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Danube4SEecosystem

**Enhancing the development of Social Economy by
engaging Local Public Authorities in the Social
Enterprises supporting Ecosystem for a more inclusive
Labor Market in the Danube Region**

Output 2.6

**Innovative D4SEE digital training platform for SEs tested and
improved based on the results of the piloting**

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Abbreviations

D4SEE	Danube4SEcosystem
ESG	Environmental, social, and governance
KPI	Key performance indicators
LPAs	Local Public Authority
NGO	Non-governmental organisations
SDGs	Sustainable development goals
SEs	Social enterprises
SO	Specific objective
SSL	Secure sockets layer
TLS	Transport layer security
WCAG	Web content accessibility guidelines

Executive summary

The **Output 2.6. Innovative D4SEE digital training platform for SEs tested and improved based on the results of the piloting** of the **SO2 Enhancing Resilience, Innovation Management Knowledge & Skills of SE Ecosystem in the Danube Region** documents the testing and improvement of the D4SEE digital training platform for Social Enterprises (SEs) and Local Public Authorities (LPAs) following its piloting phase across nine countries in the Danube Region. It provides a comprehensive analysis of platform performance, user engagement, and learning outcomes, supported by quantitative and qualitative data collected during training and mentoring activities.

The report outlines the methodology used for data collection and analysis, including platform activity logs, assessment results, and feedback forms. It presents country-specific training approaches, detailing formats (online, face-to-face, hybrid), target group selection, and session structures (detailed information about the overall piloting programme can be accessed in Output 2.3 Joint Pilot action for testing the DS4SEE Capacity Building Programme - RERA, Output 2.4 Co-designed D4SEE Capacity Building Programme for sustainable & resilient SEs and LPAs - RERA). A major section of the document focuses on participant registration and enrolment patterns, highlighting onboarding compliance and thematic engagement across SE and LPA categories.

Subsequent chapters provide an in-depth review of module-level performance, covering indicators such as learning content access, assessment activity, and completion rates. Comparative analyses reveal variations in engagement between SE and LPA pathways and across countries, identifying best practices and common challenges. The report also examines micro-credential issuance as a measure of formal recognition, presenting aggregated certificate data and country-level breakdowns.

Overall, the output consolidates insights from feedback and success cases, offering evidence-based recommendations for refining content relevance, improving usability, and sustaining learner motivation. These findings contribute to the strategic objective of enhancing resilience, innovation management, and skills within the social economy ecosystem, positioning the D4SEE platform as a scalable and inclusive tool for capacity building in the Danube Region.

Introduction

The advancement of social economy ecosystems in the Danube Region depends on innovative, inclusive learning solutions that bridge knowledge gaps and foster collaboration between Social Enterprises (SEs) and Local Public Authorities (LPAs). Digital platforms and competency-based frameworks have emerged as critical enablers, offering flexible, multilingual, and modular training formats that support lifelong learning and professional development. By leveraging microlearning principles and interactive tools, these solutions empower stakeholders to acquire practical skills aligned with EU priorities for digitalization, sustainability, and social inclusion.

Strengthening entrepreneurial resilience and institutional capacity requires addressing skill gaps in areas such as financing, risk management, marketing, and governance for SEs, while LPAs need competencies in policy design, partnership building, and ecosystem facilitation.

The D4SEE platform was designed as a strategic response to these needs, integrating micro-credential systems and evidence-based learning methodologies to ensure measurable outcomes and scalable impact across nine countries in the Danube Region. Its dual learning pathways for SEs and LPAs, combined with interactive assessments and certification mechanisms, provided a structured yet flexible approach to capacity building.

By aligning content with real-world challenges and EU policy priorities, the platform not only addressed immediate training needs but also provided a foundation for a resilient, collaborative social economy ecosystem capable of adapting to future trends such as digital transformation and the green transition.

1. Methodology for data collection and analysis

The methodology adopted for data collection and analysis within the D4SEE project was designed to ensure comprehensive monitoring of training effectiveness and participant engagement across the **9 partner countries**. It combines quantitative metrics from the digital platform with summary of qualitative feedback from participants (detailed information about the feedback form can be accessed in Deliverable D 2.3.6 Capacity-building activities for D4SEE entities).

This approach allowed the project team to measure engagement, learning outcomes, and overall satisfaction, while also identifying areas for improvement. The methodology relied on two complementary components: platform-supported data analysis and participant feedback collection. Together, these methods provided a holistic view of the training experience, enabling evidence-based decisions for refining content and delivery strategies.

Method 1: Data analysis after training supported by the D4SEE platform

- **Purpose:** To track participant activity and learning outcomes through the D4SEE platform.
- **Data collected:**
 - Logins and profile updates (necessary for certificate generation).
 - Module access for Social Enterprises (SE) and Local Public Authorities (LPA).
 - Completion of learning units (PPT) and assessments (H5P).
 - Issuance of micro-credential certificates.
- **Analysis process:**
 - Data aggregated at country and module level.
 - Dashboards and automated reports used to visualize trends (e.g., early-module drop-off, module popularity).
 - Comparative analysis across countries and pathways to identify best practices.
- **Outcome:**
 - Clear picture of engagement and completion.
 - Identification of modules with high or low performance.
 - Evidence for refining content and improving learner support.

Method 2: Summary of qualitative analysis based on the feedback form

The feedback form was used as a complementary tool to gather participants' opinions on the training experience. Its role was to provide quick insights into satisfaction levels and identify areas for improvement without conducting an extensive analysis.

Feedback was reviewed to extract key points such as:

- Positive aspects highlighted by participants.
- Common challenges or need for improvement.

2. Country specific training and mentoring activities

The capacity-building activities implemented across partner countries under the D4SEE framework demonstrate a diverse and adaptive approach to training and mentoring. Each partner tailored its methodology to local needs, balancing online, offline, and hybrid formats to maximize accessibility and engagement. The sessions targeted two primary stakeholder groups, Social Enterprises (SEs) and Local Public Authorities (LPAs), with occasional joint sessions to foster collaboration. Topics ranged from foundational concepts of social entrepreneurship to advanced themes such as ESG, financing, marketing, and public procurement.

In total, 42 sessions were delivered: 27 for SEs, 10 for LPAs, and 5 joint sessions (SE+LPA), using 19 online, 16 offline, and 7 hybrid formats. Participation strictly in the training sessions (not mentoring or other piloting activities) reached 424 SE representatives, 250 LPA representatives, and 43 participants in joint sessions. This portfolio reflects a strategic mix of awareness-raising, skills development, and partnership-building activities aligned with the priorities of the D4SEE Strategy.

Training programme in Romania

- **Short description:** Mixed format
- **Subjects addressed:** general information about social entrepreneurship, marketing, SE-LPA collaboration, legal framework, best practices.
- **Duration:** SE – 5 days; LPA – 3 days;
- **Participants:** SE – 48; LPA – 60.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority area 3: Promote legal frameworks and recognition schemes
 - Priority Area 6: Training and capacity building for SEs

Training programme in Hungary

- **Short description:** Online format (2 sessions for each).
- **Subjects addressed:** Cooperation SE-LPA, issue-mapping, intro to SE, ESG/business with impact.
- **Duration:** SE – 1 days; LPA – 1 day.
- **Participants:** SE – 50; LPA – 20.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders

Training programme in Slovakia

- **Short description:** Offline format (3 for SE and 1 for LPA).
- **Subjects addressed:** ESG, marketing, intro to SE, SE-LPA collaboration.
- **Duration:** SE – 3 days; LPA – 1 day.
- **Participants:** SE – 63; LPA – 19.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 6: Training and capacity building for SEs
 - Priority Area 8: Linking Social Entrepreneurship with Sustainable Development Goals (SDGs)

Training programme in Croatia

- **Short description:** Mixed format (1 offline and 4 online for SE; 2 online for LPA).
- **Subjects addressed:** HR & psychological safety, procurement & cooperation, financing, values & communication, new markets, SE-LPA collaboration.
- **Duration:** SE – 5 days; LPA – 2 days.
- **Participants:** SE – 27; LPA – 34.
- **Priority area:**
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 4: Strengthening public procurement and long-term support for Social Enterprises
 - Priority Area 6: Training and capacity building for SEs

Training programme in Czechia

- **Short description:** Offline format (3 for SE; 1 for LPA).
- **Subjects addressed:** AI in SE management (operations/risk; sales/marketing), pitching, intro to SE for LPAs.
- **Duration:** SE – 3 days; LPA – 1 day.
- **Participants:** SE – 21; LPA – 24.
- **Priority area:**
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 6: Training and capacity building for SEs

Training programme in Austria

- **Short description:** Mixed format and hybrid (1 offline, 1 online and 1 hybrid for both SE and LPA).
- **Subjects addressed:** Platform overview, “Stronger Together” event, intro to SE.
- **Duration:** 3 days
- **Participants:** included both target groups - 43

- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 6: Training and capacity building for SEs

Training programme in Serbia

- **Short description:** Predominantly hybrid (4 hybrid for SE; 1 online for SE; 2 hybrids for LPA).
- **Subjects addressed:** Marketing, financing, risk management, intro to SE, procurement/cooperation.
- **Duration:** SE – 5 days; LPA – 2 days.
- **Participants:** SE – 61; LPA – 26.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 7: Support work integration and transition for vulnerable groups

Training programme in Republic of Srpska (Bosnia and Herzegovina)

- **Short description:** Online (5 for SE; 2 for LPA).
- **Subjects addressed:** Intro to SE, marketing, HR, financing, SE–LPA collaboration.
- **Duration:** SE – 5 days; LPA – 2 days.
- **Participants:** SE – 70; LPA – 49.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 5: Enhancing financial support measures and access to innovative funding models for SEs
 - Priority Area 6: Training and capacity building for SEs
 - Priority Area 7: Support work integration and transition for vulnerable groups

Training programme in Slovenia

- **Short description:** Mixed format (3 offline for SE and 1 online for LPA).
- **Subjects addressed:** Intro to social entrepreneurship, marketing, SE–local government collaboration.
- **Duration:** SE – 3 days; LPA – 1 day.
- **Participants:** SE – 77; LPA – 26.
- **Priority area:**
 - Priority Area 1: Raising awareness about SEs and their impacts
 - Priority Area 2: Fostering cooperation between social economy enterprises, SEs, public authorities and other important stakeholders
 - Priority Area 6: Training and capacity building for SEs

3. Overview of the training and mentoring sessions in each country based on data collected via the D4SEE platform

This section provides a comprehensive overview of the training and mentoring sessions conducted across nine countries: Romania, Hungary, Slovakia, Croatia, Czechia, Austria, Serbia, Republic of Srpska (Bosnia and Herzegovina), and Slovenia, based on data collected through the D4SEE online platform. The analysis aims to present a clear picture of participant engagement, learning progress, and certification outcomes, offering valuable insights into the effectiveness and reach of the training program. The data has been systematically aggregated and analysed at country and modules level to ensure accuracy and comparability across countries. The indicators selected for this report reflect key dimensions of the training and mentoring process, including registration trends, module-specific enrolment, learning content engagement, assessment performance, and credential issuance. These metrics serve as critical benchmarks for evaluating both participation and learning achievements within the program.

The structure of this analysis is organized into four main components:

1. **Participant registration and enrolment.** This section examines the number of participants registered on the platform by country, their behaviour related to profile data update and their enrolment patterns across different modules. It includes an overall report of access as well as a detailed breakdown per module, highlighting variations in engagement levels.
2. **Key outcomes at module level.** The outcomes are categorized into three core areas:
 - **Activity reports:** Summarizing overall activity per module and identifying the most accessed module.
 - **Learning content results (PPT):** Measuring the number of participants who completed all learning units versus those who accessed at least one unit.
 - **Assessment results (HSP):** Tracking completion rates for all assessment units and partial engagement indicators.
3. **Micro-credential certificates issued.** This component reports the total number of certificates awarded, reflecting successful completion and formal recognition of learning achievements.
4. **Portfolios and success cases.** This section highlights exemplary performance and full completion rates, providing insights into the highest levels of learner achievement. It includes the number of participants who successfully completed 100% of all units (both learning and assessment), demonstrating full mastery of the training content.

By consolidating these data points, the report provides a holistic view of the training program's implementation and impact across the participating countries. The insights derived from this analysis will inform future strategies for enhancing learner engagement, optimizing content delivery, and strengthening the overall effectiveness of the training initiative.

3.1. Participant registration and enrolment

This section presents an analysis of platform activity for each country individually, focusing on participant engagement with the platform environment. The data is organized and interpreted on a country-by-country basis, to provide a clear and independent view of participation within each national context.

The analysis includes two key indicators:

- **Total number of users who accessed the platform (login activity):** This metric shows how many participants logged into the platform and engaged with its resources. It reflects the initial level of interaction and serves as an indicator of program reach within the respective country.
- **Total number of users who updated their profile:** This indicator reflects the degree of personalization and commitment to the training and mentoring process. Updating the profile was a critical step in the learning process, as it enabled the generation of personalized micro-credential certificates upon successful completion of the accessed modules. This indicator reflects not only engagement but also the participants' commitment to obtaining formal recognition of their learning achievements.
- **Total number of users who accessed SE or LPA categories:** To understand the thematic engagement, the data is further broken down into:
 - SE (Social Enterprises): Users who accessed modules from the Social Enterprise category.
 - LPA (Local Public Authorities): Users who accessed modules from the Local Public Authorities category.

For each country, the report includes:

- A table summarizing platform activity, showing the total number of logins, category-specific engagement (SE and LPA), and profile updates.
- A brief analysis explaining the data, highlighting the level of participation and engagement within that country.

3.1.1 Romania

Table 1. Platform activity indicators for Romania

The table below summarizes the platform activity metrics for Romania.

Platform activity in Romania	f	f%
Total number of users who accessed the platform/login	80	100%
Total number of users who updated the profile	73	91%
Total number of users who accessed SEs	45	56%
Total number of users who accessed LPAs	38	48%

In Romania, a total of 80 users accessed the D4SEE platform, indicating a solid level of initial engagement with the training environment. Out of these, 73 users updated their profile (approximately 91% of those who logged in), which is a significant proportion and demonstrates a strong commitment to completing the necessary steps for generating personalized micro-credential certificates. This high percentage suggests that participants were well-informed about the importance of profile customization for certification purposes.

The figure below illustrates this distribution visually.

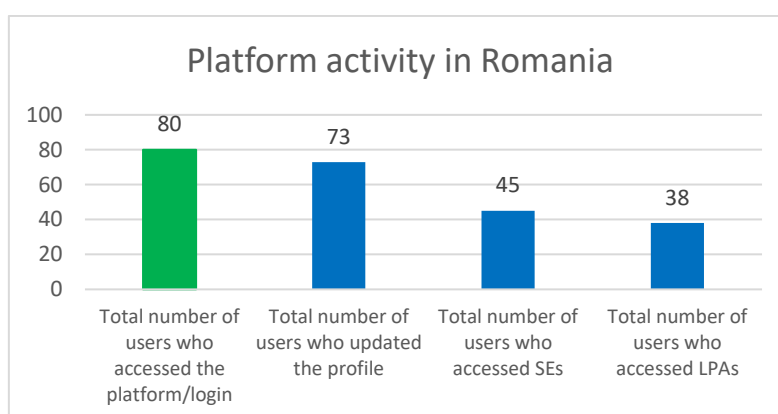


Figure 1. Platform activity in Romania

Regarding thematic engagement, 45 users accessed modules under the Social Enterprises (SEs) category (approximately 56% of those who logged in), while 38 users engaged with Local Public Authorities (LPAs) content (48% of those who logged in). This distribution comprises both Social Enterprises representatives and participants (students) trained by one of the mentors. The data reflects a slightly higher interest in social entrepreneurship topics, which may indicate a growing focus on innovative business models and social impact initiatives within the Romanian context.

Most users who logged in proceeded to explore learning content, with a slight tilt toward SE. The small gap between logins and category access suggests a minority logged in for administrative/onboarding steps without entering SE/LPA content (Annex 1).

3.1.2 Hungary

Table 2. Platform activity indicators for Hungary

The table below summarizes the platform activity metrics for Hungary.

Platform activity	f	f%
Total number of users who accessed the platform/login	30	100%
Total number of users who updated the profile	9	30%
Total number of users who accessed SEs	4	13%
Total number of users who accessed LPAs	1	3%

In Hungary, a total of 30 users accessed the D4SEE platform, indicating a modest level of engagement compared to the overall program scope. Of these, only 9 users updated their profile (30% of those who logged in), which suggests a relatively low level of commitment toward completing the steps required for generating personalized micro-credential certificates. This may point to a need for stronger communication regarding the importance of profile updates for certification.

The figure below illustrates this distribution visually.

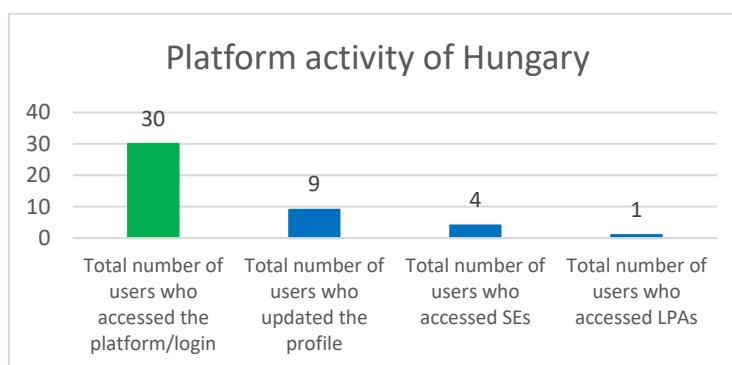


Figure 2. Platform activity in Hungary

When examining thematic engagement, 4 users accessed modules under the Social Enterprises (SEs) category (approximately 13% of those who logged in), while 1 user engaged with Local Public Authorities (LPAs) content (approximately 3% of those who logged in). This distribution highlights a limited but noticeable interest in social entrepreneurship topics, with minimal participation in public administration modules. Overall, the data reflects a low engagement rate

in Hungary, signalling potential challenges in outreach or relevance of the digital training content for the target audience. A substantial share of users logged in but did not advance into SE/LPA content, indicating low conversion from access to content engagement during the observed period (Annex 2).

3.1.3 Slovakia

Table 3. Platform activity indicators for Slovakia

The table below summarizes the platform activity metrics for Slovakia.

Platform activity	f	f%
Total number of users who accessed the platform/login	88	100%
Total number of users who updated the profile	39	44%
Total number of users who accessed SEs	68	77%
Total number of users who accessed LPAs	9	10%

In Slovakia, a total of 88 users accessed the D4SEE platform, indicating a solid level of initial participation with the training environment. Of these, 39 users updated their profile (approximately 44% of those who logged in). Given that profile completion was a prerequisite for issuing personalized micro-credential certificates, this figure reflects a meaningful, though improvable, commitment to completing the administrative steps required for formal recognition of learning.

The figure below illustrates this distribution visually.

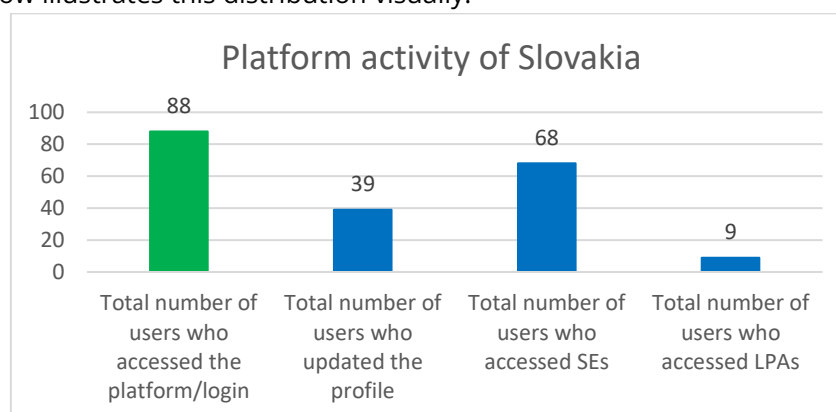


Figure 3. Platform activity in Slovakia

Regarding thematic engagement, the Social Enterprises (SEs) category recorded 68 user accesses (approximately 77% of those who logged in), while the Local Public Authorities (LPAs) category recorded 9 user accesses (approximately 10% of those who logged in). This distribution suggests a pronounced interest in SE content within the Slovak training and mentoring. Overall, the data

indicates good platform reach, moderate follow-through on profile completion, and a clear preference for SE modules, pointing to an engaged audience primarily oriented toward social entrepreneurship topics.

The majority of users who logged in accessed learning content, with engagement concentrated in SE. The remaining gap indicates some users focused on platform access or onboarding without opening SE/LPA content (Annex 3).

3.1.4 Croatia

Table 4. Platform activity indicators for Croatia

The table below summarizes the platform activity metrics for Croatia.

Platform activity	f	f%
Total number of users who accessed the platform/login	26	100%
Total number of users who updated the profile	6	24%
Total number of users who accessed SEs	12	48%
Total number of users who accessed LPAs	16	62%

In Croatia, a total number of 26 users accessed the D4SEE platform. Of these, 6 users updated their profile (24% of those who logged in), indicating a relatively limited completion of the administrative step required to enable the issuance of personalized micro-credential certificates.

The figure below illustrates this distribution visually.

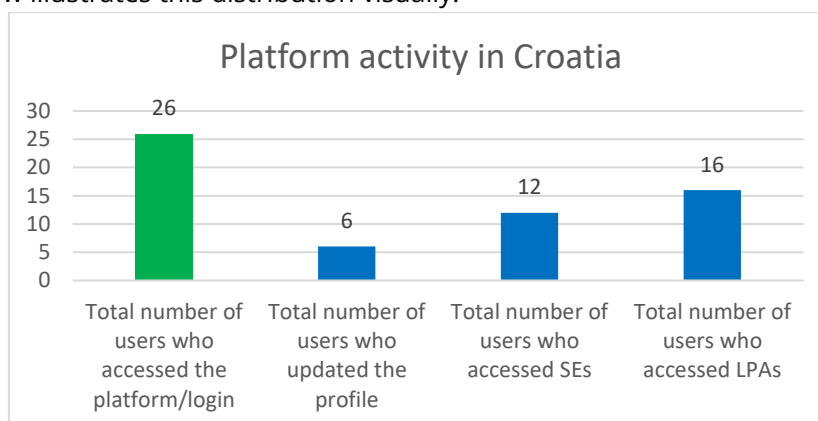


Figure 4. Platform activity in Croatia

Regarding the thematic engagement, 12 users accessed Social Enterprises (SEs) content (48% of those who logged in) and 16 users accessed Local Public Authorities (LPA) content (62% of those who logged in). An important finding identified at platform level was the access of Croatia SE Module 9 by 1 user from Republic of Srpska (Bosnia and Herzegovina) and the access of LPA Module 1 and Module 7 by 2 users from Republic of Srpska (Bosnia and Herzegovina).

The distribution indicates a stronger orientation toward LPA modules within the Croatian cohort. Overall, the data points to focused interest in LPA, alongside an opportunity to increase profile completion rates to support certification outcomes.

Category access matches total logins, suggesting that nearly all users who logged in engaged with content and largely chose one category (minimal overlap). Engagement is more oriented toward LPA (Annex 4).

3.1.5 Czechia

Table 5. Platform activity indicators for Czechia

The table below summarizes the platform activity metrics for Czechia.

Platform activity	f	f%
Total number of users who accessed the platform/login	30	100%
Total number of users who updated the profile	30	100%
Total number of users who accessed SEs	9	30%
Total number of users who accessed LPAs	13	43%

In Czechia, a total number of 30 users accessed the D4SEE platform, and notably, all 30 users updated their profile (100% of those who logged in). This demonstrates exceptional compliance with the administrative requirement for generating personalized micro-credential certificates, reflecting strong participant commitment.

The figure below illustrates this distribution visually.

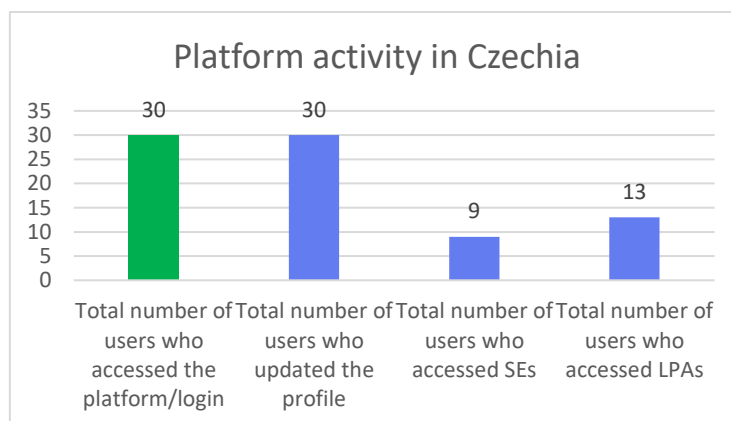


Figure 5. Platform activity in Czechia

Regarding thematic engagement, 9 users accessed Social Enterprises (SEs) content (approximately 30% of those who logged in) and 13 users accessed Local Public Authorities (LPAs) content

(approximately 43% of those who logged in). This distribution suggests a higher interest in LPA modules compared to SE, while overall engagement indicates a well-informed and motivated participant group.

A clear majority proceeded into exploring learning content, more into LPA than SE, while about 30% appear to have logged in for administrative actions or exploration without opening SE/LPA content (Annex 5).

3.1.6 Austria

Table 6. Platform activity indicators for Austria

The table below summarizes the platform activity metrics for Austria

Platform activity	f	f%
Total number of users who accessed the platform/login	23	100%
Total number of users who updated the profile	10	43%
Total number of users who accessed SEs	15	65%
Total number of users who accessed LPAs	3	13%

In Austria, a total number of 23 users accessed the D4SEE platform. Of these, 10 users updated their profile (approximately 43% of those who logged in). While this indicates moderate engagement regarding the issuance of personalized micro-credential certificates

The figure below illustrates this distribution visually.

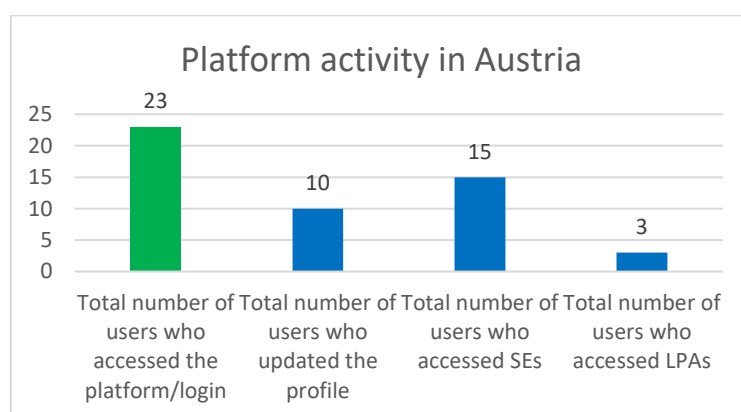


Figure 6. Platform activity in Austria

In terms of thematic engagement, 15 users accessed Social Enterprises (SEs) content (approximately 65% of those who logged in) and 3 users accessed Local Public Authorities (LPAs) content (approximately 13% of those who logged in). This distribution demonstrates a clear

preference for Social Entrepreneurship modules among Austrian participants, suggesting strong interest in topics related to innovation and social impact.

Most users who logged in explored the learning content, with a pronounced focus on SE. A small portion did not progress beyond login (Annex 6).

3.1.7 Serbia

Table 7. Platform activity indicators for Serbia

The table below summarizes the platform activity metrics for Serbia.

Platform activity	f	f%
Total number of users who accessed the platform/login	21	100%
Total number of users who updated the profile	19	90%
Total number of users who accessed SEs	27	128%
Total number of users who accessed LPAs	12	57%

In Serbia, a total number of 21 users accessed the D4SEE platform. Of these, 19 users updated their profile (approximately 90% of those who logged in). This demonstrates a very high level of compliance with the administrative requirement for generating personalized micro-credential certificates, reflecting strong participant commitment.

The figure below illustrates this distribution visually.

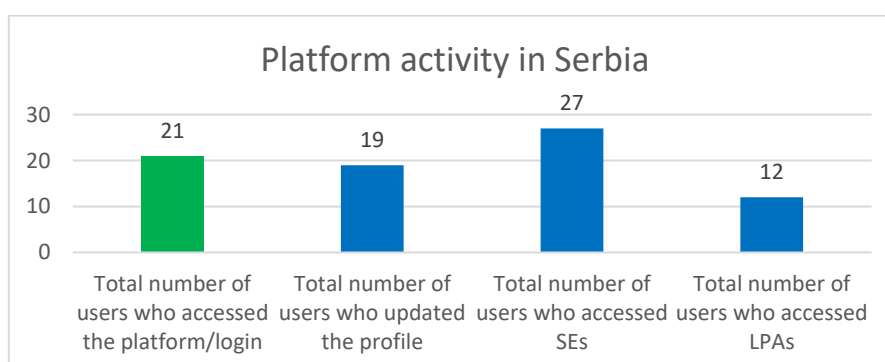


Figure 7. Platform activity in Serbia

Regarding thematic engagement, 27 accesses were recorded for Social Enterprises (SEs) (approximately 128% of those who logged in) and 13 for Local Public Authorities (LPAs) (approximately 57% of those who logged in). An important aspect identified at the platform level was the access of Serbian SE modules by 6 users from Bosnia and Herzegovina, resulting in a higher number than the total accesses. These percentages indicate a clear preference for Social Enterprises content while maintaining significant interest in Local Public Authorities.

Category access counts exceed total logins. This reflects the presence of users from the Republic of Srpska (Bosnia and Herzegovina) who accessed the Serbian categories. This pattern shows interest from other users into accessing the content in Latin Serbian and not Cyrillic Serbian, especially in SE (Annex 7).

3.1.8 Republic of Srpska (Bosnia and Herzegovina)

Table 8. Platform activity indicators for Republic of Srpska (Bosnia & Herzegovina)

The table below summarizes the platform activity metrics for the Republic of Srpska (Bosnia and Herzegovina).

Platform activity	f	f%
Total number of users who accessed the platform/login	48	100%
Total number of users who updated the profile	48	100%
Total number of users who accessed SEs	28	58%
Total number of users who accessed LPAs	19	40%

In the Republic of Srpska, a total number of 48 users accessed the D4SEE platform. The users did not have to update their profile, as it was requested by the partner before allowing the users to access the platform.

The figure below illustrates this distribution visually.

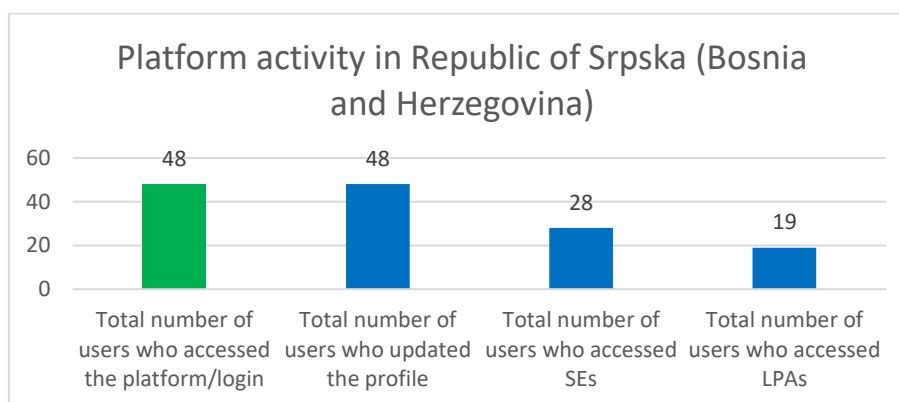


Figure 8. Platform activity in Srpska (Bosnia and Herzegovina)

Regarding thematic engagement, 28 users accessed the Social Enterprises (SEs) category (approximately 58% of those who logged in) and 19 users accessed the Local Public Authorities (LPAs) category (approximately 40% of those who logged in). This distribution reflects a clear preference for Social Enterprises content, while maintaining a notable level of interest in Local Public Authorities modules. Most logged in users engaged with learning content, leaning toward

SE. The remaining share likely focused on onboarding or navigation without opening SE/LPA content (Annex 8).

3.1.9 Slovenia

Table 9. Platform activity indicators for Slovenia

The table below summarizes the platform activity metrics for Slovenia.

Platform activity	f	f%
Total number of users who accessed the platform/login	111	100%
Total number of users who updated the profile	98	88%
Total number of users who accessed SEs	82	74%
Total number of users who accessed LPAs	33	30%

In Slovenia, a total number of 111 accessed the D4SEE platform. Of these, 98 users updated their profile (approximately 88% of those who logged in). This demonstrates a very high level of compliance with the administrative requirement for generating personalized micro-credential certificates, indicating strong participant commitment.

The figure below illustrates this distribution visually.

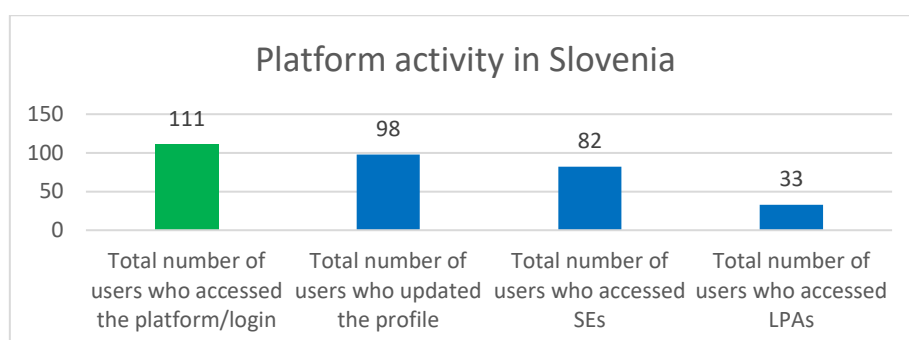


Figure 9. Platform activity in Slovenia

Regarding thematic engagement, 82 accesses were recorded for Social Enterprises (SE) (Approximately 74% of those who logged in) and 33 for Local Public Authorities (LPA) (approximately 30% of those who logged in). This distribution shows a clear preference for Social Enterprises content, while maintaining meaningful engagement with Local Public Authorities modules.

Category access slightly exceeds total logins, reflecting the situation presented on the platform regarding multiuser participation (users who accessed both SEs and LPAs categories). Engagement is broad and particularly strong in SE, with evidence that some users accessed both categories (Annex 9).

3.2. Key outcomes at modules level

This section provides an in-depth analysis of participant engagement and performance within the training modules, presented **per country** to ensure clarity and contextual relevance. The outcomes are categorized into three core areas:

1. **Activity reports.** This component summarizes overall activity within each module, highlighting participation trends and identifying the **most accessed module**. It reflects user interest and the relative popularity of different learning topics.
2. **Learning content results (PPT).** This indicator measures engagement with the learning materials. Two key metrics are reported:
 - **Number of participants who completed all learning units:** Demonstrates full engagement and mastery of the module content.
 - **Number of participants who accessed at least one learning unit:** Captures partial engagement and initial interaction with the learning resources.
3. **Assessment results (H5P).** This component tracks performance in the interactive assessments. It includes:
 - **Number of participants who completed all assessment units:** Indicates successful completion of evaluation activities.
 - **Number of participants who accessed at least one assessment unit:** Reflects partial engagement with assessment tasks.

For each country, the report includes:

- A **table summarizing the data for all modules**, covering activity, learning content engagement, and assessment results.
- A **brief analysis interpreting the data**, highlighting trends such as:
 - Which modules attracted the highest activity.
 - Completion rates versus partial engagement for learning and assessment units.
 - Insights into participant commitment and areas for improvement.

This structure ensures that the findings are presented clearly and independently for each country, providing actionable insights into the effectiveness of the training program at the module level.

3.2.1 Romania

3.2.1.1 For Social Enterprises

Table 10. User activity and completion rates for SE platform content in Romania

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	43	29	23	21	20	18	19	20	20
Number of users who accessed at least 1 Learning content unit (PPT)	39	15	13	14	14	11	8	10	10
Number of users who accessed at least 1 Assessment unit (H5P)	36	21	20	18	15	13	12	15	15
Completed Learning units (PPTs)/user	21	8	11	8	6	2	5	5	7
Completed Assessment units (H5Ps)/user	29	21	17	16	14	12	12	14	15

The analysis for Romania is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (43 users), Module 1 drew the most audience (43 users; 100%), with the broadest unit engagement (39 accessed *learning content units* – PPTs; 36 users accessed *assessment units* – H5Ps;). Next were Module 2 (29 users; 67%) and Module 3 (23 users; 53%).
- For unit-level activity, *learning units'* engagement was highest in Module 1, then Modules 2 and 4, while *assessment unit's* engagement was highest in Modules 1–3. Access on the other Modules ranged between 18–21 users (~41% to ~48%), indicating consistent reach throughout the platform activity.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 1 (39 users), then Module 2 (15 users) and Modules 4–5 (14 users each), while the lowest is in Module 7 (8). Completions are led by Module 1 (21 users), followed by Module 3 (11 users), then Modules 2 and 4 (8 users each), with the lowest in Module 6 (2 users). In practice, learning units' activities concentrate in Module 1 and completion output is notably weak in Module 6 and modest in Modules 5, 7, and 8.

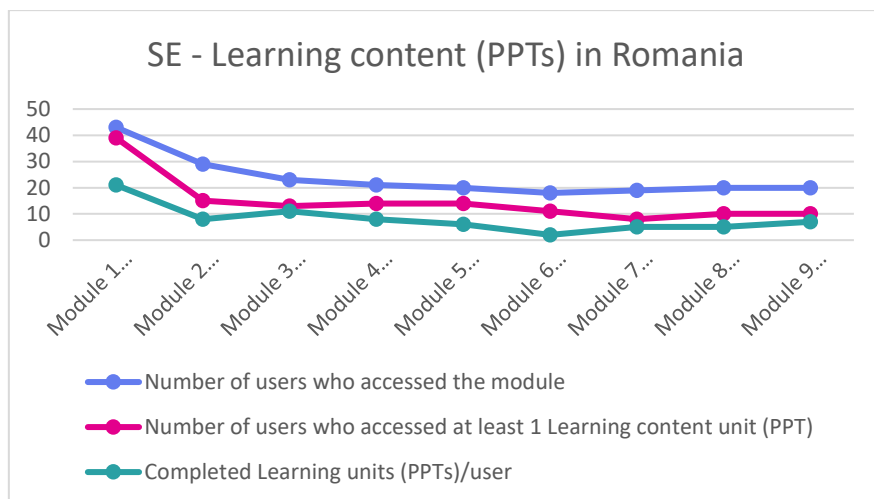


Figure 10. Learning content activity and completion rates for SE in Romania

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (36 users), followed by Modules 2 (21 users) and 3 (20 users), while the lowest is in Modules 7 (12 users). Completions are led by Module 1 (29 users), then Modules 2 (21 users) and 3 (17 users), with the lowest in Modules 6 and 7 (12 each). In practice, assessment units' activities are driven by Module 1 on volume, with Modules 2 and 3 also contributing strongly.

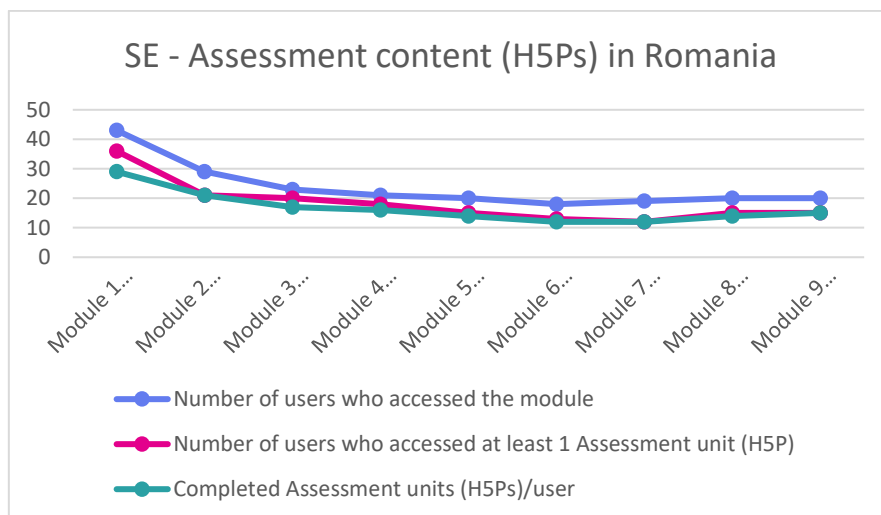


Figure 11. Assessment activity and completion rates for SE in Romania

One-line summary: Module 1 represents the primary driver of both engagement and completion, while *assessment units* demonstrate strong performance across Modules 1–3. In contrast, *learning units'* completions remain comparatively low, particularly in Module 6, indicating a need for

targeted enhancements in learning units content design and learner support strategies within the mid-to-late modules.

3.2.1.2 For Local Public Authorities

Table 11. User activity and completion rates for LPA platform content in Romania

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	34	28	19	16	17	17	14	16
Number of users who accessed at least 1 Learning content unit (PPT)	30	19	11	9	8	8	7	9
Number of users who accessed at least 1 Assessment unit (H5P)	30	27	17	16	15	15	13	15
Completed Learning units (PPTs)/user	16	14	8	8	5	6	5	5
Completed Assessment units (H5Ps)/user	25	25	17	15	15	15	13	13

The analysis for Romania is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (38 users), Module 1 drew the most audience (34 users; 89%), with the broadest unit engagement (30 accessed *learning content units* – PPTs; 30 accessed *assessment units* – H5Ps). Next were Module 2 (28 users; ~74%) and Module 3 (19 users; 50%).
- For unit level activity, *learning units'* engagement was highest in Module 1, followed by Module 2, then Module 3 and Modules 4 & 8. *Assessment units'* engagement was strongest in Modules 1–4 (with Modules 1–2 leading). Access on the other modules ranged between 14–17 users (~37% to ~45%), indicating consistent reach throughout the platform activity in the mid to late modules.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 1 (30 users), then Module 2 (19 users) and Module 3 (11 users), while the lowest is in Module 7 (7 users). Completions are led by Module 1 (16 users), followed by Module 2 (14 users), then Modules 3 and 4 (8 users each), with the lowest in Modules 5, 7 and 8 (5 users each). In practice, learning units' activities concentrate in Modules 1–2, and completion output becomes comparatively modest across Modules 5–8, suggesting the need to refresh content and reinforce learner support in later modules.

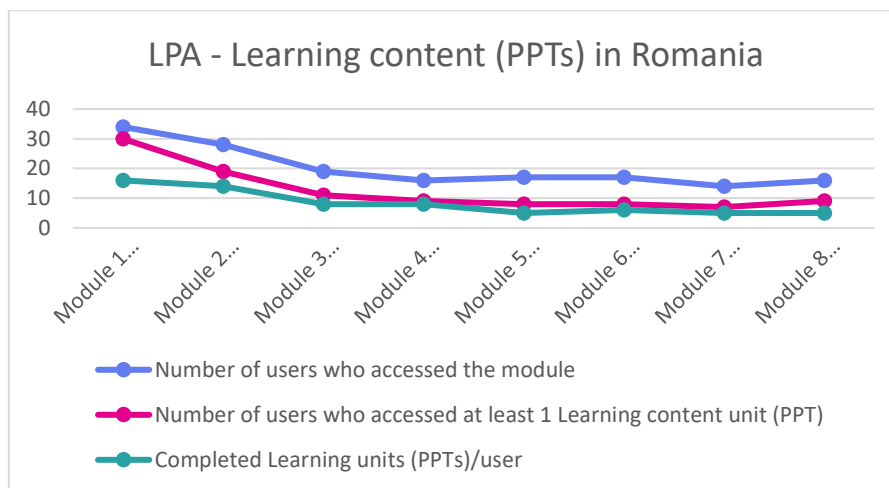


Figure 12. Learning content activity and completion rates for LPA in Romania

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (30 users), closely followed by Module 2 (27 users), then Module 3 (17 users) and Module 4 (15 users), while the lowest is in Module 7 (13 users). Completions are co-led by Modules 1 and 2 (25 users each), followed by Module 3 (17 users) and Module 4 (16 users), with the lowest in Modules 7 and 8 (13 users each). In practice, assessment units show strong performance and completion depth across Modules 1–3, with moderate but stable outcomes in Modules 4–8.

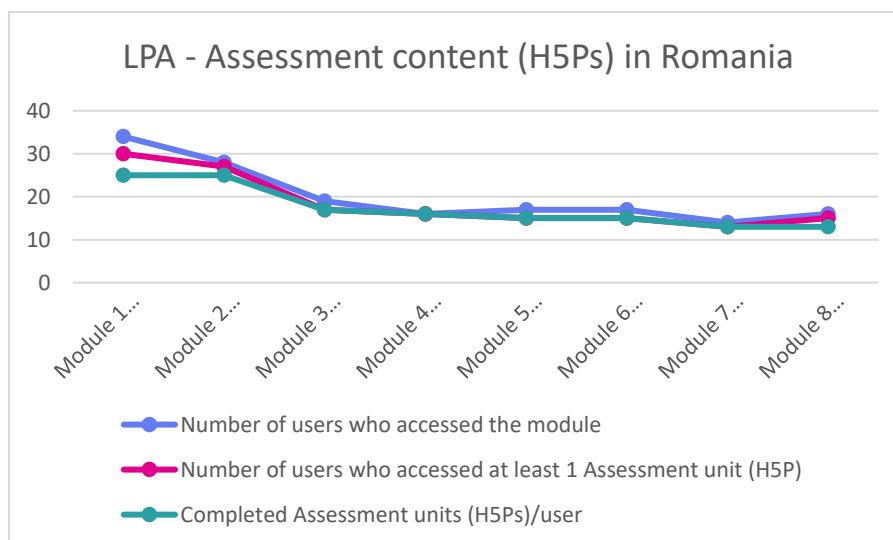


Figure 13. Assessment activity and completion rates for LPA in Romania

One-line summary: Modules 1–2 are the primary drivers of both engagement and completion in the LPA pathway; assessment units maintain strong performance through Modules 1–4, while learning units' completions taper in Modules 5–8, indicating a need for support strategies in the mid-to-late modules.

3.2.1.3 Comparison between SEs and LPAs

Both pathways exhibit strong initial engagement, with full participation in Module 1; however, their progression patterns diverge. SE attracts a larger audience overall (43 users vs. 38 for LPA) but shows a sharper decline in learning unit completions as modules advance, particularly in Module 6, where completions are minimal. In contrast, LPA, while serving fewer users, maintains stronger continuity into mid-modules, especially for assessments, which sustain high completion rates through Module 4.

Assessment engagement is robust in both pathways, yet SE's performance is concentrated in Modules 1–3, whereas LPA demonstrates greater depth across Modules 1–4. Learning unit completions taper in both cases, but the decline is more pronounced and abrupt in SE, while LPA experiences a gradual reduction in later modules. Overall, SE reflects higher initial reach but weaker retention in learning activities, whereas LPA shows more balanced engagement and assessment continuity, though both require reinforcement strategies for late module learning completions.

3.2.2 Hungary

3.2.2.1 For Social Enterprises

Table 12. User activity and completion rates across Hungary SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	4	2	-	1	-	1	1	1	2
Number of users who accessed at least 1 Learning content unit (PPT)	3	1	-	1	-	1	1	2	2
Number of users who accessed at least 1 Assessment unit (H5P)	2	0	-	0	-	0	0	0	0
Completed Learning units (PPTs)/user	0	1	-	0	-	0	0	2	1
Completed Assessment units (H5Ps)/user	0	0	-	0	-	0	0	0	0

Although 30 users from Hungary accessed the platform, their engagement with SE modules was minimal, indicating that initial access did not translate into meaningful participation.

The analysis which is limited to a very low number of audiences for Hungary is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (4 users), Module 1 drew the most audience (4 users; 100%), with the broadest unit engagement (3 *accessed learning content units* – PPTs; 2 users accessed *assessment units* – H5Ps). Next were Module 8 (2 users; 50%) and Module 9 (2 users; 50%), followed by Modules 2, 4, 6, and 7 (1 user each; 25%). Modules 3 and 5 registered no activity because they were withheld from participants, in accordance with a request made by the project partner as they were identified as not relevant for the target audience. Although Module 1 had a complete audience, its participation rate represents only 13% of the total users who accessed the platform (n = 30) and this rate declined markedly across subsequent modules.
- For unit level activity, while *learning units'* engagement was highest in Module 1 (3 users; 75%), then Modules 8 and 9 (2 users; 50% each), while *assessment units'* engagement occurred only in Module 1 (2 users; 50%). Access in Modules 2, 4, 6, and 7 was 1 user (25%) each, and none in Modules 3 and 5. Given the very small base (4 SE users vs 30 platform users), percentages are highly sensitive to single-user actions and indicate limited reach and fragmented engagement across modules.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 1 (3 users), then Modules 8–9 (2 users each), while the lowest is in Modules 3 and 5 (0). Completions are led by Module 8 (2 users), followed by Modules 2 and 9 (1 user each), with none in Module 1 and Modules 3–7. In practice, learning units' activities concentrate in Module 1, but completion output is concentrated in Module 8 and modest in Modules 2 and 9; the mid-modules (4–7) show minimal progression from start to completion.

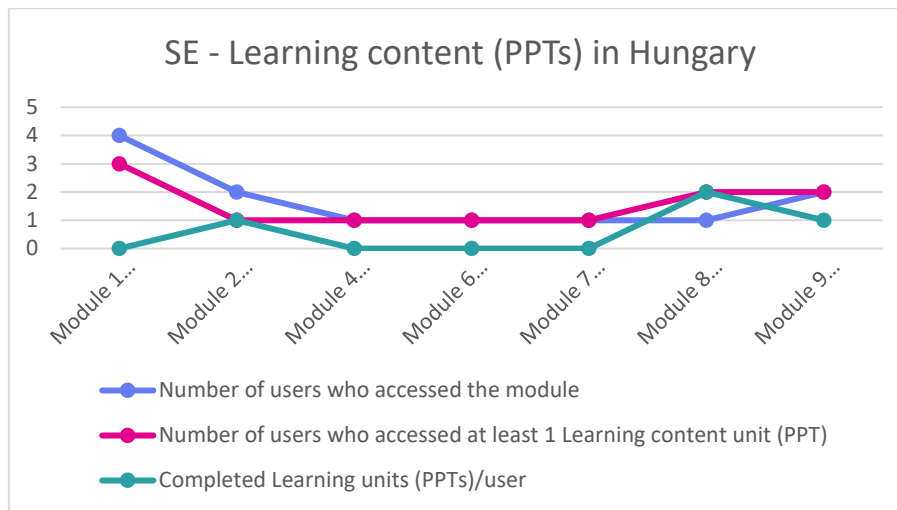


Figure 14. Learning content activity and completion rates for SE in Hungary

- For *Assessment units (H5Ps)*, partial engagement appears only in Module 1 (2 users), while the lowest is in Modules 2–9 (0 each). Completions are absent across all modules. In practice, assessment units' activities are driven exclusively by Module 1 on starts, with no conversion to completion anywhere, signalling activation and pathway gaps in assessments beyond Module 1.

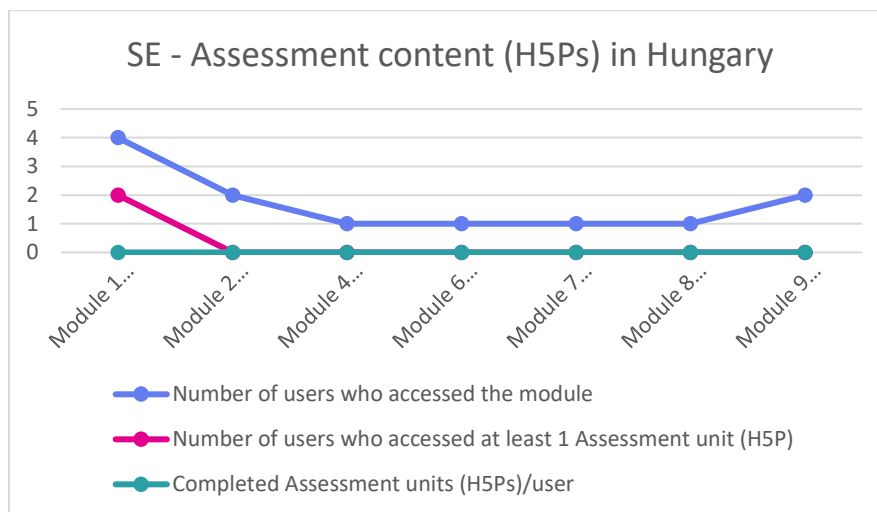


Figure 15. Assessment activity and completion rates for SE in Hungary

One-line summary: Engagement in Hungary's SE category is extremely limited (4/30 platform users). Module 1 is the primary entry point, hosting all assessments and the highest learning access. Assessment completions are absent across all modules, indicating an urgent need to activate SE adoption and strengthen progression from learning to assessment, especially in the mid-to-late modules (4–7).

3.2.2.2 For Local Public Authorities

Table 13. User activity and completion rates across Hungary LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	1	0	1	1	1	0	1	1
Number of users who accessed at least 1 Learning content unit (PPT)	1	0	1	1	1	0	1	1
Number of users who accessed at least 1 Assessment unit (H5P)	1	0	0	0	0	0	0	0
Completed Learning units (PPTs)/user	0	0	1	1	1	0	1	0
Completed Assessment units (H5Ps)/user	0	0	0	0	0	0	0	0

Although 30 users from Hungary accessed the platform, their engagement with SE modules was minimal, indicating that initial access did not translate into meaningful participation.

The analysis which is limited to a very low number of audiences for Hungary is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (1 user), Module 1 drew an audience (1 user; 100%), with unit engagement (1 accessed *learning content unit* – PPTs; 1 accessed *assessment units* – H5Ps). A tie follows across Modules 3, 4, 5, 7, and 8 (each 1 user; 100% of the group), while Modules 2 and 6 registered no access (0 users; 0%).
- For unit level activity, learning units' engagement was recorded in Modules 1, 3, 4, 5, 7, and 8; assessment units' engagement was recorded only in Module 1. Access on the other modules ranged between 0–1 user (0%–100%), reflecting pilot scale traffic rather than group level patterns.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is present in Modules 1, 3, 4, 5, 7, and 8 (1 user each), and absent in Modules 2 and 6 (0). Completions occur in Modules 3, 4, 5, and 7 (1 user each), while Modules 1, 2, 6, and 8 record 0 completions. In practice, learning activity is spread across Modules 1 and 3–5, 7–8, with completion output emerging in mid modules (3–5) and Module 7, and no completions in the entry (Module 1) and late (Module 8) modules.

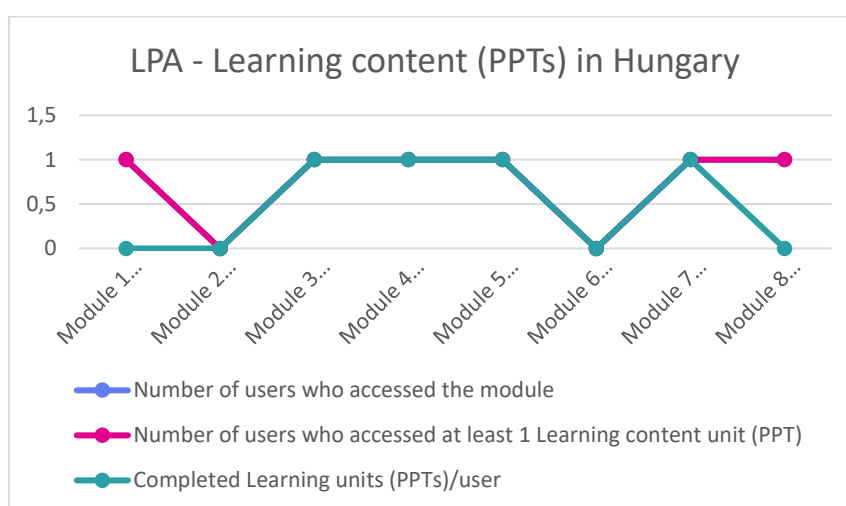


Figure 16. Learning content activity and completion rates for LPA in Hungary

- For *Assessment units* (H5Ps), partial engagement is only in Module 1 (1 user); all other modules have 0. Completions are absent across all modules (0). In practice, assessment unit engagement is minimal and confined to Module 1, with no completion evidence across the pathway.

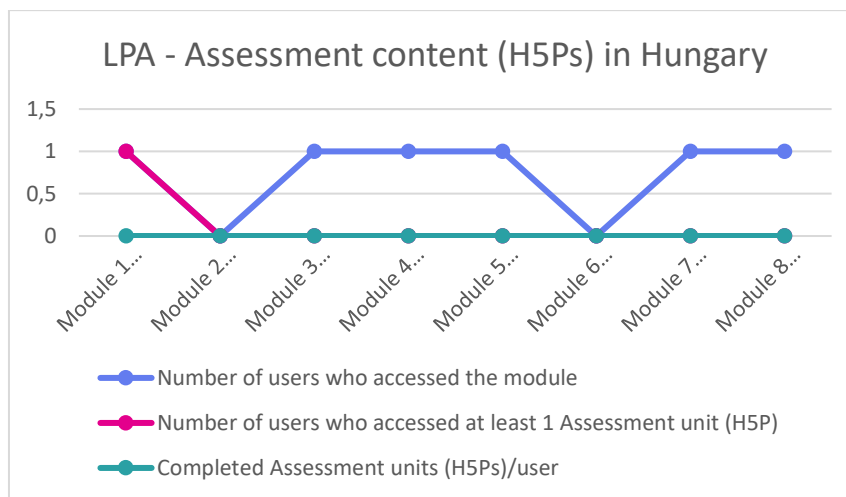


Figure 17. Assessment activity and completion rates for LPA in Hungary

One-line summary: With a single participant, Module 1 anchors both overall engagement and the only assessment activity, while learning completions appear in Modules 3–5 and 7. Given the pilot-level, trends are not yet generalizable; priority actions include outreach to expand the user base, localized support, and targeted prompts to adopt/complete H5P assessments in the mid-to-late modules.

3.2.2.3 Comparison between SEs and LPAs

Engagement in both pathways is extremely limited. SE attracted 4 users (out of 30 platform users), while LPA recorded only 1 user, indicating minimal adoption across both categories. In SE, Module 1 served as the primary entry point, hosting all assessment activity and the highest learning access; however, assessment completions were absent across all modules, and learning completions were concentrated in Module 8, with modest outputs in Modules 2 and 9. Mid-modules (4–7) exhibited negligible progression, signalling significant gaps in continuity.

Conversely, LPA engagement, though limited to a single participant, displayed a broader distribution of learning activity across Modules 1 and 3–5, 7–8, with completions emerging in mid-modules (3–5) and Module 7. Assessment engagement in LPA was confined to Module 1, with no completions recorded.

Overall, SE demonstrates slightly higher initial uptake but severe attrition and absence of assessment completions, while LPA reflects isolated yet more evenly distributed learning activity without assessment conversion. Both pathways require urgent interventions to expand user base, activate assessment participation, and reinforce progression strategies in mid-to-late modules.

3.2.3 Slovakia

3.2.3.1 For Social Enterprises

Table 14. User activity and completion rates across Slovakia SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	44	11	2	2	6	4	5	4	1
Number of users who accessed at least 1 Learning content unit (PPT)	33	10	2	1	6	5	4	4	1
Number of users who accessed at least 1 Assessment unit (H5P)	29	10	2	1	6	2	3	3	0
Completed Learning units (PPTs)/user	21	8	1	1	4	1	3	3	0
Completed Assessment units (H5Ps)/user	25	10	2	1	5	1	3	3	0

The analysis for Slovakia is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (68 users), Module 1 drew the most audience (44 users; ~65%), with the broadest unit engagement (33 accessed *learning content units* – PPTs; 29 users accessed *assessment units* – H5Ps). Next were Module 2 (11 users; ~16%) and Module 5 (6 users; ~9%).
- For unit level activity, *learning units*' engagement was highest in Module 1 (33 users), then Modules 2 and 5 (10 and 6 users), with Module 6 close behind on learning access (5 users), while *assessment units*' engagement was highest in Modules 1, 2, and 5 (29, 10, and 6 users respectively). Access on the other modules ranged between 1–5 users (~1% to ~7%), indicating concentrated reach in early modules and sparser activity elsewhere.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (33 users), then Module 2 (10 users) and Module 5 (6 users), while the lowest is in Modules 4 and 9 (1 user each). Completions are led by Module 1 (21 users), followed by Module 2 (8 users), then Module 5 (4 users), with Modules 7 and 8 at 3 each; the lowest is Module 9 (0). In practice, learning units' activities concentrate in Module 1, and completion output is

notably modest beyond Module 1—strongest in Module 2 and Module 5, modest in Modules 7–8, very low in Modules 3–4–6, and absent in Module 9.

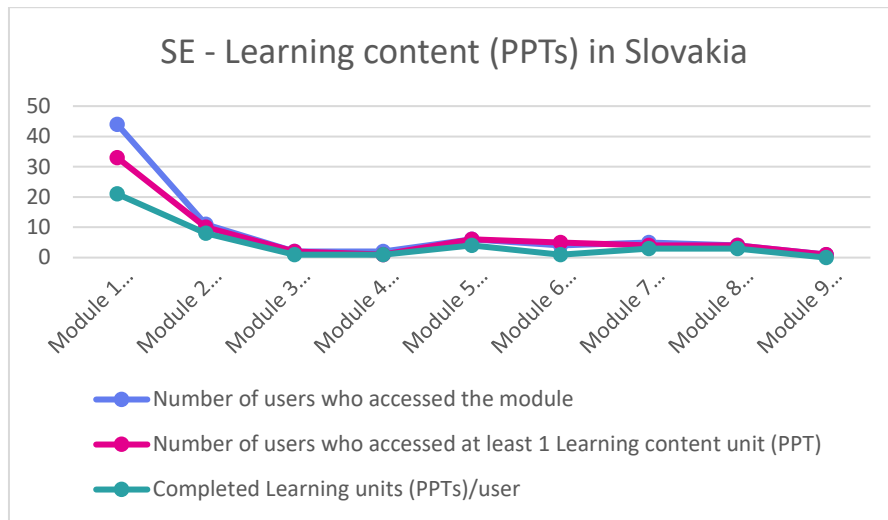


Figure 18. Learning content activity and completion rates for SE in Slovakia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (29 users), followed by Modules 2 (10 users) and 5 (6 users), while the lowest is in Module 9 (0 users) (with Module 4: 1 user and Module 6: 2 users). Completions are led by Module 1 (25 users), then Module 2 (10 users) and Module 5 (5 users), with the lowest in Modules 4 and 6 (1 each) and none in Module 9 (0). In practice, assessment units' activities are driven by Module 1 on volume, with Modules 2 and 5 contributing meaningfully to both starts and completions.

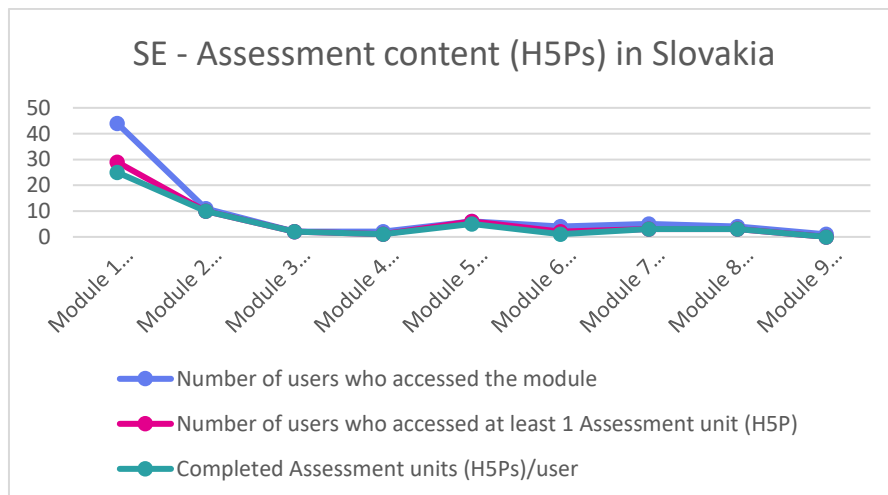


Figure 19. Assessment activity and completion rates for SE in Slovakia

One-line summary: Module 1 represents the primary driver of both engagement and completion in Slovakia, while assessment units demonstrate strong performance across Modules 1–2–5. In contrast, learning units’ completions remain comparatively low beyond Module 1, particularly in Module 9 (0) and very modest in Modules 3–4–6, indicating a need for targeted enhancements in learning units’ content design and learner support strategies in mid-to-late modules.

3.2.3.2 For Local Public Authorities

Table 15. User activity and completion rates across Slovakia LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	6	4	4	4	4	4	4
Number of users who accessed at least 1 Learning content unit (PPT)	3	2	1	0	0	0	0	0
Number of users who accessed at least 1 Assessment unit (H5P)	2	1	1	0	0	0	0	0
Completed Learning units (PPTs)/user	2	1	1	0	0	0	0	0
Completed Assessment units (H5Ps)/user	2	1	1	0	0	0	0	0

The analysis for Slovakia is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (9 users), Module 1 drew the most audience (8 users; ~89%), with the broadest unit engagement (3 accessed *learning content units* – PPTs; 2 accessed *assessment units* – H5Ps). Next was Module 2 (6 users; ~67%), followed by Modules 3–8 (4 users each; ~44%).
- For unit level activity, learning units’ engagement was highest in Module 1, then Module 2, and Module 3; Modules 4–8 recorded no learning unit engagement. Assessment units’ engagement followed the same pattern: Module 1 highest, with activity in Modules 2–3, and none in Modules 4–8. Access on the remaining modules (4 users each; ~44%) indicates module level reach without unit level traction beyond Module 3.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (3 users), then Module 2 (2 users) and Module 3 (1 user), while the lowest is in Modules 4–8 (0 users). Completions are led by Module 1 (2 users), followed by Modules 2 and 3 (1 user each), with no completions in Modules 4–8. In practice, learning units’ activities concentrate

in Modules 1–3, and completion output is absent beyond Module 3, indicating a need for targeted enhancements in content design and learner support strategies for mid-to-late modules.

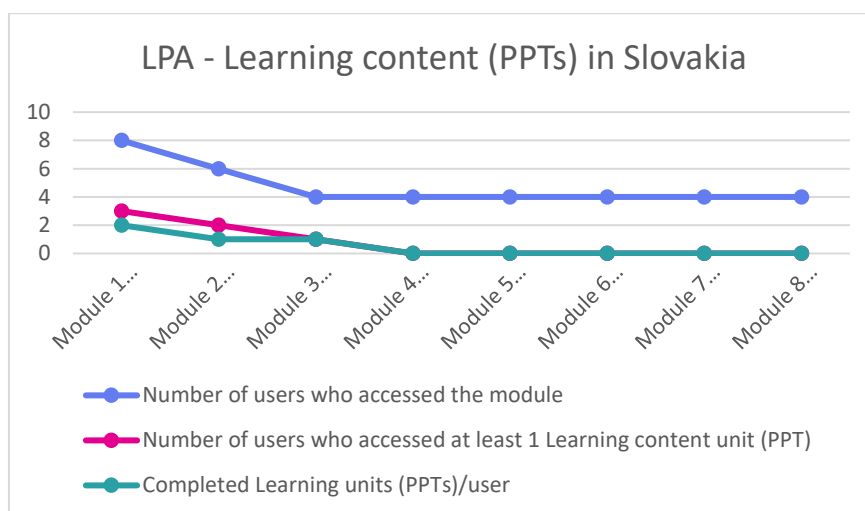


Figure 20. Learning content activity and completion rates for LPA in Slovakia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (2 users), followed by Modules 2 and 3 (1 user each), while the lowest is in Modules 4–8 (0 users). Completions mirror partial engagement: Module 1 (2 users), Modules 2 and 3 (1 user each), with no completions in Modules 4–8. In practice, assessment units demonstrate excellent conversion where engaged (100% completion in Modules 1–3), but no activity occurs beyond Module 3.

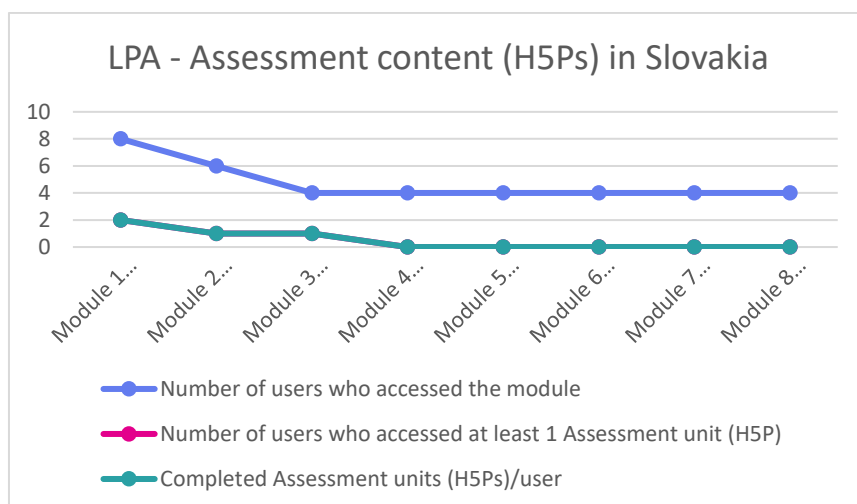


Figure 21. Assessment activity and completion rates for LPA in Slovakia

One-line summary: Modules 1–3 represent the primary driver of both engagement and completion, while assessment units show strong performance where accessed. In contrast, learning units' completions remain absent beyond Module 3, indicating a need for targeted strategies to activate and support learners in mid-to-late modules.

3.2.3.3 Comparison between SEs and LPAs

Both pathways exhibit strong initial engagement concentrated in early modules, yet their scale and progression patterns differ markedly. SE attracted a substantially larger audience (68 users) compared to LPA (9 users), reflecting broader adoption of the SE pathway. In SE, Module 1 serves as the dominant entry point, driving the highest engagement and completions for both learning and assessment units, with meaningful contributions from Modules 2 and 5. However, beyond these modules, activity declines sharply: learning completions are modest in Modules 7–8 and absent in Module 9, while assessment completions taper after Module 5.

Conversely, LPA engagement, though limited in size, demonstrates consistent module-level reach across Modules 1–8, but unit-level activity is confined to Modules 1–3. Within these, assessment units achieve excellent conversion (100% completion where accessed), whereas learning completions cease beyond Module 3.

Overall, SE reflects higher initial reach and broader module coverage but suffers from a decline in mid-to-late modules, while LPA shows narrower scope yet strong conversion in early modules, underscoring the need for targeted strategies to sustain learning and assessment engagement beyond the initial stages in both pathways.

3.2.4 Croatia

3.2.4.1 For Social Enterprises

Table 16. User activity and completion rates across Croatia SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	11	7	6	6	4	4	4	4	4
Number of users who accessed at least 1 Learning content unit (PPT)	6	3	3	2	1	1	1	1	1
Number of users who accessed at least 1 Assessment unit (H5P)	4	2	2	2	1	1	1	1	2
Completed Learning units (PPTs)/user	4	2	3	1	0	1	0	1	1
Completed Assessment units (H5Ps)/user	4	2	2	1	1	1	1	1	2

The analysis for Croatia is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (12 users), Module 1 drew the most audience (11 users; ~92%), with the broadest unit engagement (6 accessed *learning content units* – PPTs; 4 users accessed *assessment units* – H5Ps). Next were Module 2 (7 users; ~58%) and Modules 3–4 (6 users each; ~50%).
- For unit-level activity, *learning units*’ engagement was highest in Module 1 (6 users; 50%), then Modules 2 and 3 (3 users each; 25%), followed by Module 4 (2 users; 17%) and Modules 5–9 (1 user each; ~8%). *Assessment units*’ engagement was highest in Module 1 (4 users; 33% of SE users), then Modules 2, 3, 4, and 9 (2 users each; ~17%), with Modules 5–8 at 1 user each (~8%). Overall, activity is front-loaded (Modules 1–3), with modest reach in later modules and specific assessment interest in Module 9.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (6 users), then Modules 2–3 (3 users each), while the lowest is in Modules 5–9 (1 user each). Completions are led by Module 1 (4 users), followed by Module 3 (3 users) and Module 2 (2 users), with Modules 4, 6, 8, and 9 at 1 user each; the lowest are Modules 5 and 7 (0). In practice, learning units’ activities concentrate in Module 1, and completion output is material in Modules 2–3, modest across Modules 4, 6, 8, 9, and absent in Modules 5 and 7.

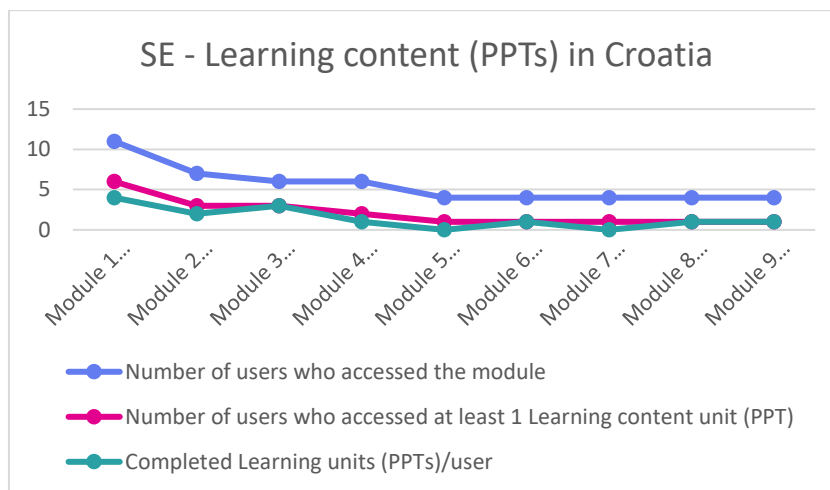


Figure 22. Learning content activity and completion rates for SE in Croatia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (4 users), followed by Modules 2, 3, 4, and 9 (2 users each), while the lowest is 1 user across Modules 5–8. Completions are led by Module 1 (4 users), then Modules 2, 3, and 9 (2 users each), with Modules 4–8 at 1 user each. In practice, assessment units' activities are driven by Module 1 on volume, with Modules 2–3 contributing strongly, and Module 9 noteworthy for assessment interest and completion despite low learning access.

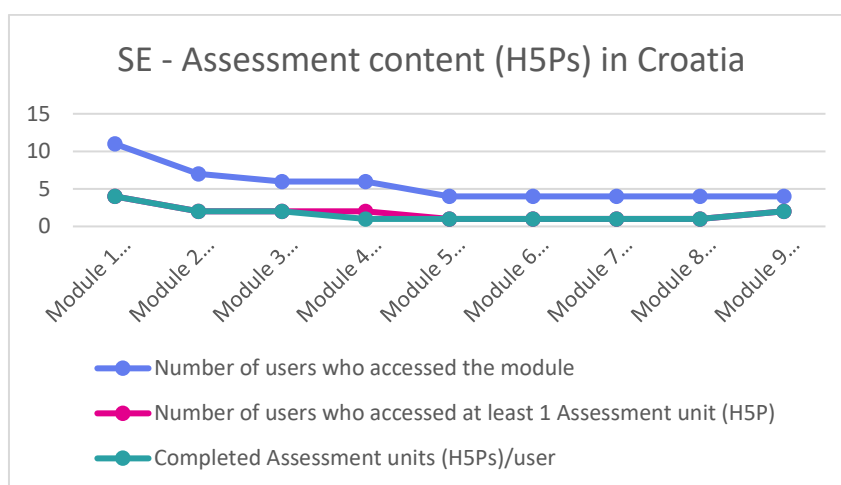


Figure 23. Assessment activity and completion rates for SE in Croatia

One-line summary: Module 1 represents the primary driver of both engagement and completion in Croatia, while assessment units demonstrate solid performance across Modules 1–3 and 9. In contrast, learning units' completions are comparatively low in Modules 5 and 7 (0) and modest

across Modules 4, 6, 8, and 9, indicating a need for targeted enhancements in learning content design and learner support within the mid-to-late modules.

3.2.4.2 For Local Public Authorities

Table 17. User activity and completion rates across Croatia LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	14	10	10	6	6	6	7	7
Number of users who accessed at least 1 Learning content unit (PPT)	8	6	7	3	3	3	4	4
Number of users who accessed at least 1 Assessment unit (H5P)	5	5	5	2	2	2	3	3
Completed Learning units (PPTs)/user	4	5	6	3	3	3	2	4
Completed Assessment units (H5Ps)/user	4	5	4	2	2	2	2	3

The analysis for Croatia is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (15 users), Module 1 drew the most audience (14 users; ~93%), with the broadest unit engagement (8 accessed *learning content units* – PPTs; 5 accessed *assessment units* – H5Ps). Next were Module 2 (10 users; ~67%) and Module 3 (10 users; ~67%).
- For unit level activity, learning units' engagement was highest in Module 1, then Module 3, followed by Module 2, while assessment units' engagement was strongest in Modules 1–3, with secondary engagement in Modules 7–8. Access on the other modules ranged between 6–7 users (~40% to ~47%), indicating consistent reach throughout the platform activity in the mid to late modules.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (8 users), then Module 3 (7 users) and Module 2 (6 users), while the lowest is in Modules 4–6 (3 users each). Completions are led by Module 3 (6 users), followed by Module 2 (5 users), then Modules 1 and 8 (4 users each), with the lowest in Module 7 (2 users). In practice, learning units' activities concentrate in Modules 1–3, while completion output is notably weakest in Module 7 and modest in the mid-modules (Modules 4–6).

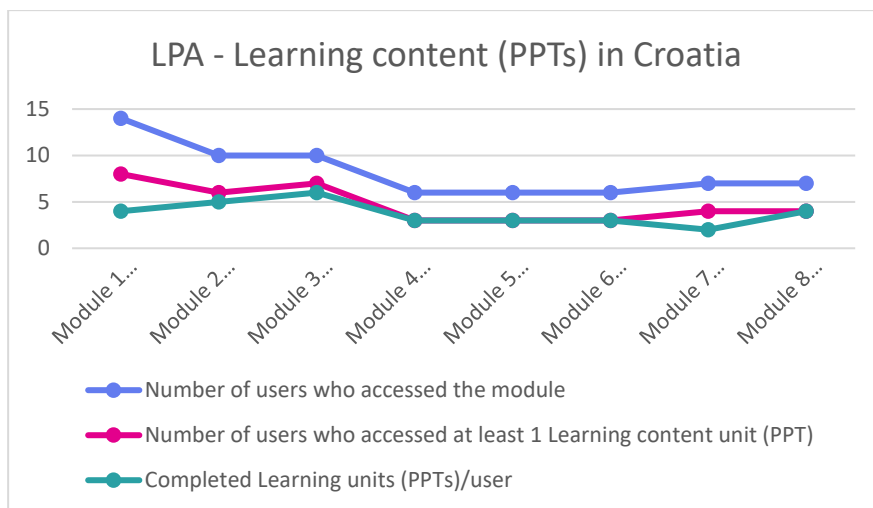


Figure 24. Learning content activity and completion rates for LPA in Croatia

- For *Assessment units (H5Ps)*, partial engagement is highest in Modules 1–3 (5 users each), followed by Modules 7–8 (3 users each), while the lowest is in Modules 4–6 (2 users each). Completions are led by Module 2 (5 users), then Modules 1 and 3 (4 users each), with the lowest in Modules 4–7 (2 users each). In practice, assessment units' activities are driven by Modules 1–3 on both engagement and completion, with Module 2 slightly ahead on completion outcomes; later modules maintain moderate but stable performance.

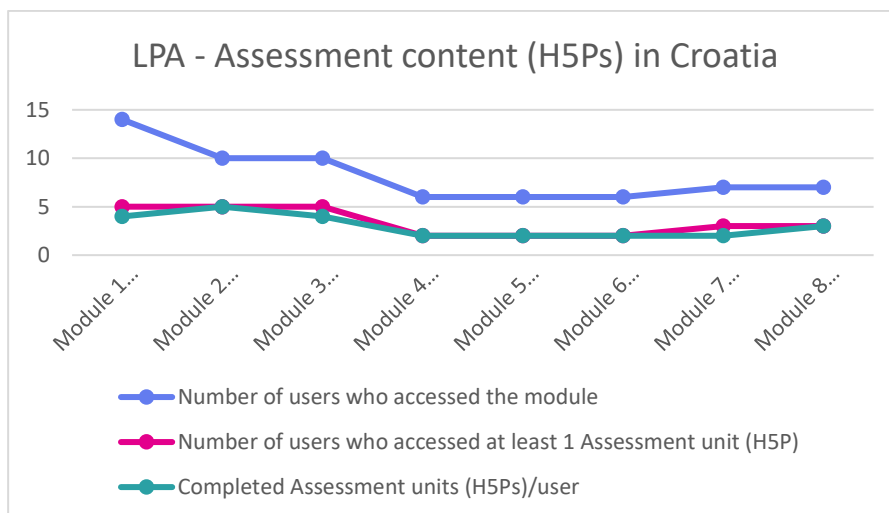


Figure 25. Assessment activity and completion rates for LPA in Croatia

One-line summary: Modules 1–3 represent the primary driver of both engagement and completion, with assessment units showing strong performance across Modules 1–3 and learning units' completions peaking in Module 3. In contrast, learning units' completions remain comparatively low in Module 7 and modest across Modules 4–6, indicating a need for targeted enhancements in content design and learner support strategies within the mid-to-late modules.

3.2.4.3 Comparison between SEs and LPAs

Both pathways demonstrate strong initial engagement concentrated in early modules, yet their scale and progression patterns differ. SE attracted 12 users, while LPA engaged a slightly larger cohort of 15 users, indicating broader adoption of the LPA pathway. In SE, Module 1 dominates engagement and completion for both learning and assessment units, with meaningful contributions from Modules 2–3 and notable assessment interest in Module 9 despite low learning access. However, learning completions in SE are uneven, with zero completions in Modules 5 and 7 and only modest outputs in mid-to-late modules, signalling significant attrition beyond the initial stages.

Conversely, LPA exhibits stronger continuity across Modules 1–3, where both learning and assessment units achieve high engagement and completion, with Module 3 leading learning completions and Module 2 slightly ahead in assessment completions. Mid-modules (4–6) in LPA maintain moderate engagement but modest completion rates, while later modules (7–8) show secondary assessment activity and limited learning completions.

Overall, SE reflects concentrated early engagement with sporadic late-module activity, whereas LPA demonstrates more balanced progression and stronger conversion in early modules, though both pathways require targeted strategies to reinforce learning completions in mid-to-late modules.

3.2.5 Czechia

3.2.5.1 For Social Enterprises

Table 18. User activity and completion rates across Czechia SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	7	1	2	3	2	1	0	0	1
Number of users who accessed at least 1 Learning content unit (PPT)	7	1	2	3	2	1	0	0	1
Number of users who accessed at least 1 Assessment unit (H5P)	4	1	2	3	2	1	0	0	1
Completed Learning units (PPTs)/user	3	1	2	1	1	1	0	0	1
Completed Assessment units (H5Ps)/user	3	1	2	2	1	1	0	0	1

The analysis for Czechia is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (8 users), Module 1 drew the most audience (7 users; ~88%), with the broadest unit engagement (7 users accessed *learning content units* – PPTs; 4 users accessed *assessment units* – H5Ps). Next were Module 4 (3 users; ~38%) and Modules 3 and 5 (2 users each; ~25%).
- For unit level activity, *learning units'* engagement was highest in Module 1 (7 users), then Module 4 (3 users), followed by Modules 3 and 5 (2 users each). *Assessment units'* engagement was highest in Modules 1 and 4 (4 and 3 users), then Modules 3 and 5 (2 users each). Access on the other Modules ranged between 0–1 user (~0% to ~13%), indicating sparse reach beyond the top modules.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 1 (7 users), then Module 4 (3 users) and Modules 3–5 (2 users each), while the lowest is in Modules 7–8 (0 users). Completions are led by Module 1 (3 users), followed by Module 3 (2 users), then Modules 2, 4, 6, and 9 (1 user each), with the lowest in Modules 5 and 7–8 (0). In practice, learning units' activities concentrate in Module 1, and completion output is modest across Modules 2–4–6–9, absent in Modules 5 and 7–8, and limited overall.

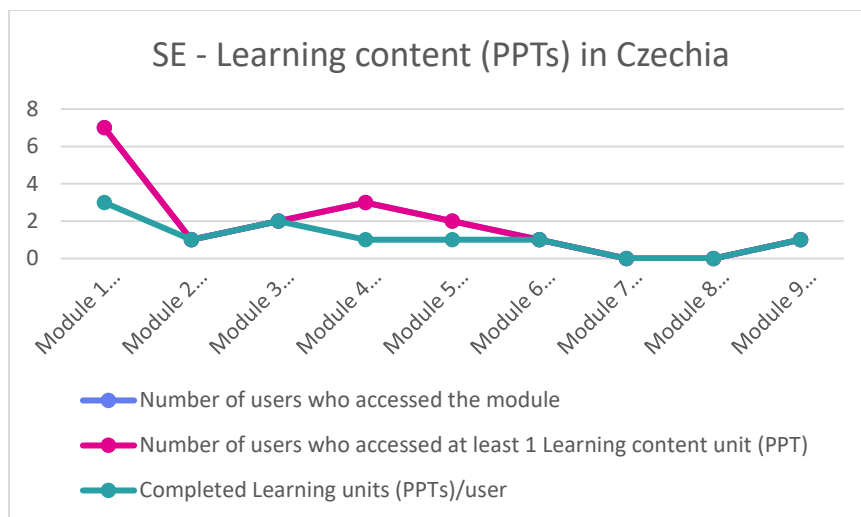


Figure 26. Learning content activity and completion rates for SE in Czechia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (4 users), followed by Module 4 (3 users) and Modules 3–5 (2 users each), while the lowest is 0 users in Modules 7–8. Completions are led by Module 1 (3 users), then Modules 3 and 4 (2 users each), with Modules 2, 5, 6, 8, and 9 at 1 user each. In practice, assessment units' activities are driven by Module 1, engagement is thin in the remaining modules.

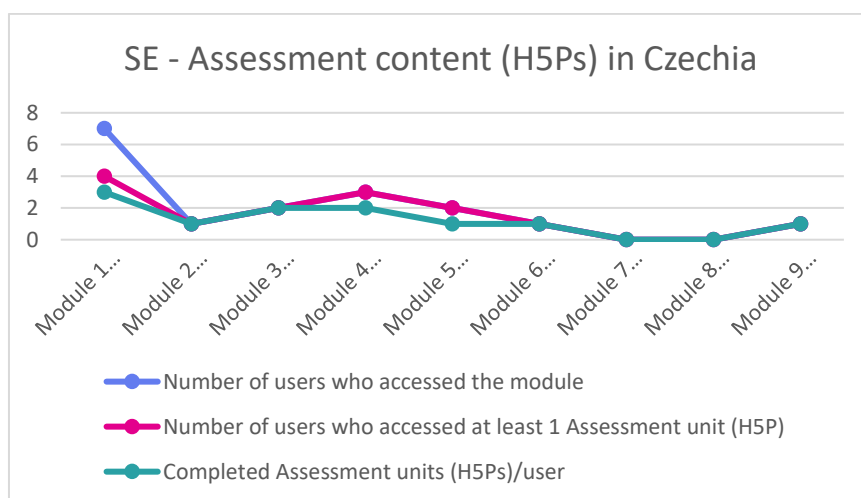


Figure 27. Assessment activity and completion rates for SE in Czechia

One-line summary: Module 1 represents the primary driver of both engagement and completion in Czechia, while assessment units demonstrate strong performance in Modules 1, 3 and 4. In

contrast, learning units' completions remain comparatively low beyond Module 1, particularly in Modules 5 and 7–8, indicating a need for targeted enhancements in learning content design and learner support strategies within the mid-to-late modules.

3.2.5.2 For Local Public Authorities

Table 19. User activity and completion rates across Czechia LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	2	1	3	1	2	2	1
Number of users who accessed at least 1 Learning content unit (PPT)	7	2	1	3	1	2	1	1
Number of users who accessed at least 1 Assessment unit (H5P)	6	2	1	3	1	2	1	1
Completed Learning units (PPTs)/user	4	1	1	3	1	0	1	1
Completed Assessment units (H5Ps)/user	5	2	1	3	1	1	1	1

The analysis for Czechia is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (13 users), Module 1 drew the most audience (8 users; ~62%), with the broadest unit engagement (7 accessed *learning content units* – PPTs; 6 accessed *assessment units* – H5Ps). Next was Module 4 (3 users; ~23%), followed by Modules 2 and 6 (2 users each; ~15%), while the remaining modules recorded minimal access (1 user each; ~8%).
- For unit-level activity, learning units' engagement was highest in Module 1, then Module 4, followed by Modules 2 and 6. Assessment units' engagement mirrored this pattern, with Module 1 leading, followed by Module 4 and then Modules 2 and 6. Access on the other modules was very low, indicating limited reach beyond the first and fourth modules.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (7 users), then Module 4 (3 users) and Module 2 (2 users), while the lowest is in Modules 3, 5, 7, and 8 (1 user each). Completions are led by Module 1 (4 users), followed by Module 4 (3 users), then Modules 2 and 3 (1 user each), with no completions in Module 6 and modest completions in Modules 5, 7, and 8 (1 user each). In practice, learning units' activities concentrate in Modules 1 and 4, while completion output is notably weak in Module 6 and modest in the later modules.

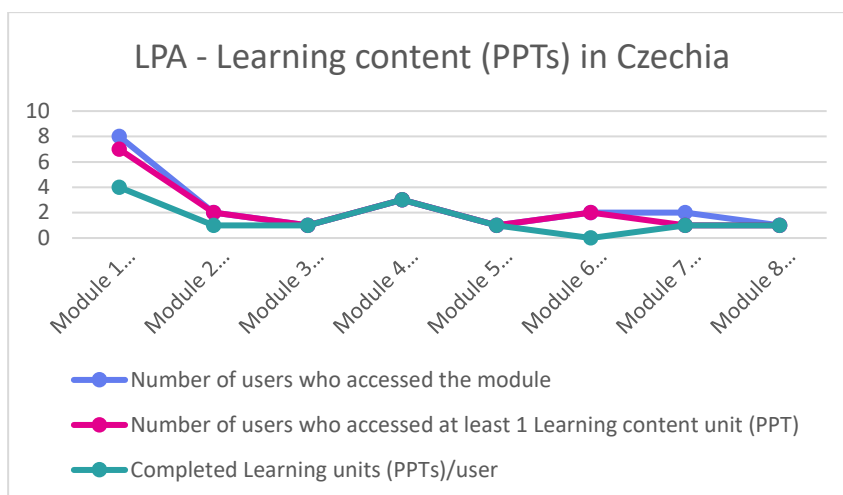


Figure 28. Learning content activity and completion rates for LPA in Czechia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (6 users), followed by Module 4 (3 users) and Module 2 (2 users), while the lowest is in Modules 3, 5, 6, 7, and 8 (1 user each). Completions are led by Module 1 (5 users), followed by Module 4 (3 users), then Module 2 (2 users) and Module 3 (1 user), with the lowest in Modules 5–8 (1 user each). In practice, assessment units demonstrate strong performance in Module 1 and good conversion in Module 4, while later modules show minimal activity.

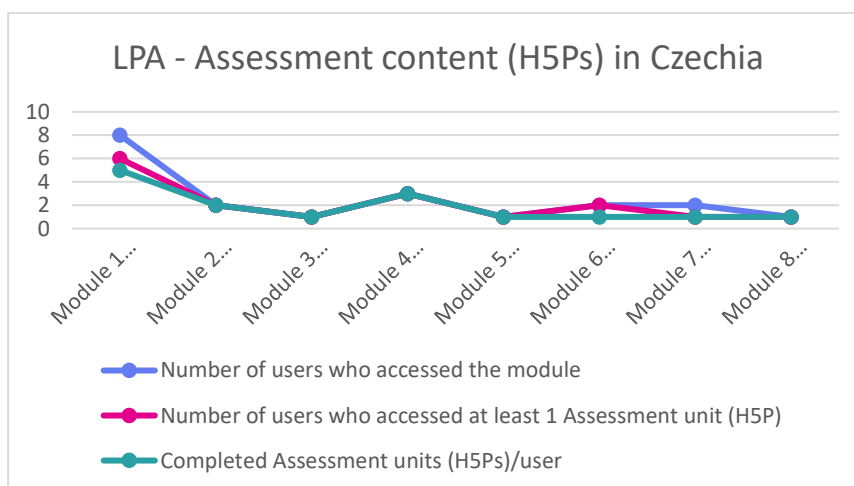


Figure 29. Assessment activity and completion rates for LPA in Czechia

One-line summary: Module 1 represents the primary driver of both engagement and completion, with Module 4 contributing moderately. Assessment units show strong performance in Modules 1

and 4, while learning units' completions remain low in mid-to-late modules, indicating a need for targeted enhancements in content design and learner support strategies beyond the initial modules.

3.2.5.3 Comparison between SEs and LPAs

Both pathways exhibit strong initial engagement concentrated in Module 1, yet their scale and progression patterns differ. SE attracted 8 users, while LPA engaged a larger cohort of 13 users, indicating broader adoption of the LPA pathway. In SE, Module 1 dominates engagement and completion for both learning and assessment units, with secondary contributions from Modules 3 and 4. However, learning completions beyond Module 1 are modest and absent in Modules 5 and 7–8, signalling significant attrition in mid-to-late modules. Assessment units in SE show relatively better distribution, with completions in Modules 3 and 4, though overall activity remains thin outside the first module.

Conversely, LPA demonstrates stronger continuity in early modules, with Module 1 leading engagement and completion, and Module 4 contributing moderately. Assessment units in LPA achieve high conversion in Module 1 and good performance in Module 4, while later modules exhibit minimal activity.

Overall, SE reflects concentrated early engagement with limited progression, whereas LPA shows broader reach and slightly stronger conversion patterns, though both pathways require targeted strategies to sustain learning and assessment engagement beyond the initial modules.

3.2.6 Austria

3.2.6.1 For Social Enterprises

Table 20. User activity and completion rates across Austria SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	4	1	2	1	1	2	2	2
Number of users who accessed at least 1 Learning content unit (PPT)	12	1	0	0	0	0	1	1	1
Number of users who accessed at least 1 Assessment unit (H5P)	10	1	0	0	0	0	0	1	1
Completed Learning units (PPTs)/user	9	2	1	0	0	1	1	2	1
Completed Assessment units (H5Ps)/user	7	2	1	0	0	0	1	2	1

The analysis for Austria is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (16 users), Module 1 drew the most audience (14 users; ~88%), with the broadest unit engagement (12 users accessed *learning content units* – PPTs; 10 users accessed *assessment units* – H5Ps). Next was Module 2 (4 users; 25%), followed by Modules 4, 7, 8, and 9 (2 users each; ~13%). Modules 3, 5, and 6 had 1 user each (~6%).
- For unit-level activity, *learning units'* engagement was highest in Module 1 (12 users), with minimal activity in Modules 2, 7, 8, and 9 (1 user each) and none in Modules 3–6. *Assessment units'* engagement was highest in Module 1 (10 users), with limited access in Modules 2, 8, and 9 (1 user each) and none in Modules 3–7 (except M2 with 1). Access on the other modules ranged between 1–4 users (~6% to ~25%), indicating concentrated reach in Module 1 and sparse usage elsewhere.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 1 (12 users), then Modules 2, 7, 8, and 9 (1 user each), while the lowest is 0 in Modules 3–6. Completions are led by Module 1 (9 users), followed by Modules 2 and 8 (2 users each), then Modules 3, 6, 7, and 9 (1 user each), with the lowest in Modules 4 and 5 (0). In practice, learning units' activities concentrate in Module 1, and very minimal elsewhere, with mid modules (4–6) showing weak progression from start to completion.

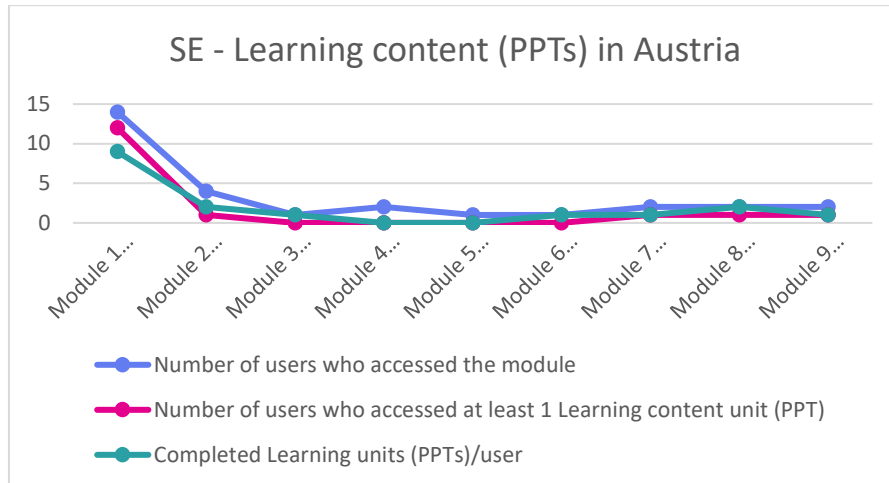


Figure 30. Learning content activity and completion rates for SE in Austria

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (10 users), followed by Modules 2, 8, and 9 (1 user each), while the lowest is 0 across Modules 3–7. Completions are led by Module 1 (7 users), then Modules 2 and 8 (2 users each), with Modules 3, 7, and 9 at 1 user each; the lowest is 0 in Modules 4–6. In practice, assessment units' activities are driven by Module 1 and less engagement into the others.

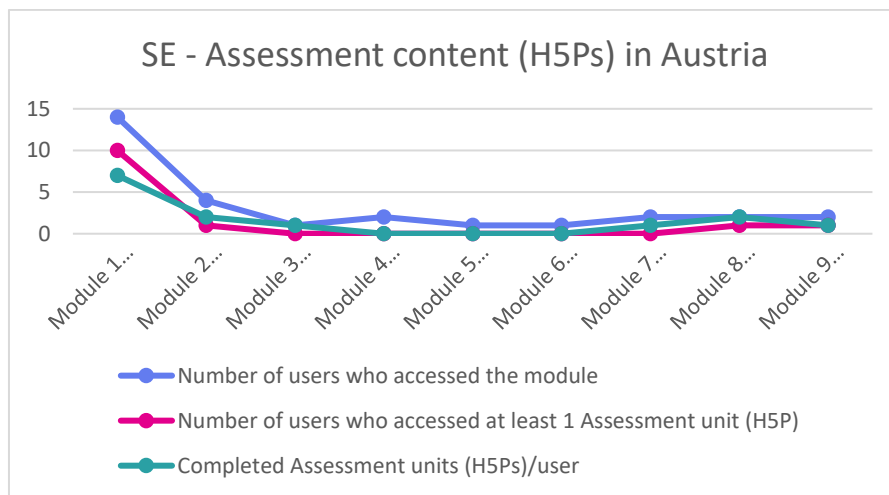


Figure 31. Assessment activity and completion rates for SE in Austria

One-line summary: Module 1 represents the primary driver of both engagement and completion in Austria, while assessment units show concentrated performance in Module 1 with mid conversions in Modules 2 and 8 (and minor in Modules 3, 7, 9). Learning units' completions remain comparatively low outside Module 1, particularly absent in Modules 4 and 5, indicating a need for targeted enhancements in learning content design and learner support strategies within the mid-to-late modules.

3.2.6.2 For Local Public Authorities

Table 21. User activity and completion rates across Austria LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	4	1	1	1	1	1	1	1
Number of users who accessed at least 1 Learning content unit (PPT)	3	0	0	0	0	0	0	0
Number of users who accessed at least 1 Assessment unit (H5P)	3	0	0	0	0	0	0	0
Completed Learning units (PPTs)/user	2	0	0	1	1	0	1	0
Completed Assessment units (H5Ps)/user	2	0	0	1	1	0	1	0

The analysis for Austria is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (4 users), Module 1 drew the most audience (4 users; 100%), with the broadest unit engagement (3 accessed *learning content units – PPTs*; 3 accessed *assessment units – H5Ps*). Access on the other Modules (Modules 2–8) was 1 user each (~25%).
- For unit level activity, learning units' engagement occurred only in Module 1 (3 users), and assessment units' engagement also occurred only in Module 1 (3 users). Access on the remaining modules indicates thin reach and no unit level traction beyond Module 1.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is present only in Module 1 (3 users), while Modules 2–8 record 0. Completions are led by Module 1 (2), with additional completions recorded in Modules 4, 5, and 7 (1 each), and 0 in Modules 2, 3, 6, and 8. In practice, learning activity concentrates in Module 1, with sporadic completion events in mid-modules (4, 5, 7) despite no partial access logged there—suggesting either direct jumps to completions or a data-capture mismatch between “accessed” and “completed” metrics.

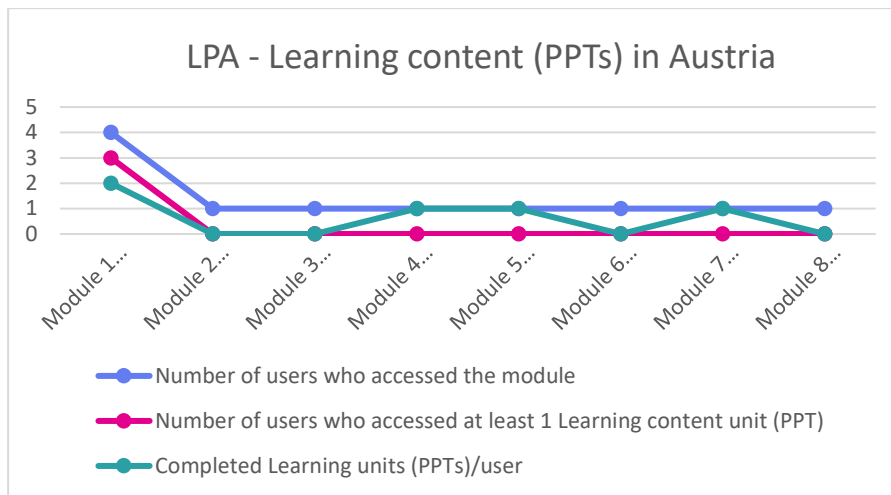


Figure 32. Learning content activity and completion rates for LPA in Austria

- For *Assessment units (H5Ps)*, partial engagement is present only in Module 1 (3 users); Modules 2–8 record 0. Completions follow the same pattern: Module 1 (2), with additional completions in Modules 4, 5, and 7 (1 each), and 0 elsewhere. In practice, assessment unit activity is minimal and concentrated in Module 1, with isolated completions in mid-modules that mirror the learning units' pattern, reinforcing the need to activate assessment engagement beyond the entry module.

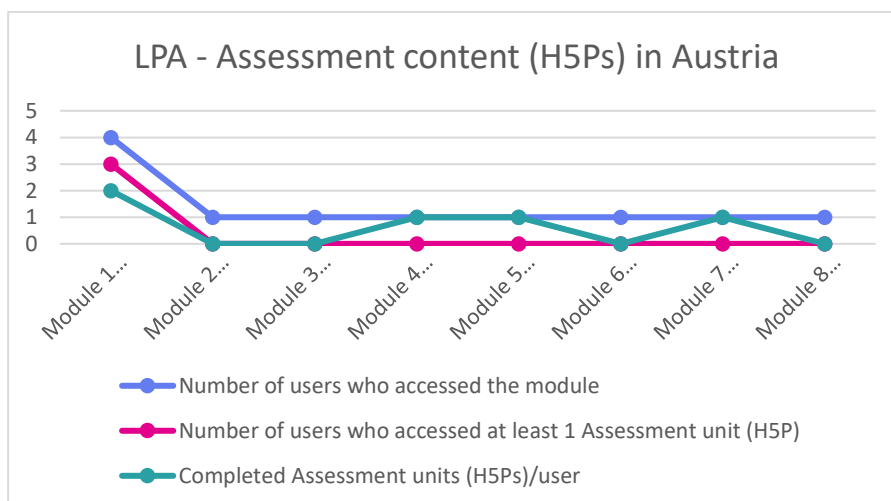


Figure 33. Assessment activity and completion rates for LPA in Austria

One-line summary: Module 1 is the primary driver of both engagement and completion in Austria's LPA pathway; activity in other modules is limited to single-user access with no recorded unit engagement, while sporadic completions in Modules 4, 5, and 7 point to a need for targeted activation, clearer navigation, and stronger prompts to explore and complete content in the mid-to-late modules.

3.2.6.3 Comparison between SEs and LPAs

Both pathways exhibit initial engagement concentrated in Module 1, yet their scale and progression patterns differ significantly. SE attracted 16 users, while LPA engaged only 4 users, indicating broader adoption of the SE pathway. In SE, Module 1 dominates engagement and completion for both learning and assessment units, with secondary contributions from Modules 2 and 8 and minor activity in Modules 3, 7, and 9. However, learning completions outside Module 1 are minimal, absent in Modules 4 and 5, and modest in mid-to-late modules, signalling weak continuity. Assessment units in SE show concentrated performance in Module 1, with limited conversions in Modules 2 and 8 and negligible activity elsewhere.

Conversely, LPA demonstrates extremely narrow engagement, with all unit-level activity confined to Module 1 and only sporadic completions recorded in Modules 4, 5, and 7—despite no partial engagement logged there—suggesting either direct jumps or data inconsistencies.

Overall, SE reflects a higher initial reach and slightly broader module coverage but suffers from decline beyond the first module, while LPA shows pilot-level engagement with isolated completions, underscoring the need for targeted activation strategies, clearer navigation, and stronger learner prompts in mid-to-late modules for both pathways.

3.2.7 Serbia

3.2.7.1 For Social Enterprises

Table 22. User activity and completion rates across Serbia SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	5	3	8	2	15	3	18	4	1
Number of users who accessed at least 1 Learning content unit (PPT)	4	0	5	0	13	0	17	1	0
Number of users who accessed at least 1 Assessment unit (H5P)	4	1	6	1	14	1	17	2	0
Completed Learning units (PPTs)/user	3	1	6	0	12	0	16	1	0
Completed Assessment units (H5Ps)/user	4	2	7	1	13	1	17	2	0

The analysis for Serbia is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (28 users), Module 7 drew the most audience (18 users; ~64%), with the broadest unit engagement (17 users accessed *learning content units* – PPTs; 17 users accessed *assessment units* – H5Ps;). Next were Module 5 (15 users; ~54%) and Module 3 (8 users; ~29%).
- For unit level activity, *learning units'* engagement was highest in Module 7 (17 users), then Module 5 (13 users), followed by Module 3 (5 users), while *assessment units'* engagement was highest in Modules 7, 5, and 3 (17, 14, and 6 users respectively). Access on the other modules ranged between 1–5 users (~4% to ~18%), indicating concentrated reach in Modules 7–5–3 and sparse activity elsewhere.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 7 (17 users), then Module 5 (13 users) and Module 3 (5 users), while the lowest is in Modules 2, 4, 6, and 9 (0 users). Completions are led by Module 7 (16 users), followed by Module 5 (12 users), then Module 3 (6 users), with Modules 1, 2, and 8 at 3, 1, and 1 user respectively; the lowest is Modules 4, 6, and 9 (0). In practice, learning units' activities concentrate in Modules 7 and 5, with Module 3 also performing well, while progression is minimal or absent in Modules 4, 6, and 9.

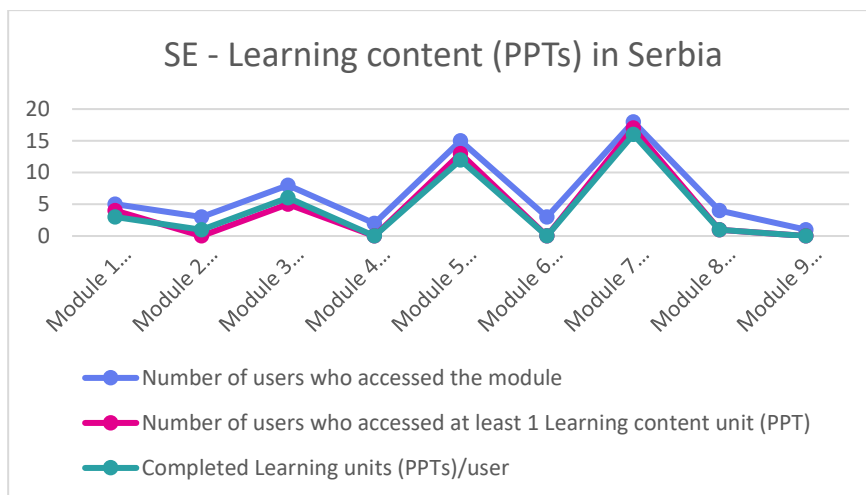


Figure 34. Learning content activity and completion rates for SE in Serbia

- For *Assessment units (H5Ps)*, partial engagement (starters) is highest in Module 7 (17 users), followed by Module 5 (14 users) and Module 3 (6 users), while the lowest is 0 in Module 9 (with Modules 1, 2, 4, 6, and 8 at 4, 1, 1, 1, and 2 users respectively). Completions are led by Module 7 (17 users), then Module 5 (13 users) and Module 3 (7 users), with Modules 1, 2, 8 at 4, 2, 2 users respectively; the lowest is Module 9 (0). In practice, assessment units' activities are driven by Modules 7 and 5, with Module 3 having a mid-contribution to both starts and completions.

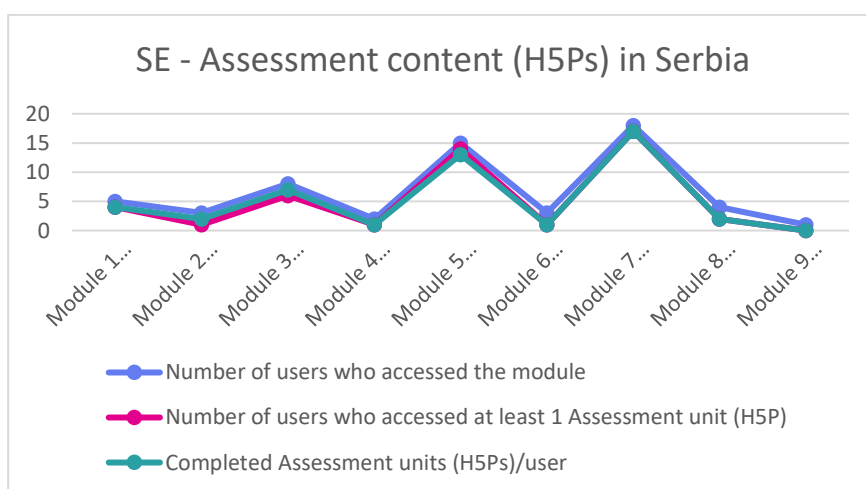


Figure 35. Assessment activity and completion rates for SE in Serbia

One-line summary: Module 7 represents the primary driver of both engagement and completion in Serbia, with Module 5 also performing strongly and Module 3 contributing meaningfully. Assessment units demonstrate robust performance across Modules 7–5–3, while learning units'

completions are comparatively low or absent in Modules 4, 6, and 9, indicating a need for targeted enhancements in learning content design and learner support strategies within the mid-to-late modules.

3.2.7.2 For Local Public Authorities

Table 23. User activity and completion rates across Serbia LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	5	5	4	2	2	2	4
Number of users who accessed at least 1 Learning content unit (PPT)	7	4	4	3	1	1	1	3
Number of users who accessed at least 1 Assessment unit (H5P)	8	3	4	3	1	1	1	3
Completed Learning units (PPTs)/user	5	2	4	3	1	1	1	3
Completed Assessment units (H5Ps)/user	7	3	4	3	1	1	1	3

The analysis for Serbia is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (13 users), Module 1 drew the most audience (12 users; ~92%), with the broadest unit engagement (7 accessed *learning content units* – PPTs; 8 accessed *assessment units* – H5Ps). Next were Modules 2 and 3 (5 users each; ~38%), followed by Module 4 (4 users; ~31%). The remaining modules recorded lower access: Module 8 (4 users; ~31%) and Modules 5–7 (2 users each; ~15%).
- For unit level activity, learning units' engagement was highest in Module 1, then Modules 2 and 3, followed by Module 4 and Module 8. Assessment units' engagement mirrored this pattern, with Module 1 leading, followed by Modules 3, 2, and 4. Access on the other modules was minimal, indicating limited reach beyond the first 4 modules.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (7 users), then Modules 2 and 3 (4 users each) and Module 4 (3 users), while the lowest is in Modules 5–7 (1 user each). Completions are led by Module 1 (5 users), followed by Module 3 (4 users), then Module 4 (3 users) and Module 2 (2 users), with the lowest in Modules 5–7 (1 user each). Module 8 shows moderate completions (3 users). In practice, learning units' activities concentrate in Modules 1–4, while completion output is modest in later modules, suggesting a need for stronger engagement strategies in mid-to-late modules.

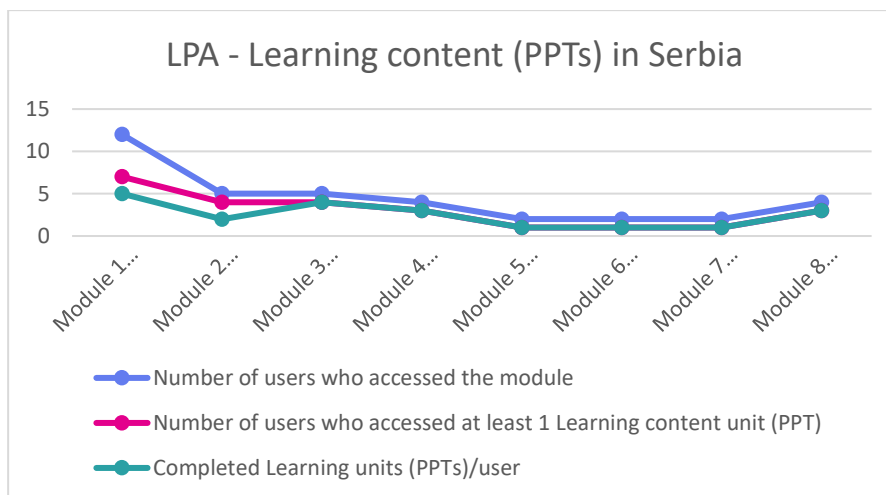


Figure 36. Learning content activity and completion rates for LPA in Serbia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (8 users), followed by Module 3 (4 users) and Module 2 (3 users), then Module 4 (3 users), while the lowest is in Modules 5–7 (1 user each). Completions mirror this pattern: Module 1 (7 users), Module 3 (4 users), Module 2 (3 users), and Module 4 (3 users), with the lowest in Modules 5–7 (1 user each) and moderate completions in Module 8 (3 users). In practice, assessment units demonstrate strong performance in Modules 1–4, with Module 1 as the primary driver, while later modules show minimal activity.

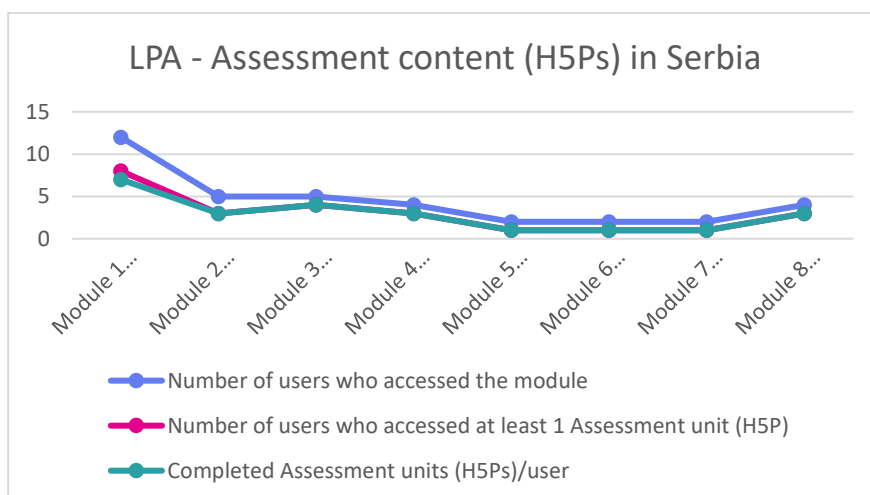


Figure 37. Assessment activity and completion rates for LPA in Serbia

One-line summary: Module 1 represents the primary driver of both engagement and completion, with Modules 2–4 contributing moderately. Assessment units show strong performance across

Modules 1–4, while learning units' completions remain low in mid-to-late modules, indicating a need for targeted enhancements in content design and learner support strategies beyond the initial modules.

3.2.7.3 Comparison between SEs and LPAs

Both pathways exhibit strong engagement concentrated in specific modules, but their patterns differ significantly. SE attracted 28 users, while LPA engaged 13 users, indicating broader adoption of the SE pathway. In SE, engagement is driven primarily by Module 7, which accounts for the highest participation and completions for both learning and assessment units, followed by Module 5 and Module 3. Assessment units in SE demonstrate robust performance across Modules 7–5–3, with full conversions in these modules, while learning completions outside these core modules are minimal or absent, particularly in Modules 4, 6, and 9.

Conversely, LPA shows a more traditional progression pattern, with Module 1 as the dominant entry point and strong engagement in Modules 2–4. Assessment units in LPA achieve high conversion in Modules 1–4, while learning completions taper in mid-to-late modules, despite moderate activity in Module 8.

Overall, SE reflects concentrated engagement in later modules (7 and 5), contrasting with LPA's early-module focus, though both pathways require targeted strategies to sustain learning and assessment engagement beyond their respective high-performing modules.

3.2.8 Republic of Srpska (Bosnia and Herzegovina)

3.2.8.1 For Social Enterprises

Table 24. User activity and completion rates across Republic of Srpska (Bosnia and Herzegovina) SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	6	3	2	8	1	8	8	14
Number of users who accessed at least 1 Learning content unit (PPT)	11	4	2	1	8	0	7	7	14
Number of users who accessed at least 1 Assessment unit (H5P)	10	3	3	2	8	1	7	7	14
Completed Learning units (PPTs)/user	8	1	1	1	6	0	7	7	9
Completed Assessment units (H5Ps)/user	10	3	3	2	8	1	8	7	13

The analysis for Republic of Srpska (Bosnia & Herzegovina) is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (27 users), Modules 1 and 9 drew the most audience (14 users each; ~52%), with broad unit engagement (Module 1: 11 users accessed *learning content units* – PPTs and 10 users accessed *assessment units* – H5Ps; Module 9: 14 users accessed *learning content units* – PPTs and 14 users *assessment units* – H5Ps). Next were Modules 5, 7, and 8 (8 users each; ~30%), followed by Module 2 (6 users; ~22%).
- For unit level activity, *learning units'* engagement was highest in Module 9 (14 users), then Module 1 (11) and Module 5 (8), with Modules 7–8 (7 users each) also active; Modules 2–3 (4 and 2 users) and Module 4 (1) were modest, and Module 6 (0) had no learning access. Assessment units' engagement was highest in Module 9 (14 users), then Module 1 (10) and Module 5 (8), with strong contributions from Modules 7–8 (7 users each); activity was lower in Modules 2–3 (3 users each) and Modules 4 (2) and 6 (1). Access on the other modules ranged between 1–6 users (~4% to ~22%), indicating concentrated reach in early (Module 1) and late (Module 9) modules, with mid cluster engagement in Modules 5, 7, and 8.

2. Partial vs completion engagement

- For *Learning units (PPTs)*, partial engagement is highest in Module 9 (14 users), then Module 1 (11 users) and Module 5 (8 users), while Modules 7–8 follow (7 users each); the lowest is Module 6 (0). Completions are led by Module 9 (9 users), followed by

Module 1 (8 users), then Modules 7–8 (7 users each) and Module 5 (6 users); Modules 2–3–4 record 1 each, and Module 6 (0). In practice, learning units' activities concentrate in Modules 9 and 1, with strong completion output also in Modules 7–8 and Module 5; completion output is notably weak in Module 6 and modest in Modules 2–4–3.

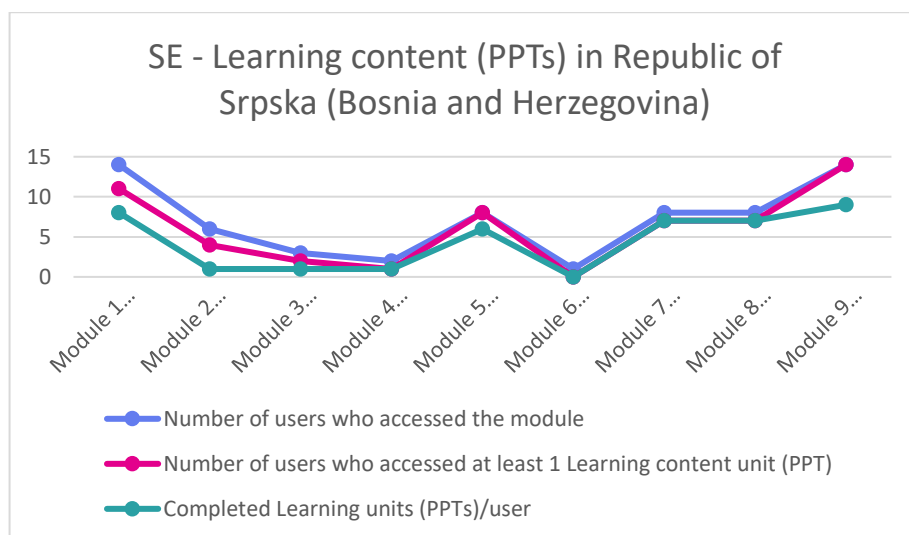


Figure 38. Learning content activity and completion rates for SE in Republic of Srpska (Bosnia and Herzegovina)

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 9 (14 users), followed by Module 1 (10 users) and Module 5 (8 users), with Modules 7–8 at 7 each; the lowest engagement being in Module 6, only 1 user. Completions are led by Module 9 (13 users), then Module 1 (10 users) and Module 5 and 7 (8 users), and the lowest engagement being in Module 6, only 1 user. In practice, assessment units' activities are driven by Module 9 and Module 1, with Modules 5, 7, and 8 also contributing strongly to the overall engagement.

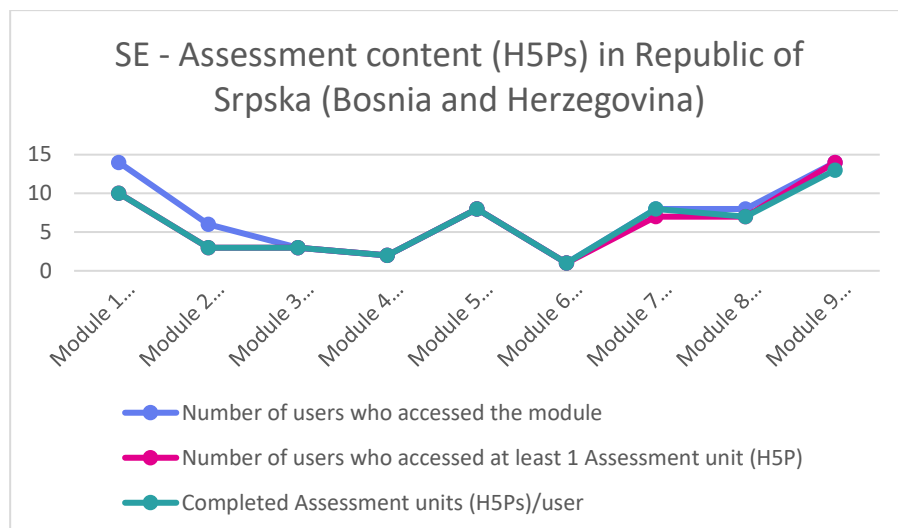


Figure 39. Assessment activity and completion rates for SE in Republic of Srpska (Bosnia and Herzegovina)

One-line summary: Modules 1 and 9 represent the primary drivers of both engagement and completion in the Republic of Srpska, with assessment units demonstrating peak performance in Module 9 and strong follow-through in Modules 1, 5, 7, and 8. In contrast, learning units' completions are comparatively low in Module 6 (0) and modest across Modules 2–4–3, indicating a need for targeted enhancements in learning content design and learner support strategies within the starter modules.

3.2.8.2 For Local Public Authorities

Table 25. User activity and completion rates across Republic of Srpska (Bosnia and Herzegovina) LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	15	5	9	1	1	1	2	2
Number of users who accessed at least 1 Learning content unit (PPT)	13	4	9	1	1	1	1	2
Number of users who accessed at least 1 Assessment unit (H5P)	11	3	8	1	1	1	1	2
Completed Learning units (PPTs)/user	5	2	5	1	1	1	1	2
Completed Assessment units (H5Ps)/user	9	3	5	1	1	1	1	2

The analysis for Republic of Srpska (Bosnia & Herzegovina) is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (20 users), Module 1 drew the most audience (16 users; ~80%), with the broadest unit engagement (13 accessed *learning content units* – PPTs; 11 accessed *assessment units* – H5Ps). Next were Module 3 (9 users; ~45%) and Module 2 (5 users; ~25%).
- For unit-level activity, learning units' engagement was highest in Module 1, then Module 3, followed by Module 2 and Module 8, while assessment units' engagement mirrored this pattern. Access on the other modules ranged between 1–2 users (~5% to ~10%), indicating very limited reach in mid-to-late modules.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (13 users), then Module 3 (9 users) and Module 2 (4 users), while the lowest is in Modules 4–7 (1 user each). Completions are led jointly by Modules 1 and 3 (5 users each), followed by Module 2 (2 users) and Module 8 (2 users), with the lowest in Modules 4–7 (1 user each). In practice, learning units' activities concentrate in Modules 1–3, and completion output is notably modest in Modules 4–7, with a moderate finish in Module 8.

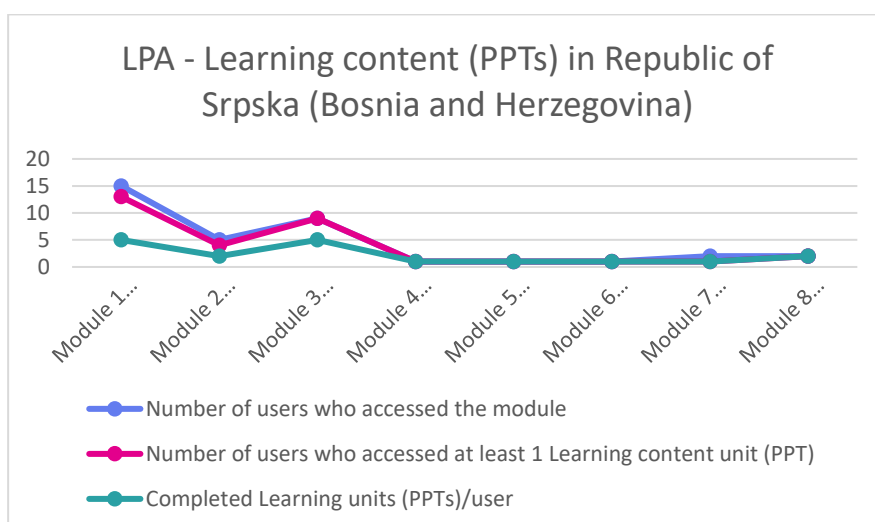


Figure 40. Learning content activity and completion rates for LPA in Republic of Srpska (Bosnia and Herzegovina)

- For *Assessment units* (H5Ps), partial engagement is highest in Module 1 (11 users), followed by Module 3 (8 users) and Module 2 (3 users), while the lowest is in Modules 4–7 (1 user each) and Module 8 (2 users). Completions are led by Module 1 (9 users), then Module 3 (5 users) and Module 2 (3 users), with Module 8 (2 users) and the lowest in Modules 4–7 (1 user each). In practice, assessment units' activities are driven by Modules 1–3 on both engagement and completion, with stable but low outcomes in the later modules.

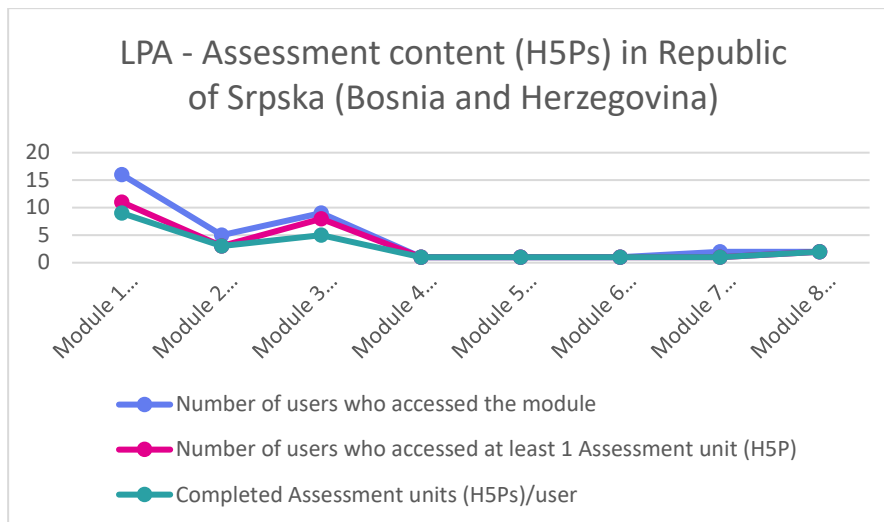


Figure 41. Assessment activity and completion rates for LPA in Republic of Srpska (Bosnia and Herzegovina)

One-line summary: Modules 1 and 3 represent the primary drivers of both engagement and completion, with assessment units demonstrating strong performance across Modules 1–3. In contrast, learning units’ completions remain comparatively low in Modules 4–7, while Module 8 shows a moderate completion uptick, indicating a need for targeted enhancements in content design and learner support strategies within the mid-to-late modules.

3.2.8.3 Comparison between SEs and LPAs

Both pathways exhibit strong engagement concentrated in specific modules, but their patterns differ in scope and distribution. SE attracted 27 users, while LPA engaged 20 users, indicating slightly broader adoption of the SE pathway. In SE, engagement is driven primarily by Modules 1 and 9, which account for the highest participation and completions for both learning and assessment units, with additional strong contributions from Modules 5, 7, and 8. Assessment units in SE demonstrate peak performance in Module 9 and robust conversion in Modules 1, 5, and 7, while learning completions outside these core modules are modest or absent, particularly in Module 6.

Conversely, LPA shows a more traditional progression pattern, with Module 1 as the dominant entry point and strong engagement in Modules 2 and 3. Assessment units in LPA achieve high conversion in Modules 1–3, while learning completions taper in mid-to-late modules, despite a moderate uptick in Module 8.

Overall, SE reflects concentrated engagement in both early and late modules (1 and 9), contrasting with LPA’s early-module focus, though both pathways require targeted strategies to sustain learning and assessment engagement in mid-to-late modules.

3.2.9 Slovenia

3.2.9.1 For Social Enterprises

Table 26. User activity and completion rates across Slovenia SE platform content

Users per SE training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	75	10	5	5	15	6	2	3	3
Number of users who accessed at least 1 Learning content unit (PPT)	71	4	3	4	15	3	2	3	2
Number of users who accessed at least 1 Assessment unit (H5P)	68	4	3	2	14	2	2	2	2
Completed Learning units (PPTs)/user	32	4	3	2	12	2	2	2	2
Completed Assessment units (H5Ps)/user	68	4	3	2	14	2	2	2	2

The analysis for Slovenia is presented as follows:

1. Modules activity

- From the total number of users who accessed the SE category (94 users), Module 1 drew the most audience (75 users; ~80%), with the broadest unit engagement (71 users accessed *learning content units* – PPTs; 68 users accessed *assessment units* – H5Ps). Next were Module 5 (15 users; ~16%) and Module 2 (10 users; ~11%).
- For unit level activity, *learning units'* engagement was highest in Module 1 (71 users), then Module 5 (15 users), followed by very low engagement in the other modules. Assessment units' engagement was highest in Modules 1 and 5 (68 and 14 users respectively), and lower in the others. Access across the other modules ranged between 2–6 users (~2% to ~6%), indicating heavy concentration in Module 1 and limited reach elsewhere.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 1 (71 users), then Module 5 (15 users), followed by Modules 2 and 4 (4 users each). The lowest values appear in Modules 7 and 9 (2 users each). Completions are led by Module 1 (32 users), followed by Module 5 (12 users), then Module 2 (4 users), Module 3 (3 users), and Modules 4, 6, 7, 8, and 9 (2 users each). In practice, learning units' activities concentrate in Module 1 and modest completions spread thinly across the remaining modules.

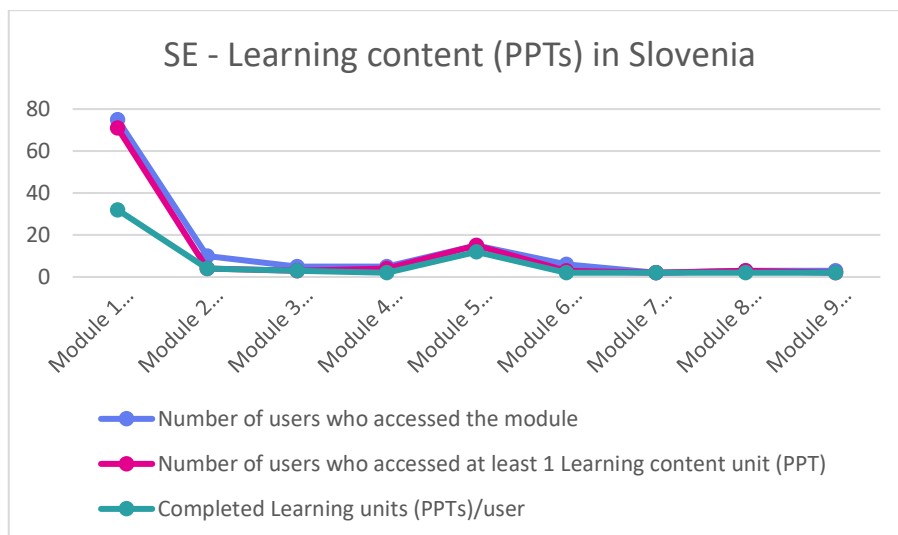


Figure 42. Learning content activity and completion rates for SE in Slovenia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 1 (68 users), followed by Module 5 (14 users), and lowest in the other modules. Completions mirror partial engagement exactly in all modules (e.g., Module 1: 68, Module 5: 14, etc.), indicating 100% conversion from assessment starts to completions wherever learners begin an assessment. In practice, assessment units' activities are driven by Module 1 with a slightly contribution from Module 5 and the rest showing minimal activation.

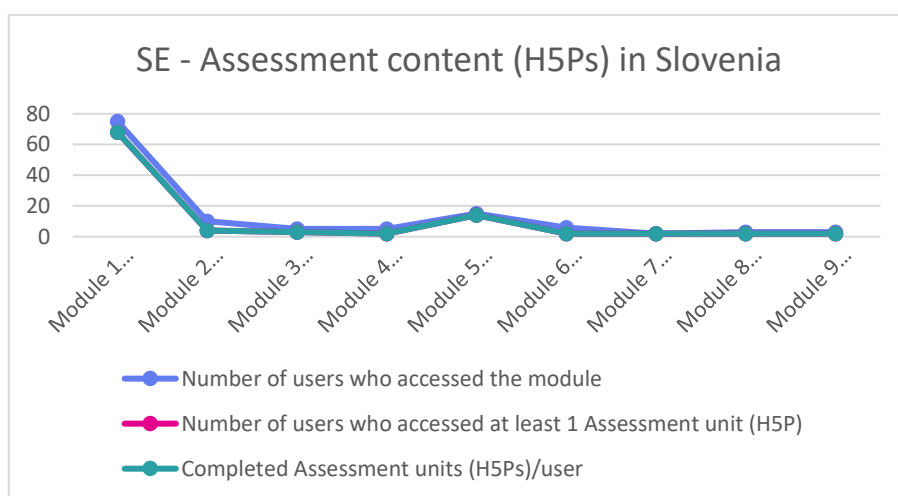


Figure 43. Assessment activity and completion rates for SE in Slovenia

One-line summary: Module 1 represents the primary driver of both engagement and completion in Slovenia, with assessment units showing exceptionally strong performance and perfect conversions wherever started (especially in Modules 1 and 5). In contrast, learning units' completions remain comparatively low beyond Module 1 and Module 5, and overall activity in

mid-to-late modules is thin, indicating a need for targeted activation strategies (e.g. explanations of the practical value of each module and how it contributes to overall competence) to pull users into Modules 2–9 to sustain starts.

3.2.9.2 For Local Public Authorities

Table 27. User activity and completion rates across Slovenia LPA platform content

Users per LPA training/mentoring	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	16	28	7	6	5	7	12
Number of users who accessed at least 1 Learning content unit (PPT)	8	10	28	6	5	3	4	9
Number of users who accessed at least 1 Assessment unit (H5P)	4	5	28	5	4	3	4	5
Completed Learning units (PPTs)/user	4	8	24	6	5	3	2	4
Completed Assessment units (H5Ps)/user	4	5	28	5	4	3	4	4

The analysis for Slovenia is presented as follows:

1. Modules activity

- From the total number of users who accessed the LPA category (33 users), Module 3 drew the most audience (28 users; ~85%), with the broadest unit engagement (28 accessed *learning content units* – PPTs; 28 accessed *assessment units* – H5Ps). Next were Module 2 (16 users; ~49%) and Modules 1 and 8 (12 users each; ~36%).
- For unit-level activity, learning units' engagement was highest in Module 3, followed by Module 2, Module 8, and Module 1, while assessment units' engagement was highest in Module 3, then Modules 2, 4, and 8. Access on the other modules ranged between 5–7 users (~15% to ~21%), indicating lower but steady reach in the mid-modules.

2. Partial vs completion engagement

- For *Learning units* (PPTs), partial engagement is highest in Module 3 (28 users), then Module 2 (10 users) and Module 8 (9 users), followed by Module 1 (8 users), with the lowest in Module 6 (3 users) and Module 7 (4 users). Completions are led by Module 3 (24 users), followed by Module 2 (8 users) and Module 4 (6 users), then Module 5 (5 users), with Modules 1 and 8 (4 users each) and Module 6 (3 users), while the lowest is in Module 7 (2 users). In practice, learning units' activities concentrate in Modules 2–3, while completion output is very strong in Modules 3–6 (including 100% completion among those who engaged in Modules 4–6), and comparatively weak in Modules 7–8 (notably 44% completion in Module 8 and 50% in Module 7) and modest at entry (50% in Module 1).

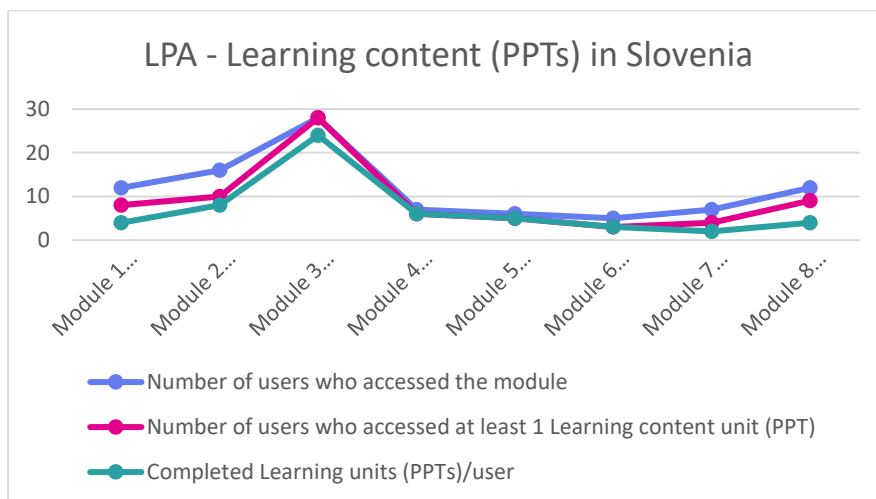


Figure 44. Learning content activity and completion rates for LPA in Slovenia

- For *Assessment units (H5Ps)*, partial engagement is highest in Module 3 (28 users), followed by Modules 2, 4, and 8 (5 users each), then Modules 1, 5, and 7 (4 users each), with the lowest in Module 6 (3 users). Completions largely mirror partial engagement: Module 3 (28 users), Module 2 (5) and Module 4 (5), then Modules 1, 5, 7, and 8 (4 each), and Module 6 (3). In practice, assessment units demonstrate near-perfect conversion across the pathway—100% completion among those who engaged in Modules 1–7, and ~80% in Module 8—with Module 3 as the dominant driver of both engagement and completion.

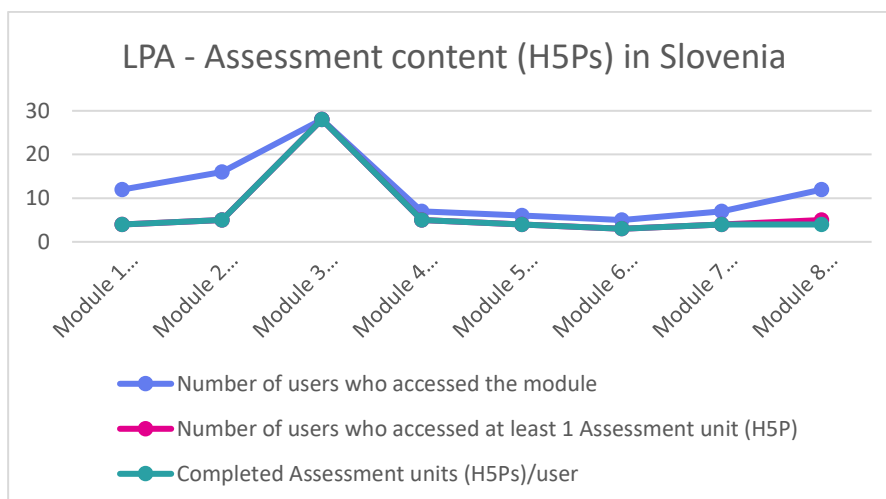


Figure 45. Assessment activity and completion rates for LPA in Slovenia

One-line summary: Module 3 is the primary driver of both engagement and completion, with assessment units showing exceptional conversion (100% in Modules 1–7; ~80% in Module 8).

Learning units' completions are strong in Modules 3–6 but taper in Modules 7–8 and at entry (Module 1), indicating a need for targeted enhancements in content design and learner support strategies in the late modules and onboarding.

3.2.9.3 Comparison between SEs and LPAs

Both pathways exhibit strong engagement concentrated in specific modules, but their patterns differ in focus and distribution. SE attracted 94 users, while LPA engaged 33 users, indicating broader adoption of the SE pathway. In SE, Module 1 dominates engagement and completion for both learning and assessment units, with Module 5 contributing modestly; assessment units demonstrate exceptional performance with 100% conversion wherever started, particularly in Modules 1 and 5. However, learning completions outside these modules are thin and dispersed, signalling weak continuity in mid-to-late modules.

Conversely, LPA shows a distinct pattern, with Module 3 as the dominant driver of engagement and completion, supported by strong activity in Module 2 and moderate contributions from Modules 1 and 8. Assessment units in LPA achieve near-perfect conversion across Modules 1–7 and ~80% in Module 8, while learning completions are robust in Modules 3–6 but taper in Modules 7–8 and remain modest at entry (Module 1).

Overall, SE reflects concentrated early engagement with minimal progression beyond Module 5, whereas LPA demonstrates more balanced engagement and strong conversion across multiple modules, though both pathways require targeted strategies to activate late-module participation and sustain learning completions.

3.3. Micro-credential certificates issued

This subchapter provides an in-depth analysis of the certification process within the training program, focusing on the issuance of micro-credentials as formal recognition of participants' learning achievements. Micro-credentials serve as verifiable proof that learners have successfully completed specific training components, demonstrating mastery of both theoretical and practical knowledge.

Purpose and significance

Micro-credentials are designed to validate competencies acquired through modular learning. They enhance the employability and professional development of participants by offering portable, digital evidence of skills. Within this program, certificates are issued upon meeting predefined completion criteria for Learning Units (SE) and Assessment Units (LPA), ensuring that participants have engaged with and mastered the core content.

Scope of analysis

The analysis covers:

- **Country-level breakdown:** The number of certificates generated for Social Enterprises (SEs) and Local Public Authorities (LPAs) in each of the nine participating countries: Romania, Hungary, Slovakia, Croatia, Czechia, Austria, Serbia, Republic of Srpska (Bosnia and Herzegovina) and Slovenia.
- **Overall aggregated results:** A consolidated view of all certificates issued across countries, providing insights into the program's overall success and reach.

Key indicators

- 1. Total Certificates Issued per Country**
 - SE Certificates: Reflecting completion of all Learning Units.
 - LPA Certificates: Reflecting successful completion of all Assessment Units.
- 2. Completion performance**
 - Comparative analysis of SE vs. LPA certificates within each country.
- 3. Overall training/mentoring programme performance**

3.3.1. Romania

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 28. Module access and certificates overview for SE in Romania

Social Enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the modules	43	29	23	21	20	18	19	20	20
Total number of certificates/modules	25	17	17	16	14	13	13	14	15
Total number of certificates for SE	144								

Table 29. Module access and certificates overview for LPA in Romania

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the modules	34	26	17	15	15	15	13	14
Total number of certificates/modules	26	26	17	15	13	13	13	12
Total number of certificates for LPA	135							

In Romania, a total of 280 certificates were issued: 144 to Social Enterprises and 135 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses, indicating stronger initial interest or broader outreach among Social Enterprises. However, this higher engagement did not translate into proportionally higher certification, as SE's completion efficiency was ~69%, compared to ~84% for LPA.
- This gap suggests that while SE participants were willing to explore the content, they faced some barriers in completing all required units, possibly due to the extended structure (SE category contains 1 additional module).

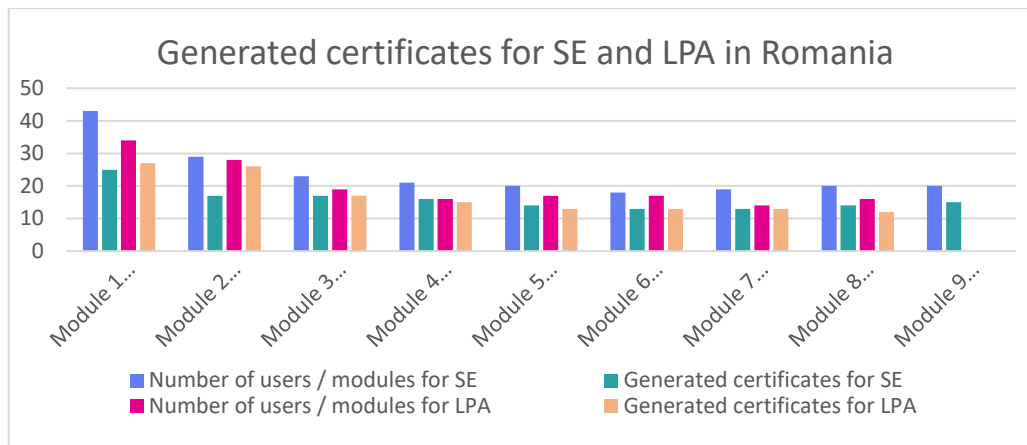


Figure 46. Trends in module completion based on certificates in Romania

Trends

- Both pathways show a decline in participation across modules (SE: –50%, LPA: –56%), but completion rates remain strong among those who continue.
- SE modules stabilize around **70% completion** after Module 3.
- LPA modules maintain **very high completion** (mostly 86–100%), indicating strong engagement and alignment with professional needs.

Key Insight: Romania demonstrated solid uptake of micro-credentials, with particularly high success in the LPA pathway. For possible future activities (beyond this reporting period or for any future activities such as exploitation activities), the focus should be on sustaining high completion among LPA and improving early-stage support for SE participants to reduce initial drop-off. Actions may include onboarding guidance and targeted interventions to help learners engage in other modules by explaining their importance to skills acquisition.

3.3.2. Hungary

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 30. Module access and certificates overview for SE in Hungary

Social Enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	4	2	-	1	-	1	1	1	2
Total number of certificates/modules	0	0	-	0	-	0	0	0	0
Total number of certificates for SE	0								

Table 31. Module access and certificates overview for LPA in Hungary

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	1	0	1	1	1	0	1	1
Total number of certificates/modules	0	0	0	0	0	0	0	0
Total number of certificates for LPA	0							

In Hungary, 0 certificates were issued: 0 to Social Enterprises and 0 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses indicating slightly stronger initial interest or outreach among Social Enterprises. However, this did not translate into any certification, as SE's completion efficiency was 0% (same for LPA).
- This gap suggests that while a few SE participants explored the content, they did not complete any assessment units.

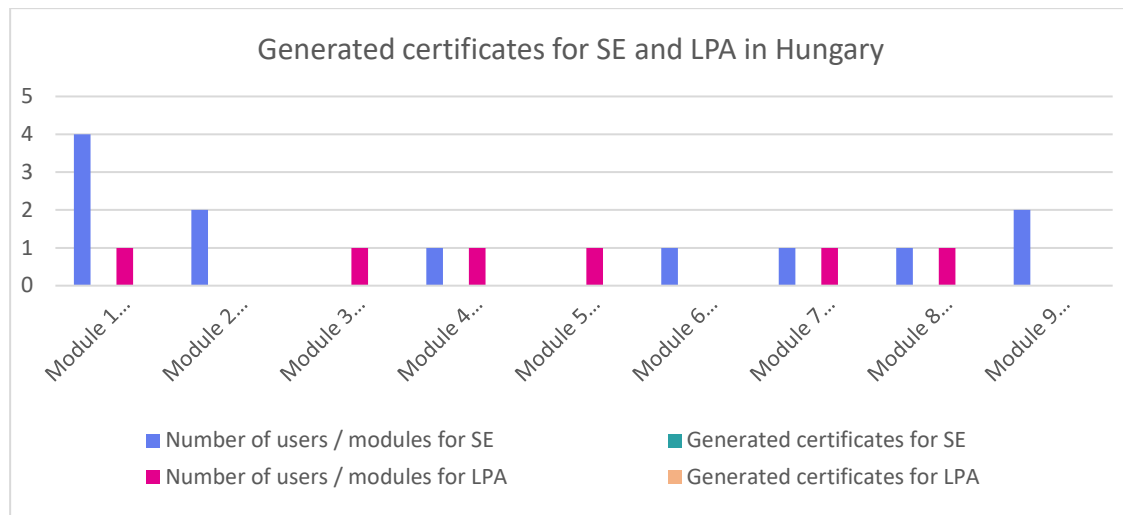


Figure 47. Trends in module completion based on certificates in Hungary

Trends

- Both pathways show very low participation and zero completion; SE participation declines across modules (~50% from Module 1 to the last module with data), while LPA remains flat (0%) at a very low baseline with intermittent zero-access modules.
- SE modules do not stabilize; completion remains 0% across all accessed modules, making trend stabilization unobservable.
- LPA modules also maintain 0% completion (despite flat access), indicating no conversion from engagement to certification.

Key insight: Hungary had no certificates issued in either pathway. For possible future activities (beyond this reporting period or for any future activities such exploitation activities) the priority should focus on the activation and delivery integrity, ensuring H5P completion tracking, certificate issuance rules, and clear learner guidance. This can be achieved through clear onboarding instructions and targeted actions that explain how the platform and the content available supports the skills acquisition.

3.3.3. Slovakia

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 32. Module access and certificates overview for SE in Slovakia

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	44	11	2	2	6	4	5	4	1
Total number of certificates/modules	24	10	2	1	5	1	3	3	0
Total number of certificates for SE	49								

Table 33. Module access and certificates overview for LPA in Slovakia

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	6	4	4	4	4	4	4
Total number of certificates/modules	2	1	1	0	0	0	0	0
Total number of certificates for LPA	4							

In Slovakia, a total of 53 certificates were issued: 49 to Social Enterprises and 4 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses indicating stronger initial interest or broader outreach among Social Enterprises. SE's completion efficiency was ~60%, compared to ~8% for LPA.
- This gap suggests that SE participants progressed to completion, while LPA participants with a very little audience, engaged but rarely converted to certificates.

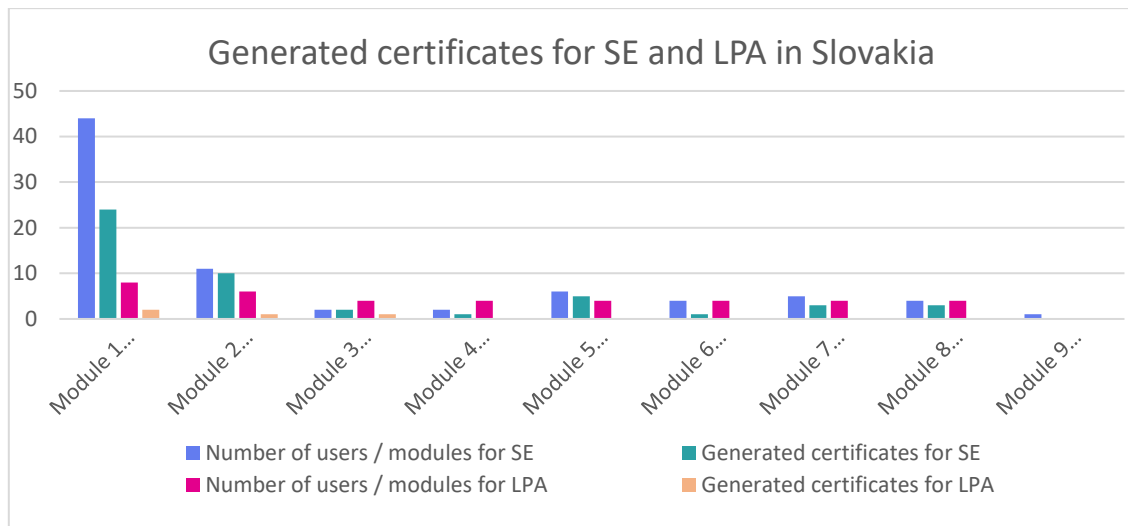


Figure 48. Trends in module completion based on certificates in Slovakia

Trends

- Both pathways show a decline in participation across modules (SE: –98%, LPA: –50%), with SE starting high and tapering steeply by the final module.
- SE modules show moderate-to-high completion across most modules (typically 50–90%), with variability and declines (e.g., Module 6 at 25%) and a final drop at Module 9 (0%).
- LPA modules show very low completion (0–25%), falling to 0% from Module 4 onward, indicating lack of engagement to completing all required units and/or certificate issuance.

Key insight: Slovakia demonstrates good conversion in the SE pathway but very low conversion in LPA. For possible future activities (beyond this reporting period or for any future activities such exploitation activities), the focus should be on strengthening LPA activation while maintaining SE performance and addressing early drop-off through onboarding support to sustain progression across the longer SE pathway. This can be achieved through clear onboarding instructions and targeted actions that explain why the remaining modules are also important for skills acquisitions.

3.3.4. Croatia

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 34. Module access and certificates overview for SE in Croatia

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	11	7	6	6	4	4	4	4	4
Total number of certificates/modules	4	2	2	1	1	1	1	1	2
Total number of certificates for SE	15								

Table 35. Module access and certificates overview for LPA in Croatia

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	14	10	10	6	6	6	7	7
Total number of certificates/modules	5	4	3	1	1	1	2	3
Total number of certificates for LPA	20							

In Croatia, a total of 35 certificates were issued: 15 to Social Enterprises and 20 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- LPA recorded more module accesses indicating stronger initial reach among Local Public Authorities. Despite this, completion efficiencies are similar, ~29% for both SE and LPA.
- This parity suggests both groups engage with the content but face conversion barriers at assessment or certification steps. Attention to guidance and assessment flow could have lifted completions during the training/mentoring.

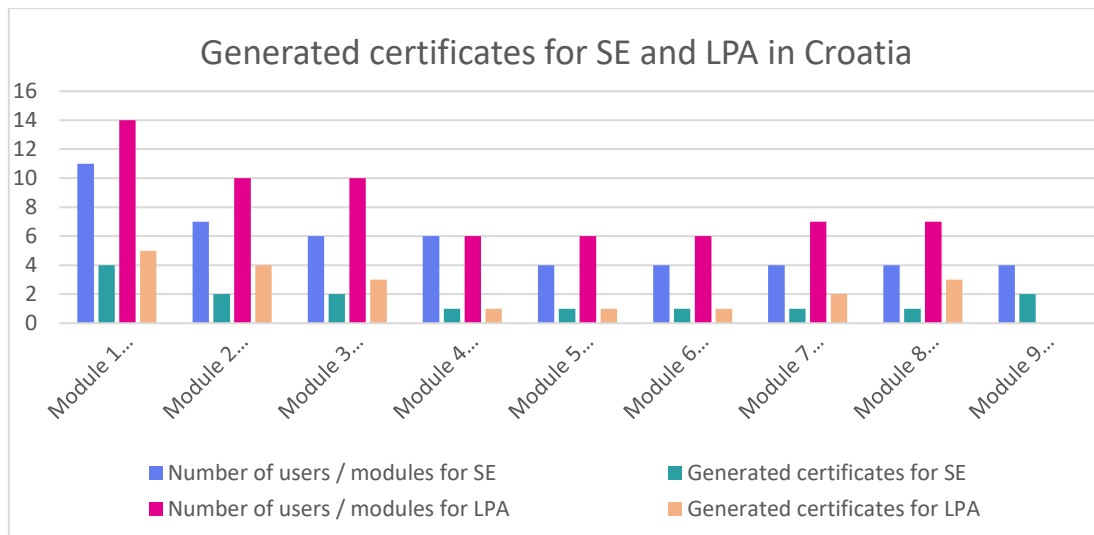


Figure 49. Trends in module completion based on certificates in Croatia

Trends

- Both pathways show a decline in participation across modules (SE: –64%, LPA: –50%), while those who continue maintain moderate completion.
- SE modules stabilize around an average of ~29% completion after Module 4, with a late improvement at Module 9 (50%).
- LPA modules maintain moderate completion (between ~17–40%), increasing in early (Module 2: 40%) and late (Module 8: 43%), with lower conversion in mid-modules.

Key insight: Croatia demonstrates balanced uptake across both pathways, with similar completion efficiencies (~30%). For possible future activities (beyond this reporting period or for any future activities such as exploitation activities), the priority should be to improve early progress and mid-module completion. This can be achieved through clear onboarding instructions and targeted actions that explain why the remaining modules are also important for skills acquisitions.

3.3.5. Czechia

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 36. Module access and certificates overview for SE in Czechia

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	7	1	2	3	2	1	0	0	1
Total number of certificates/modules	3	1	2	2	1	1	0	0	1
Total number of certificates for SE	11								

Table 37. Module access and certificates overview for LPA in Czechia

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	2	1	3	1	2	2	1
Total number of certificates/modules	5	2	1	2	1	1	1	1
Total number of certificates for LPA	14							

In Czechia, a total of 25 certificates were issued: 11 to Social Enterprises and 14 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- LPA recorded slightly more module accesses and both pathways achieved relatively high conversion given the small scale. Completion efficiency was ~62% for SE and ~79% for LPA, indicating strong alignment between engagement and certification.
- This suggests that participants, even if they are in small numbers, were highly motivated to complete assessments, despite low overall participation numbers.

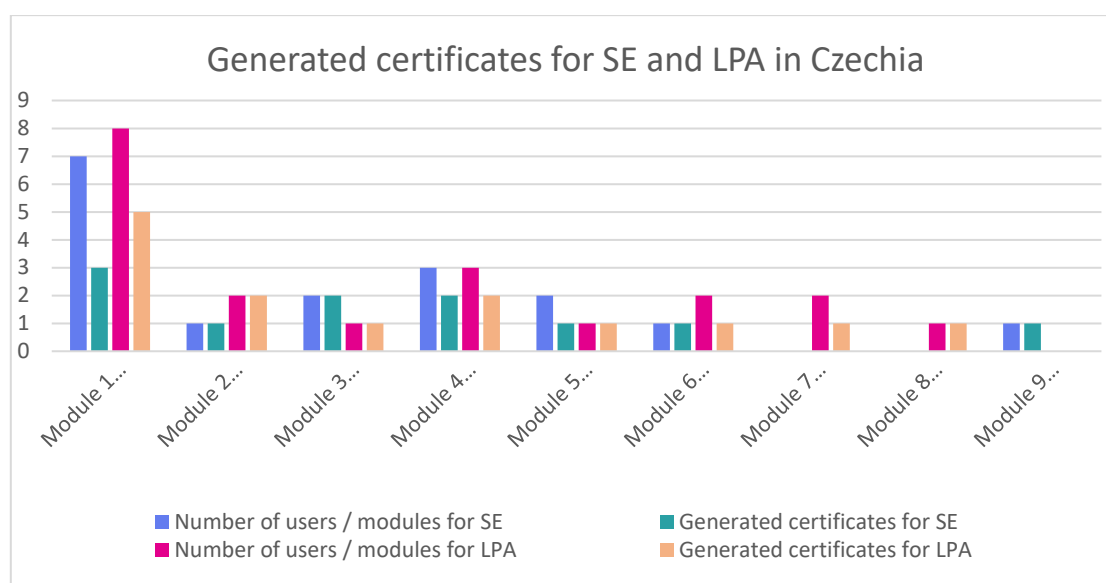


Figure 50. Trends in module completion based on certificates in Czechia

Trends

- Both pathways show a decline in participation across modules (SE: –86%, LPA: –87%), with activity concentrated in the first module and minimal engagement beyond Module 4.
- SE modules maintain strong completion rates (often 50–100%) for accessed modules, though participation drops sharply after Module 5.
- LPA modules also show high completion (50–100%) for accessed modules, with similar drop-off patterns.

Key insight: Czechia demonstrates high completion efficiency among active learners, despite very low overall participation. For possible future activities (beyond this reporting period or for any exploitation activities), the priority should be to increase initial engagement and sustain progression beyond early modules. This can be achieved through strong onboarding, clear value communication and explanations regarding the importance of the platform in terms of skills acquisition, and targeted actions to encourage learners to explore the full pathways.

3.3.6. Austria

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 38. Module access and certificates overview for SE in Austria

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	4	1	2	1	1	2	2	2
Total number of certificates/modules	5	1	0	0	0	0	0	1	1
Total number of certificates for SE	8								

Table 39. Module access and certificates overview for LPA in Austria

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	4	1	1	1	1	1	1	1
Total number of certificates/modules	1	0	0	0	0	0	0	0
Total number of certificates for LPA	1							

In Austria, a total of 9 certificates were issued: 8 to Social Enterprises and 1 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses, indicating stronger initial reach among Social Enterprises. Completion efficiency was ~18% for SE and ~3% for LPA, pointing to limited conversion from engagement to certification, especially within LPA.
- This suggests conversion barriers (assessment completion, certificate rules, or unclear requirements) and emphasizes the need for clearer guidance through the assessment/certification steps. SE shows late conversions (Modules 8–9 at 50%), while many mid-modules remain at 0%, but the audience was very low.

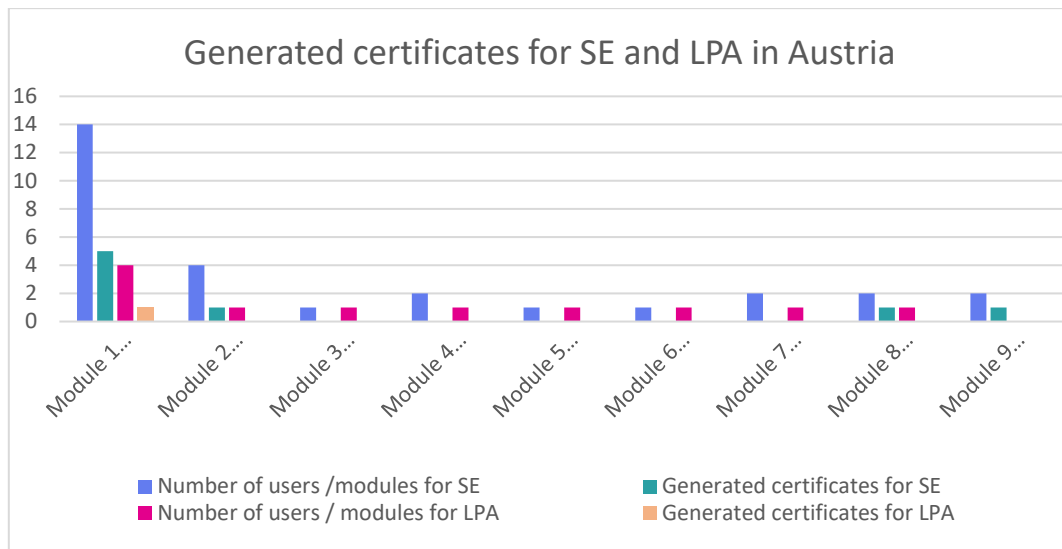


Figure 51. Trends in module completion based on certificates in Austria

Trends

- Both pathways show a decline in participation across modules (SE: –86%, LPA: –75%), with activity concentrated in early modules and sparse engagement thereafter.
- SE modules stabilize at low-to-moderate completion (~0–36%) from Modules 3–7, then improve late (Modules 8–9 at 50%).
- LPA modules have low completion (mostly 0% beyond Module 1), indicating early interest without assessment follow-through.

Key insight: Austria shows limited overall certification, with SE outperforming LPA but both pathways experiencing early drop-off and low mid-module conversion. For possible future activities (beyond this reporting period or for any exploitation activities), the priority should be to improve early progression and mid-module completion through clear onboarding instructions, visible progress indicators, and targeted actions that explain the importance of the platform in terms of skills acquisition, and targeted actions to encourage learners to explore the full pathways.

3.3.7. Serbia

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 40. Module access and certificates overview for SE in Serbia

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	5	3	8	2	15	3	18	4	1
Total number of certificates/modules	3	1	6	1	13	1	17	2	0
Total number of certificates for SE	44								

Table 41. Module access and certificates overview for LPA in Serbia

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	5	5	4	2	2	2	4
Total number of certificates/modules	7	3	4	3	1	1	1	3
Total number of certificates for LPA	23							

In Serbia, a total of 67 certificates were issued: 44 to Social Enterprises and 23 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses, indicating stronger initial reach among Social Enterprises. Completion efficiency was ~54% for SE and ~62% for LPA, reflecting high conversion from engagement to certification in both pathways.
- This suggests that once participants engaged, they regularly completed assessments and triggered certificates. SE shows very strong conversion in mid-to-late modules (e.g., Module 7: 94%), though there is a final drop at Module 9 (0%) likely due to very low participation (1 user).

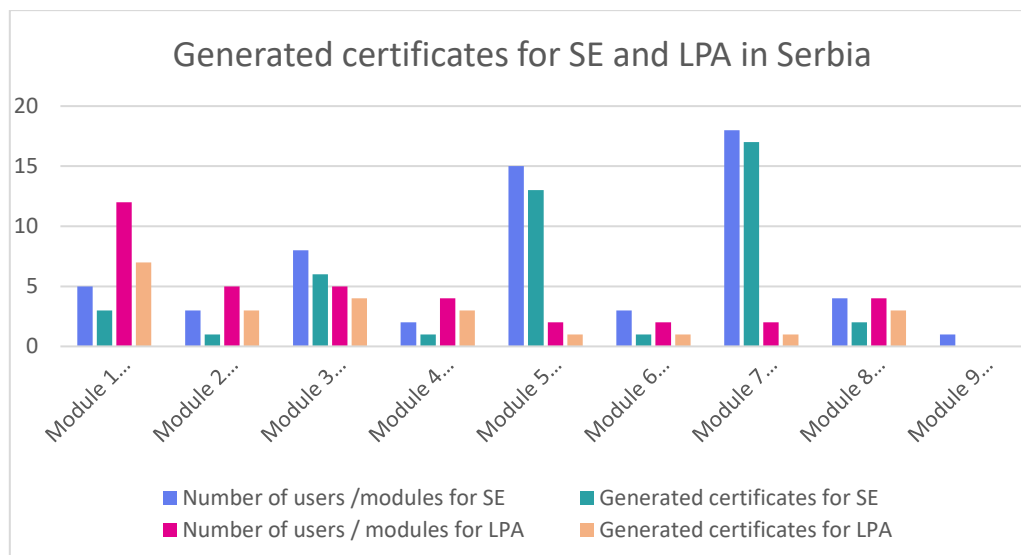


Figure 52. Trends in module completion based on certificates in Serbia

Trends

- Both pathways show a decline in participation across modules (SE: –80%, LPA: –67%), with activity peaking in mid-modules for SE (Modules 5 and 7).
- SE modules maintain high completion (50–95%) across most modules, with top performance in Module 7 (94%) and strong results in Module 5 (87%).
- LPA modules also show consistently high completion (50–80%), peaking in Modules 3 (80%) and 4 (75%), sustaining strong conversion in later modules.

Key insight: Serbia demonstrates strong uptake and high completion efficiencies across both pathways, with SE slightly outperforming LPA. For possible future activities (beyond this reporting period or for any exploitation activities), the priority should be to sustain high conversion while reducing late-stage drop-off, through clear end-of-pathway guidance and targeted actions that encourage learners to complete remaining modules and consistently trigger certificate issuance.

3.3.8. Republic of Srpska (Bosnia and Herzegovina)

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 42. Module access and certificates overview for SE in Republic of Srpska (Bosnia and Herzegovina)

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	6	3	2	8	1	8	8	14
Total number of certificates/modules	10	3	3	2	7	1	8	7	12
Total number of certificates for SE	60								

Table 43. Module access and certificates overview for LPA in Republic of Srpska (Bosnia and Herzegovina)

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	16	5	9	1	1	1	2	2
Total number of certificates/modules	9	3	5	1	1	1	1	2
Total number of certificates for LPA	23							

In the Republic of Srpska, a total of 83 certificates were issued: 60 to Social Enterprises and 23 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses indicating stronger initial reach among Social Enterprises. Completion efficiency was ~87% for SE and ~78% for LPA, which is positive but in reality, is based on low absolute numbers. While conversion rates appear strong, the overall participation was modest, suggesting limited scale.
- SE slightly outperformed LPA in maintaining consistency, but both pathways show that engagement was concentrated among a small audience.

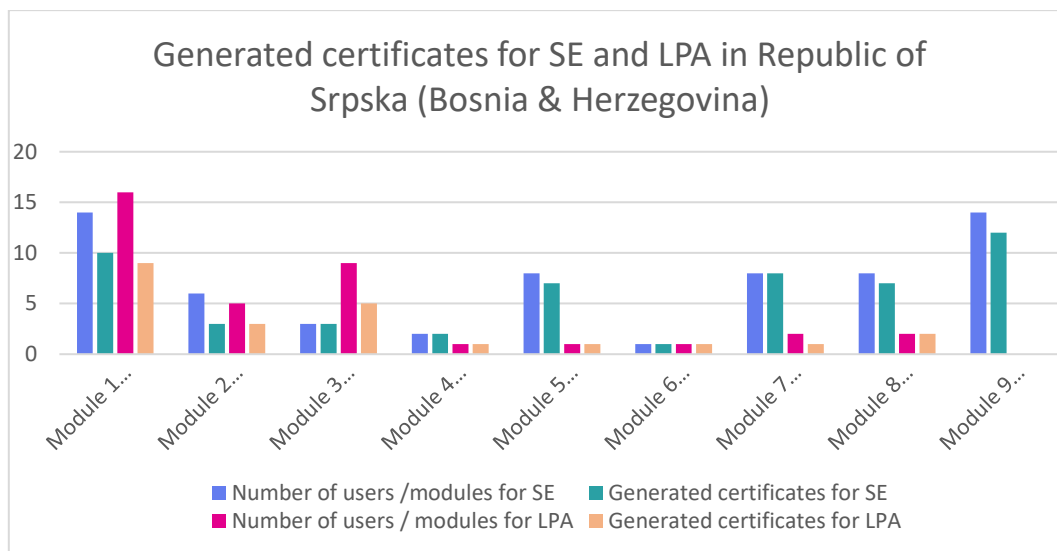


Figure 53. Trends in module completion based on certificates in Republic of Srpska (Bosnia and Herzegovina)

Trends

- Participation patterns differ: SE shows stable participation across modules, but this stability is relative to low audience from Module 2 to Module 8. Renewed interest at Module 9 helped maintain balance. LPA shows a sharp decline (~88%) from Module 1 to Module 8, highlighting challenges in sustaining engagement.
- SE modules maintain high completion percentages (50–100%), peaking mid-pathway (Modules 3–7 at 100%) and remaining strong at Module 9 (86%).
- LPA modules also show high conversion (50–100%), with perfect completion in several modules (Modules 4–6 and 8 at 100%), but overall participation was very low, limiting the impact.

Key insight: Republic of Srpska demonstrates good conversion efficiency among those who participated, but absolute engagement numbers were low, reducing overall reach. For possible future activities (beyond this reporting period or for any exploitation activities), the priority should be to sustain high conversion while broadening participation, through clear onboarding guidance and targeted actions that encourage learners to complete remaining modules and consistently trigger certificate issuance.

3.3.9. Slovenia

Within the training/mentoring program, micro-credentials recognize mastery of Assessment Units (H5Ps) which are closely related to the issuance of the digital certificates.

Table 44. Module access and certificates overview for SE in Slovenia

Social enterprises - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	75	10	5	5	15	6	2	3	3
Total number of certificates/modules	67	4	3	2	14	2	2	2	2
Total number of certificates for SE	98								

Table 45. Module access and certificates overview for LPA in Slovenia

Local Public Authorities - Generated certificates	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	16	28	7	6	5	7	12
Total number of certificates/modules	4	5	28	5	4	3	3	4
Total number of certificates for LPA	56							

In Slovenia, a total of 154 certificates were issued: 98 to Social Enterprises and 56 to Local Public Authorities.

A notable difference emerges when comparing engagement versus completion:

- SE recorded more module accesses, indicating stronger initial reach among Social Enterprises.
- Completion efficiency was ~65% for SE and ~55% for LPA, which is positive but reflects low absolute participation beyond early modules. While conversion rates are strong, the scale of engagement in some Modules was modest.
- SE slightly outperformed LPA in maintaining conversion, but both pathways show that engagement was concentrated in a few modules, especially early ones.

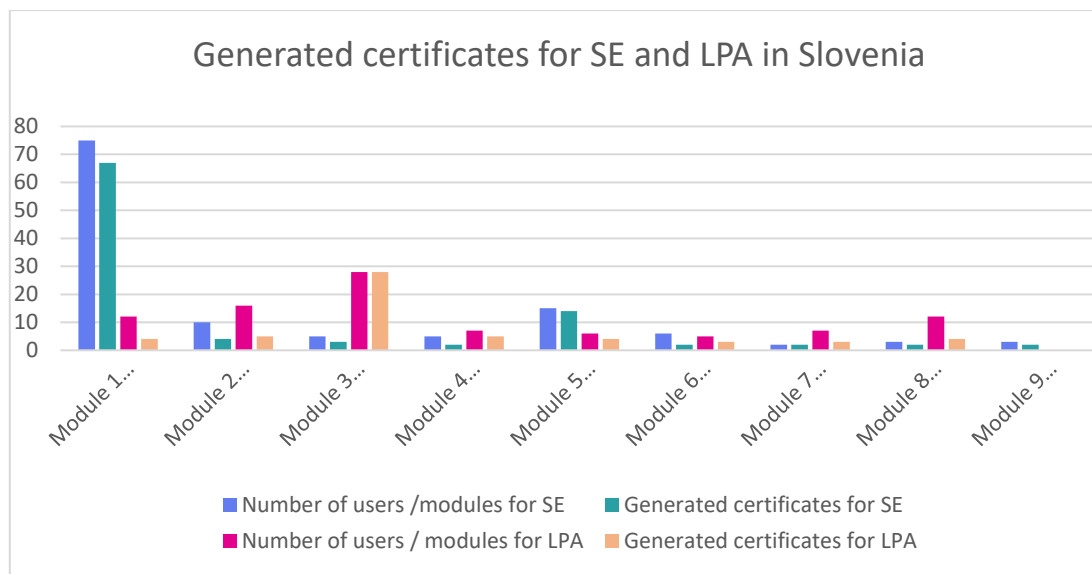


Figure 54. Trends in module completion based on certificates in Slovenia

Trends

- Both pathways show a decline in participation across modules (SE: -96%, LPA: 0% change from first to last module but with mid-pathway declines). SE starts very strong in Module 1 (75 users) but drops sharply after Module 2.
- SE modules maintain high completion rates (50–100%), peaking in Module 1 (89%) and Module 5 (93%), with consistent conversion even in later modules but with low participation.
- LPA modules show excellent completion in Module 3 (100%), but very little audience in the other modules, indicating a possible preference for ideas on how to collaborate with social enterprises (the title of Module 3 is *Social Enterprises and local government collaboration*).

Key insight: Slovenia demonstrates high uptake in Module 1 for SE and Module 3 for LPA with a medium completion efficiency across both pathways, with SE leading slightly. For possible future activities (beyond this reporting period or for any exploitation activities), the priority should be to increase sustained engagement beyond early modules through clear onboarding and targeted actions that emphasize the value of the platform for skills acquisition.

3.4 Overall training and mentoring programme performance by generated certificates

The training and mentoring programme implemented across partner countries aimed to enhance skills through modular learning and micro-credentials. Performance was measured by engagement (module access) and conversion (certificate issuance). While overall uptake reached 707 certificates (not by unique users - 61% Social Enterprises, 39% Local Public Authorities), results varied significantly by country, revealing both strong success stories and critical improvement areas.

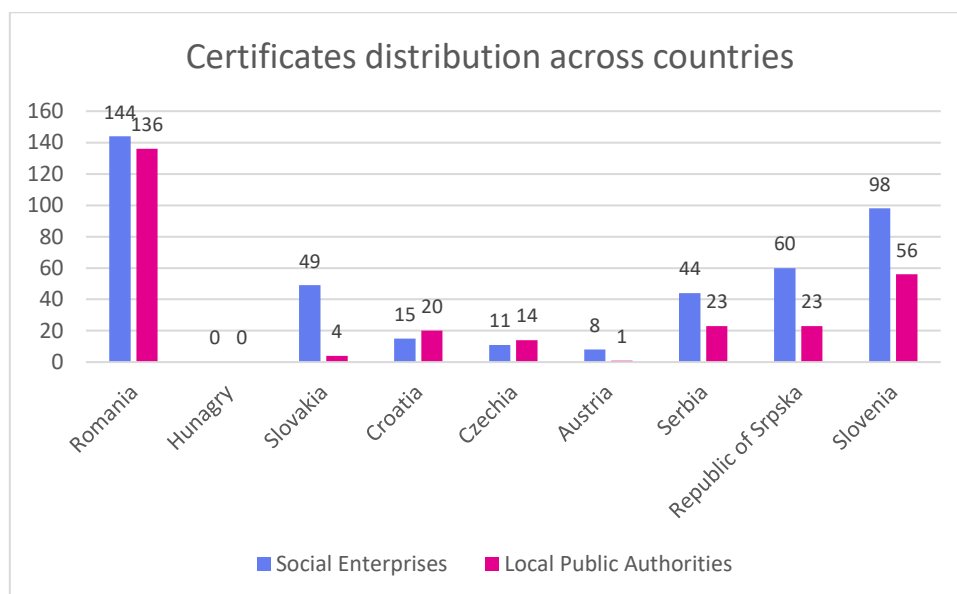


Figure 55. Certificates distribution across countries

To better understand these variations, several patterns were analysed that emerged across all countries. These cross-cutting insights highlight common challenges and success factors that shaped programme performance:

1. Early-module drop-off is common.

Across nearly all countries, participation peaks in Module 1 (e.g., Slovenia SE: 75 users; Romania SE: 43 users) or in a high-interest topic (Slovenia LPA Module 3: collaboration with social enterprises). Progression into mid- and late modules declines sharply, Slovakia SE drops from 44 users in Module 1 to 1 in Module 9; Austria SE falls from 14 to 2. This indicates strong initial acquisition but weak sustained engagement, requiring better communication with the trainees and other motivational prompts.

2. Pathway length and clarity matter.

The SE pathway includes 9 modules, compared to 8 for LPA, which naturally makes the SE journey longer. This extended structure may contribute to the sharper participation decline observed in several countries (e.g., Slovakia SE drops from 44 users in Module 1 to 1 in Module 9; Austria SE from 14 to 2).

While some countries maintain strong completion rates, for example Serbia (SE ~54%, LPA ~62%), Slovenia (SE ~65%, LPA ~55%), Romania (SE ~69%, LPA ~84%), Czechia (SE ~62%, LPA ~79%), and Republic of Srpska (SE ~87%, LPA ~78%), others show lower conversion, including Austria LPA (~3%) and SE (~18%), Slovakia LPA (~8%), Croatia (~29% both pathways), and Hungary (0%).

These patterns suggest that sustaining engagement across longer pathways is a common challenge, even though several countries demonstrate that high conversion is achievable.

3. Topic-driven peaks reveal content “magnets.”

Slovenia’s LPA *Module 3 – Social Enterprises and local government collaboration* achieved 100% completion on a relatively large audience (28 users), suggesting that practical, collaboration-focused content strongly motivates learners. Similar spikes appear in Serbia SE Module 7 (94%) - *Financing for Social Enterprises* and Slovenia SE Module 5 (93%) - *Marketing and online marketing for Social Enterprises*.

4. Performance Issues in Certain Countries

Hungary issued 0 certificates, with a small number of users accessing some modules. Austria and Slovakia LPA also show very low conversion rates, even though there was some engagement recorded. In Austria, completion improved slightly in the last modules (Modules 8–9, around 50%), but this was based on very small groups, indicating that overall progress was limited and not consistent across the pathway.

The analysis made based on the generated certificates shows that top-performing countries demonstrate the programme’s potential when participants remain engaged. Countries such as Romania (particularly in the LPA pathway), Serbia, Slovenia, and Czechia achieved strong completion rates, confirming that the structure of the training works effectively for learners who progress through the modules. Another clear pattern is the impact of content relevance: modules that focus on practical collaboration or applied skills consistently drive higher completion. For example, Slovenia’s LPA Module 3 on collaboration achieved a 100% completion rate among a relatively large audience, while Serbia’s module on financing and Slovenia’s module on marketing also recorded exceptional results. These examples highlight that real-world applicability is a key motivator for learners and should be a guiding principle for future exploitation activities.

3.5 Portfolios and success cases

This subchapter focuses on participants who demonstrated full mastery of the training content by completing 100% of all units, including both learning, assessment and issuance of the digital certificates. These results reflect the highest level of commitment and achievement within the program.

The outcomes are categorized into two core areas:

1. Full completion rates

This component summarizes the number of participants who successfully completed all learning and assessment units. It serves as a key indicator of program effectiveness and participant dedication.

2. Country-level analysis

For each country, the report includes:

- A table summarizing the number of participants with full completion, presented per module and overall program.
- A brief interpretation of the data, highlighting:
 - Countries or modules with the highest completion rates.
 - Trends that indicate strong engagement and commitment.

This structure ensures that the findings are presented clearly and provide actionable insights into the most successful aspects of the training program.

3.5.1 Romania

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Romania, highlighting module access and completion patterns.

Table 46. Success cases for SE in Romania

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	43	29	23	21	20	18	19	20	20
Number of users who completed all units	18	6	10	7	5	2	4	4	6

Table 47. Success cases for LPA in Romania

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	34	28	19	16	17	17	14	16
Number of users who completed all units	16	14	7	8	5	5	5	5

Overall, SE participants accessed more modules, indicating strong initial interest, while LPA participants achieved higher completion consistency. These results provide insight into engagement trends and potential areas for improvement in module design and learner support.

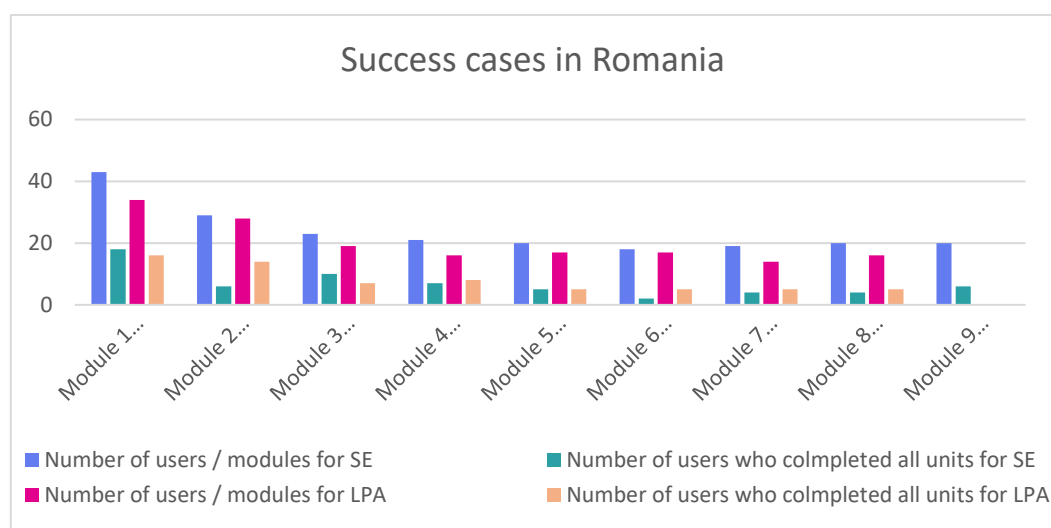


Figure 56. Success cases in Romania

Social Enterprises (SE): The strongest completion rates are in Module 3 (10/23; 43.48%) and Module 1 (18/43; 41.86%), followed by Module 4 (7/21; 33.33%) and Module 9 (6/20; 30.00%). Module 1 stands out for combining the highest user base (43) with a strong completion rate, demonstrating program effectiveness and participant dedication early in the learning path. The lowest result is Module 6 (2/18; 11.11%), suggesting that heavier workloads can reduce completion. *Trend: Engagement and commitment are strongest in early modules, while heavier modules tend to lower completion, though Module 4 proves that well-structured content can sustain dedication even with more units.*

Local Public Authorities (LPA): Top rates are in Module 2 (14/28; 50.00%) and Module 4 (8/16; 50.00%), closely followed by Module 1 (16/34; 47.06%). Again, Module 1 combines a high completion rate with the largest user base, signalling strong initial engagement and commitment. The lowest rates are in Module 5 and Module 6 (both 5/17; 29.41%).

Trend: LPA participants maintain higher overall completion than SE (40.37% vs. 29.11%), reflecting program effectiveness and strong participant dedication. Engagement is particularly strong in lighter or mid-load modules, while heavier content (e.g., Module 6 with 9 units) tends to reduce completion.

Conclusion and profile insight

The data from the project platform indicates that LPA participants demonstrate higher overall completion and consistency, indicating strong motivation to acquire validated competences that support their institutional roles and decision-making responsibilities. SE participants show strong early engagement but more variability, which may reflect diverse entrepreneurial contexts and time constraints. These success cases provide evidence of skills, knowledge, and competences acquired, which can be leveraged for recognition and validation of learning outcomes. Such achievements not only showcase participant dedication but also enhance employability, career development, and lifelong learning opportunities, reinforcing the value of structured training for both entrepreneurial and public-sector profiles.

If future exploitation or sustainability initiatives are pursued beyond the project lifecycle, it is recommended to implement measures that ensure the long-term viability of the D4SEE platform. These measures may include wide dissemination activities and continuing to provide recognition through certificates, thereby sustaining user engagement and reinforcing the overall impact of the project.

3.5.2 Hungary

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Hungary, highlighting module access and completion patterns.

Table 48. Success cases for SE in Hungary

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	4	2	-	1	-	1	1	1	2
Number of users who completed all units	0	0	-	0	-	0	0	0	0

Table 49. Success cases for LPA in Hungary

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	1	0	1	1	1	0	1	1
Number of users who completed all units	0	0	0	0	0	0	0	0

Overall, engagement was very limited for both SE and LPA participants, with few modules accessed and no completions recorded. This trend indicates significant barriers to participation, emphasizing the importance of improving program visibility, tailoring content to local needs, and introducing stronger motivational mechanisms in any future initiatives.

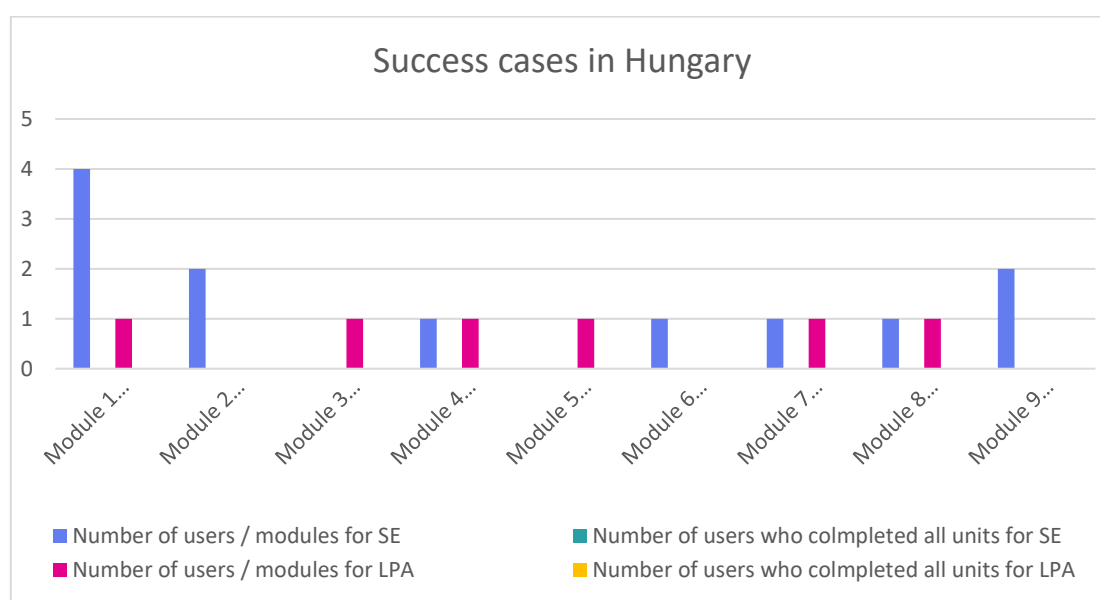


Figure 57. Success cases in Hungary

Social Enterprises (SE): Engagement among SE participants in Hungary is minimal, with very few modules accessed and no completions recorded. Module 1 shows the highest access (4 users), followed by Module 9 (2 users), indicating some initial interest but no evidence of sustained commitment. The absence of completions suggests significant barriers, possibly related to time constraints, relevance of content, or lack of support mechanisms.

Trend: While there is sporadic engagement, the lack of completions highlights the need for tailored strategies to motivate and assist SE participants in Hungary.

Local Public Authorities (LPA): LPA engagement is even lower, with only single-user access across most modules and no completions. Module 1, Module 3, Module 4, Module 5, Module 7, and Module 8 each attracted one participant, but none completed all units.

Trend: The data suggests extremely limited uptake and zero completion, pointing to challenges in awareness, perceived value, or accessibility of the program for LPA participants in Hungary.

Conclusion and profile insight

The Hungarian success cases, based on data extracted from the project's online training platform, reveal very low engagement and no completions for both SE and LPA participants during the training and mentoring period.

The absence of module completion observed in Hungary should be understood within the context of an exploratory piloting phase and the broader ecosystem in which the platform was introduced. While 30 users successfully accessed the platform, interaction largely remained at an introductory level, particularly within the initial modules, reflecting early-stage interest and successful technical activation. It is important to note that the social economy sector itself is still underdeveloped in the Central Danube Priority Area, naturally limiting the immediate depth of engagement and familiarity with structured, competency-based digital training in this field. To support future usability and increase learners' willingness to engage, content should include significantly more visually supported materials, and following the foundational modules, subsequent modules should provide enhanced visual elements to encourage users to stay engaged longer.

At the same time, the relatively high number of enrolled users demonstrates strong initial outreach and confirms clear interest in the platform among target stakeholders. The pilot therefore delivered important validation of the platform's relevance and highlighted clear pathways for growth. As the social economy ecosystem in the region evolves, the platform is well positioned to support this maturation process by offering a structured, scalable learning environment. With targeted follow-up actions, stronger institutional integration, and more visually engaging, in-depth content in advanced modules, engagement and completion rates are expected to improve substantially in the next phase, reinforcing the platform's strong long-term potential.

Nevertheless, if future exploitation or sustainability initiatives are considered beyond the project lifecycle, several recommendations arise from these insights. Improving platform visibility and accessibility in Hungary would be a priority, alongside adapting content to local needs through flexible learning pathways and targeted outreach. Introducing stronger motivational mechanisms, such as the importance of the digital certification, could help address barriers like entrepreneurial time constraints for SE participants and institutional workload for LPA participants. These measures would be essential to increase engagement and completion rates in any future use of the platform, ensuring that digital learning strategies are effectively tailored to national contexts and contribute to long-term skill development and lifelong learning opportunities.

3.5.3 Slovakia

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Slovakia, highlighting module access and completion patterns.

Table 50. Success cases for SE in Slovakia

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	44	11	2	2	6	4	5	4	1
Number of users who completed all units	20	8	2	1	4	1	3	3	0

Table 51. Success cases for LPA in Slovakia

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	6	4	4	4	4	4	4
Number of users who completed all units	2	1	1	0	0	0	0	0

Overall, SE participants accessed more modules and demonstrated stronger initial engagement, particularly in Modules 1 and 2, while LPA participants showed lower access and minimal completion. These results highlight the need to sustain motivation beyond early modules and suggest opportunities to improve content relevance and learner support for public-sector participants.

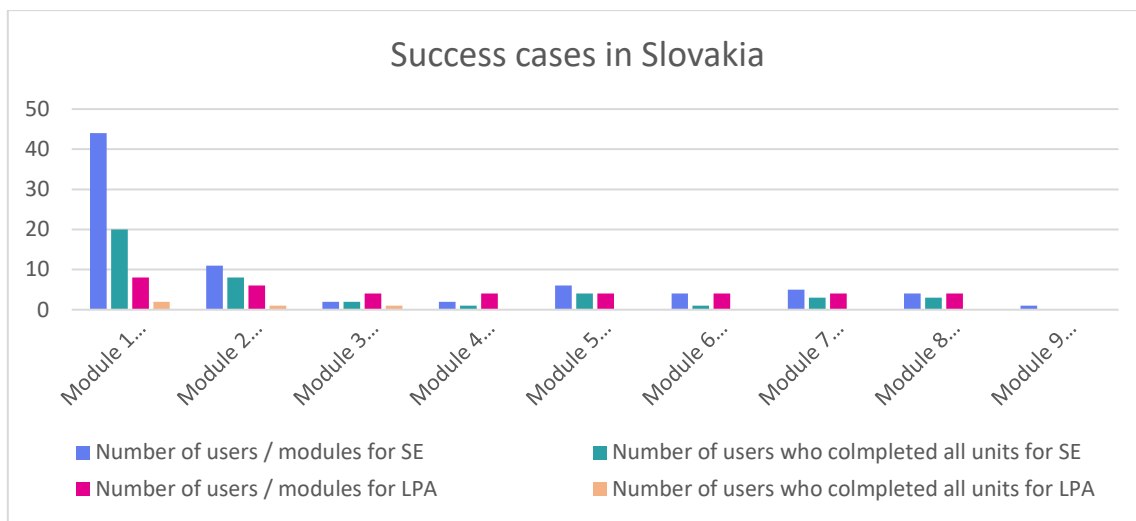


Figure 58. Success cases in Slovakia

Social Enterprises (SE): Engagement among SE participants in Slovakia is relatively strong compared to Hungary, with Module 1 showing the highest access (44 users) and completion (20 users; 45.45%). Module 2 also performs well (8 completions out of 11; 72.73%), indicating strong commitment in early modules. Completion drops significantly in later modules, with Module 9 recording no completions, suggesting that heavier or less prioritized content reduces persistence. *Trend: SE participants demonstrate solid initial engagement and moderate completion rates, but sustaining motivation across all modules remains a challenge.*

Local Public Authorities (LPA): LPA engagement is modest, with Module 1 attracting the most users (8) and completions (2; 25%). Other modules show minimal completions, and none beyond Module 3 achieved full-unit completion.

Trend: While LPA participants accessed multiple modules, overall completion is low, pointing to time constraints or limited perceived relevance of content.

Conclusion and profile insight

The data from the project platform indicates that SE participants in Slovakia show strong early engagement and reasonable completion rates in initial modules, reflecting interest in foundational content. LPA participants, however, display lower consistency, suggesting institutional workload or competing priorities as barriers. These success cases confirm the potential of structured training to support entrepreneurial and public-sector competence development, though sustaining engagement across all modules remains an area for improvement.

If future exploitation or sustainability initiatives are pursued beyond the project lifecycle, it is recommended to implement measures that ensure the long-term viability of the D4SEE platform. These measures may include wide dissemination activities and continuing to provide recognition through certificates, thereby sustaining user engagement and reinforcing the overall impact of the project.

3.5.4 Croatia

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Croatia, highlighting module access and completion patterns.

Table 52. Success cases for SE in Croatia

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	11	7	6	6	4	4	4	4	4
Number of users who completed all units	4	2	2	1	0	1	0	1	1

Table 53. Success cases for LPA in Croatia

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	14	10	10	6	6	6	7	7
Number of users who completed all units	5	4	3	1	1	1	2	3

Overall, LPA participants accessed more modules and demonstrated higher completion consistency, while SE participants showed moderate engagement with stronger performance in early modules such as Module 1 and Module 3. These results highlight the need to sustain motivation across later modules for both groups and suggest opportunities to refine content and support mechanisms to maintain progress, particularly for public-sector participants facing heavier workloads.

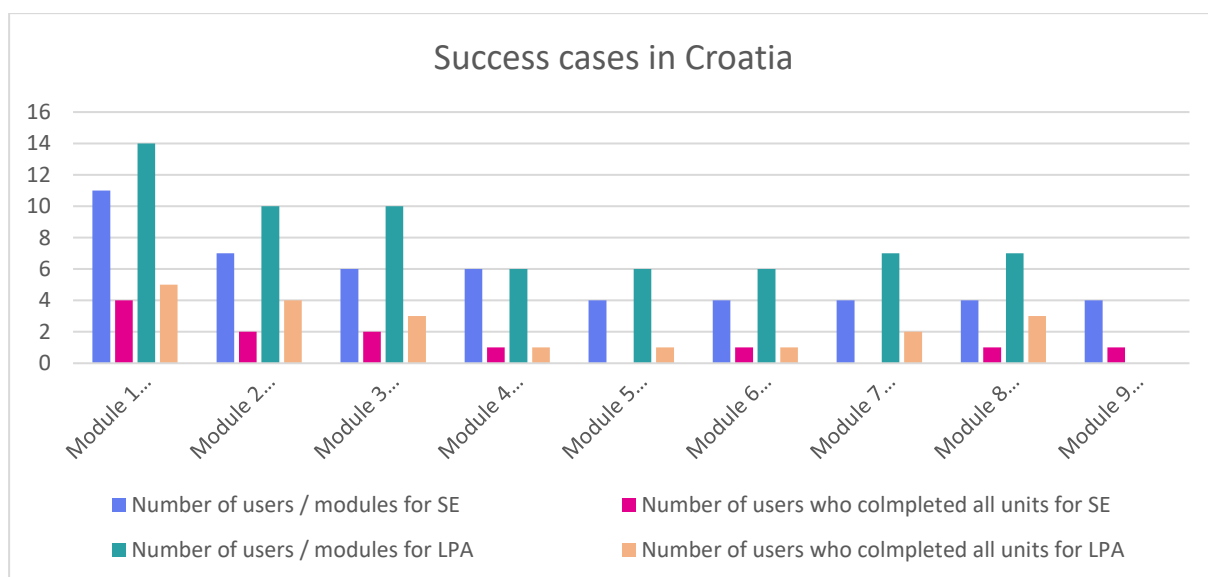


Figure 59. Success cases in Croatia

Social Enterprises (SE): SE participants in Croatia show moderate engagement, with Module 1 attracting the highest number of users (11) and completions (4; 36.36%). Modules 2 and 3 also perform reasonably well, while later modules record fewer completions, indicating a gradual decline in persistence.

Trend: Initial interest is evident, but sustaining engagement across heavier modules remains a challenge.

Local Public Authorities (LPA): LPA participants demonstrate stronger engagement overall, with Module 1 leading in both access (14 users) and completions (5; 35.71%). Modules 2 and 3 also show good completion rates, while later modules decline significantly.

Trend: LPA participants maintain higher consistency than SE, suggesting strong motivation for validated competences, though heavier modules reduce completion.

Conclusion and profile insight

The data from the project platform indicates that both SE and LPA participants in Croatia engaged with the training at a modest level, with overall completion rates remaining low across all modules. While initial interest was visible in early modules, sustained participation and full-unit completion were limited, suggesting significant barriers such as time constraints or perceived relevance of content. These findings highlight the need for more targeted strategies to maintain motivation and support progression in similar future initiatives.

If future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

3.5.5 Czechia

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Czechia, highlighting module access and completion patterns.

Table 54. Success cases for SE in Czechia

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	7	1	2	3	2	1	0	0	1
Number of users who completed all units	3	1	2	2	1	1	0	0	1

Table 55. Success cases for LPA in Czechia

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	8	2	1	3	1	2	2	1
Number of users who completed all units	4	1	1	2	1	1	1	1

Overall, LPA participants accessed slightly more modules and demonstrated a better completion consistency, while SE participants showed modest engagement with stronger performance in early modules such as Module 1 and Module 3, but the values of completion are low. These results highlight the need to sustain motivation across later modules for both groups and suggest opportunities to refine content and support mechanisms to maintain progress, particularly for public-sector participants facing competing priorities.

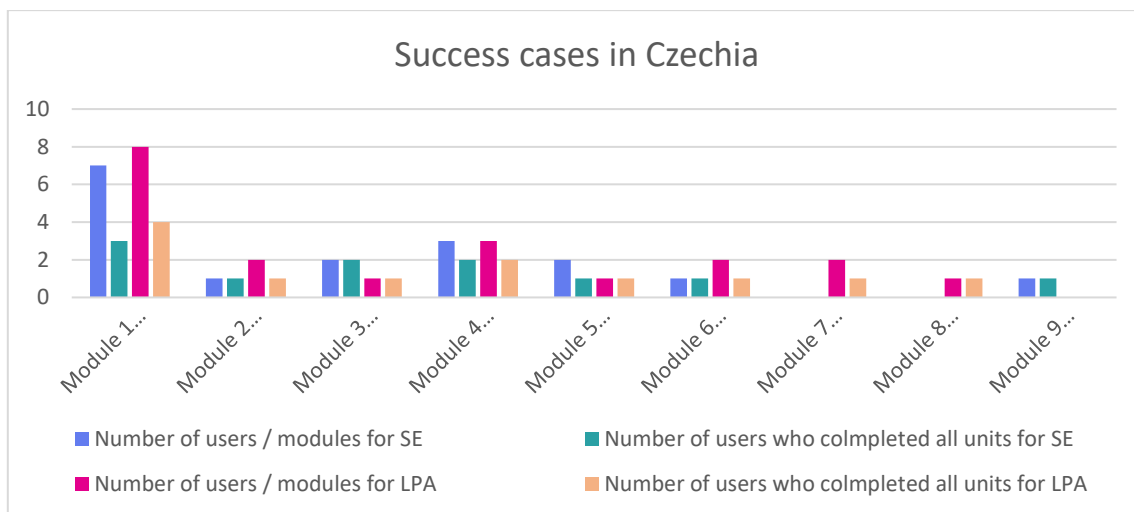


Figure 60. Success cases in Czechia

Social Enterprises (SE): SE participants in Czechia show limited engagement overall, with Module 1 attracting the highest number of users (7) and completions (3; 42.86%). Modules 3 and 4 also perform relatively well, while later modules record minimal or no completions, indicating a sharp decline in persistence.

Trend: Initial interest is evident, but sustaining engagement across heavier modules remains a challenge.

Local Public Authorities (LPA): LPA participants demonstrate slightly stronger engagement, with Module 1 leading in both access (8 users) and completions (4; 50%). Modules 4 and 6 also show some completions, but overall participation remains low.

Trend: LPA participants maintain better consistency than SE, suggesting motivation for validated competences, though overall numbers remain modest.

Conclusion and profile insight

The data from the project platform indicates that both SE and LPA participants in Czechia engaged with the training at a low level, with overall completion rates remaining modest across all modules. While initial interest was visible in early modules, sustained participation and full-unit completion were limited, suggesting barriers such as time constraints or perceived relevance of content. These findings highlight the need for more targeted strategies to maintain motivation and support progression in similar future initiatives.

As the training and mentoring phase has ended, no further activities will be undertaken within the current reporting period. However, if future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

3.5.6 Austria

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Austria, highlighting module access and completion patterns.

Table 56. Success cases for SE in Austria

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	4	1	2	1	1	2	2	2
Number of users who completed all units	5	1	0	0	0	0	0	1	1

Table 57. Success cases for LPA in Austria

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	4	1	1	1	1	1	1	1
Number of users who completed all units	1	0	0	0	0	0	0	0

Overall, SE participants accessed more modules and demonstrated stronger initial engagement, particularly in Module 1, while LPA participants showed very limited access and minimal completion. These results highlight the need to sustain motivation beyond early modules and suggest opportunities to improve content relevance and learner support for both groups, especially for public-sector participants.

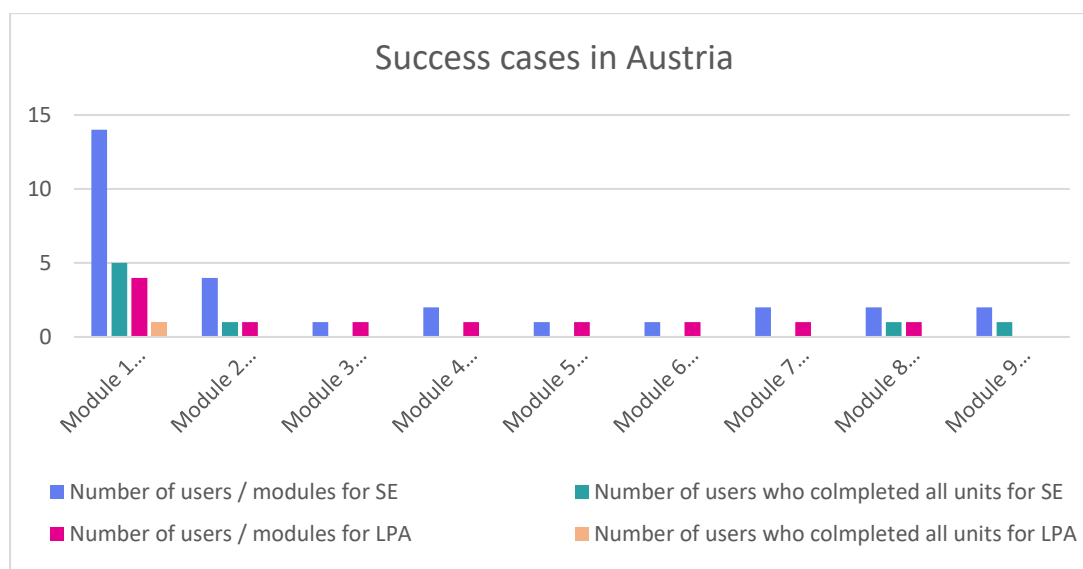


Figure 61. Success cases in Austria

Social Enterprises (SE): SE participants in Austria show modest engagement, with Module 1 attracting the highest number of users (14) and completions (5; 35.71%). Other modules record very low completions, with only Modules 8 and 9 showing minimal progress.

Trend: Initial interest is visible, but persistence declines sharply after the first module, indicating challenges in maintaining motivation.

Local Public Authorities (LPA): LPA participants demonstrate very limited engagement, with Module 1 leading in both access (4 users) and completions (1; 25%). All other modules show no completions, suggesting significant barriers such as time constraints or low perceived relevance.

Trend: Overall participation remains minimal, requiring stronger incentives and tailored content in any future initiatives.

Conclusion and profile insight

The data from the project platform indicates that both SE and LPA participants in Austria engaged with the training at a low level, with overall completion rates remaining minimal across all modules. While initial interest was visible in Module 1, sustained participation and full-unit completion were rare, suggesting barriers such as time limitations or lack of perceived value. These findings highlight the need for more targeted strategies to maintain motivation and support progression in similar future initiatives.

As the training and mentoring phase has ended, no further activities will be undertaken within the current reporting period. However, if future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

3.5.7 Serbia

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Serbia, highlighting module access and completion patterns.

Table 58. Success cases for SE in Serbia

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	5	3	8	2	15	3	18	4	1
Number of users who completed all units	2	0	5	0	12	0	16	1	0

Table 59. Success cases for LPA in Serbia

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	5	5	4	2	2	2	4
Number of users who completed all units	4	3	4	3	1	1	1	3

Overall, SE participants accessed more modules and demonstrated strong engagement, particularly in Modules 5 and 7, where completion rates were exceptionally high. LPA participants showed moderate access and relatively consistent completion across several modules, though overall numbers were lower than SE. These results indicate solid interest among social enterprises and suggest opportunities to maintain momentum and adapt content for public-sector participants to improve uptake.

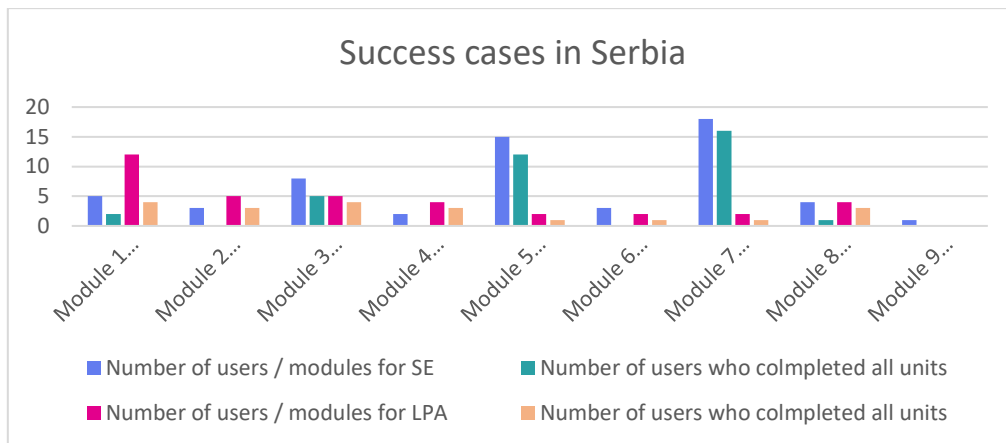


Figure 62. Success cases in Serbia

Social Enterprises (SE): SE participants in Serbia show strong engagement and high completion rates in 2 Modules. Module 7 stands out with 18 users and 16 completions (88.89%), and Module 5 with 15 users and 12 completions (80%). Module 3 also performs well (62.5%).

Trend: Engagement and persistence are very strong in certain modules, indicating that relevant and well-structured content can drive exceptional results.

Local Public Authorities (LPA): LPA participants demonstrate moderate engagement, with Module 1 attracting the highest number of users (12) and completions (4; 33.33%). Modules 2, 3, and 4 also show reasonable completion rates, though overall participation remains lower than SE.

Trend: While LPA engagement is modest, completion consistency suggests motivation for validated competences when content aligns with institutional needs.

Conclusion and profile insight

The data from the project platform indicates that SE participants in Serbia achieved strong engagement and high completion rates in 2 modules, reflecting significant interest and commitment to the subjects addressed. LPA participants showed moderate engagement and steady completion, though overall numbers were lower. These findings confirm the value of structured training for competence development, particularly for social enterprises, and highlight the importance of maintaining content relevance for public-sector learners.

If future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

3.5.8 Republic of Srpska (Bosnia and Herzegovina)

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in the Republic of Srpska (Bosnia and Herzegovina), highlighting module access and completion patterns.

Table 60. Success cases for SE in Republic of Srpska (Bosnia and Herzegovina)

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	14	6	3	2	8	1	8	8	14
Number of users who completed all units	10	3	3	2	7	1	8	7	12

Table 61. Success cases for LPA in Republic of Srpska (Bosnia and Herzegovina)

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	16	5	9	1	1	1	2	2
Number of users who completed all units	9	3	5	1	1	1	1	2

Overall, SE participants accessed more modules and demonstrated very strong completion rates, particularly in Modules 1, 5, 7, 8, and 9, where completion was close to or above 80%. LPA participants showed moderate access and steady completion in early modules, though overall engagement was lower than SE. These results indicate high motivation among social enterprises and suggest opportunities to maintain this momentum while improving uptake among public-sector participants.

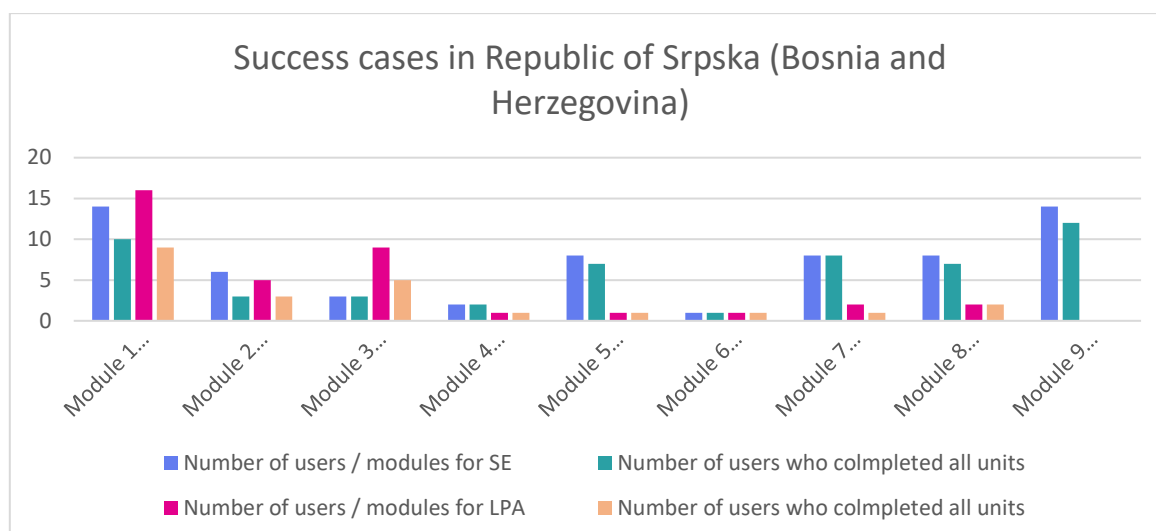


Figure 63. Success cases in Republic of Srpska (Bosnia and Herzegovina)

Social Enterprises (SE): SE participants in the Republic of Srpska show engagement and persistence. Module 9 stands out with 14 users and 12 completions (85.71%), while Module 7 achieved 100% completion (8/8). Modules 1 and 5 also performed strongly, confirming that relevant and well-structured content drives success.

Trend: Completion rates within several modules are notably high, indicating strong commitment and effective engagement among participants who accessed the training. However, the overall participation remains relatively limited in certain modules, suggesting that while the program resonates well with active users, expanding reach would be essential for greater impact.

Local Public Authorities (LPA): LPA participants demonstrate moderate engagement, with Module 1 leading in both access (16 users) and completions (9; 56.25%). Modules 2 and 3 also show good completion rates, though later modules record minimal participation.

Trend: While LPA engagement is lower than SE, completion consistency in early modules suggests motivation for validated competences when content aligns with institutional needs.

Conclusion and profile insight

The data from the project platform indicates that SE participants in the Republic of Srpska achieved good engagement and completion rates in some modules, reflecting strong interest and commitment to the subjects addressed. LPA participants showed moderate engagement and steady completion in early modules, though overall participation was lower. These findings confirm the value of the program for competence development and highlight the importance of maintaining content relevance for public-sector learners.

If future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

3.5.8 Slovenia

The tables below present success cases for Social Enterprises (SE) and Local Public Authorities (LPA) in Slovenia, highlighting module access and completion patterns.

Table 62. Success cases for SE in Slovenia

Social enterprises – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Number of users who accessed the module	75	10	5	5	15	6	2	3	3
Number of users who completed all units	33	4	3	2	12	2	2	2	2

Table 63. Success cases for LPA in Slovenia

Local Public Authorities – Success cases	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Number of users who accessed the module	12	16	28	7	6	5	7	12
Number of users who completed all units	4	5	23	5	4	3	2	4

Overall, SE participants accessed more modules and demonstrated strong initial engagement, particularly in Module 1 and Module 5, while LPA participants showed higher completion consistency, especially in Module 3. These results highlight the need to sustain motivation across later modules and suggest opportunities to optimize content and learner support for both groups.

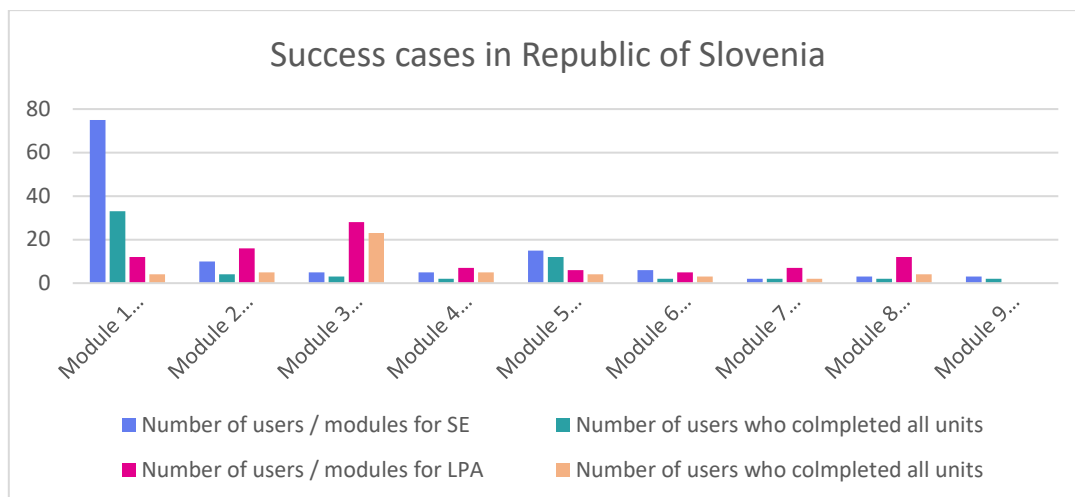


Figure 64. Success cases in Slovenia

Social Enterprises (SE): SE participants in Slovenia show significant engagement in Module 1, which attracted 75 users and 33 completions (44%). Module 5 also performed well (12 completions out of 15; 80%), while later modules recorded fewer completions, indicating a decline in persistence. *Trend: Engagement is strong in early modules, but maintaining momentum across all modules remains a challenge.*

Local Public Authorities (LPA): LPA participants demonstrate notable engagement and exceptional completion in Module 3 (23 completions out of 28; 82.14%). Modules 2 and 4 also show solid performance, while later modules decline.

Trend: LPA participants maintain higher completion consistency than SE, suggesting strong motivation for validated competences when content aligns with institutional priorities.

Conclusion and profile insight

The data from the project platform indicates that both SE and LPA participants in Slovenia engaged actively with the platform content, with SE showing strong initial interest and LPA achieving high completion rates in key modules. While participation was substantial in early modules, sustaining engagement across the full learning path remains an area for improvement. These findings confirm the value of structured training for competence development and highlight the importance of maintaining content relevance and learner support.

If future exploitation or sustainability initiatives are considered beyond the project lifecycle, it is recommended to implement measures that strengthen the long-term viability of the D4SEE platform. Such measures could include wide dissemination activities to increase visibility and continuing to provide recognition through certificates, thereby encouraging engagement and reinforcing the overall impact of the project.

4. Comparative analysis by modules for Social Enterprises (SEs)

This section provides an in-depth comparative analysis of learner engagement and performance across the 9 modules available on the D4SEE platform for Social Enterprises, based on data collected during the training and mentoring sessions. The objective is to identify patterns of participation, completion, and certification at the module level, offering insights into which learning components were most effective and where improvements are needed.

The analysis draws on three key indicators:

- **Module access:** Number of participants who engaged with each module, reflecting initial interest and relevance.
- **Completion of all units:** Extent to which learners progressed through the full learning pathway within each module, indicating persistence and content usability.
- **Certificates issued:** Formal recognition of achievement, serving as a proxy for successful learning outcomes and assessment performance.

By examining these dimensions collectively, the report highlights the modules that achieved the highest engagement and conversion rates, as well as those that presented challenges for learners. This evidence-based approach supports continuous improvement of the training design and mentoring strategies, ensuring that future iterations of the program maximize learner success and credential attainment.

4.1. Module access patterns and initial engagement trends for SE

This section examines the distribution of participant engagement across the nine modules offered on the D4SEE platform, focusing on the number of users who accessed each module during the training and mentoring sessions.

Access data serves as a critical indicator of initial interest, content relevance, and the effectiveness of onboarding strategies implemented during the program. By analysing these patterns at both the aggregate and country levels, the report identifies which modules attracted the highest attention and explores variations in engagement across different national contexts.

Table 64. Participation engagement across the 9 modules for SE

	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Romania	43	29	23	21	20	18	19	20	20
Hungary	4	2	-	1	-	1	1	1	2
Slovakia	44	11	2	2	6	4	5	4	1
Croatia	11	7	6	6	4	4	4	4	4
Czechia	7	1	2	3	2	1	0	0	1
Austria	14	4	1	2	1	1	2	2	2
Serbia	5	3	8	2	15	3	18	4	1
Republic of Srpska	14	6	3	2	8	1	8	8	14
Slovenia	75	10	5	5	15	6	2	3	3
Total	217	73	50	44	71	39	59	46	48

Interpretation and significance

The access data demonstrates the platform's reach and initial engagement during training and mentoring sessions. Across countries, Module 1 functions as the primary entry access point, concentrating approximately one-third of all traffic (217 accesses). This indicates that the D4SEE platform effectively onboarded learners at scale. Beyond the entry point, Module 5 and Module 2 attracted substantial attention, evidencing demand for applied content (Module 5) and early foundational topics (Module 2).

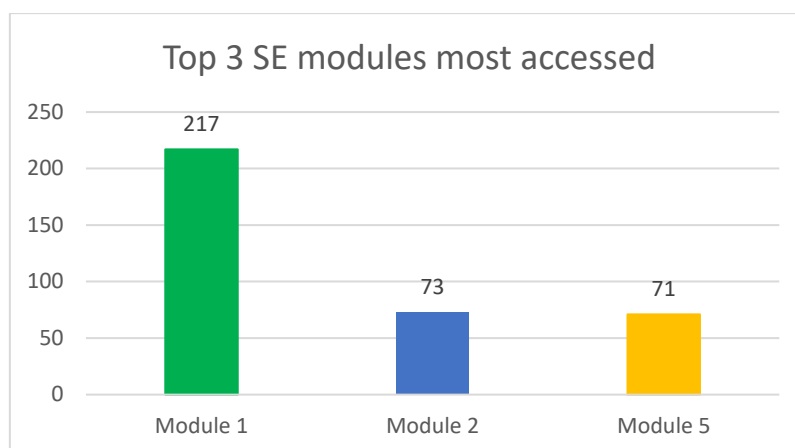


Figure 65. Top 3 SE modules most accessed

Country patterns

Country outcomes reveal how context shaped module selection. For example, Serbia diverged from the general trend by prioritizing Module 7 and Module 5, suggesting preference for practical, outcome-oriented learning. Slovakia and Slovenia also show pronounced interest in Module 5, while Czechia prioritizes Modules 1 and 4, indicating structural/introductory content draws initial traction. Romania registered the largest volume of access overall, confirming strong awareness and onboarding through the D4SEE platform during training and mentoring sessions.

Implications for future exploitation activities

From future exploitation activities, the access distribution can be supported by a pathway strategy: begin with Module 1 to build orientation and confidence, then route learners into Module with more practical information to secure practical wins that sustain momentum. In future sessions, a strategy can be applied by using explicitly signpost, such as: “Next best modules” after Module 1” (e.g., “If you seek an applied outcome, proceed to Module 5; if you prefer structured practice, try Module 7”), thereby translating early attention into continued engagement.

4.2 Certification outcomes and credential attainment for SE

This section analyses the number of micro-credential certificates issued per module, reflecting the extent to which learners successfully completed the required assessments and achieved formal recognition of their learning. Certificates serve as a key indicator of learning effectiveness, assessment alignment, and participant motivation, as they represent tangible outcomes valued by both learners and institutions. By examining certification patterns across modules and countries, this analysis identifies which learning components most effectively translate engagement into achievement and highlights areas where additional support or redesign may be necessary to improve credential attainment.

Table 65. Certificates issued across the 9 modules for SE

	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Romania	25	17	17	16	14	13	13	14	15
Hungary	0	0	-	0	-	0	0	0	0
Slovakia	24	10	2	1	5	1	3	3	0
Croatia	4	2	2	1	1	1	1	1	2
Czechia	3	1	2	2	1	1	0	0	1
Austria	5	1	0	0	0	0	0	1	1
Serbia	3	1	6	1	13	1	17	2	0
Republic of Srpska	10	3	3	2	7	1	8	7	12
Slovenia	67	4	3	2	14	2	2	2	2
Total	141	39	35	25	55	20	44	30	33

Interpretation and significance

Certificate issuance reflects successful learning outcomes and the alignment between assessment design and learner expectations. Across countries, Module 1 accounted for the largest number of certificates (141), driven by its role as the primary access point and broad reach. Beyond scale effects, Module 5 (55 certificates) and Module 7 (44 certificates) stand out for their credential efficiency, they not only attracted learners but also converted engagement into recognized achievement. At the program level, modules with a strong applied orientation (e.g., Modules 5 and 7) exhibited higher certificate-to-access ratios, indicating clear assessment pathways and visible payoffs that sustain motivation after training sessions.

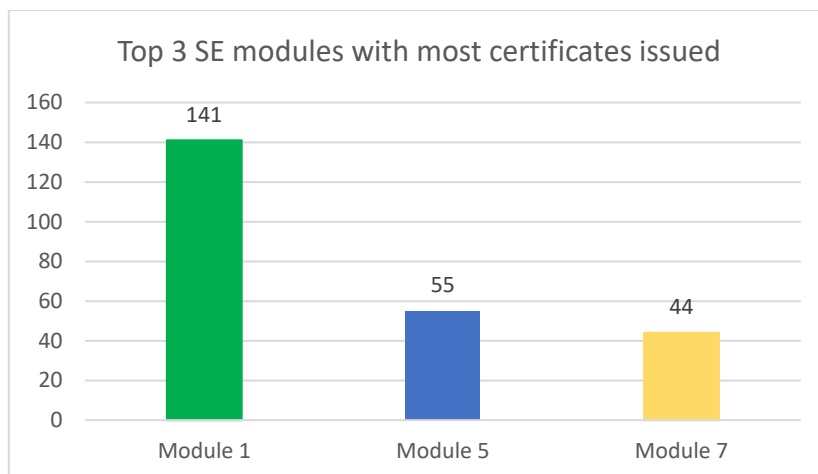


Figure 66. Top 3 SE modules with most certificates issued

Country patterns

Country outcomes underscore where training and mentoring strategies and local facilitation synergize with the platform's design. Romania, Slovenia and Serbia registered exceptional certificate intensity. These contexts demonstrate effective progression from module access to credential attainment. Romania generated the highest absolute number of certificates (144), consistent with its strong access volume, while still leaving room to raise efficiency through clearer post-training pathways. Conversely, Croatia and Austria showed lower certificate efficiency, and Hungary reported no certificates, indicating activation and support gaps (language, onboarding, or campaign intensity).

Implications for future exploitation activities

The analysis of certification outcomes highlights an important opportunity for positioning the D4SEE platform as a recognized credentialing tool in future exploitation efforts. Certificates are not only proof of learning but also a tangible value proposition for learners and partner organizations. To capitalize on this, the platform should make the certificate pathway highly visible from the start of each module, emphasizing its relevance for professional development and social economy initiatives.

Moreover, prioritizing practical modules, which consistently show higher conversion from access to certification, within recommended learning paths can strengthen learner motivation and improve completion rates. These modules can serve as flagship content in promotional campaigns and success stories, reinforcing the platform's effectiveness and impact. By integrating these strategies, D4SEE platform can extend its role beyond training delivery to become a scalable, credential-based learning ecosystem, supporting long-term adoption and recognition across networks and institutions.

4.3 Completion of learning units and persistence indicators for SE

This section focuses on the number of participants who completed all learning units within each module, providing insights into learner persistence, content usability, and the overall coherence of the instructional design. Completion data is critical for understanding how learners progress through the full learning pathway and where they may encounter barriers that lead to drop-off. By comparing completion rates across modules and countries, the analysis highlights modules that sustain engagement effectively and those that require targeted interventions—such as modular restructuring, enhanced guidance, or additional mentoring support—to improve learner persistence and overall program impact.

Table 66. Completion of all units across the 9 modules for SE

	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units	Module 9 4 Units
Romania	18	6	10	7	5	2	4	4	6
Hungary	0	0	-	0	-	0	0	0	0
Slovakia	20	8	2	1	4	1	3	3	0
Croatia	4	2	2	1	0	1	0	1	1
Czechia	3	1	2	2	1	1	0	0	1
Austria	5	1	0	0	0	0	0	1	1
Serbia	2	0	5	0	12	0	16	1	0
Republic of Srpska	10	3	3	2	7	1	8	7	12
Slovenia	33	4	3	2	12	2	2	2	2
Total	95	25	27	15	41	8	33	19	23

Completion of all units serves as a direct measure of learner persistence, content usability, and instructional coherence. At the module level, Module 5, Module 7, and Module 3 demonstrate consistently strong completion relative to their access volumes (completion rates ≈ 0.58 , 0.56 , and 0.54 , respectively). These results indicate that applied, well-structured content promotes sustained engagement beyond training sessions. Module 9 and Module 1 also show moderate completion, reinforcing the role of introductory and capstone-style content when paired with clear end-points.

By contrast, Module 6 exhibits low completion (≈ 0.21), despite moderate access—suggesting cognitive overload, insufficiently decomposed tasks, or a less visible progression path. Modules 2 and 4 show weaker completion (≈ 0.34 each) relative to their access levels, indicating that interest does not consistently translate into full pathway completion without additional guidance or practical anchors.

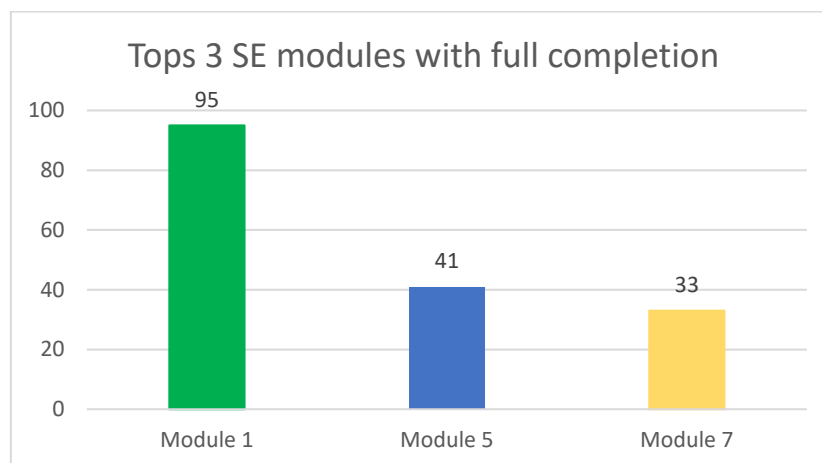


Figure 67. Top 3 SE modules with full completion

Country patterns

Romania showed high and stable engagement across modules, and the module-by-module completion profile was consistent: completions range between 2 and 18 per module, mirroring the spread in access and indicating predictable progression across the curriculum. While Romania's overall completion rate is lower than in other countries the stability across all nine modules demonstrates that the challenge is increasing completion intensity (i.e., the proportion of learners finishing all units), not redistributing attention between modules.

Slovenia, Republic of Srpska and Slovenia also performed well, combining moderate access with robust persistence. Austria and Croatia display limited completion, and Hungary reported no completions, highlighting the need for activation and structured implication for follow-up activities.

Implications for future exploitation activity

The completion and certification data underline the strength of the D4SEE platform as a comprehensive learning environment that supports structured progression and formal recognition of skills. For future exploitation, these insights should be communicated to upcoming users and partner organizations to emphasize the practical benefits of engagement:

- **Consistent learning pathways:** The stable performance across modules, particularly in countries like Romania, demonstrates that learners can expect a clear and predictable structure, reducing uncertainty and fostering confidence in self-paced learning.
- **Credential value:** High certificate issuance in practical modules (e.g., Modules 5 and 7) highlights the platform's ability to deliver recognized micro-credentials, which can be showcased as skills acquisition.

- **Flexibility and accessibility:** The platform enables learners to progress at their own pace, with modules designed to accommodate diverse learning needs. This adaptability should be promoted as a key advantage for busy professionals and organizations seeking scalable training solutions.
- **Integration with mentoring:** Data confirms that combining D4SEE with mentoring sessions enhances persistence and completion. Future campaigns should stress this blended approach, positioning the platform as a tool that extends the impact of live training into measurable outcomes.

5. Comparative analysis by modules for Local Public Authorities (LPAs)

This section provides an in-depth comparative analysis of learner engagement and performance across the 8 modules available on the D4SEE platform for Local Public Authorities, based on data collected during the training and mentoring sessions. The objective is to identify patterns of participation, completion, and certification at the module level, offering insights into which learning components were most effective and where improvements are needed.

The analysis draws on three key indicators:

- **Module access:** Number of participants who engaged with each module, reflecting initial interest and relevance.
- **Completion of all units:** Extent to which learners progressed through the full learning pathway within each module, indicating persistence and content usability.
- **Certificates issued:** Formal recognition of achievement, serving as a proxy for successful learning outcomes and assessment performance.

By examining these dimensions collectively, the report highlights the modules that achieved the highest engagement and conversion rates, as well as those that presented challenges for learners. This evidence-based approach supports continuous improvement of the training design and mentoring strategies, ensuring that future iterations of the program maximize learner success and credential attainment.

5.1. Module access patterns and initial engagement trends for SE

This section examines the distribution of participant engagement across the 8 Local Public Authorities modules on the D4SEE platform, focusing on the number of users who accessed each module during training and mentoring sessions.

Access data is a key indicator of initial interest, content relevance, and the effectiveness of onboarding strategies. By analysing patterns at both aggregate and country levels, the report identifies which modules attracted the highest attention and highlights variations across different national contexts.

Table 67. Participation engagement across the 8 modules for LPA

Countries	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Romania	34	28	19	16	17	17	14	16
Hungary	1	0	1	1	1	0	1	1
Slovakia	8	6	4	4	4	4	4	4
Croatia	14	10	10	6	6	6	7	7

Czechia	8	2	1	3	1	2	2	1
Austria	4	1	1	1	1	1	1	1
Serbia	12	5	5	4	2	2	2	4
Republic of Srpska	16	5	9	1	1	1	2	2
Slovenia	12	16	28	7	6	5	7	12
Total	109	73	78	43	39	38	40	48

The access data demonstrates the platform's reach and initial engagement during trainings and mentoring sessions. Across countries, Module 1 functions as the primary entry access point, concentrating approximately one-quarter of all traffic (109 accesses). This indicates that the D4SEE platform effectively onboarded learners at scale.

Beyond the entry point, Module 3 and Module 2 attracted substantial attention, evidencing demand for applied content (Module 3) and early foundational topics (Module 2). Together, these three modules account for more than half of all LPA engagement, confirming their role as core drivers of learning progression.

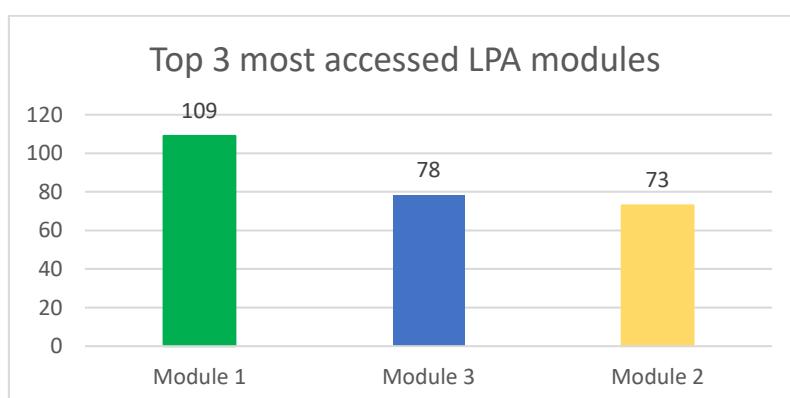


Figure 68. Top 3 LPA modules most accessed

Country patterns

Country outcomes reveal how context shaped module selection. Romania and Slovenia registered the highest engagement overall, but Slovenia diverged by prioritizing Module 3, while Romania focused on Module 1 followed by Modules 2 and 3. Croatia and the Republic of Srpska showed balanced interest in Modules 1–3, indicating steady progression from orientation to applied content. Serbia and Slovakia maintained moderate engagement, with Serbia leaning toward Module 1 and Slovakia displaying uniform distribution across modules, suggesting structured learning paths. Czechia and Austria shared low engagement patterns, concentrating on Module 1

and occasional structural content such as Module 4. Hungary recorded minimal activity, limited to entry-level modules.

Implications for future exploitation activities

From future exploitation activities, the access distribution can be supported by a pathway strategy: begin with Module 1 to build orientation and confidence, then route learners into modules with more practical information to secure wins that sustain momentum. In future sessions, a strategy can be applied by using explicit signposts, such as: "Next best modules after Module 1" (e.g., "If you seek an applied outcome, proceed to Module 2 or Module 6; if you prefer informative practice, try Module 3 or Module 8"), thereby translating early attention into continued engagement.

5.2. Certification outcomes and credential attainment for SE

This section analyses the number of micro-credential certificates issued per module, reflecting the extent to which learners successfully completed the required assessments and achieved formal recognition of their learning. Certificates serve as a key indicator of learning effectiveness, assessment alignment, and participant motivation, as they represent tangible outcomes valued by both learners and institutions. By examining certification patterns across modules and countries, this analysis identifies which learning components most effectively translate engagement into achievement and highlights areas where additional support or redesign may be necessary to improve credential attainment.

Countries	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Romania	26	26	17	15	13	13	13	12
Hungary	0	0	0	0	0	0	0	0
Slovakia	2	1	1	0	0	0	0	0
Croatia	5	4	3	1	1	1	2	3
Czechia	5	2	1	2	1	1	1	1
Austria	1	0	0	0	0	0	0	0
Serbia	7	3	4	3	1	1	1	3
Republic of Srpska	9	3	5	1	1	1	1	2
Slovenia	4	5	28	5	4	3	3	4
Total	59	44	59	27	21	20	21	25

Certificate issuance reflects successful learning outcomes and the alignment between assessment design and learner expectations. Across countries, Modules 1 and 3 accounted for the largest number of certificates (59 each), driven by their role as orientation and applied learning anchors. Beyond these, Module 2 (44 certificates) and Module 8 (25 certificates) show notable traction, indicating that learners not only accessed these modules but also completed assessments successfully.

At the program level, modules with a strong applied orientation (e.g., Module 3) exhibited higher certificate-to-access ratios, signalling clear assessment pathways and visible payoffs that sustain motivation after training sessions.

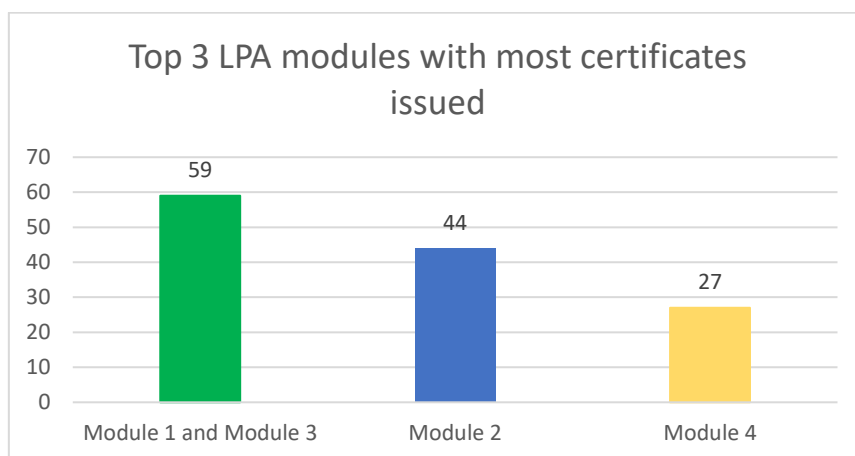


Figure 69. Top 3 LPA modules with most certificates issued

Country patterns

Country outcomes underscore where training and mentoring strategies and local facilitation synergize with the platform's design. Romania and Slovenia registered exceptional certificate intensity, demonstrating effective progression from module access to credential attainment. Romania generated the highest absolute number of certificates overall, consistent with its strong access volume, while Slovenia stands out for its concentration in Module 3 (28 certificates), confirming a strong preference for applied content. Republic of Srpska and Serbia show moderate but consistent certification activity across multiple modules, while Croatia and Czechia maintain lower totals, reflecting steady but limited conversion. Slovakia and Austria recorded minimal certificates, and Hungary reported none, indicating activation and support gaps that may relate to onboarding or clear guidance.

Implications for future exploitation activities

The analysis of certification outcomes highlights an important opportunity for positioning the D4SEE platform as a recognized credentialing tool in future exploitation efforts. Certificates are not only proof of learning but also a tangible value proposition for learners and partner organizations. To capitalize on this, the platform should make the certificate pathway highly visible from the start

of each module, emphasizing its relevance for professional development and social economy initiatives.

Moreover, prioritizing practical modules, which consistently show higher conversion from access to certification (e.g., Module 3), within recommended learning paths can strengthen learner motivation and improve completion rates. These modules can serve as flagship content in promotional campaigns and success stories, reinforcing the platform's effectiveness and impact. By integrating these strategies, D4SEE platform can extend its role beyond training delivery to become a scalable, credential-based learning ecosystem, supporting long-term adoption and recognition across networks and institutions.

5.3. Completion of learning units and persistence indicators for SE

This section focuses on the number of participants who completed all learning units within each module, providing insights into learner persistence, content usability, and the overall coherence of the instructional design. Completion data is critical for understanding how learners progress through the full learning pathway and where they may encounter barriers that lead to drop-off. By comparing completion rates across modules and countries, the analysis highlights modules that sustain engagement effectively and those that require targeted interventions, such as modular restructuring, enhanced guidance, or additional mentoring support, to improve learner persistence and overall program impact.

Countries	Module 1 5 Units	Module 2 4 Units	Module 3 4 Units	Module 4 7 Units	Module 5 8 Units	Module 6 7 Units	Module 7 4 Units	Module 8 3 Units
Romania	16	14	7	8	5	5	5	5
Hungary	0	0	0	0	0	0	0	0
Slovakia	2	1	1	0	0	0	0	0
Croatia	5	4	3	1	1	1	2	3
Czechia	4	1	1	2	1	1	1	1
Austria	1	0	0	0	0	0	0	0
Serbia	4	3	4	3	1	1	1s	3
Republic of Srpska	9	3	5	1	1	1	1	2
Slovenia	4	5	23	5	4	3	2	4
Total	45	31	44	20	13	12	12	18

Completion of all units serves as a direct measure of learner persistence, content usability, and instructional coherence. At the module level, Module 3 and Module 1 demonstrate the strongest completion volumes (44 and 45 respectively), confirming their role as applied and orientation anchors in the LPA learning pathway. Module 2 (31 completions) and Module 8 (18 completions) also show notable persistence, suggesting that learners continue beyond initial modules when clear progression paths are available.

By contrast, Modules 5, 6, and 7 exhibit low completion ($\approx 12\text{--}13$ each), despite moderate access, indicating potential barriers such as cognitive overload, insufficiently decomposed tasks, or less visible progression cues. Module 4 shows moderate completion (20), aligning with its structural role in the sequence.

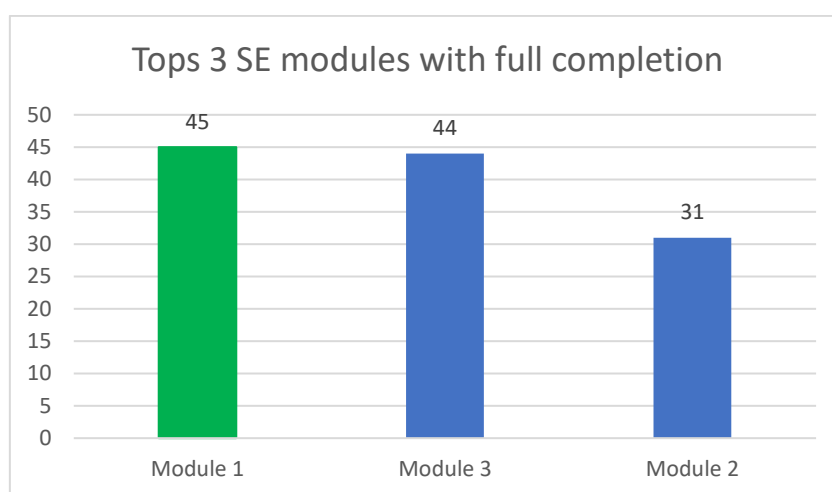


Figure 70. Top 3 LPA modules with full completion

Country patterns

Romania displayed high and stable engagement across modules, with completions ranging from 5 to 16 per module, mirroring its access profile and indicating predictable progression through the curriculum. Romania stands out for its strong persistence in Module 1 and Module 2 and Slovenia in Module 3, confirming a clear preference for applied content and well-structured learning units. The Republic of Srpska and Serbia show moderate but consistent completion across multiple modules, while Croatia and Czechia maintain lower totals, reflecting steady but limited conversion. Slovakia and Austria recorded minimal completions, and Hungary reported none, highlighting activation gaps and the need for targeted onboarding and mentoring support.

Implications for future exploitation activity

The completion and certification data underline the strength of the D4SEE platform as a comprehensive learning environment that supports structured progression and formal recognition of skills. For future exploitation, these insights should be communicated to upcoming users and partner organizations to emphasize the practical benefits of engagement:

- **Consistent learning pathways:** The stable performance across modules, particularly in countries like Romania, demonstrates that learners can expect a clear and predictable structure, reduce uncertainty and foster confidence in self-paced learning.
- **Credential value:** High certificate issuance and completion in practical modules (e.g., Module 3) highlight the platform's ability to deliver recognized micro-credentials, which can be showcased as skills acquisition.
- **Flexibility and accessibility:** The platform enables learners to progress at their own pace, with modules designed to accommodate diverse learning needs. This adaptability should be promoted as a key advantage for busy professionals and organizations seeking scalable training solutions.
- **Integration with mentoring:** Data confirms that combining D4SEE with mentoring sessions enhances persistence and completion. Future campaigns should stress this blended approach, positioning the platform as a tool that extends the impact of live training into measurable outcomes.

6. Lessons learned based on feedback form

The following sections presents an overview of lessons learned from the feedback collected during the D4SEE training programme for social enterprises and local public authorities. The analysis is organized by country and highlights two key dimensions:

- Positive aspects identified by participants, reflecting what worked well and added value to their learning experience.
- Common challenges and improvement need, pointing to areas where future training sessions can be enhanced.

This synthesis draws on qualitative responses from the feedback forms and aims to inform the refinement of training content, delivery methods, and support materials. Countries with no available data are noted accordingly.

6.1. Feedback form for SE

Romania

- **Number of responses: 22**
- **Positive aspects:** Abundant new information/clarity, easy platform access/navigation, and useful examples (many accessed Modules 1, 2, 5, 6, 7, 9). Several appreciated the diversity of resources and subjects (funding/ESG/marketing). Overall ratings were excellent/very good. Access was predominantly very easy (15) or easy (6).
- **Common challenges / improvement needs:** Limited time, occasional platform complexity and new terminology; some asked for more practical examples.

Hungary

- **Number of responses: 20**
- **Positive aspects:** Clearer understanding of SE basics, cooperation with local authorities (Module 9), ESG orientation (Module 6), and practical examples; many valued the peer exchange. Access mostly Very easy (14). Ratings concentrated in Excellent/Very good.
- **Common challenges / improvement needs:** Time constraints; requests for more case studies, written summaries/templates, and follow-up materials; some noted online format fatigue/limited interaction.

Slovakia:

- **Number of responses: 7**
- **Positive aspects:** Responses included understandable content, interesting graphics and simple tests. Other respondents expressed positive feedback in the form of networking,

exchange of experiences and new knowledge about social enterprises. Overall ratings were very good.

- **Common challenges / improvement needs:** Very few identifiable challenges. Some respondents referred to a slow website when obtaining a certificate and more interactive graphics in presentations, and need to add information about future vision of ESG. In addition, in one positive response, the respondent asked about the usefulness and usability of the certificate.

Czechia

- **Number of responses: 21**
- **Positive aspects:** Practical AI & marketing content (Module 4 & 5), improved pitching/communication (Module 2), and useful examples; participants gained confidence and found outputs immediately applicable. Access primarily very easy/easy; quality and information mostly excellent/very good.
- **Common challenges / improvement needs:** Time pressure/short duration, desire for follow-up materials/toolkits and more practice rounds; occasional technical barriers; requests for additional concrete examples.

Austria

- **Number of responses: 2**
- **Positive aspects:** Motivating layout, short tests, certificate; Module 1 appreciated. Access was easy/neutral. Ratings are very good/satisfactory.
- **Common challenges / improvement needs:** Language barrier (lack of English options) and unclear quiz/assessment instructions.

Serbia

- **Number of responses: 6**
- **Positive aspects:** Strong appreciation for finance-focused learning (Module 7), including clarifying terminology, PESTEL/SWOT, and business planning. Access largely very easy/easy; overall quality and information were rated excellent.
- **Common challenges / improvement needs:** Very few explicit challenges reported; one mention of understanding financial projections.

Republic of Srpska (Bosnia and Herzegovina)

- **Number of responses: 2**
- **Positive aspects:** Limited explicit positives captured. One respondent selected Module 1 and another indicated Module 8

- **Common challenges / improvement needs:** Low satisfaction from one entry (poor ratings across quality/information/assessment/access); access/navigation marked “Not easy” for one respondent. The other entry was neutral/satisfactory.

Slovenia

- **Number of responses: 77**
- **Positive aspects:** High appreciation for new knowledge, certificate, engaging quiz, and marketing insights (Module 5); Module 1 widely completed and valued for clarity. Ratings concentrated in Excellent/Very good. Access varied—Very easy/Easy most common, but not easy and neutral also present.
- **Common challenges / improvement needs:** Recurring platform/technical issues (slow website, registration/login difficulties), occasional certificate retrieval problems, and calls for more practical/local examples.

6.2. Feedback form for LPA

Romania

- **Number of responses: 6**
- **Positive aspects:** Strong emphasis on non-financial support (communication, consultancy, education) and municipality–social enterprise collaboration; participants also praised organization / ease of access.
- **Common challenges / improvement needs:** Few explicit challenges were provided; scattered mentions point to interest in social innovation and good practices (i.e., more content/examples in these areas).

Hungary

- **Number of responses: 16**
- **Positive aspects:** Strong gains in conceptual clarity and motivation to collaborate; good feedback on networking and practical examples used.
- **Common challenges / improvement needs**
 - Time constraints (tight agenda, short Q&A/networking) and desire for deeper content with more written materials / follow-up support.
 - Requests for more local/regional cases and selected legal aspects.

Slovakia:

- **Number of responses: 2**
- **Positive aspects:** Within the platform, respondents positively evaluated primarily the example from LPA, the overall view of the principle of social enterprises and the economy, and the platform itself with an international scope.
- **Common challenges / improvement needs:** Due to the small number of responses, it was not possible to analyse the overall impact of the program. One respondent expressed

interest in expanding the content with more examples of good practice and manuals on how cooperation between SE and LPA at the local level can work together with state involvement.

Czechia

- **Number of responses: 24**
- **Positive aspects:** Improved conceptual understanding of SEs and the municipal role; practical examples and open/interactive discussions valued; participants felt more confident about municipality–SE cooperation.
- **Common challenges / improvement needs**
 - Time pressure / short duration (incl. short coffee breaks and Q&A).
 - Need for follow-up and concise written materials/toolkits; desire for more concrete tools and case studies, including small/rural municipalities.
 - Requests for legal/funding clarifications.

Austria

- **Number of responses: 2**
- **Positive aspects:** Stronger conceptual clarity (terminology, classifications); participants felt they were learning new things.
- **Common challenges / improvement needs**
 - Time constraints (would benefit from a bit more time).
 - Desire for more vivid/practical examples and more “colourful” materials.

Republic of Srpska (Bosnia and Herzegovina)

- **Number of responses: 10**
- **Positive aspects:** High appreciation for gaining new knowledge about social enterprises, practical applicability of the content, and improved confidence and motivation to collaborate, while also valuing the clarity of modules and networking opportunities.
- **Common challenges / improvement needs**
 - Time constraints (limited time for sessions)
 - Occasional technical issues
 - Need for more concrete examples clearer legal and financial guidance
 - Minor concerns about certificate details.

Slovenia

- **Number of responses: 26**
- **Positive aspects:** High appreciation for practical examples / case studies and actionable ways to collaborate with SEs; value found in public procurement/contract-splitting guidance; improved conceptual understanding; participants liked having ideas for cooperation and a good lecturer.
- **Common challenges / improvement needs**
 - Need for more practical examples, especially on procurement (splitting orders, social criteria) and how municipalities can structure support.
 - Legal/legislative barriers and bureaucracy; time-consuming tender processes.

- Technical issues (slow website/program) and unclear assessment questions.
- In some areas, limited interest / insufficient number of SEs locally; request for more info on EU calls and concrete templates.

6.3. Insights from the training sessions

The feedback analysis across participating countries highlights that the D4SEE training programme successfully delivered conceptual clarity, practical insights, and motivation for collaboration between local public authorities and social enterprises. Participants consistently valued the platform's structured modules and ease of access, which facilitated learning and engagement.

At the same time, the identified challenges, such as the need for more practical examples, extended time for discussion, follow-up materials, and deeper coverage of legal and procurement aspects, point to clear opportunities for enhancement. The insights gathered through this activity provide a valuable foundation for shaping future initiatives that build on the D4SEE experience. While the training programme itself has concluded, the lessons learned can inform exploitation activities aimed at amplifying impact across the region. Key opportunities include:

- Developing extended knowledge products such as case study collections, localized examples, and guidance on legal and procurement practices, to be shared through reports, publications, or future capacity-building projects.
- Leveraging networking outcomes by organizing thematic follow-up events, peer-learning sessions, or regional forums to sustain collaboration between municipalities and social enterprises.
- Creating practical toolkits and templates that can be disseminated to local authorities for immediate application in policy and procurement processes.
- Promoting the results through targeted communication campaigns, policy briefs, and integration into broader social economy strategies at national and EU levels.

By capitalizing on these findings, stakeholders can ensure that the knowledge generated during the D4SEE training continues to drive policy innovation, stronger partnerships, and sustainable social economy development well beyond the life of the project.

Conclusions and recommendations

The piloting and refinement of the D4SEE digital training platform provided critical insights into engagement dynamics, learning behaviours, and certification outcomes across nine countries in the Danube Region. Beyond validating the platform's technical functionality, the analysis revealed structural and behavioural patterns that will shape future exploitation strategies.

Key findings:

- **Early-module engagement dominates:** Participation peaked in introductory modules (e.g., Module 1 for SE and Module 3 for LPA), while mid-to-late modules experienced sharp drop-offs, signalling the need for stronger progression incentives and onboarding support.
- **Practical content drives persistence:** Modules focused on applied skills, such as financing, marketing, and collaboration, consistently achieved higher completion and certification rates, confirming the motivational power of real-world relevance.
- **Micro-credentialing as a motivator:** Countries with clear communication about certificate pathways (e.g., Romania, Slovenia, Serbia) recorded higher conversion rates, demonstrating that visible credentialing boosts learner commitment.
- **Assessment units outperform learning units:** Across most countries, interactive assessments showed better completion than theoretical content, suggesting that gamified or challenge-based formats enhance engagement.
- **Country-level disparities persist:** While Slovenia, Romania, and Serbia achieved strong uptake and conversion, Hungary and Austria recorded minimal completions, highlighting the need for localized outreach and content adaptation.
- **Profile completion predicts success:** High onboarding compliance correlated with higher certificate issuance, reinforcing the importance of user-friendly registration flows and early engagement strategies.
- **Topic-driven engagement uptake:** Collaboration-focused modules for LPAs and marketing/financing modules for SEs emerged as “content magnets,” offering a blueprint for prioritizing themes in future learning design.

Despite these achievements, challenges remain in sustaining engagement across longer learning pathways and ensuring equitable participation across all partner countries. Addressing these gaps will require a combination of localized content strategies, motivational design, and continuous monitoring of learner behaviour.

The experience gained through Output 2.6 confirms the platform's potential as a scalable, inclusive, and competency-driven solution for strengthening the social economy ecosystem in the Danube Region. Future exploitation should focus on enhancing content relevance, integrating mentoring support, and leveraging data-driven insights to optimize learning pathways and maximize impact.

Annexes

- Annex 1 – Platform reports – Romania
- Annex 2 – Platform reports – Hungary
- Annex 3 – Platform reports – Slovakia
- Annex 4 – Platform reports – Croatia
- Annex 5 – Platform reports – Czechia
- Annex 6 – Platform reports – Austria
- Annex 7 – Platform reports – Serbia
- Annex 8 – Platform reports – Bosnia and Herzegovina
- Annex 9 – Platform reports - Slovenia