



MONITORING AND EVALUATION REPORT

MONITORING AND EVALUATION

Project 2022-FUT-00336 "*DigitHer - Between skills and empowerment, the future of women is digital*"

FUTURA Call for Proposals

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1. MONITORING AND EVALUATION ACTIVITIES

The information contained in this section has been collected as part of the monitoring and evaluation activities promoted by the Institutional Activities Area of the Fondo per la Repubblica Digitale Impresa Sociale S.r.l. (Fund for the Digital Republic Social Enterprise Ltd.). The monitoring and evaluation of implementation follows the entire life cycle of the projects, from the decision to award the grant to their conclusion and the receipt of the final report. The sharing of information by the entities responsible for the projects and the analysis and systematization of data by the offices allows for an understanding of the progress of activities, verification of the achievement of expected results, both in quantitative and qualitative terms, and analysis and management of any critical issues. In particular, the main sources of data and information reported in this section are: the 'Beneficiary Forms', the documents and reporting reports submitted by the responsible party. The **Re@dy platform** plays a fundamental role in monitoring project activities, allowing for the systematic collection of information, data, and documents, as well as the verification of results achieved and expenses incurred, acting as a veritable *repository* of the Fund's institutional activities.

The evaluation activity includes various tools and actions:

- the **self-assessment form** sent periodically by the organizations responsible for the projects regarding the progress of activities, the achievement of results, the emergence of any critical issues, and the management of resources.
- **periodic evaluation** by the Institutional Activities offices, through the preparation of a specific form, concerning four specific areas of implementation: progress of project activities with respect to timelines and expected outputs; achievement of pre-established objectives and results; management and coordination between the partners; management of resources in terms of effectiveness and efficiency.
- **Meetings** at the headquarters of the organizations promoting the projects and the locations where the project activities are carried out, in order to gain first-hand knowledge of the realities supported and to consolidate relationships and synergies.

The systematization of the information and data collected allows for an in-depth analysis of both the implementation aspects of the projects and the outputs achieved, resulting in the preparation of periodic monitoring reports shared with the *governance* of the Fund and the social enterprise, and in the final monitoring report at the conclusion of each project.

1.1 Project data

Responsible entity	Value D
Partner	Generation Italy ETS Foundation
Duration	15 months
Location	National
No. of beneficiaries	147

Table 1 – General project data

Company name	Role	Amount managed (€)	%
Value D	Responsible entity	91,320.00	17.7
Generation Italy ETS Foundation	Partner	424,582.13	82.3
Total		515,902.13	100.0

Table 2 – Amount managed by partners

Activity	Amount (€)	
Involvement of beneficiaries	42,226.88	8
Communication	93,915.56	18.2
Training	277,241.03	53.7
Project management	56,379.69	10.9
Monitoring and evaluation	2,884.86	0.6
Placement	43,254.11	8.4
Total	515,902.13	100.0

Table 3 – Cost of project activities

1.2 The socio-demographic characteristics of the beneficiaries

As regards the socio-demographic characteristics of the 147 beneficiaries, the average age is 27.3 years. Figure 1 shows the distribution of beneficiaries by age group.

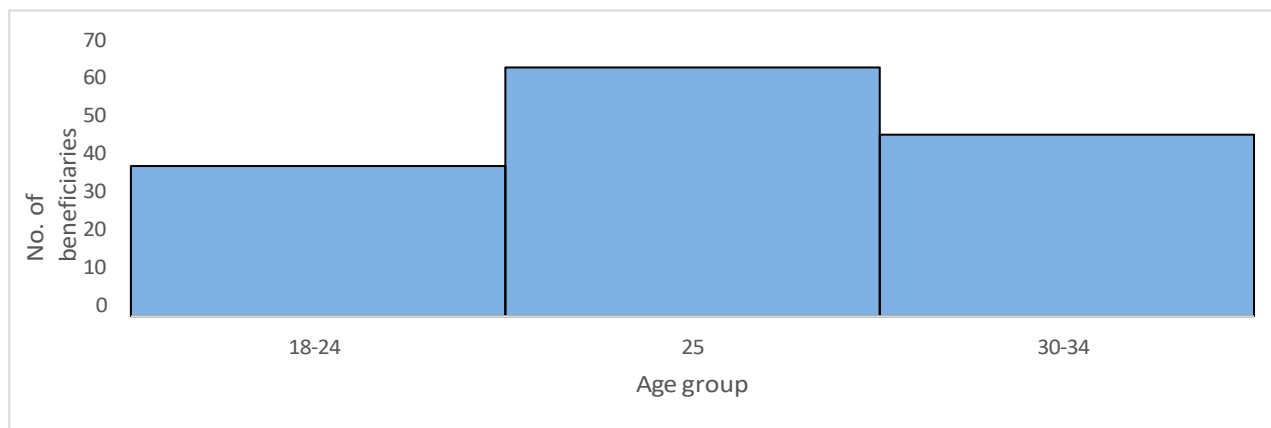


Figure 1 – Distribution of beneficiaries by age group

Most beneficiaries come from Lazio (35 beneficiaries), Campania (23), and Lombardy (20).

Place of residence	No. of beneficiaries	%
Abruzzo	4	2.7
Basilicata	2	1.4
Calabria	4	2.7
Campania	23	15.6
Emilia-Romagna	4	2.7
Friuli-Venezia Giulia	2	1.4
Lazio	35	23.8
Liguria	2	1.4
Lombardy	20	13.6
Marche	1	0.7
Piedmont	18	12.2
Apulia	13	8.8
Sardinia	4	2.7
Sicily	7	4.8
Tuscany	5	3.4
Umbria	1	0.7
Veneto	2	1.4
Total	147	100.0

Table 4 – Origin of beneficiaries, regional and provincial breakdown

80.3% of beneficiaries were unemployed at the start of the courses (*see* Table 5), most of them had a high school diploma as their highest level of education (56.5%), but 62 beneficiaries (42.1%) had at least a bachelor's degree (*see* Table 6).

Professional status	No. of beneficiaries	%
Self-employed	4	2.7
Scholarship/work	2	1.4
Collaborator	8	5.4
Employee	12	8.2
None of these	118	80.3
Internship/volunteering	3	2.0
Total	147	100.0

Table 5 – Professional status of beneficiaries at the start of the program

Highest level of education	No. beneficiaries	%
Middle school	1	0.7
CPIA	1	0.7
Diploma	83	56.5
Master's degree	24	16.3
Bachelor's degree/ITS	29	19.7
Master's degree	9	6.1
Total	147	100.0

Table 6 - Maximum level of education of beneficiaries at the start of the program

1.3 Results achieved

The project offered two courses focused on advanced digital training, including introductory sessions with basic digital training, each repeated for three editions.

Course	Basic digital hours	Advanced digital hours	Soft skills hours	No. of editions	No. of beneficiaries
Data Engineering	80	384	68	3	71
Java Developer	72	356	80	3	76

Table 7 – Details of training courses, breakdown of hours and beneficiaries trained. 'Trained' means a participant who attended at least 75% (65% if joining partway through) of the hours of the course for which she was enrolled.

Considering all editions of the training courses provided, the project involved a total of 168 participants, of whom **147** completed the training (**98% of the target set**, i.e., 150), thus recording a drop-out rate of 12.5% (21 participants). The *drop-out* rate for the project is significantly lower than the average for projects under the Futura call for proposals (*see* Figure 3).

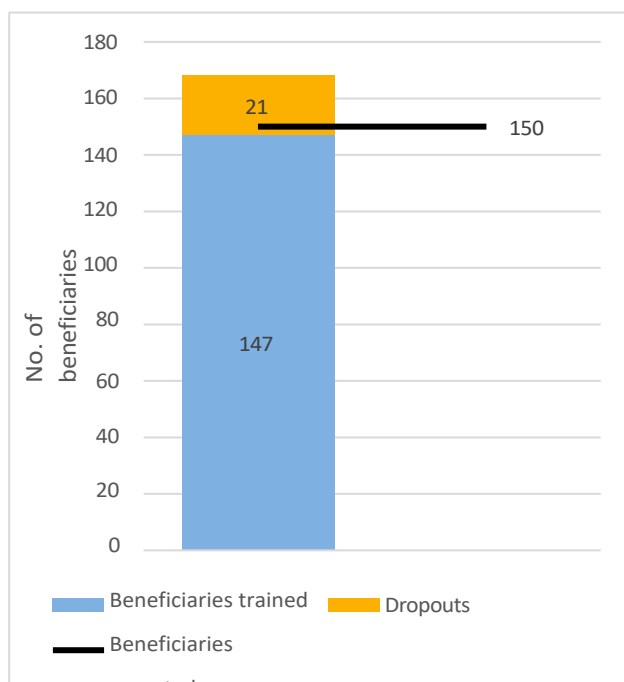


Figure 2 – Beneficiaries involved and expected beneficiaries of the project

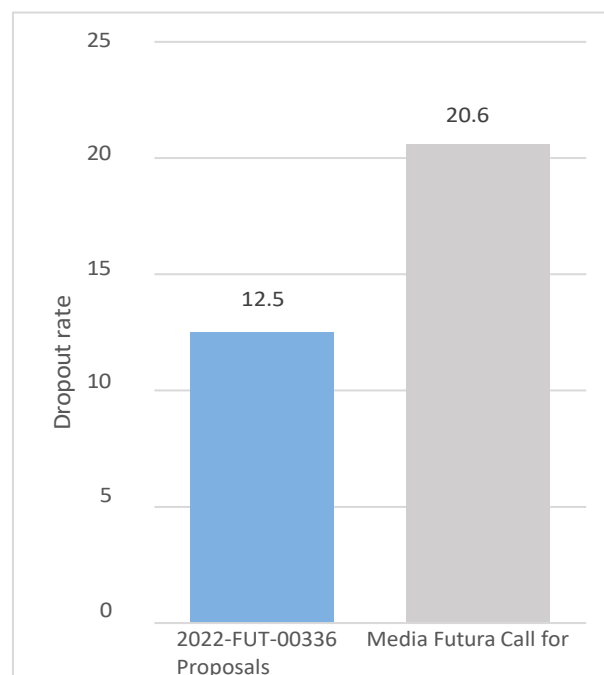


Figure 3 – Project drop-out rate and average drop-out rate for Futura call projects

With regard to employment outcomes, of the 147 participants who completed the training program, 99 (67.3%) found some form of (re)integration into the labor market or improvement in their working conditions in terms of the type and nature of their employment relationship. Details of the types of employment found by the beneficiaries are shown in the table below.

Type of contract	No. of beneficiaries	%
Employee	54	54.6
Ouasi-subordinate	1	1
Internship	41	41.4
Not available	3	3.0
Total	99	100.0

Table 8 – Employment results, breakdown by type of job obtained by beneficiaries

¹ The certification of the beneficiaries' job placements and/or improvements was based on documents such as: a copy of the employment contract, a copy of the last pay slip, the Unilav form, historical C2 form, self-declaration by the beneficiary or employer, as well as the analysis of *follow-up* questionnaires administered directly by the Evaluation Lab.

2. IMPACT ASSESSMENT

In order to obtain an overall assessment of the improvements and changes produced, each project supported is subject to a structured and comprehensive impact assessment carried out by *the Evaluation Lab*, the research and analysis unit used by the *independent Scientific Committee* of the Digital Republic Fund. As required by the Fund's guidelines, the impact assessment is carried out systematically on all projects supported within the call for proposals. The objective of the assessment is twofold: on the one hand, to provide each project with evidence of its effectiveness and, on the other, to evaluate the interventions from a comparative perspective in order to identify the most promising projects for large-scale implementation. This dual purpose is part of the Fund's medium-term objective of providing public decision-makers with evidence on *best practices and models* to be used as a reference for future public policies. To ensure the comparability of the outcomes of the various initiatives supported, it is therefore essential that the metrics of success and methods of analysis are common to all projects. In pursuing this, the impact assessment is geared towards the final objectives set out in the call for proposals and the Fund's guidelines and therefore to the dimensions covered by the DESI indicator, described below.

The result of this comprehensive and comparative assessment is ultimately expressed as a **bonus coefficient**, assigned to projects in proportion to their measured impact, which can be used in the second edition of the same call for proposals.²

2.1 Data and questionnaires

2.1.1 Data collection

As part of the Futura call for proposals, data collection on participants, which is essential for impact assessment purposes, was carried out through a survey.³ The questionnaires were administered directly by *the Evaluation Lab*, which contacted the people involved through a centralized procedure across all the initiatives supported. Data collection involved four 'moments' of contact with participants: before the start of training (*Baseline*), at the end of training (*Endline*), three months after the end (*Follow Up 1*) and six months after (*Follow Up 2*).



²This report presents the results of the analysis of the questionnaire data currently available, collected on the beneficiaries and the control group (the external panel, described below) during the project, in accordance with the impact assessment plan. Further analyses, carried out subsequently on administrative data, may provide additional evidence with reference to employment outcomes only, due to the different nature and scope of the sources used. This additional evidence may be included in future scientific studies or summaries of the results of the Call for Proposals, but does not in any way replace what is presented in this report.

³ The questionnaires were mainly administered using CAWI (*Computer Assisted Web Interview*) methods, with telephone and SMS (or similar) contacts in cases of non-response.

In accordance with the Grant Award Regulations, *baseline* and *endline* surveys were considered mandatory.

endline surveys were considered mandatory, in as they immediately preceded and followed the training activities. For post-training surveys (*Follow-up*), however, the partnership's collaboration was requested in re-contacting participants to obtain good response rates. To this end, alternative tools to CAWI interviews were also used for *Follow-ups*, such as shorter telephone interviews and monetary incentives for responding, following a structured procedure common to all projects.

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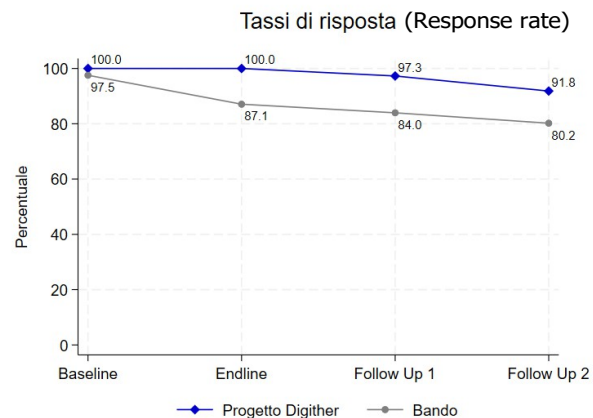


Figure 4 - The graph shows the response rates to the four surveys administered by the Evaluation Lab. The response rate for the project is shown in blue, while the average for all Futura projects is shown in gray.

The DigitHer project stands out for its excellent questionnaire response rates (100% in the two mandatory *Baseline* and *Endline* surveys and over 90% in the *Follow-up* surveys), which are consistently higher than the average rates found in the Futura call for proposals.

2.1.2 Results of interest

The complexity of the evaluation exercise, which requires a comparative assessment of all interventions, made it necessary to clearly define the common *outcomes* on the basis of which the impact assessment would be carried out. In line with the guidelines of the Digital Republic Fund and the objectives set out in the Futura call for proposals, particular importance was given to the dimensions captured by the European Commission's DESI index (see box below); the two main dimensions relating to impact assessment that were measured in the questionnaires are:

The DESI (*Digital Economy and Society Index*) is an index relating to the level of digitization of EU countries, and its *Human Capital* component measures, among other dimensions, the percentage of people with (at least) basic digital skills and the rate of employment in the ICT sector.

DESI digital skills are defined according to the *European Framework for Digital Competence for Citizens* (DigComp 2.1 model). To test these skills, a variant of the DigComp SAT is applied, a self-perception test designed specifically to measure these skills in five areas (Information and Data, Communication and Collaboration, Digital Content Creation, Security, Problem Solving).

➤ *DESI digital skills learning outcomes*: these concern the self-perception of digital skills, measured according to the European Commission's DigCompSAT model, which forms the basis of the *DESI Human Capital* index; these outcomes are measured using *Baseline* and *Endline* questionnaires, administered at the beginning and end of the training. In addition to *DESI* digital skills, these questionnaires also measure 'soft' or transversal skills.⁴

➤ *Work outcomes*: these include employment (in general and in the digital field) and income from , as well as the type of contract (employee, internship, other) and are recorded in *Baseline* and through the two *Follow-Up* questionnaires three and six months after the end of the training.

It is essential to emphasize that the *DESI* digital skills measured by DigCompSAT do not include specialist skills (e.g., specific software) or professional skills required by many Futura projects. For this reason, the results on DESI digital skills provide an indication of the impact of training on "generic" digital skills and digital *self-efficacy*. The impact of training on professional and job-specific digital skills is assessed through its results in terms of job outcomes. As detailed below, the impact index weighting differs between projects that focus more on general skills training and projects that focus more on professional training.

⁴ 'Soft' skills refer to skills (openness, collaboration, leadership, empathy, empowerment) that correlate with employability, measured using tools based on **psychometric scales** validated in scientific literature.

2.1.3 The degree of satisfaction of the participants

In addition to the results relevant to the impact assessment, the questionnaires collect information such as the degree of satisfaction of the beneficiaries at the end of the training. This information is measured in *the Endline* survey, at the end of the training for each individual, and focuses on the overall satisfaction and usefulness of the training.

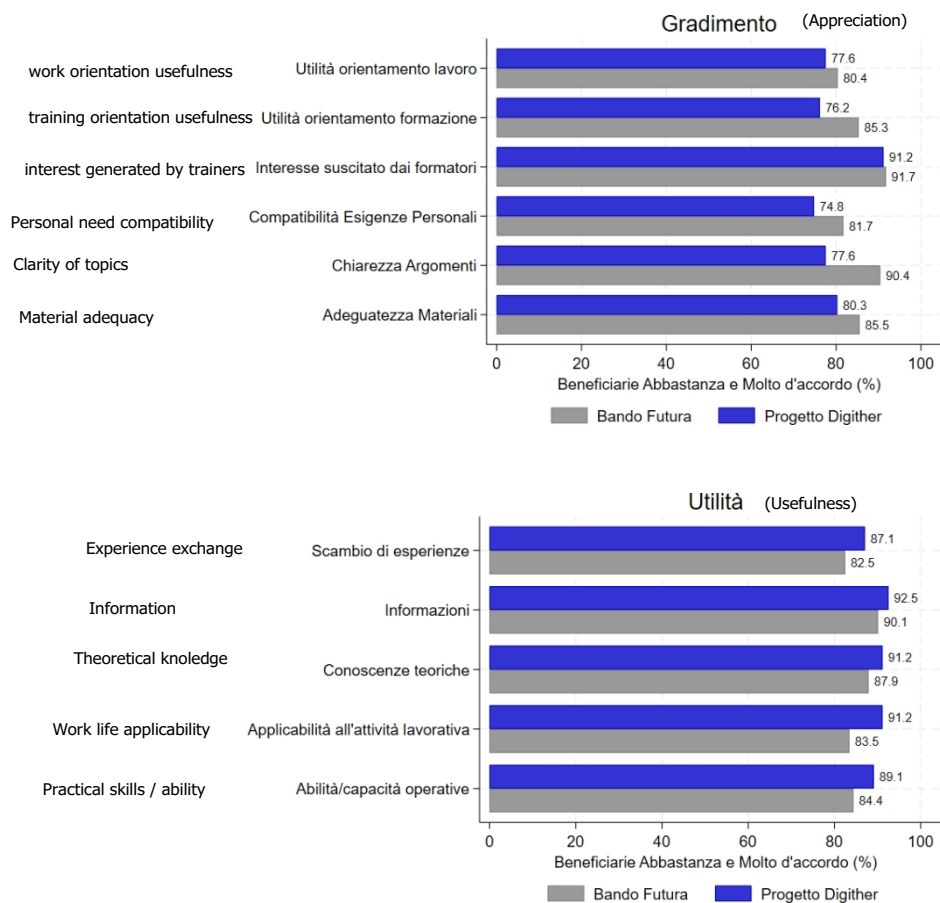


Figure 5 – The graphs show the percentage of beneficiaries who say they 'somewhat' or 'completely' agree with the items on satisfaction (top) and usefulness (bottom) of the training contained in the Endline questionnaire. The project is shown in blue, and the average of Futura projects is shown in gray.

Although the DigitHer project received moderate satisfaction ratings that were overall lower than the call for proposals average, it stood out for its excellent levels of perceived usefulness, which were consistently higher than the call for proposals average.

⁵There are six satisfaction items, with response options ranging from 1 (Strongly disagree) to 4 (Strongly agree), specifically: 1) The guidance and support activities for WORK were useful and effective; 2) The guidance and support activities for TRAINING were useful and effective; 3) The trainers were able to stimulate and motivate interest in the course content; 4) The training methods and timetable, and any support activities provided, made the course compatible with my personal needs; 5) The topics covered during the training were clear and well presented; 6) The teaching materials provided were adequate and useful for learning the course content.

⁶There are five utility items, with response options ranging from 1 (Not at all useful) to 5 (Very useful), specifically: 1) The exchange of experiences; 2) The information provided; 3) The theoretical knowledge acquired; 4) The applicability of the content to work activities; 5) The operational skills/abilities developed.

2.2 Counterfactual analysis

2.2.1 The control group and matching

Project impact evaluation is focuses on measuring the added value generated by each project on the aspects indicated as the main objectives of the Futura call for proposals. This involves answering the question of *what would have happened* without the intervention (*"What would have happened (to the beneficiaries' digital skills and employment outcomes) if the project had not been implemented?"*). It is therefore necessary to follow a "counterfactual" logic, which involves estimating the evolution of the beneficiaries' outcomes if the training had not taken place. For this exercise, a group of people (called a "control group") is needed who do not take part in the project but allow us to observe how skills and employment would have evolved without the training.

The creation of a control group requires potentially identifying a 'surplus' of eligible people who do not

However, they do take part in training activities. For the DigitHer project, it was not possible to identify additional people during the process of selecting beneficiaries. The control group was therefore recruited

directly *from the Evaluation Lab*, through the creation of a *statistical panel* of respondents with characteristics similar to those of the project beneficiaries. Specifically, throughout the implementation period of the Futura projects, 1,273 women with socio-demographic and motivational characteristics similar to those of the project beneficiaries were interviewed. These panelists were contacted at regular intervals to administer questionnaires identical to those given to the beneficiaries of the call for proposals.

The "external" statistical panel

The Evaluation Lab recruited a panel of 1,237 women with characteristics similar to those of the beneficiaries involved in the projects. Respondents to the external statistical panel were selected based on their interest in digital training. This initial selection, together with cell sampling, allows for greater comparability with the beneficiaries of the projects supported by the Fund.

The panel sampling cells were defined on the basis of **the** following **strata**: geographical area of residence (Northwest, Northeast, Center, South, Islands); age group (15-35, 36-50); educational qualification (up to middle school, high school diploma, university degree or higher); employment status (employed, unemployed/not in employment).

The external statistical panel is consulted approximately **every three months** over a period of several weeks so that it can also cover projects that end at different times.

An *ad hoc* control group is then extracted from the external panel of respondents for each project, calibrated to the specific socio-demographic and motivational characteristics of the selected beneficiaries. In practice, a matching procedure is then applied.

'Common support' in statistical matching procedures

In order to obtain control observations for each of the beneficiaries involved, it is necessary for the control group to include a panelist with identical characteristics in all the dimensions used for matching (age group, area, observation period, motivation, etc.). Beneficiaries without an adequate counterpart (known as "off support") cannot be compared to the control group. The "support" rates for the DigitHer project, i.e., the percentages of beneficiaries for whom there is at least one corresponding panelist are:

- 87% for the outcomes on digital skills measured at baseline;
- 87% for employment outcomes measured at 3 months;
- 85% for employment outcomes measured at 6 months.

Similarly, it is important to consider the activities carried out by the control group during the training period of the beneficiaries: in the logic of counterfactual evaluation, the control group is also "free to train" because it must provide a snapshot of what would have happened if there had been no training

statistical matching to obtain a group that is as similar as possible in terms of socio-demographics, observation period, and motivation.⁷ This results in a control group that is "balanced" and therefore comparable to the beneficiaries in terms of these characteristics.

2.2.2 The beneficiaries of DigitHer compared to the control group

In order to interpret the results produced by the project, it is essential to consider the initial skills of the beneficiaries compared to similar profiles (the control group). The figure below compares the initial digital and transversal skills with those of the matched control group. The *DigitHer* project is positioned in the upper right-hand corner, indicating that its beneficiaries have higher average initial skills than the matched control group. In this sense, the project stands out from other initiatives in the call for proposals (gray dots) for having involved beneficiaries with higher digital skills than the matched control group.

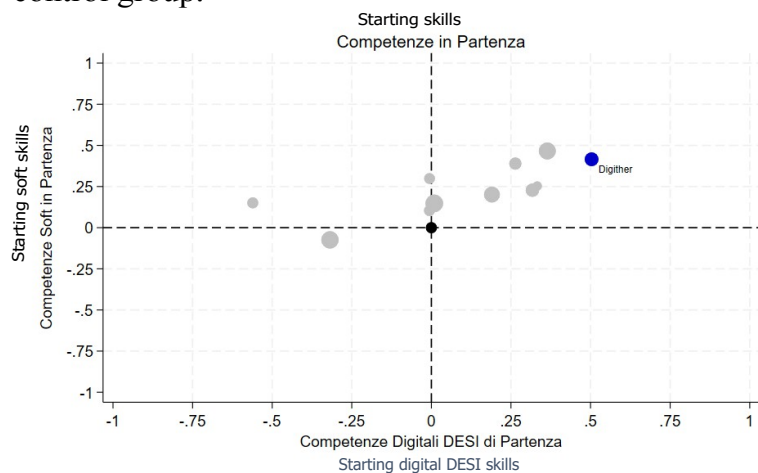


Figure 6 - The graph shows the DESI and transversal digital skills of the beneficiaries participating in the project (blue dots) compared to the control group (black dots). The gray dots indicate the other projects supported within the Futura call for proposals. Distances are expressed in terms of standard deviations from the control group.

⁷ Specifically, the variables used are: 1) *socio-demographic*: gender, age, area of residence, highest level of education, employment status, observation period; 2) *work attitudes*: being active in looking for a job, preference for full-time work over part-time work, willingness to relocate for work

offered by the project. In the specific case of the DigitHer project, approximately 30% of the control group matched to the beneficiaries attended some type of training course during the period in which the latter participated in the project. The impacts measured should therefore be interpreted in this light and the value measured 'in addition' to other programs freely accessible to *the target group* of people concerned.

2.2.3 The impact estimation model

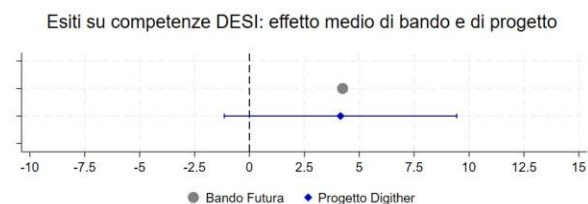
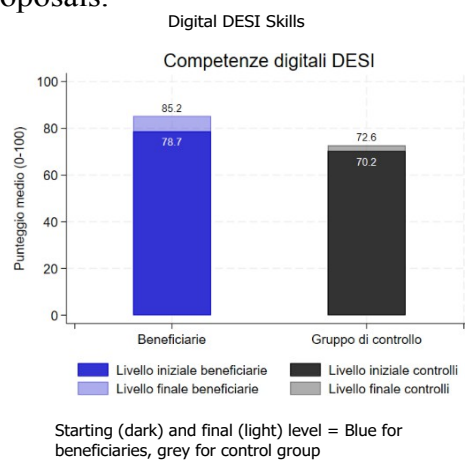
Once the control group has been obtained and matched, the impact analysis consists of comparing the evolution of the beneficiaries before and after training with the control group in terms of the outcomes of interest.⁸

The key assumption behind this estimation is that (even in the presence of initial differences) the evolution of outcomes in the two groups would have been the same in the absence of training, and therefore that the change over time in digital skills or employment would have been the same for beneficiaries and the control group. Under this assumption, the model allows us to eliminate the initial differences and those in the evolution of *outcomes* due to confounding factors common to both groups, such as the physiological increase in skills and/or employment over time, thus isolating the part of the change due exclusively to the project intervention (estimated effect).

2.3 The measured impacts

2.3.1 Impact on DESI digital skills

For the estimates, the DESI digital skills measured in the questionnaires (*Likert* questions 1 to 4) are added up and rescaled on a scale from 0 to 100, which can be easily interpreted as a **percentage index of digital skills**, where 100 indicates that a beneficiary has mastered all DESI skills and 0 indicates the opposite. The graphs below show the starting and ending levels for both the beneficiaries and the matched control group, and thus present the estimated effect, in absolute terms and relative to the average effect of the projects supported within the Futura call for proposals.



Outcome on DESI competences: Average project effect (blue) vs avg all other project of Bando Futura (grey)

⁸ In technical terms, the methodology is known as *difference-in-differences* to indicate the double comparison between the treatment and control groups before training, and the treatment and control groups after training.

Figure 7 - On the left, the graph shows the initial and final DESI digital skills levels of the project beneficiaries (blue bars) and the matched control group (black bars). On the right, the graph compares the estimated effect on DESI digital skills for the project (blue dot) with the average effect measured in the Futura call for proposals (gray dot); the horizontal lines around the effect represent the confidence intervals, i.e., the margins of uncertainty of the estimates (the narrower the interval, the more accurate the estimate).

The impact of the project on DESI digital skills was moderate: beneficiaries increased their skills by 6.5 points (out of 100), from 78.7 to 85.2 between before and after the training. During the same period, the matched control group improved their skills by 2.4 points, from 70.2 to 72.6. This results in an estimated project effect of 4.1 (6.5-2.4), a value in line with the average found in the Futura call for proposals.

2.3.2 Impact on employment outcomes

With regard to employment outcomes, the impact assessment focuses on the effects on the rate (and type) of employment and on income from work. Employment and income, measured before training and three and six months after, are shown in the graphs below on the left, both for the beneficiaries and for the matched control group, while the graphs on the right compare the estimated six-month effects for the project with the average impact measured for the Futura call for proposals.

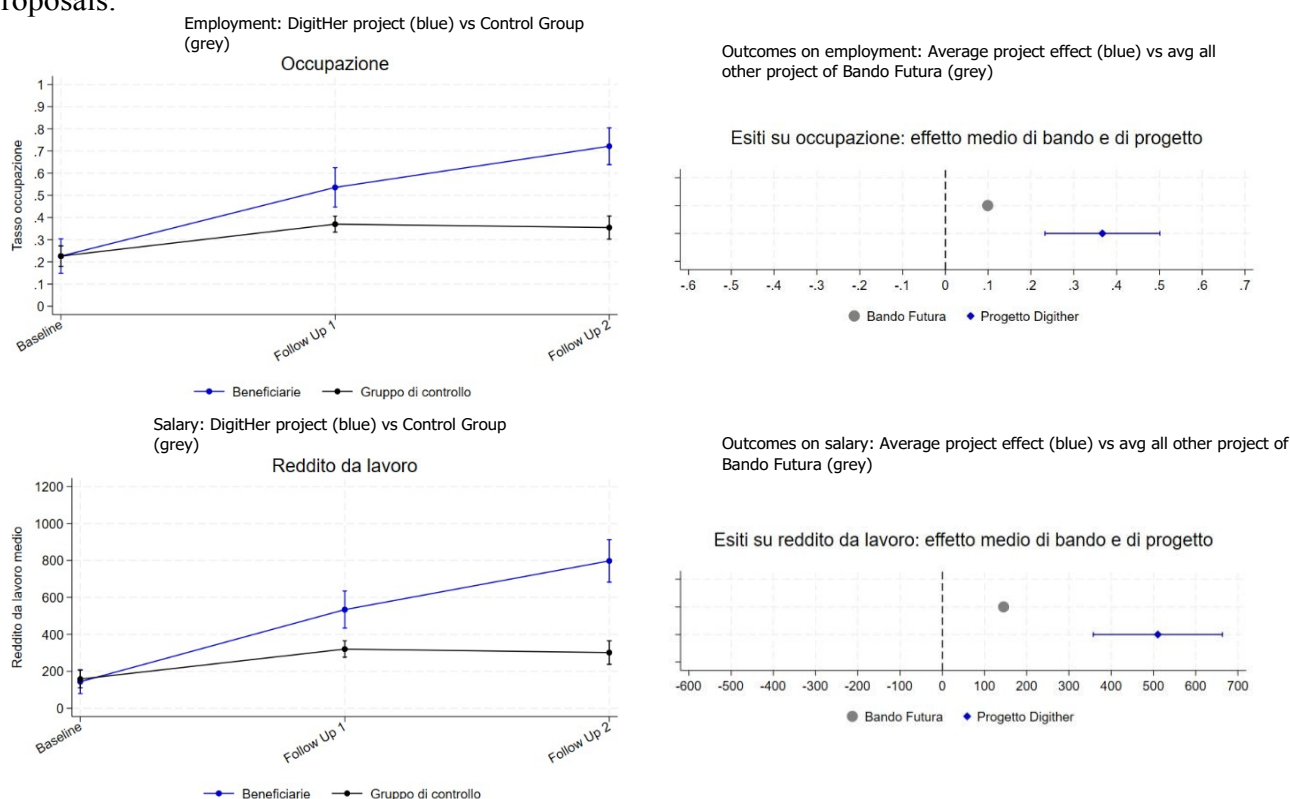
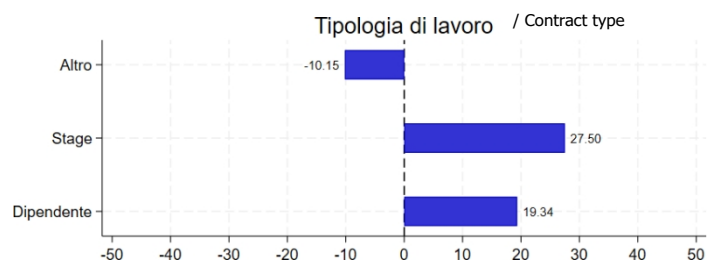


Figure 8 - The graphs at the top show the outcomes on the employment rate: on the left, the graph shows the evolution of the employment rate from before the training to three and six months after, comparing the project beneficiaries (in blue) with the matched control group (in black); on the right, the graph compares the estimated six-month effect on employment for the project (blue dot) with the average measured for the Futura call for proposals (grey dot); the horizontal lines around the dots represent the confidence intervals, i.e., the margins of uncertainty of the estimates (the narrower the interval, the more accurate the estimate). The graphs below show the same comparisons for income from work; income from work is zero for those who are unemployed.

Six months after the training, in terms of employment rates and income from work, the beneficiaries of the project had significantly more positive *outcomes* than their counterparts in the control group who did not benefit from the project training. Compared to a modest increase (only 13 percentage points) in the employment rate of the control group, employment for the beneficiaries increased by about 50 percentage points, resulting in an estimated effect on employment of 37 percentage points. Average income from work increased by €654 for the beneficiaries compared to an increase of €144 for the control group, resulting in an estimated effect on income of approximately €510 per month.

The DigitHer project stands out for its clearly positive employment outcomes, the highest observed within the Futura call for proposals.

In terms of contract type, the graph on the right breaks down the change in the employment rate, again compared to the evolution observed in the matched control group, into different types of work: employee, internship, or other forms (collaboration, self-employment, other).



Breaking down the effect by type of work helps to better understand where the positive effect on overall employment comes from. Although the beneficiaries show a lower increase in other forms of contract by about 10 percentage points compared to the control group, this difference

Figure 9 - The graph shows the estimated effects for the project in the analysis of the type of contract. The estimates should be interpreted as the relative change for beneficiaries compared to controls in the probability of having a job, an internship, or another type of contract (collaboration, self-employment, other) six months after training: a positive estimate means that the change in probability for beneficiaries is greater than that of controls, while a negative estimate means that the change was smaller. The color intensity of the bars represents the significance of the estimated effects: the more intense the color, the more statistically significant the estimate.

This is largely offset by increases in internships and employment positions, which for beneficiaries are 28 and 19 points higher, respectively, than those observed in the matched control group.

The objectives of the Futura call for proposals included both the integration of unemployed women into the labor market (preferably in the digital sector) and the improvement of the job positions of employed women. For this reason, a summary measure is also defined in a **'job improvement' indicator**, with two components: 1. the transition to digital employment (if unemployed at the outset); 2. income improvement (if employed at the outset)⁹.

⁹ Specifically, the job improvement indicator refers to the situation of those who, if unemployed before training, found employment in the digital field (or requiring the use of IT skills) after training, or those who, if employed at the outset, maintained their employment status and received a salary increase.

As shown in the graph opposite, six months after completing the training, the probability of employment improvement among beneficiaries was approximately 43 percentage points higher than in the control group. This effect is significantly higher than the average recorded in the call for applications and largely due to an increase (of approximately 38 percentage points) in the probability of digital employment for beneficiaries who were unemployed before the training and, to a lesser extent, to an increase (of approximately 5 points) in the probability of an improvement in income for beneficiaries who were already employed at the start.

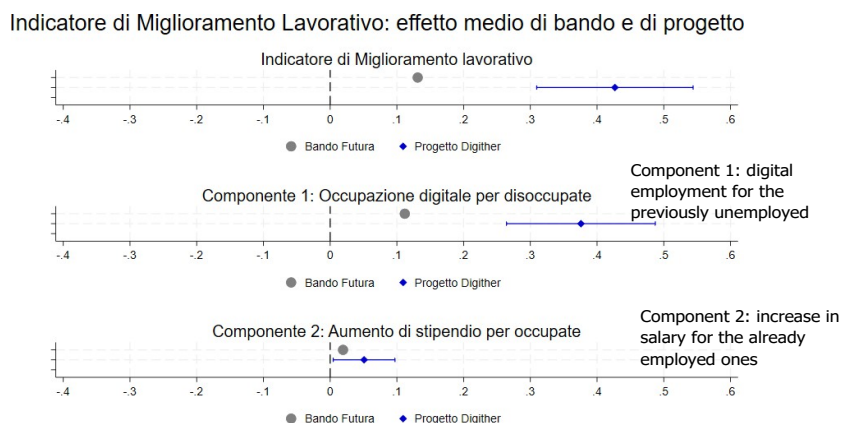


Figure 10 - At the top, the graph compares the six-month effects on the estimated job improvement indicator for the project (blue dots) with the average effects measured for the Futura call for proposals (gray dots). In the middle and below, the effects on the two components of the indicator are presented: digital employment for unemployed women at the start of the project and salary increases for employed women at the start of the project. The horizontal lines around the points represent the confidence intervals, i.e., the margins of uncertainty of the estimates (the narrower the interval, the more accurate the estimate).

The following table summarizes the estimated effects for the DigitHer project.

Summary of estimated impacts		
	Estimated effect	t-statistic*
DESI digital skills	4.15	1.54
Employment rate		
At 3 months	16.59	2.63
6 months	36.69	5.37
Income from employment (euros/month)		
At 3 months	228.13	3.55
At 6 months	510.47	6.57
Work improvements (digital employment/increased income)		
At 3 months	29.45	5.58
At 6 months	42.67	7.16

Table 9 - The table summarizes the estimated main impacts of the project on: DESI digital skills, employment rate, income from work, and the summary indicator of job improvement (finding digital employment if unemployed at the start, improving income if employed at the start). The 'Estimated effect' column indicates the effect in percentage points from 0 to 100 for digital skills, employment, and job improvements, and in euros per month for income from employment.

* The 't-statistic' is a number that helps to understand how large an effect is relative to the uncertainty with which it is measured. In simple terms, it tells us whether an observed result is large enough relative to the 'noise' or variability in the data to suggest that it is not just a fluke. The higher the t-statistic (in absolute value), the greater and better measured the effect. If it is low, it means that either the effect is small or it is difficult to measure accurately—or both. The convention is that an effect with a t-statistic greater than 1.65 is considered "statistically significant."

2.4 THE PREMIUM COEFFICIENT

The impact assessment of the Futura call for proposals aims to identify scalable solutions that can inform future public policies in the field of digital training. For this reason, as indicated in the Fund's guidelines, projects that receive a positive evaluation from the independent Scientific Committee are awarded a bonus coefficient to be used in subsequent calls for proposals from the Fund that involve larger-scale implementations in the same field.

To achieve this, an **impact index** was calculated for each project, based on the estimated results presented in the previous sections. **The impact index focuses on the main outcomes of interest: DESI digital skills and the results on the indicator of improvement**

workplace. To take into account the different training models and focuses present in the projects, the two main outcomes are weighted in a single **aggregate impact** based on the type of skills trained: for projects that train generic skills captured by the DigComp framework and *DESI*, greater weight is given to *DESI* digital skills outcomes; for projects with more specific and professional skills training, employment outcomes are weighted proportionally.¹⁰ The categorization of training is shown in Table 7 in Section 1: for the DigitHer project, 17% of training is generic and the remaining 83% is specific or professional skills training.¹¹ The aggregate impact is then multiplied by the rate of achievement of the expected target and finally rescaled on a scale from 0 to 100 in proportion to the observed distance between the minimum and maximum impact of the projects in the call for proposals; the resulting value can then be read as **a percentage of the distance between the minimum and maximum impact observed** (e.g., 60% of the distance between the minimum and maximum).

The **bonus coefficient** is then assigned by multiplying the percentage impact index by the maximum number of points obtainable (3 points).

Calculation of the impact index

The impact index is calculated as follows:

1. Calculation of *the t-statistic* for the dimensions of interest (DESI digital skills, improvement in employment after six months);
2. Aggregation of t-statistics in proportion to the training content;

Aggregate impact = % generic training x DESI t-stat + % professional training x t-stat job improvements

3. Multiplication by the target achievement rate & conversion into % compared to the maximum value observed in the call for proposals

Impact index % =

[1 + ((Aggregate impact x % target - Max) / (Interval between Max and Min))] x 100

¹⁰ In the case of projects with a strong or exclusive focus on professional training, the index therefore weighs exclusively (or almost exclusively) on employment outcomes.

¹¹ The percentages are obtained from Table 7. The percentage of basic/generic (or advanced/professional) training is given by the ratio between the number of basic/generic digital hours, multiplied by the number of beneficiaries who participated in basic/generic training, and the total number of training hours (basic/generic and advanced/professional digital, excluding internships and soft skills), again multiplied by the respective number of beneficiaries trained.

Calculation of the bonus coefficient	
DESI digital skills impact (t-statistic)	1.5
Impact of work improvements at 6 months (t-statistic)	7.2
% of general training	17
% of vocational training	8
Aggregate impact $tstat_{DESI} * \% generica + tstat_{miglioramenti} * \% professionalizzante$	6.2
% of target achieved*	98.0
Maximum aggregate impact of the call for proposals**	6.1
Range between maximum and minimum of Call for Proposals	6.6
Impact index (%) $(1 + \frac{Impatto_{aggregato} * \% target - Max}{Intervallo}) * 100$	100.0
Bonus coefficient (up to 3 points) $Indice_{Impatto} \% * 3 punti$	3.0

* If the target is exceeded, the % of target achievement is indicated as 100.

** The maximum aggregate impact of the Call for Proposals is the aggregate impact of the project with the maximum value, after multiplying it by its target achievement percentage.

Table 10 - The table summarizes the information needed to calculate the bonus coefficient for the project; the results calculated from the information in the table may differ from those presented due to rounding. The impacts on the dimensions of interest (DESI skills and job improvement at six months) are presented in terms of t-statistics; the % of generic (or specific/professional) training is given by the ratio of basic/generic (or advanced/professional) digital training hours to the total number of digital training hours weighted by the number of trainees who participated in basic/generic (or advanced/professional) digital training; the % of target achievement indicates the number of beneficiaries actually trained compared to the number envisaged in the project proposal. The percentage impact index is calculated according to the procedure illustrated in the respective box; the bonus coefficient is the result of the product of the percentage impact index for the maximum number of points obtainable (3 points).

In light of the results of the impact assessment, the **DigitHer** project has been awarded a **bonus coefficient of 3 points** to be applied to any **new project proposal in the Futura+ call for proposals**.