

Impact+ Evaluation Report

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Introduction to the Impact Report

The purpose of the Impact Report is to collate the findings from the 24-month Impact Assessment that was completed by all e-Protect partners with the aim to evaluate the direct and indirect impact the project has on the target groups at a local level in each participating country.

This report provides an overview of the e-Protect Impact Strategy with reference to the indicators that were agreed by all partners. The impact assessment concerned the four e-Protect intellectual outputs at four levels as follows: systemic, organisation, learner, and project staff. The e-Protect intellectual outputs include:

- The Competency Scale for measuring elder people's efficacy on consumer and data protection skills.
- The e-Protect Curricula for Internet Safety with specifications on the learning outcomes and the utility of each competence.
- The e-Protect Train-the-Trainer Toolkit for Internet Safety to support the capacity building for adult trainers for the implementation of the innovative training programme for the elderly.
- The digital space, including the learning resources to make all the deliverables of the project widely accessible.

The final section of this report provides an overview of the results collated from all partners from the impact exercise and pilot implementations in participating countries. Results and conclusions are drawn.

e-Protect Impact Strategy

The impact strategy that is being implemented for the e-Protect project follows the structure of the IMPACT+ Framework that was developed by the UK and Slovenian National Agencies, as a means of supporting project consortia to measure and track the impact that their project activities are having on a local, regional, and national level. Following this structure, the e-Protect project partners developed indicators addressing the intended impact of each Intellectual Output to their national context by estimating expected results at each of the following levels:

1. Systemic - This Area of the Impact+ Assessment should focus on the impact of the intellectual output (IO) in relation to the sector, subject area of the project, peer or beneficiary networks, policy or legislative change, etc.
2. Organisations - This Area of the Impact+ Assessment should focus on the impact of the IO in relation to the operation and service/training offering of project partner organisations.
3. Learners - This Area of the Impact+ Assessment should focus on the impact of the IO in relation to individual learners or staff, who will be engaged in the learning, teaching, and training activities foreseen in the project application.

4. Project Staff - This Area of the Impact+ Assessment should focus on the impact of the IO in relation to project staff who are managing and coordinating the project in each partner organisation.

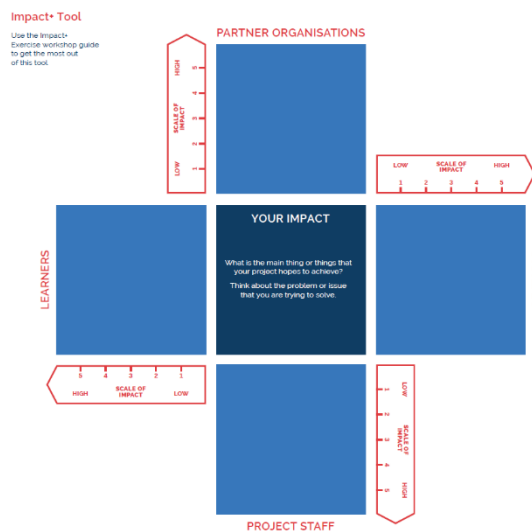
Partners completed the IMPACT+ exercise to estimate the expected impact, propose impact indicators and data sources to measure their progress towards achieving this impact, and estimate the timescale for realisation (short, medium, or long-term) for each mentioned results. Following the IMPACT+ exercise, INNOVADE distilled the findings from the to develop a set of specific impact indicators for each Intellectual Output. These indicators were the basis for the Impact Assessment that was conducted with all partners.

The IMPACT+ Methodology

The strategy that will be implemented in the e-Protect project follows the structure of the IMPACT+ framework as an impact tool to support the project consortium to measure and monitor the impact of the project activities on a local, regional and national level.

Under this structure, the e-Protect project partners will be asked to develop a set of indicators to address the intended impact of each intellectual outcome on the situation in each country, assessing the expected impact at each of the following levels:

1. **SYSTEMIC** - focuses on the impact of intellectual production on sectors, project thematic areas, mutual or beneficiary networks, policies or legal changes, etc.
2. **ORGANISATIONS** - the focus is on the impact of international organisations on the activities and services/training of the project partner organisation.
3. **LEARNERS** - the focus is on the impact of teaching in the context of individual young learners and youth workers.
4. **PROJECT STAFF** - the focus is on the impact of international organisations on the project partners who manage and coordinate the projects in each partner organisation.



The Impact+ Exercise is intended to help projects think about what their impact will be, how they will measure it and how they will collect data to evidence it. As well as being essential in order to work out if your project has been successful or not, measuring impact is often required by funders. It aims to act as a starting point for discussions about impact which will lead to the outline of an impact assessment plan.

- The Impact+ Exercise is split into four stages:
- Stage 1 – exploring project aims, identifying outcomes and impacts.
- Stage 2 – exploring indicators for your outcomes and impacts.
- Stage 3 – exploring data sources and data collection.
- Stage 4 – bringing it all together.

IMPACT+ EXERCISE TABLE

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC	Provide a conceptual framework to the community (agencies, public authorities) on digital skills (consumer, payments, data protection)	Feedback from agencies and public authorities	Press releases, direct communication			X
	On a systemic level, the impact is good so far. We have received comments of interest from relevant organisations, public bodies and	Feedback from relevant organisations, public bodies and individuals over 60.	Direct communication, dissemination activities			X

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	individuals over 60. After the promotion of the material the project's outcomes will be enhanced.					
	Increase the availability on resources on the topics of internet safety and digital literacy. Broaden the adult education sector offer to senior learners.	Number of adult education institutions that agree to pilot the final resources of the e-Protect Curricula for Internet Safety.	Letters of intent that we will sign with participating adult education institutions		X	
	Have a deeper understanding of	Have a deeper understanding of the	Have a deeper understanding of the		X	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	the needs and specificities of the elderly regarding online & data protection	needs and specificities of the elderly regarding online & data protection	needs and specificities of the elderly regarding online & data protection			
	Number of relevant contacts in the database (policy-makers, local authorities, other NGOs)	Number of relevant contacts in the database (policy-makers, local authorities, other NGOs)	Number of relevant contacts in the database (policy-makers, local authorities, other NGOs)			x
	Creating awareness for the situation on digital skills of the elderly	Feedback on dissemination	Research and interviews done in this project		x	
ORGANISATIONS	Improve organisations'	Satisfaction level of adult trainers and educators	Pilot trainings evaluations, formal and informal feedback		x	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	capacity on digital skills training					
	We have seen the skills gap and the need that exist to organisations to promote the digital up-skilling of the elderly.	Feedback and satisfaction level from the organisations with have reached so far	Pilot trainings evaluations, formal and informal feedback			x
	Access to new networks and local stakeholders that will have a growing impact on adult education. Be identified ad local leaders in educational innovation on the	Number of institutions directly engaging with the e-Protect Curricula for Internet Safety resources	Pilot trainings evaluations, formal and informal feedback. Dissemination logs, sign in sheets and evaluations forms.		x	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	topics of digital literacy.					
	Reinforce the expertise of ESE as regards the digital skills issues of the elderly	- Digital platform Statistics per geographical location - Number of visits to the project's website per geographical location				X
	Facilitating the advertisement of courses for seniors among adult learning organisations	Feedback on products of this project	Number of contacts			X
LEARNERS	Enhance professional skills and resources on	Usage of project material in their practice	Pilot trainings evaluations, formal and informal feedback		X	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	digital skills training		Website and eLearning platform visits			
	Many individuals are looking forward to start our trainings since it is a topic that affects them and they want to know more about protecting themselves while online.	Formal & Informal feedback	Interview/survey results			x
	To work with adult educators or senior learners who are in practice to develop their Internet Safety	Number of adult educators or senior learners that engage with the resources on the project's online platform	Platform visits and pilot trainings	x	x	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	and Financial Literacy skills					
	Enhance the knowledge of learners on their use of the Internet	<ul style="list-style-type: none"> Number of Participants during the preparation phases of IOs Number of Participants during the implementation phase Number of downloads of the material and the digital resources 	<ul style="list-style-type: none"> 20 participants during the preparation phase 30 participants during the implementation phase +500 downloads <p>Satisfaction rate +80%</p>	x		

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
		Level of satisfaction of participants through assessments and evaluation rubrics				
	Offer a training tailored to the specific needs of the elderly people	Offer a training tailored to the specific needs of the elderly people				
	Facilitate individual and low-barrier learning	Different organisation, also libraries can use the products of the project	Feedback from organisations		x	
STAFF	Strengthen knowledge and training capacity on digital skills	Reflection and feedback on the project implementation	Quality Assurance and Impact+ evaluation	x	x	
	This project as one of the aging-	Reflection and feedback	Quality Assurance and Impact+ evaluation		x	

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	related actions that we undertake that is very important for us due to its theme and quality of results. It has raised our awareness and drawn our focus more on the skills gap and the needs that exist in older adults' training on digital skills.					
	At this level, project staff will gain enhance digital skills to develop and produce the curricula	2 staff involved in developing the content for the e-Protect curricula for Internet Safety	Staff timesheets	x		

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
	resources, and also enhanced knowledge of financial literacy.					
	Provides tools co-created with experts relevant to the needs of the elderly			x		
	Awareness for the learning of seniors among the staff	The topic comes up in different internal and external communication as well as in internal informal learning	documents of the internal informal learning		x	



e-protect

Indicators and Data Sources for Intellectual Outputs

Indicators:

Qualitative indicators:

For IO1 and Reports:

- Ease of access through the digital platform
- User friendly and attractive format of report
- Clear and comprehensive sections

For IO2 (Curriculum for internet safety) and IO3 (Train the Trainer Toolkit):

- Comprehensiveness of modules
- Clear learning outcome set
- Training materials and curriculum presented in a learner friendly manner
- Training materials are adequate to achieve the desired results
- Adequate learner supports provided

For IO4 (e-Protect Learning Space and Gamified Learning Environment, OER and gamified learning resources):

- Ease of access to learning platform on fixed and mobile devices
- Compliance with WCAG 2.0 accessibility guidelines
- Learner tracking supported
- Personal security of registered users ensured
- Certification accreditation
- Functionalities available in partner languages where relevant
- Translation in partners' languages

Quantitative indicators:

1. Numbers of target group members and stakeholders as participants in the pilot testing implementation activities.
2. Range of evaluation questionnaires in order to assess participants' satisfaction of in the project preparation, implementation, and multiplication.
3. Number of online visitors to e-Protect website
4. Numbers of participants at implementation trainings and other meetings and online sessions to present the project to local, national, European, and international events and conferences.
5. Number of related institutions and individuals outreached through the dissemination and exploitation activities.
6. Number of case studies and good practices development
7. Level of stratification of participants through assessments and evaluation rubrics
8. Number of target groups members that will inform about project activities
9. Number of annual visits to the online environment after the project's lifetime
10. Number of dissemination events/activities carried out by each partner
11. Number of conference presentation and publications related to the project
12. Number of members in e-Protect social media members



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13. Number of posts in the e-Protect social media pages
14. Number of stakeholders and target groups outreached through newsletters and press releases

I. Indicators for impact on target groups and/or sectors

1. Number of Participants during the preparation phases of IOs
2. Number of Participants during the implementation phase
3. Number of related institutions and individuals outreached through the dissemination and exploitation activities
4. Digital **Platform Usage** Statistics
5. Number of **visits to the project's website**
6. Number of **downloads of the material** and the digital resources
7. Level of satisfaction of participants through assessments and evaluation rubrics
8. Number of **annual visits to the website/digital platform** after the project's lifecycle

II. Indicators for impact on geographical areas

1. Number of Participants in the preparation phases of IOs per partner country and EU
2. Number of Participants during the implementation phase per partner country and EU
3. Number of related institutions and individuals outreached through the dissemination and exploitation activities in partner country and EU
4. **Digital platform Statistics per geographical location**
5. Number of **visits to the project's website per geographical location**
6. Level of satisfaction of participants through assessments and evaluation rubrics
7. Number of **annual visits to the website/digital platform after the project's lifetime per partner country and EU**

Data Sources:

- Website data and analytics
- Interview/survey results from stakeholders
- Results of peer review between partners and testing with local stakeholder groups
- Website and MOOC
- Interim and final report
- Pilot implementation

Pilot Implementations

Pilot implementations of the developed training materials of the e-Protect Project were held in each partner country. Pilot implementations were part of Impact Assessment and Recommendations which aims to create evidence and reports regarding the impact of the educational materials that were developed during the implementation of the intellectual outputs.

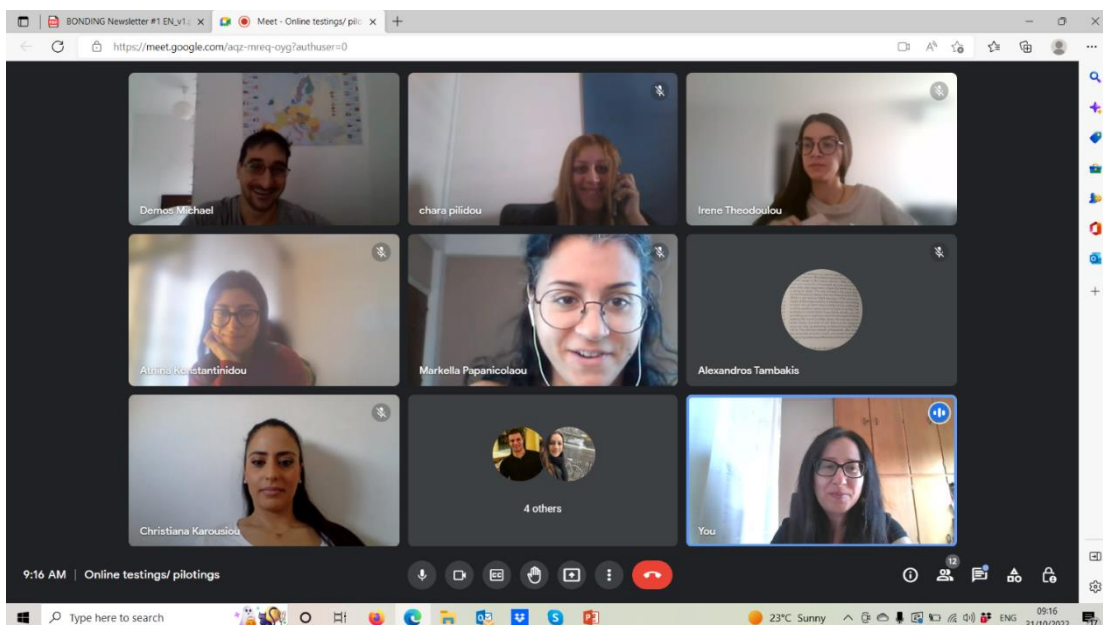
The purpose of the pilot implementations, as mentioned above, is to monitor and evaluate the educational material while also collecting valuable feedback during the inclusive and

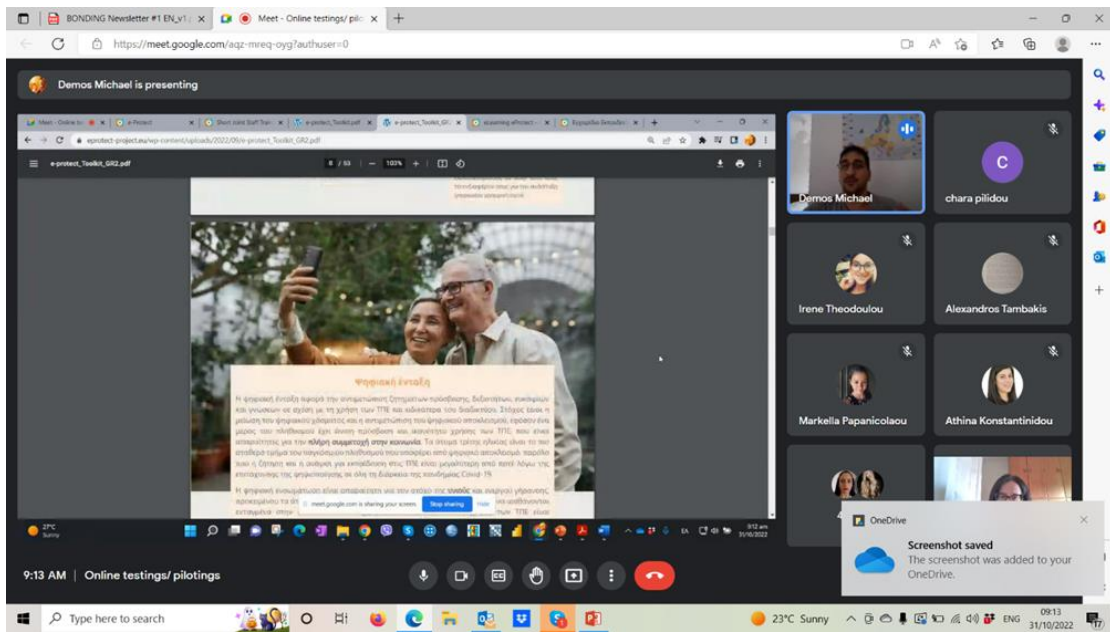
interactive training session held on each testing and gather information on the actual impact on target groups.

Cyprus

The pilot implementation in Cyprus took place on the 31st of October 2022, online via Google meet. The event took the form of an interactive workshop with discussions on the different topics the facilitator introduced. In total 8 adult educators and trainers attended the workshop. The facilitator initially welcomed the participants with an ice-breaker activity to start the development of bonds between them. Next, the project results were presented 1 by 1 to the participants after which a thorough discussion followed. The facilitator raised up issues that emerged during the project implementation, however, the topics of the conversation were left to initiate by the participants. During and after the pilot implementation, participants were guided to access and go into the e-Protect project resources through the project website and e-learning platform.

The pilot implementation functioned as an additional data source to assess the impact of the project based on the indicators defined by partners during the Impact+ exercise. It is also noted that the pilot implementation followed a competence-based approach utilising adult educators experience and expertise from their experience working with the elderly. Finally, the implementation also aimed to promote awareness on the safe use of digital devices and services and the development of relevant skills by the elderly, so they can enjoy the benefits of using technology and avoid the risks. The ultimate objective of the e-Protect project initiative is to enable elderly people to move forward autonomously, by developing their own capacity when it comes to using devices connected to the internet and how to protect consumer and personal data.





France

The piloting session in France was organized on Tuesday, October 4th in one of the premises of the City hall of the 15th arrondissement, at the same time as the multiplier event of the project. Overall, over 40 participants were present, and 5 people attended the pilot tests. The event was advertised on Facebook, via newsletter and personal network of seniors, which was contacted during ICT classes and via email

The Participants took part in the test in small groups of two people for one adult educator. They were first shown how to access the platform and explained its objectives and functioning.



Then, they navigated through the platform, choosing which competency they wanted to work on and taking the quizzes. All their questions were answered and explained when it

was needed. This allowed a good balance between leaving the participants their autonomy and supporting them through their discovery of the platform.

Greece

The piloting session in Greece was organized on the 15th and 16th of October 2022 at Technopolis City of Athens, in the context of the “Paths of Life” festival, which was the first festival in Greece that focuses on older people (65+ years old) and their interaction with younger generations. The festival included educational and recreational workshops, intergenerational workshops and activities, scientific lectures, photo exhibitions, and live performances from different organizations.

All participants were satisfied with the information, educational material, and tools they received during the pilot testing. After its completion, we asked them to fill out an evaluation form which is attached below. As the results of the questionnaire show, elderly people do not have the required skills, knowledge, and education, to be safe online, and this training was useful for them. They responded that they understood the ways to be safe and avoid online fraud, however, one of them commented that the training was short and they needed more time to be familiarised with the internet, online, and technology tools.



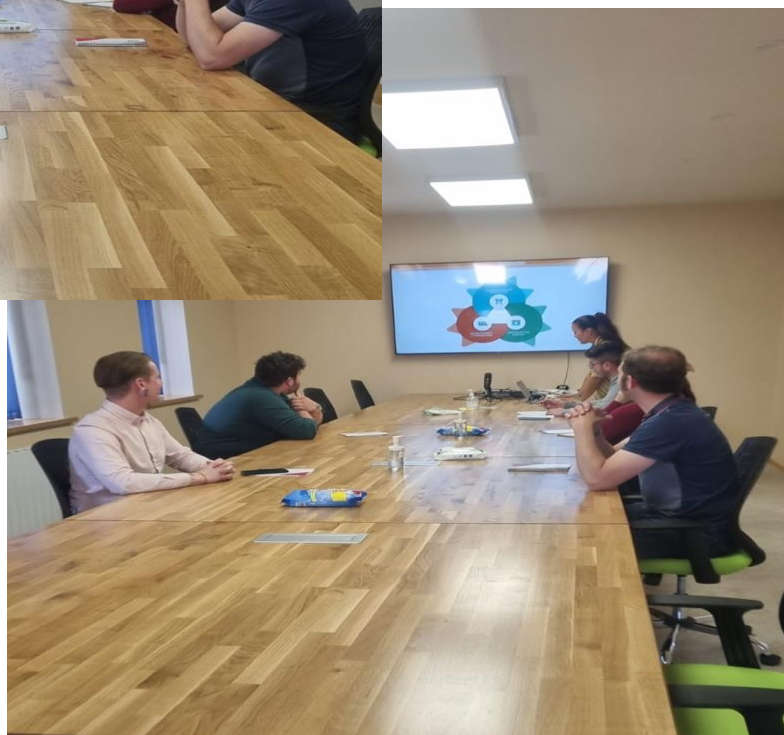
Ireland

The pilot implementation of the general project (IOs, platform, materials) – was carried out on the 9th of September 2022. In total, 5 adult educators and the elderly attended the workshop which took place at The Rural Hub, Virginia, Co. Cavan. The workshop lasted 2 hours in duration and was introduced by a brief discussion on the main topics of the e-

Protect project. Afterwards, the facilitator encouraged participants to explore the e-Protect resources on the e-learning portal.

The 5 participants who attended the workshop were all adult educators and elderly, between the ages of 26-49. These participants were from the local region and signed up for the workshop through dissemination on the organization's social media and local news outlets. All participants were eager to learn more about the e-Protect project and explore the other resources that were showcased.

The pilot implementation took place over a period of 2 hours. In the first hour, the facilitator explored the themes of data protection skills for the elderly people and show the e-Protect Curricula for Internet Safety. In the second half of the training, the facilitator talked about the e-Protect Train-The-Trainer Toolkit for Internet Safety, and participants were shown how to access the e-Protect platform and explore the modules and resources that have been developed.



Switzerland

Within the framework of e-Protect, a pilot implementation in Switzerland was not carried out. However, at the end of the project, various institutions were contacted for this evaluation. On the one hand, various institutions evaluated the documents. On the other hand, the experiences of the institutions in education with senior citizens were explanatively recorded. In addition, the needs of the senior citizens, which were brought to the institutions, were also questioned. Methodically, these insights were collected through telephone interviews and written interviews.

The verbal and written interviews concluded that many seniors, especially those in their third age, support their peers in their ICT challenges. This peer-to-peer practice allows seniors to learn from each other in both roles of the learning setting. Various representatives mention the advanced digital skills of the people in their third age.

Evaluation

Partners used the evaluation form taken from the Impact plan as a mean of measuring the usefulness of the resources created, as well as collect informed suggestions. The detailed results are presented in the pilot implementation reports.

Please carefully read the statement below and answer at what extent you agree:					
	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Relevant to the adult educators					
1. I have gained a deep understanding of the needs and specificities of the elderly regarding internet safety.	1	2	3	4	5
2. I have gained an understanding of the existing risks for the elderly during Internet use.	1	2	3	4	5
3. I have increased your capacity as educator on digital skills training.	1	2	3	4	5
4. I consider the resources produced by the e-protect project useful for your training practice.	1	2	3	4	5
5. I believe the resources produced by the e-protect project are innovative.	1	2	3	4	5
6. I have enhanced your professional and teaching skills.	1	2	3	4	5
7. I will propose the e-Protect project resources to other adult educators and organisations.	1	2	3	4	5
8. I believe the Protect project resources facilitate learning low-barrier learning (training to vulnerable groups).	1	2	3	4	5
Relevant to the elderly					
1. I have identified solutions on how to protect yourself from the online risks.	1	2	3	4	5
2. I have enhanced your knowledge on using the Internet (i.e., purchase, payments, & social media).	1	2	3	4	5
3. I have recognised the skills gap and the needs that exist in older adults' training on digital skills.	1	2	3	4	5

Conclusions

The partners prioritized the impact of the e-Protect project by seeking local/regional/national relevant stakeholders, target groups and policymakers to ensure the impact of the project in each partner country. The learner's feedback was vital to ensure the development of the project's intellectual outputs and provided the partners with the necessary findings to develop relevant, applicable and engaging resources.

The e-Protect consortium sought to bring about a change in the attitude in the field of senior education, through the development of updated resources on the topics of internet safety, digital inclusion and digital education.

It is understood that the impact of the project was measured through defined data sources and Key Performance Indicators that were met by the project partners throughout the project's lifecycle. The e-Protect project materials will be sustained on the project website and e-Learning platform for the next five years after the project's end. This aims to achieve even greater impact on the relevant stakeholders, target groups and policymakers to utilise the project resources further within their organisations.

At the systemic level, the impact was translated into the provision of a conceptual framework to the community (agencies, public authorities) on digital skills (consumer, payments, data protection). The partnership received comments of interest from relevant organisations, public bodies and individuals over 65 years old. The project obtained to increase the availability on resources on the topics of internet safety and digital literacy by broadening the adult education sector offer to senior learners. It was a matter of discuss in several cases the needs and specificities of the elderly regarding online & data protection, raising awareness for the situation on digital skills of the elderly.

At the partner organisations level, based on the feedback reported the project improved organisations' capacity on digital skills training. Partners have seen the skills gap and the need that exist to organisations to promote the digital up-skilling of the elderly and stimulated to access new networks and local stakeholders that will have a growing impact on adult education. Some partners reported that they strive to function as local leaders in educational innovation on the topics of digital literacy and reinforce their expertise regarding the digital skills issues of the elderly, which will then facilitate the advertisement of courses for seniors among adult learning organisations.

At the learners level, during the implementation participants reported that the project resources have the potentiality to enhance the professional competencies of senior professionals in digital environments. Many individuals were looking forward to our trainings since it is a topic that affects them and they want to know more about protecting themselves online. Adult educators or senior learners were keen to develop their internet safety and financial literacy skills and enhance their knowledge on use of the Internet. Based on the evaluations, the satisfaction rate exceeded the 80% benchmark.

At the project staff level, project managers reported that they have surely strengthened their knowledge and training capacity on digital skills. The project as one of the ageing-related actions that we undertake is very important for us due to its theme and quality of results. It has raised our awareness and drawn our focus more on the skills gap and the



needs that exist in older adults' training on digital skills. At this level, project staff gained enhanced digital skills to develop and produce the curricula resources, and also enhanced knowledge of digital literacy and skills to raise awareness of the learning of seniors among the staff. They generally reported as more skilled to communicate the needs and objectives of the e-Protect project both internally and externally.

