

WP3 – IMPLEMENTATION REPORT

1. Country Information

The piloting activities were implemented across **four European countries: Spain, Italy, Bulgaria and Romania**. The institutions involved in the implementation included FILIA Center (Romania), Telefono Rosa (operating in Rome and Sicily, Italy), the European Center for Quality Ltd (Bulgaria) and INCOMA (Spain). The implementation process was coordinated by the responsible partners and persons from each organisation, namely **FILIA Center** represented by Adela Alexandru and Elena Samoila; **Telefono Rosa** represented by Claudia Villante, Federica De Marzi, Carolina d’Errico responsible for the implementation in Rome, and Antonella Caltabiano, responsible for the implementation in Sicily; the **European Center for Quality Ltd.** represented by Milena Goneva and Sebastiana Shopova; and **INCOMA** represented by Carlota Fenoy and Selene Pavan. The course was delivered in an asynchronous format over a period of eight to ten weeks, allowing participants to engage with the training content flexibly according to their professional schedules.

2. Description of the Piloting Process

a. Recruitment Strategy

Teacher recruitment and dissemination were carried out through a combination of **strong institutional networks, targeted communication, and personalised follow-up**. Partners primarily relied on their established links with **VET schools, teachers, and educational institutions**, supported by internal mailing lists, professional platforms, and recognised **European and national networks (EVBB and EfVET)**.

Recruitment efforts were further strengthened through **online tools** (registration forms, websites, and social media), **direct contact** via email and telephone, and increased visibility at **events, meetings and conferences**. Overall, these coordinated, multi-channel strategies ensured **broad outreach, high levels of interest, and the successful engagement of motivated educators** aligned with the project’s objectives.

b. Participation results

The piloting phase resulted in the successful completion of the training by 85 final beneficiaries (double more than the established threshold of 40 beneficiaries in total). In addition, 35 teachers enrolled in the course but did not complete the full programme. Overall, the piloting achieved a **completion rate of 70.8%**, reflecting a strong level of engagement and commitment among participating educators.

c. Analysis of Participation

The training courses generated **strong interest** and were widely perceived as **timely and relevant**, particularly in response to growing concerns around **cyberbullying, online violence, misinformation, and gender stereotypes** in schools. Teachers' main motivation for participating and completing the activities was **professional development** and the desire to strengthen **digital competences, inclusive practices, and innovative teaching approaches**.

Across participating countries, the audience was **predominantly female**, reflecting national trends within the teaching profession, and **geographically diverse**, including both urban and rural contexts.

Feedback indicated that the course was **well structured and useful**, contributing to increased confidence among teachers in addressing sensitive topics such as **discrimination, cyberviolence, and online safety**. **Practical activities and classroom-oriented strategies** were consistently highlighted as the most valuable elements, although participants suggested the inclusion of **additional practical examples and more up-to-date content**.

Completion rates were mainly influenced by **workload and structural constraints** within schools. Teachers tended to engage with the materials in short sessions, while periods of high academic pressure led to reduced participation. Non-completion was therefore largely attributable to **time constraints rather than a lack of interest**.

To address these challenges, partner teams implemented **follow-up and re-engagement measures**, including personalised reminders, regular communication, progress updates, and online meetings. Factors contributing to higher completion rates included the **relevance of the topic**, the **self-paced learning format**, **support from school leadership**, **peer collaboration**, and the **provision of certification**. As a follow-up action, teachers' involvement in **classroom activities with students** was identified as a key means of reinforcing engagement and assessing the training's impact.

3. Profile of Participants

a. Subjects taught

The participants represented a **broad range of academic disciplines**, including economic and financial sciences, general education subjects, tourism and hospitality, social work, philosophy, psychology, ethics, mathematics, law, Italian literature, and history.

In addition, the group included professionals working in digitalisation, training and career guidance, and vocational education, such as vocational training teachers, CoVE coordinators, deputy heads of studies, and staff from drawing and English language departments. This diversity reflects the multidisciplinary and cross-sectoral profile of the participants involved in the training activities.

b. Type of institutions

The institutions involved in the piloting activities represented a **diverse range of organisational profiles**, including vocational and secondary schools, VET centres, non-governmental organisations working with disadvantaged groups, training centres, and intermediate organisations. This diversity ensured a multidisciplinary approach to implementation and facilitated the engagement of educators and professionals with varied expertise and target groups.

4. Implementation of the Course (Training Platform Evaluation Questionnaire)

a. Communication, reminders, technical support

Throughout the training, **continuous and structured communication** was maintained with all registered teachers through multiple channels, including **email, telephone and online calls, and instant messaging**. Regular reminders and follow-up messages were sent to encourage engagement, inform participants of deadlines, and support course completion.

The implementation team conducted **ongoing progress monitoring** via the online platform, categorising participants according to their level of progress and providing **personalised communication** accordingly. Teachers who had not yet started were encouraged to begin and informed about the course structure and certification benefits; those with limited progress were motivated to continue and reminded of the course's relevance; and participants demonstrating good progress were congratulated and guided through the remaining modules and practical components.

In parallel, **technical support and guidance** were provided to address issues such as login difficulties or problems accessing specific modules. This support ensured smooth access to the platform and minimised technological barriers that could otherwise hinder participation.

Clear instructions were provided at every stage of the process, including guidance on platform access, module navigation, quiz completion, and the implementation of classroom activities. Upon completing the theoretical modules, teachers received detailed guidance on the practical phase, including the delivery of classroom activities, the use of evaluation questionnaires, the submission of evidence, and certification procedures.

b. Platform usability and functionality (Question 1)

Overall, the training platform's **usability and functionality were rated very positively** by participants across all evaluations. Most respondents assigned the **highest or near-highest scores**, with most rating the platform as **excellent or very good** in terms of ease of navigation, clarity of the interface, and loading speed. In several cases, **approximately**

80–100% of participants provided positive ratings, while mid-range or negative evaluations were extremely rare and limited to isolated cases.

These results indicate a **high level of user satisfaction** and confirm that the platform provided a **user-friendly, efficient, and supportive online learning environment**, enabling participants to complete the training modules effectively and without significant technical or usability barriers.

c. Technical issues (Question 2)

Overall, the training platform functioned **smoothly and reliably** for most participants. Across evaluations, **approximately 75–85% of respondents reported no technical issues**, indicating that the platform performed well throughout their use. A smaller proportion of participants (around **13–21%**) experienced **minor technical issues**, which were easily resolved with appropriate guidance or support. Only a very limited number of users (approximately **2–5%**) reported recurring or occasional difficulties.

d. Open follow-up on functionality (Question 3)

Most respondents (around **84%**) reported **no issues and had no suggestions for improvement**, reflecting a high level of satisfaction with the platform's functionality. In their additional comments, participants highlighted several positive features, including **ease of navigation, clear structure, an intuitive module menu, and appropriate font size**, all of which contributed to a smooth learning experience. Minor and isolated technical issues—mainly related to login or access to specific modules—were reported by a small number of participants and were **promptly resolved** following communication with the support team.

e. Relevance and quality of the training

activities (Question 4)

Participants also rated the **relevance and usefulness of the training activities, materials, and content very highly** across all samples. When combining all evaluation data, **68 out of 71 respondents** assessed the content as *relevant* or *very relevant*, corresponding to an **overall weighted average of approximately 95.8% positive evaluations**. Only a very small minority rated the content as average or less relevant.

Overall, these results clearly demonstrate that the training materials and activities were **highly valued**, perceived as **practical, applicable, and relevant for classroom use**, and consistently met participants' expectations across different contexts and groups.

f. Modules most valued & Modules needing improvement (Question 5)

Participants expressed **very high appreciation for the structure and content** of the training modules, describing them as **useful, interesting, informative, and well organised**. Feedback highlighted that the modules were **clearly structured, research-based, easy to follow**, and included activities and materials that could be **directly applied in the classroom**.

No negative feedback on the overall quality or relevance of the modules was reported. Only **one participant suggested potential improvements**, recommending the inclusion of **more practical and up-to-date examples**. Several modules were identified as particularly impactful, including **Empathy and Assertive Communication, Information and Data Literacy, Understanding Cyberbullying, Digital Ethics and Code of Conduct, and Digital Boundaries/Teaching Netiquette**. These modules were especially valued for their **effective balance between theory and practice**, supporting the development of students' **digital, civic, and social competences**.

g. Practical application of the training (Question 6)

Results indicate that approximately **85–95% of participants** expressed a moderate to **very high likelihood of applying the training outcomes** in their professional practice. This suggests that the materials and tools provided are perceived as practical, reusable, and directly relevant to classroom and professional settings, with strong potential for sustained impact beyond the training itself.

h. Open feedback on impact (Question 7)

Teachers identified **multiple areas for practical application**, primarily within classroom settings and in direct work with children and young people. Planned uses included **open class discussions**, subjects such as **psychology, ethics, and philosophy**, as well as **homeroom lessons, counselling sessions, and extracurricular activities**. Participants highlighted the usefulness of the resources and lesson plans for addressing **cyberviolence, digital ethics, gender stereotypes, conflict resolution, and responsible online behaviour**.

The intention to apply the training outcomes was particularly strong. Out of **19 respondents, 15 teachers (≈79%)** stated they were *very likely* and **3 teachers (≈16%) likely** to apply the knowledge, tools, and materials in their professional practice, while only **one respondent (≈5%)** expressed uncertainty. These results demonstrate a **high level of confidence in the practical relevance and transferability** of the course content.

Qualitative feedback further confirmed that teachers plan to integrate the training into their **daily teaching practice**, using it for both **prevention and intervention** in situations involving cyberbullying or harmful online content. Participants emphasised that the course strengthened their ability to **promote digital awareness, support students more effectively, and manage sensitive classroom situations**. While feedback was overwhelmingly positive, one participant suggested the inclusion of **more concrete tools, real-life examples, and case studies** to further facilitate practical application.

Overall, the findings indicate that the training is perceived as **useful, applicable, and impactful**, with **strong potential for sustained use** in educational and professional contexts.

5. Recommendations from National Partner

Technical Improvements

- Improve the **registration and onboarding process**, as minor issues were reported at this stage.
- Provide **introductory guidance before platform access**, ideally through short explanatory videos.
- Collect key participant information (e.g. teaching subject, digital experience, nationality) during enrolment to enable **better tailoring and reporting**.
- Continue offering **responsive technical support** throughout the course.

Content Improvements

- No major content changes are required following the pilot edition.
- Future editions could include **more practical examples, real-life case studies, and ready-to-use resources**, such as lesson plans, intervention protocols, and digital conduct templates.
- Consider adding **video modules or interactive multimedia** to increase engagement.
- Ensure content remains **up to date** with evolving digital trends and ethical guidelines.

Suggestions for the Next Roll-Out

- Involve **additional target groups**, such as parents, educational experts, inspectors, university staff, and administrative personnel.
- Introduce **shorter modules or micro-learning units** and optional **live or synchronous sessions** (e.g. Q&A with experts).

- Align training periods with **lower academic workload phases** to improve completion rates.
- Maintain **personalised follow-ups, reminders, and progress tracking**, which proved effective.
- Continue and expand the **targeted dissemination and communication campaign** to maximise impact.

Observations on Teacher Motivation

Teacher motivation was generally **high**, especially when practical classroom applications were clear. However, **heavy workloads**—and in some contexts external pressures such as organisational changes —were the main barriers to completion. Despite this, participants remained committed and appreciated the **flexibility and free access** to the course.

Overall, feedback confirms that the training is **relevant, impactful, and sustainable**, with clear opportunities for refinement and expansion in future editions.