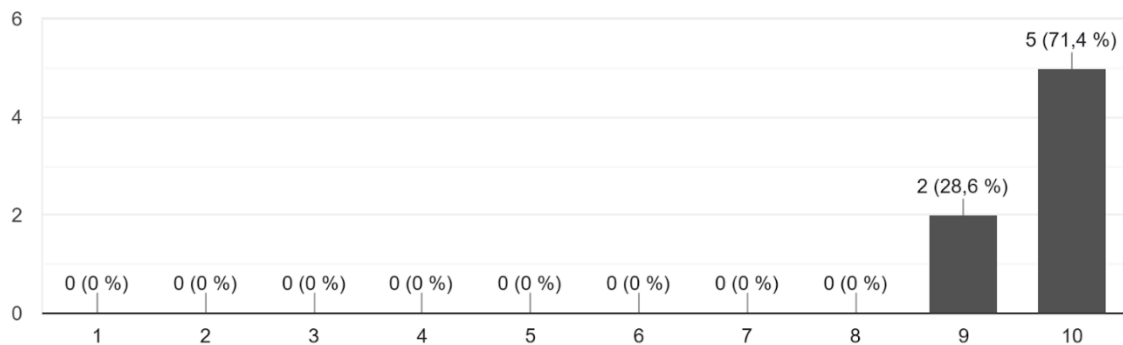


Based on the answers provided, the organization of the EDA+ project meetings can be evaluated with an overall score very high. The seven responses received gave scores of 5, except one that gave a score of 4. This translates into an average score of 4.86, which indicates a high level of satisfaction on the part of the participants with the organization of the meetings.

You can observe a high overall satisfaction with both accommodation and travel connections provided during the EDA+ project meetings. The average travel connection score is 4.43. This indicates that most participants found the travel connection satisfactory, although there were some less positive experiences.

To what extent has the meeting helped the partners to set concrete activities and tasks for reaching project objectives? 1 = minimum, 10 = maximum.

7 respuestas



Based on the information provided, it can be stated with a high degree of confidence that the EDA+ project meetings were **extremely effective** to help partners establish concrete activities and tasks to achieve project objectives. The average score of **9.6** (two answers with 9 and five with 10) reflects this great effectiveness.

The arguments supporting this conclusion are broken down below:

- **General satisfaction with training:** Responses from participants in the Czech Republic and Spain show a high degree of satisfaction with all aspects of the training, including content, organization, teaching staff and resources. This suggests that the meetings met their objective of moving the project forward effectively.
- **Learning objectives achieved:** The information on the digital skills acquired by the participants after the training (Czech Republic, Spain and Slovakia) demonstrates that the meetings managed to convert the project objectives into concrete actions that resulted in tangible learning.
- **Positive comments from experts:** In Slovakia, experts positively evaluated the "EDA+ Educational Plan" and the "EDA+ Training Content", indicating that the meetings were crucial in defining and validating the core elements of the project.
- **Excellent organization of meetings:** In our previous conversation, a high score was evident in the organization of the meetings, suggesting thorough planning and efficient execution. This organization helped make the meetings productive and action-oriented.

Comments:

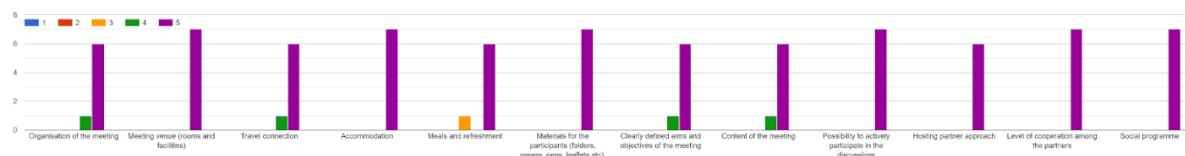
- Very good welcome and support from the host and his team. Concrete and precise meetings to resolve issues and approaches. Good coordination and good understanding and relationship between partners. The project meeting faced the planned objectives despite the delay of the project due to reasons beyond the control of the partners. Superb transnational meeting
- I had a wonderful time in Nitra! The people who hosted us were very welcoming and accommodating. The city has a rich history and culture, and there are many beautiful sights to see. I especially enjoyed visiting Nitra Castle.
- All objectives were completely fulfilled.
- Thanks to the organizers for a nice meeting!
- Fantastic organization. Good relationship between the members of the association and full compliance with the objectives of the meeting.

Logroño

Final transnational meeting

How would you rate the meeting function?

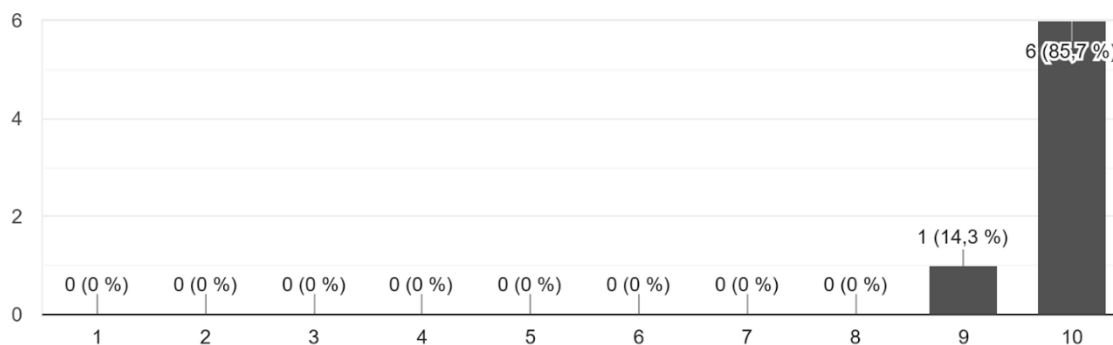
How would you evaluate the meeting feature? Scale 1 - 5 where 1 is the worst, 5 is the best



Based on the answers provided, the organization of the EDA+ project meetings can be evaluated with a very high overall score. A consistent trend of scores of 5 is observed, except for some 4s and 3s in the food part, mainly caused by the very special dietary needs of the participant. This indicates a high level of satisfaction on the part of the participants with the organization of the project meetings that took place in Spain.

To what extent has the meeting helped the partners to set concrete activities and tasks for reaching project objectives? 1 = minimum, 10 = maximum.

7 respuestas



It can be inferred with a high degree of confidence that the EDA+ project meetings were extremely effective in helping partners establish concrete activities and tasks to achieve project objectives. The average score of 9.86 (six responses out of 10 and one out of 9) reflects this effectiveness.

Below are the arguments that support this conclusion:

- High levels of satisfaction: The general satisfaction with the training, content, organization and teaching staff, evidenced in the responses of participants from the Czech Republic and Spain, suggests that the meetings fulfilled their purpose of advancing the project.
- Achievement of learning objectives: The information on the digital skills developed by the participants after the training (Czech Republic, Spain and Slovakia) shows that the meetings allowed the project objectives to be translated into concrete actions that resulted in tangible learning.

- Expert comments: In Slovakia, experts positively evaluated the "EDA+ Educational Plan" and the "EDA+ Training Content", indicating that the meetings were key to defining and validating the essential components of the project.
- Evidence of planning and organization: Based on our previous conversation, the high score on meeting organization suggests meticulous planning and efficient meeting execution. This organization helped make the meetings productive and action-oriented.

Comments:

- My stay in Logroño was excellent. The city perfectly combines history and modernity, with its charming old town, tapas bars on Laurel Street, and friendly people. I enjoyed its culture, its gastronomy, and the relaxed atmosphere that you can feel in every corner. During the transnational meeting, we shared experiences, expectations, and what we were contributing to the project. We also discussed the students' experiences and how this project has been benefiting their professional lives.
- All aspects of the TPM were perfect. The event with stakeholders was also very effective and provided the opportunity to disseminate the project outputs and establish new contacts among organizations.
- Thanks the organizers for very welcoming atmosphere and all their care!
- Well prepared meeting! We have been spent great time in Logrono, discussed and cleared all issues and prepared the following steps. We meet all Spanish participants to the project and partner organizations. Besides working agenda we had a great social program ... Thank you for that!
- As project coordinator, I must highlight the willingness and collaboration of the partners and the other actors during this final transnational meeting of the project. The relationship at both the technical and professional level of the partnership has been excellent, which has led to the achievement of the project objectives.
- The meeting was held in a completely satisfactory manner. The partners facilitated the development thanks to their willingness and fulfillment of tasks. Superb

Networking with Stakeholders

One of the main milestones of Phase 3 of project monitoring and evaluation of results is based on the effective use of a very powerful tool such as the use of an International Observatory through a panel of expert collaborators in the project who provide their specialized points of view in each field to improve the quality of the project, its impact and its effectiveness.

This panel of experts was formed through direct and indirect relationships with the partners, through a form for their participation that included three levels in which they could participate simultaneously or individually and that culminated in the work meetings with the actors participating in the project and in the reflection of their expertise in good practices and lessons learned and in the recognition of their collaboration in the Final meeting event in Spain.

The main areas of action were the following:

- Experts in the field of training and education
- Experts in the field of new technologies and digitalisation
- Experts in the field of employment and business
- Expert in the field of networking and European projects
- Experts in the field of equality and inclusion

Although there were more than twenty direct participants in the panel of experts, there were many other indirect collaborators, in addition to the experts who participated in the pilot actions (special mention to those involved in the field of Slovakia). At the final meeting event in Spain, the main Stakeholders in each field were the ones who received the recognition, along with the certification of the students, but that does not take away the recognition for the work and collaboration of the rest of the stakeholders participating in the project.

Objectives of small-scale partnerships fulfilled

As it is set in the Program Guide of ERASMUS+ corresponding to this call of proposals, the project we have applied for is marked in KA210 -ADULT that correspond to the field group of Adult Education within the Small Scale Partnerships:

Small-scale Partnerships are designed to widen access to the programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport.

With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations, less experienced organisations and newcomers to the Programme, reducing entry barriers to the programme for

organisations with smaller organisational capacity. This action will also support flexible formats – mixing activities with transnational and national character although with a European dimension – allowing organisations to have more means to reach out to people with fewer opportunities. Small-scale Partnerships can also contribute to the creation and development of transnational networks and to fostering synergies with, and between, local, regional, national and international policies.

We must say, as a fundamental part of the good practices of the project and as a report of results, that the objectives of the project related to its scope within the framework of small-scale partnerships have been met even better than expected.

The association of partners formed for this project has managed, with less experienced partners and with fewer grants and organizational capacity, to meet the requirements of the project and the framework of actions, becoming prepared to develop future projects with greater solvency at the cost of lessons learned and experience acquired.

Specifically, regarding the general objectives of the actions in the field of small-scale partnerships, the partnership has achieved:

- **Attract and widen access for newcomers, less experienced organisations and small-scale actors to the programme.** These partnerships should act as a first step for organisations into cooperation at European level.

The partnership, acting in the field of networking, especially with national and international networks and mainly with stakeholders who have participated in the panel of collaborators of the project, have developed projects for the subsequent calls of proposals, even participating as partners in the case of CEDA and ADESOS in a KA220 proposal of Cooperation Partnerships in the field of Vocational Training that has been chosen and is already in the start-up phase of the project (3D training to promote traditional manufacturing sectors – plus; Project number: 2024-1-ES01-KA220-VET-000252550) or a proposal already admitted in the field of inclusion in Adult Education of Small-Scale Partnerships in the second round of 2024 led by ADESOS and again with the Collaboration of CEDA (From Field to Screen: Rural Craft in the Digital Age - DigiCraft ; Project number: 2024-2-ES01-KA210-ADU-000276943).

In this way, EDAPLUS also achieves one of the objectives that in the project proposal there was no certainty that it could be fully effective, but which has proven to be totally successful.

- **Support the inclusion of target groups with fewer opportunities.**

Through the project partners in the area of action of the partners themselves that make up the partnership and, again, the project stakeholders, EDAPLUS has managed to propose a support system for the inclusion of these groups with fewer opportunities made up of the project target group that allows for having a training database, methodologies and protocols, not only for the direct beneficiaries but also for the entities and teachers involved, which allows for expanding the field of action, not only to the students targeted by the pilot actions but to society in general, through the administrations and entities that have direct contact with these groups.

- **Support active European citizenship and bring the European dimension to the local level**

Included in the pilot actions, and in a transversal manner, not only have actions been carried out aimed at effective equality, inclusion and the environment, but also a high priority has been given to raising awareness, information and support for active European citizenship, bringing students and collaborators closer to European institutions and urging them to participate and collaborate with them both in future actions and in obtaining information and using the tools that the EU makes available to citizens and entities, and especially within the framework of Erasmus+.

Good Practices - Lessons Learned from the EDA+ Project

Analysing the data collected in the surveys and reports from the EDA+ project allows us to draw valuable lessons about the digital inclusion of the target group of the project:

1. Existence of a significant digital gap:

- The survey data, both in the Czech Republic and in Spain, reveal that a high percentage of participants did not use email, social media or online shopping before the course.
- Many also did not search for information online, indicating a pre-existing digital divide.
- This lack of familiarity with basic digital tools can lead to insecurity and difficulties in adapting to today's digital environment.

2. The importance of digital autonomy:

- The stories we shared, about the participant who lost access to her data after her mobile phone broke, illustrates the importance of women managing their own accounts and devices.
- Reliance on third parties can result in a loss of control over personal information and create situations of digital vulnerability.

3. The positive impact of the training:

- The results of the project are overwhelming: 100% of the participants in the Czech Republic and Spain stated that the training helped them improve their knowledge to participate equally in the digital society.
- All participants considered that the knowledge acquired would be useful to them in their lives.
- The programme not only provided technical skills, but also fostered confidence and digital autonomy.
- This digital empowerment translated into greater security in navigating the online world and taking advantage of the opportunities it offers.

4. The need to address access barriers:

- Limited access to technology, especially to up-to-date devices and a stable internet connection, is an obstacle for many women over 40, especially if they are unemployed or retired.
- The reports also identify other barriers such as lack of information on educational opportunities, shortage of experts and lack of motivation.
- It is essential to design programmes that take these constraints into account and provide the necessary support to overcome them.

5. The value of an adapted pedagogical approach:

- Training should be flexible and adapted to the learning needs and pace of participants.
- The use of active and interactive methodologies, such as small group learning, individualised learning and gamification, is recommended.
- The inclusion of practical examples and connection to real-life situations facilitates the understanding and application of knowledge.

6. The importance of ongoing support:

- The role of the teacher as a guide and support during the learning process is fundamental. There teachers can see the real and individual problems and solve them with the student.
- It is necessary to provide participants with access to resources and technical assistance even after the course has finished to ensure the consolidation of knowledge and confidence in the use of digital tools.

7. Broadening the scope of the programme:

- The success of the EDA+ project encourages broadening its scope to reach a larger number of women and other disadvantaged groups.
- The creation of new initiatives that take advantage of the experience and resources generated by this pilot project is recommended.

In summary, the EDA+ project demonstrates that training in digital skills can empower the target group of the project, break down the barriers of digital exclusion and facilitate their full participation in the digital society. The lessons learned throughout the project are valuable for continuing to design and implement programmes that promote digital inclusion and contribute to a more just and equal society.