



D4.4: Report with the Results from the Large Scale Pilot Test

Digital Skills Wallet

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Contributing Partners: Uninettuno , Dimitra, MMC, MTU, OMEGATECH, UDJG, EDITC and CCS

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1. Executive Summary

This aggregated report synthesises the pilot recruitment experiences submitted by the partners participating in the Digital Skills Wallet (DSW) Large Pilots Programme: Uninettuno (Italy), Dimitra (Greece), MMC (Cyprus), MTU (Ireland), OMEGATECH (Greece), UDJG (Romania), CCS (Cyprus) and EDITC (Cyprus). Each partner submitted a D4.4 report covering participant recruitment methods, obstacles encountered, best practices, and numbers reached.

Together the eight partners have collectively recruited so far **1000 registered users** and the issuance of **7860 micro-credentials** across a diverse range of target groups including higher education students, vocational training learners, unemployed adults, NEETs, ICT professionals, researchers, and teachers. Recruitment strategies centred on leveraging existing institutional relationships and targeted in-person outreach. A clear pattern emerged across partners: face-to-face or guided introductions to the platform significantly outperformed cold digital campaigns, particularly when explaining the concept of micro-credentials to new audiences.

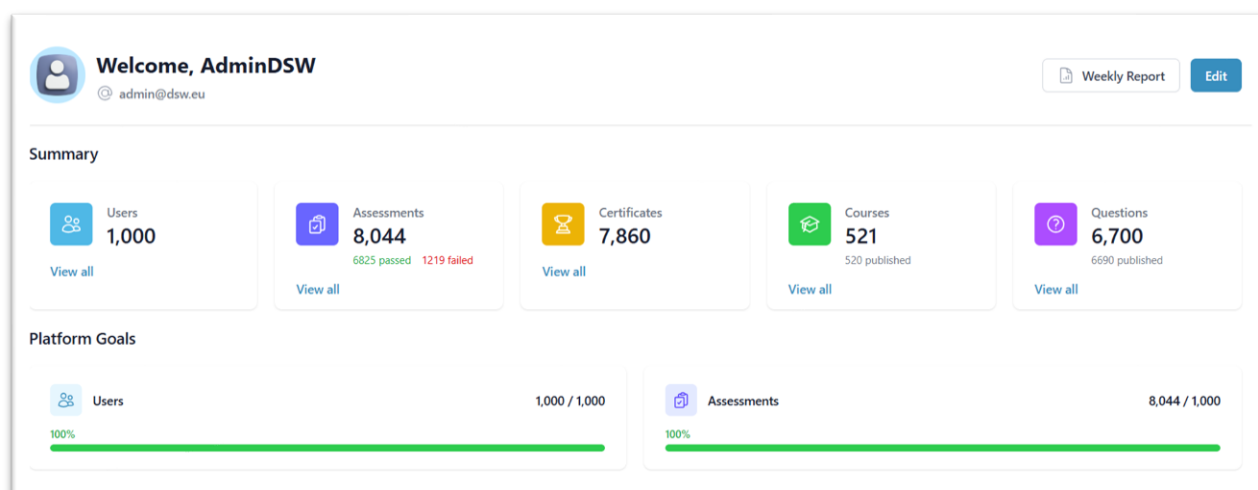


Figure 1: Screen shot from the Admin Panel of DSW Platform

The key cross-cutting best practices that emerged are: (1) introducing the platform live during events or existing seminars before making a cold digital ask; (2) communicating through trusted existing networks; (3) offering tangible incentives such as ECTS recognition or certificates of participation; (4) clearly explaining micro-credentials and the DigComp framework; and (5) maintaining sustained follow-up through multiple channels.

2. Partner Overview

The table below provides a consolidated snapshot of each partner's recruitment context, reach, channels and main challenges.

Country/Partner	Profile of Participants	Participants	Primary Recruitment Channel
ITALY (Uninettuno)	Distance Learning University - Students	>300	Email to student & alumni community
GREECE (Dimitra)	VET & Employment Training	~160	Email, Facebook, partner networks
CYPRUS (MMC)	Entrepreneurship / NEETs	~30	Direct outreach via existing programmes
IRELAND (MTU - Hincks Centre)	Ireland - Higher Education	~60	All-staff emails, LinkedIn, conference QR codes
GREECE (OMEGATECH)	Technology / HEI Researchers	~20	Direct communication via partner network
ROMANIA (UDJG)	Teacher Training	>200	Mailing lists, Teacher Training Centres, QR codes, hybrid events
CYPRUS (EDITC)	ICT Skills Training for Professionals and Unemployed	>140	Live presentations during ICT skills seminars
CYPRUS (CCS)	Partners' networks	>15	Direct Contact with network representatives

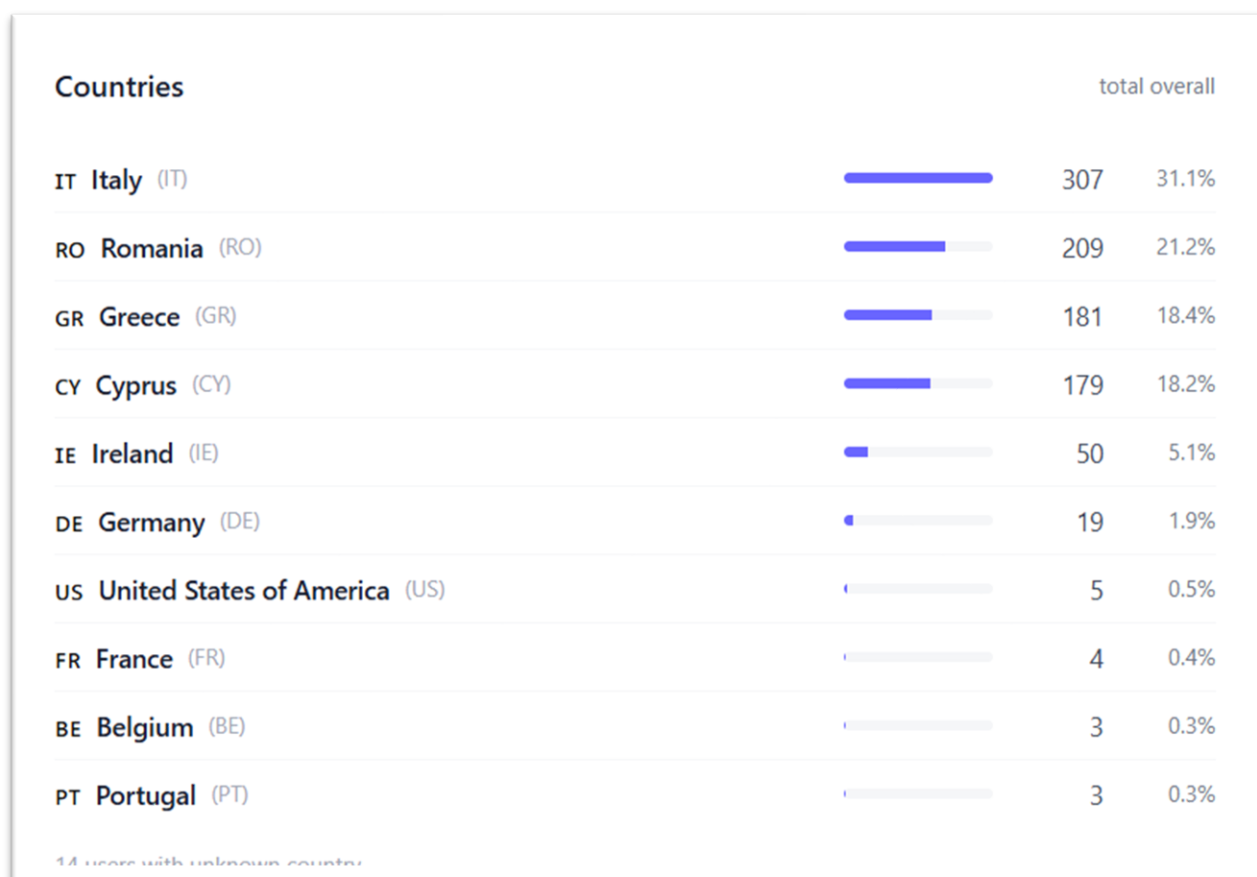


Figure 2: Screenshot from DSW Admin Panel

The Country of the registered users was based on their IP address. The number of users attributed to each partner are estimates since it was difficult to track it per partner.

3. Recruitment Methods

All partners drew primarily on existing institutional relationships and established networks, supplementing these with digital outreach and, where possible, in-person or hybrid events. The following sections summarise each partner's approach.

Uninettuno (Italy)

As a distance learning university with a globally distributed student and alumni base, Uninettuno leveraged direct email communications to reach individuals already familiar with online learning environments. The partner's experience from previous pilots confirmed that email to existing communities is the most efficient recruitment channel. The outreach message clearly described the DSW project and the opportunity to participate, supported by a dedicated contact email address for follow-up queries.

Dimitra (Greece)

Dimitra used a multi-channel approach combining direct individual invitations, partner networks, local contacts, email campaigns, and Facebook promotion. The target profile included vocational training students, trainees on programmes for unemployed and employed learners, and staff from

companies. The breadth of channels helped compensate for the varying availability and responsiveness of different target groups.

MMC (Cyprus)

MMC recruited through its existing entrepreneurship programmes for unemployed adults and its NEET initiatives, both subcontracted through the Human Resource Development Authority. Established relationships with programme participants provided a ready pool of recruits with genuine relevance to digital skills development. MMC also disseminated the platform to professionals in company-based programmes. Recruitment was carried out primarily through direct, trusted communication.

MTU - Hincks Centre (Ireland)

The Hincks Centre at Munster Technological University used two all-staff email campaigns, LinkedIn posts from the Hincks Centre and individual staff profiles, and a dedicated conference held on 11 June. At the conference, attendees were guided through the platform and directed to it via QR code posters. A post-event email reinforced the invitation to register and provide feedback.

OMEGATECH (Greece)

OMEGATECH activated its specialist partner network, which spans researchers at Greek Higher Education Institutions, school teachers, and developers from IT partner companies. This network was well-suited to providing both practical user feedback and substantive digital skills expertise. Recruitment was conducted through direct communication with known contacts.

UDJG (Romania)

UDJG disseminated invitations through established mailing lists and via the Teacher Training Centres in Galati and Braila, reaching teachers across primary, secondary, high school, vocational, and professional development settings. Two conferences were held: on 11 December 2025 and 24 June 2026, the latter organised in hybrid format. On-site QR codes facilitated immediate platform access. Post-event reminder emails and collaboration with school inspectors and professional associations broadened reach.

EDITC (Cyprus)

EDITC recruited participants through short, structured presentations delivered during its own ICT skills seminars, attended by both professionals and unemployed adults. Each presentation lasted approximately fifteen minutes and combined a project overview with a live step-by-step walkthrough of the registration process. Participants were then encouraged to complete a self-assessment on micro-credentials of their choosing. This in-seminar approach gave EDITC direct access to an audience already motivated to develop their digital skills, making conversion from attendee to registered participant highly efficient.

4. Main Obstacles Encountered

Six of the seven partners identified recruitment challenges. The barriers reported fall into five broad categories:

4.1 Timing and Competing Demands

MTU and UDJG both highlighted the difficulty of recruiting at the end of the academic year, when staff, students and teachers face heavy workloads, examinations, administrative deadlines, and extracurricular commitments. UDJG's second event coincided with a national examination day, necessitating a hybrid format to avoid excluding participants. MTU also noted the absence of direct access to a student cohort as a structural constraint.

4.2 Unfamiliarity with Micro-Credentials

MMC and EDITC both encountered resistance rooted in limited awareness of micro-credentials. MMC's participants required additional explanation of the concept before committing to the pilot. EDITC found that digital channels were particularly ineffective for conveying the benefits of micro-credentials remotely - a challenge overcome by switching to in-person seminar presentations where the concept could be demonstrated directly.

4.3 Reaching Specific Target Groups

Dimitra encountered difficulty in engaging employed learners, who tend to have less flexibility to participate in optional training pilots. Additional follow-up was required to encourage commitment and clarify the process for this sub-group. UDJG similarly noted that teachers in rural areas faced barriers related to travel distance and cost, which the shift to hybrid events partially addressed.

4.4 Digital Hesitancy

UDJG observed that some participants - particularly those less confident with technology - were hesitant to engage with an unfamiliar digital platform. Framing participation in terms of professional development and providing certificates of participation helped reduce this barrier.

4.5 Pilot Uncertainty

Uninettuno noted that operating at the early stage of a pilot introduced inherent uncertainty: it was not possible to predict in advance how participants would respond, what practical problems would emerge, or whether the platform would perform reliably. This was managed through proactive support channels rather than avoided.

Note: OMEGATECH and CCS reported no recruitment obstacles, attributing this to the pre-existing familiarity and professional interest of their specialist network.

5. Best Practices

The following cross-cutting best practices were identified across the seven partner reports, grouped thematically for ease of reference.

5.1 Introduce the Platform Live Before the Digital Ask

The single most consistent finding across partners is that in-person or guided digital introductions to the platform dramatically outperform cold digital outreach. EDITC's in-seminar presentations, MTU's conference demonstrations, and UDJG's hybrid events all confirm this pattern. Showing participants how to register and use the platform in real time converts significantly better than describing it in an email or social media post, particularly when the audience is unfamiliar with micro-credentials.

5.2 Leverage Existing Trusted Networks

Partners who recruited through established relationships consistently reported smoother and more efficient processes. Whether through university alumni communities (Uninettuno), entrepreneurship programme cohorts (MMC), specialist professional contacts (OMEGATECH), Teacher Training Centres (UDJG), or existing ICT seminar participants (EDITC), the trust already established between partner and participant reduced friction and improved conversion rates.

5.3 Offer Tangible Incentives and Recognition

Uninettuno's proposal to award 1 ECTS credit per DigComp Competency completed was particularly impactful, aligning pilot activity with institutional academic practice and supporting the long-term sustainability of the DSW platform. UDJG offered certificates of participation and professional development recognition. MMC found that highlighting European Commission funding provided credibility and motivation.

5.4 Communicate Clearly and Follow Up Regularly

Dimitra's primary lesson was the value of simple, clear messaging paired with persistent follow-up. Uninettuno supplemented its email campaign with a dedicated support address that handled over 70 individual queries - a resource-intensive but highly effective way to sustain participant engagement through uncertainty.

5.5 Explain Micro-Credentials and the DigComp Framework

MMC, EDITC, and UDJG all found that time invested in explaining what micro-credentials are and how DigComp operates as a holistic framework paid dividends in participant confidence. EDITC's experience is particularly instructive: digital channels failed to communicate this effectively, while a fifteen-minute live walkthrough succeeded.

5.6 Use Hybrid Formats and Multi-Channel Outreach

UDJG demonstrated that organising events in hybrid format expanded access for teachers who could not attend in person due to distance, cost, or scheduling conflicts. The combination of mailing lists, Teacher Training Centre dissemination, school inspector endorsement, on-site QR

codes, and reminder emails created a layered outreach system that improved attendance in the second event relative to the first.

6. Participants Recruited

The following participant numbers were reported by the DSW platform per country. The participants were attributed to the country based on their IP address.

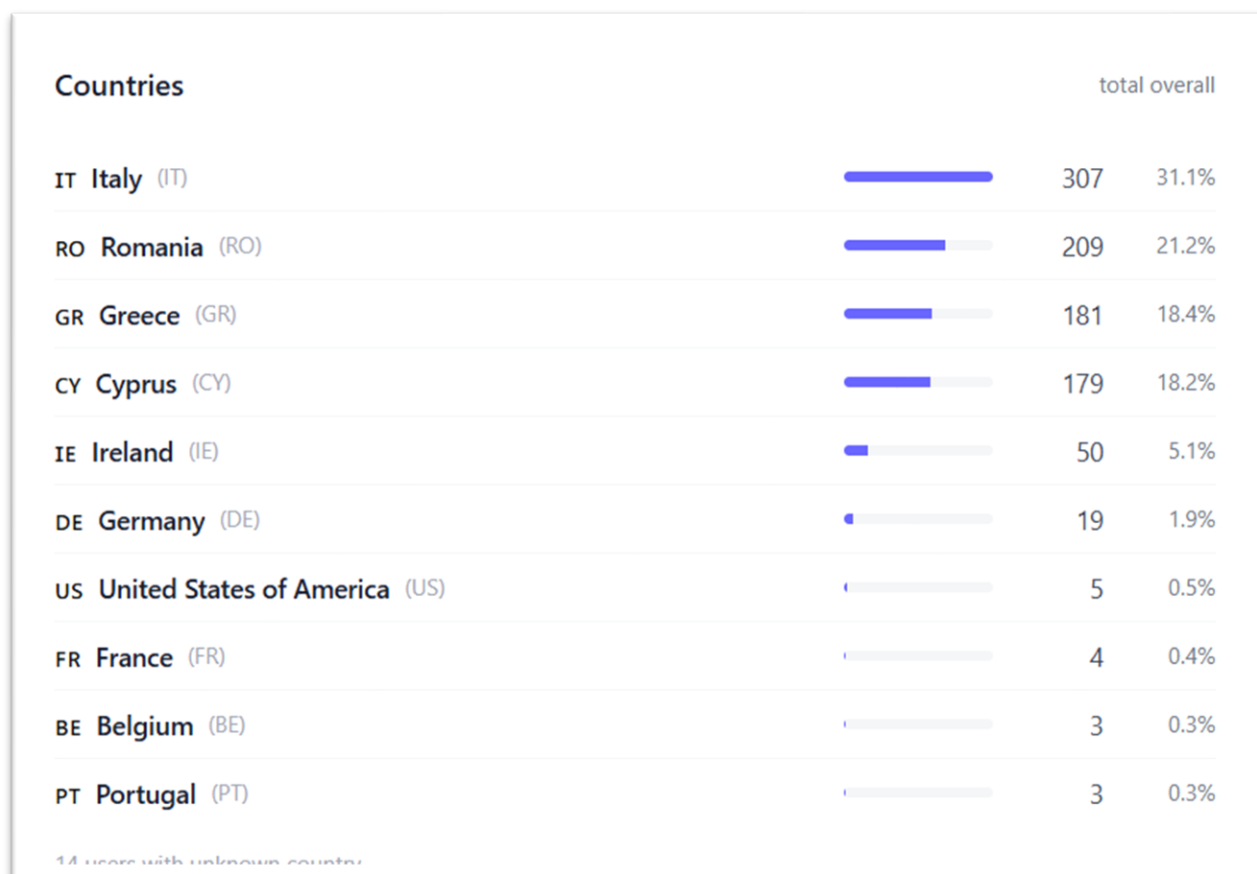


Figure 3: Users Registered per Country

7. Evaluation of the DSW Platform

- The DSW platform receives strong positive ratings for its interface, learning materials, and overall experience, with average scores consistently above **8.4 out of 10**. Notably, 44% gave the highest rating (10) for interface clarity and 45% for helpfulness of learning materials, indicating high satisfaction among users.
- The majority of respondents are from Romania (38%) and Cyprus (27%), and most are professionals (37%) or students (31%), suggesting the platform's primary audience is concentrated in these countries and user types.
- While 41% reported interacting with the platform's Artificial Intelligence features, those who did rate its adaptive suggestions highly (average 8.6 out of 10), with 44% giving top marks. This highlights the value and effectiveness of AI-driven personalization for engaged users.

Analytical the average rating per Question is

#	Question	Average Rating
1	Country	N/A
2	Field	N/A
3	The DSW platform interface is clear and easy to navigate?	8.53
4	Learning materials (videos) are helpful in achieving the badge related to micro-credential?	8.69
5	The DSW platform supports self-paced and flexible learning?	8.88
6	The learning experience contributes to my long-term digital learning pathway?	8.61
7	Evaluate the overall experience on DSW platform?	8.49
8	Did you interact/use the Artificial Intelligence of the DSW platform?	N/A
9	The DSW platform suggests content or difficulty level based on my needs and performance.	8.55

8. Conclusions and Recommendations

The pilot recruitment phase has demonstrated that the Digital Skills Wallet platform can attract a wide and diverse range of participants when outreach is anchored in existing institutional relationships and accompanied by clear, in-person value propositions. The aggregated experience of seven partners across five countries points to a set of replicable strategies that should inform future recruitment rounds:

- Prioritise live demonstrations over cold digital campaigns. EDITC, MTU, and UDJG all confirm that showing the platform in person - during a seminar, conference, or hybrid event - is the most effective conversion mechanism, particularly for audiences unfamiliar with micro-credentials.
- Recruit through warm, established networks. Partner relationships convert at substantially higher rates than cold outreach, regardless of the channel used.
- Plan around the academic calendar. Avoid recruitment campaigns during exam periods and end-of-year deadlines; instead, embed recruitment events into scheduled programme activities.
- Invest upfront in explaining micro-credentials and the DigComp framework. Digital channels alone are insufficient for this; face-to-face explanation is often necessary.
- Attach recognition to participation wherever possible. ECTS credits, certificates, and professional development recognition are powerful motivators and support the long-term institutional embedding of the platform.
- Provide a dedicated support channel. A named email contact dramatically improves participant retention through uncertainty, as demonstrated by Uninettuno's handling of over 70 individual queries.
- Use hybrid formats as standard for dissemination events to widen access for participants with transport, cost, or scheduling constraints.
- Follow up consistently. A single outreach communication is rarely sufficient; layered follow-up via multiple channels meaningfully increases participation.

The collective total of over 1,214 participants represents a strong and diverse evidence base for the evaluation and evidencing activities in subsequent deliverables. Partners are encouraged to continue sharing recruitment innovations and to build on the cross-cutting lessons identified in this report.

Appendix: Online Evaluation Form of DSW Platform

DSW Platform feedback survey

This questionnaire is designed to gather your feedback on the interface and user experience, learning experience and overall impact, skills alignment, as well as AI personalization and adaptive learning. Your responses will help us to improve the platform. All information will remain confidential. Please rate each item on a scale from 1 (minimum) to 10 (maximum).

* Required

1. Country *

- ☐ Cyprus
 ☐ Greece
 ☐ Ireland
 ☐ Romania
 ☐ Italy

☐ Other

2. Field *

- ☐ Professional

☐ VET

☐ HE student

☐ Adult education

☐ Student

☐ Minority

☐ Other

3. The DSW platform interface is clear and easy to navigate? *

1	2	3	4	5	6	7	8	9	10
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4. Learning materials (videos) are helpful in achieving the badge related to micro-credential? *

1	2	3	4	5	6	7	8	9	10
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5. The DSW platform supports self-paced and flexible learning? *

1	2	3	4	5	6	7	8	9	10
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6. The learning experience contributes to my long-term digital learning pathway? *

1	2	3	4	5	6	7	8	9	10
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7. Evaluate the overall experience on DSW platform? *

1	2	3	4	5	6	7	8	9	10
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8. Did you interact/use the Artificial Intelligence of the DSW platform? *

☐ Yes ☐ No

9. The DSW platform suggests content or difficulty level based on my needs and performance. *

1	2	3	4	5	6	7	8	9	10
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Project Coordinator



Partners:



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