

PREPARATORY FOCUS GROUP REPORT

Women Engagement Boost in Technology
ESF-SI-2023-SKILLS-01-0011



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Preparatory Focus Group Report – W.E.B. in Tech Project

Needs Assessment, Stakeholder Insights, and Training Framework for Enhancing Digital Employability of Migrant Women in the Third Sector

Project title: *Women Engagement Boost in Technology (W.E.B. in Tech)*

Project number: ESF-SI-2023-SKILLS-01-0011

Funding body: European Social Fund Agency

Partners: SOS Europa (Italy, Lead), Euro Mamme (Italy), International E-Learning Institute Ltd (Malta), Kultur und Art Initiative e.V. (Germany)

Context

The *W.E.B. in Tech* project addresses the digital gender divide by supporting **young women and mothers with migrant backgrounds (ages 23–29)** to access tailored ICT training and employability pathways in the Third Sector and social entrepreneurship. Before designing the training programme, the consortium carried out **preparatory focus groups** to ensure alignment with the beneficiaries' needs and labour market expectations.

Purpose of Focus Groups

The preparatory focus groups were designed to:

- Capture **first-hand insights** from women in the target group.
- Map **barriers and motivations** in digital skills acquisition.
- Engage **stakeholders** (NGOs, employers, trainers) in shaping the curriculum.
- Provide a **needs-based foundation** for training design.

Main Findings

- Beneficiaries prioritised **flexible training schedules, practical ICT tools, and career service support.**
- Common barriers included **childcare responsibilities, limited economic resources, and low digital self-confidence.**
- Stakeholders stressed the importance of **soft skills, short certifications, and real job pathways.**
- All three national contexts revealed strong demand for **digital communication, storytelling, and NGO-focused ICT skills.**

Added Value

The focus groups confirmed that the *W.E.B. in Tech* curriculum must integrate:

- **Digital wellbeing modules** to avoid burnout.
- **Hands-on exercises** (CVs, crowdfunding campaigns, project storytelling).
- **Hybrid delivery models** (online + in-person).
- **Childcare-sensitive planning.**

The process demonstrated strong **engagement from both beneficiaries and stakeholders** across Italy, Malta, and Germany, laying the foundation for a **highly relevant and replicable training model.**

Background

The digital transformation of the European labour market has created both opportunities and risks. For women with migrant backgrounds—particularly mothers with caregiving responsibilities—the **digital divide remains a double challenge**: they are underrepresented in ICT training (Eurostat, 2021) yet disproportionately dependent on digital platforms for access to jobs, social services, and community networks.

The *W.E.B. in Tech* project (ESF-SI-2023-SKILLS-01-0011) directly addresses this challenge by offering **ICT-based training pathways** tailored to the needs of migrant women, with a particular focus on employability in the **Third Sector and social entrepreneurship**.

Role of Focus Groups

Before finalising the training modules, the consortium agreed that **direct consultation** with beneficiaries and stakeholders was essential. Focus groups were therefore organised in **Italy, Malta, and Germany** to:

- Gather **qualitative data** on experiences, challenges, and aspirations.
- Test preliminary ideas for training content.
- Ensure the final programme is **stakeholder-driven and demand-oriented**.

Alignment with EU Policy

The focus group exercise is consistent with:

- **European Pillar of Social Rights**: equal opportunities and fair working conditions.
- **EU Gender Equality Strategy 2020–2025**: closing the digital gender gap.
- **Digital Education Action Plan (2021–2027)**: fostering inclusive and high-quality digital education.

By embedding these insights, the *W.E.B. in Tech* project guarantees that its outputs are not only **relevant to participants** but also **strategically aligned with EU priorities**.

1. Methodology

1.1 Design of Focus Groups

The preparatory phase included **six focus groups** across three countries:

- **Italy (Rome & Bologna)** – coordinated by SOS Europa and Euro Mamme.
- **Malta (Valletta)** – coordinated by IELI.
- **Germany (Detmold & Bielefeld)** – coordinated by Kultur und Art Initiative.

Each focus group followed a **semi-structured approach** with a trained facilitator, guiding participants through four discussion blocks:

1. **Barriers to ICT training and employability.**
2. **Motivations and expectations.**
3. **Practical needs for training design.**
4. **Wellbeing and digital balance.**

1.2 Participants

- **Total participants:** 86
 - **Beneficiaries (target group):** 60 migrant women and young mothers (23–29 years old).
 - **Stakeholders:** 26 (NGO staff, trainers, employers, career advisors).

Country	Focus Groups	Beneficiaries	Stakeholders	Total Participants
Italy	2	24	8	32
Malta	2	18	9	27
Germany	2	18	9	27
Total	6	60	26	86

1.3 Data Collection Tools

- **Pre-session questionnaires** (to capture baseline attitudes).
- **Focus group transcripts** (qualitative content analysis).
- **Post-session evaluation forms** (to assess satisfaction and relevance).
- **Observation notes** (documenting non-verbal dynamics).

2. Key Findings

2.1 Barriers Identified

Participants consistently pointed to **structural and personal barriers** to ICT training and employability.

Barrier	Italy (n=24)	Malta (n=18)	Germany (n=18)	Overall (%)
Lack of childcare support	67%	61%	56%	62%

Financial constraints (course fees, devices)	71%	67%	61%	66%
Limited digital confidence	63%	56%	50%	57%
Language barriers	38%	44%	67%	50%
Lack of awareness of job pathways	58%	50%	61%	56%

 **Analysis:** The most pressing challenges are **childcare** and **financial access**, which directly hinder participation. In Germany, **language barriers** emerged as more significant compared to Italy and Malta.

2.2 Motivations & Expectations

Participants articulated clear motivations for engaging in ICT training:

Motivation	Italy (%)	Malta (%)	Germany (%)	Average (%)
Secure employment in NGOs	75	72	70	72
Develop entrepreneurial skills	50	61	67	59
Improve communication & storytelling	63	67	72	67
Gain independence & self-confidence	71	72	78	74

 **Insight:** Across all countries, women linked ICT skills directly to **self-empowerment** and **independence**, not only to employability.

2.3 Training Design Priorities

Participants and stakeholders provided concrete recommendations:

- **Delivery:** Hybrid (online + in-person).
- **Structure:** Short modules (2–3h), spread over weeks.
- **Content:** Digital communication, project storytelling, NGO tools (social media, crowdfunding, Canva, Trello).
- **Support measures:** On-site childcare (Italy request), language support (Germany), mentorship (Malta).

Training Element	Priority (Italy)	Priority (Malta)	Priority (Germany)	Overall Rank
Digital storytelling & NGO comms	High	High	High	1
Career services (CVs, LinkedIn)	High	High	Medium	2
ICT tools (Trello, Canva, Slack)	Medium	High	High	3
Wellbeing & balance modules	Medium	Medium	High	4
Certification (EU-recognised)	High	Medium	Medium	5

2.4 Stakeholder Perspectives

Employers, trainers, and NGO managers highlighted:

- Need for **micro-credentials** to boost employability.
- Importance of **soft skills** (communication, teamwork).
- Emphasis on **policy integration**: linking training to EU digital and gender equality strategies.

Stakeholder Satisfaction (Post-session Evaluation)

Aspect Assessed	Satisfied/Very satisfied (%)
Relevance of focus group topics	91%
Level of beneficiary engagement	88%
Clarity of training priorities	85%
Applicability of outcomes	82%

3. Comparative Analysis & Cross-Country Insights

The preparatory focus groups provided a **rich comparative dataset**, allowing the consortium to identify **common challenges**, **country-specific patterns**, and **strategic recommendations** for the design of the ICT & digital wellbeing training program.

3.1 Shared Challenges Across All Countries

Despite differences in context, participants in **Italy, Malta, and Germany** reported several common barriers:

- **Time scarcity** linked to **caregiving responsibilities**.
- **Financial limitations** in accessing devices or stable internet.
- **Psychological burden** of balancing family duties, cultural adaptation, and professional development.
- **Uncertainty about career pathways** in the Third Sector.

Cross-country aggregation of key challenges

Barrier Category	Italy (%)	Malta (%)	Germany (%)	Average (%)
Care & childcare issues	67	61	56	62
Economic limitations	71	67	61	66
Digital skills gaps	63	56	50	57
Language difficulties	38	44	67	50
Lack of job guidance	58	50	61	56

3.2 Country-Specific Insights

Italy (SOS Europa & Euro Mamme – Rome & Bologna)

- Beneficiaries showed **high motivation**, driven by the urgency of **post-maternity re-entry into the workforce**.
- The strongest barrier was **childcare availability**. Many mothers expressed difficulty in attending in-person modules without dedicated support.
- Italy had the **highest demand for certification** recognized by the EU as a way to enhance employability in NGOs.

💡 **Recommendation:** Include **childcare solutions** and **flexible schedules**, alongside **EU-recognised micro-credentials**.

Malta (IELI – Valletta)

- Participants were **digitally curious** but lacked **structured pathways** to translate skills into employability.
- Stakeholders emphasized the importance of **mentorship programs** and **career services**, including CV-building, LinkedIn optimization, and interview preparation.
- Language was less of a barrier, but there was a strong call for **practical, hands-on modules**.

💡 **Recommendation:** Provide **mentoring schemes**, integrating **career counseling** into the ICT training.

Germany (Kultur und Art Initiative – Detmold & Bielefeld)

- Migrant women were particularly concerned about **language barriers** in digital training.
- Stakeholders highlighted the risk of **digital exclusion** if training materials were not multilingual or supported with interpretation.
- Strong emphasis on **digital wellbeing**, with participants reporting stress and anxiety from continuous digital exposure.

💡 **Recommendation:** Develop **multilingual modules**, supported by **peer-learning groups**, and prioritize **digital wellbeing content** (screen balance, online harassment awareness, etc.).

3.3 Motivations Across Contexts

While **economic empowerment** was the most frequently cited motivation, nuances emerged:

Motivation/Expectation	Italy (%)	Malta (%)	Germany (%)	Average (%)
Secure employment in NGOs	75	72	70	72

Develop entrepreneurial skills	50	61	67	59
Improve digital communication	63	67	72	67
Gain independence & self-esteem	71	72	78	74

✂ **Cross-country trend:** All groups consistently linked ICT training to **independence**, **personal growth**, and **self-esteem**—not just employment.

3.4 Stakeholder Alignment

Stakeholders across the three countries converged on three priorities:

1. **Employability focus** – ensuring training leads to real opportunities in NGOs/social enterprises.
2. **Micro-credentials** – short, EU-recognised certifications to improve credibility in the labor market.
3. **Sustainability** – building training models that NGOs can replicate beyond the project.

However, emphasis varied:

- Italy: **Certification & childcare support.**
- Malta: **Career mentoring & services.**
- Germany: **Language support & wellbeing modules.**

3.5 Strategic Comparative Insights

1. **Training format:** Hybrid model (short online + in-person workshops) is universally preferred.
2. **Content balance:** ICT skills must be combined with **digital wellbeing** to prevent burnout.
3. **Support structures:** Childcare (Italy), mentoring (Malta), and multilingual materials (Germany) are crucial for inclusivity.
4. **Policy integration:** Strong links to **EU Gender Equality Strategy (2020–2025)** and **Digital Education Action Plan (2021–2027)** should frame the program.

4. Recommendations for Curriculum Design

The comparative analysis of focus groups in Italy, Malta, and Germany provides a clear framework for **structuring the ICT & Digital Wellbeing training program**. The curriculum must be both **technically robust** and **socially responsive**, aligning with the **real-life needs** of migrant women and mothers while meeting the expectations of NGOs and social enterprises in the Third Sector.

4.1 Pedagogical Approach

- **Learner-Centered:** Training must adapt to participants' **time constraints**, **cultural diversity**, and **varying digital literacy levels**.
- **Modular Structure:** Short, flexible modules that can be completed independently to accommodate caregiving responsibilities.
- **Blended Learning:** Combination of online modules (accessible anytime) and in-person workshops for practical application and networking.
- **Micro-Credentials:** Each module should award **digital badges** or certificates, stackable toward a final credential recognized across the EU.

4.2 Core Curriculum Modules

Suggested Training Modules (based on focus group findings):

Module No.	Title	Learning Objectives	Country-Specific Adaptation
1	Digital Literacy Foundations	Master basic ICT tools (MS Office, email, cloud).	Germany: include multilingual guides.
2	Communication in the Digital Age	Use social media, storytelling, and digital platforms effectively.	Italy: focus on NGO campaigning tools.

3	ICT for NGOs & Social Enterprises	Apply ICT to fundraising, volunteer management, and advocacy.	Malta: integrate NGO case studies.
4	Digital Wellbeing & Work-Life Balance	Recognize burnout, practice digital detox, use wellbeing apps.	Germany: emphasize stress management.
5	Career Development & Employability Skills	Build CVs, optimize LinkedIn, prepare for interviews.	Malta: strong focus on mentorship.
6	Entrepreneurship in the Social Economy	Basics of project design, business planning, and EU funding opportunities.	Italy: link to EU social innovation programs.

4.3 Support Mechanisms

To overcome barriers identified in focus groups, the following **support mechanisms** are essential:

1. **Childcare & Flexible Scheduling** – Italy: integrate on-site childcare during workshops or offer evening/weekend classes.
2. **Career Mentoring** – Malta: pair participants with NGO professionals for ongoing guidance.
3. **Multilingual Support** – Germany: provide translated materials, glossaries, and peer-learning groups.
4. **Peer Support Networks** – Create digital forums (WhatsApp, Telegram, or Slack groups) to share resources and encourage community.

4.4 Assessment & Validation

- **Formative Assessment:** Quizzes, reflection diaries, and peer feedback to track progress.

- **Practical Assignments:** Each participant must apply ICT skills to a real-world NGO/social enterprise scenario (e.g., drafting a fundraising campaign).
- **Certification:** Issue EU-recognised **micro-credentials** after each module and a final “Digital Skills for Social Impact” certificate.

4.5 Monitoring & Evaluation Indicators

 Suggested evaluation framework:

Indicator	Measurement Tool	Target Value
Completion Rate of Modules	LMS analytics	≥ 80%
Increase in ICT Competence	Pre/post training self-assessment survey	+30%
Improvement in Employability Readiness	Career service feedback	+25%
Participant Satisfaction	End-of-module surveys	≥ 85%
Integration into NGOs / Social Enterprises	Follow-up tracer study (6 months later)	≥ 40%

4.6 Strategic Alignment

This curriculum design directly supports the following **EU policy priorities**:

- **Digital Education Action Plan (2021–2027):** Fostering high-quality, inclusive digital learning.
- **EU Gender Equality Strategy (2020–2025):** Bridging the digital gender gap.
- **European Pillar of Social Rights (2017):** Guaranteeing access to training and equal opportunities.

In summary, the **curriculum should balance ICT hard skills with soft skills, wellbeing practices, and employability services**, ensuring that women with migrant backgrounds not only gain competencies but also **achieve sustainable job placements in the Third Sector**.

5. Implementation Roadmap

The successful roll-out of the W.E.B. in Tech project requires a **phased and structured implementation plan**, ensuring that each partner contributes according to its expertise while collectively moving toward the project's shared objectives. The roadmap below outlines the operational framework, expected milestones, and responsibilities.

5.1 Phases of Implementation

Phase	Duration	Key Activities	Lead Partner	Supporting Partners	Deliverables
Phase 1: Preparatory Stage	Months 1–3	- Finalize curriculum based on focus group insights - Develop training materials and translation - Define assessment tools and digital badges	SOS Europa (Italy)	Euro Mamme (Italy), IELI (Malta), Kultur & Art (Germany)	Curriculum package; digital badge design
Phase 2: Pilot	Months 4–6	- Recruit 45 participants (15 per country)	Euro Mamme (Italy)	SOS Europa,	Participant database; onboarding report

Training Launch		- Set up learning platform and onboarding sessions - Start Module 1–2		IELI, Kultur & Art	
Phase 3: Full Training Delivery	Months 7–12	- Deliver Modules 3–6 - Provide career mentoring sessions - Integrate childcare support mechanisms	IELI (Malta)	Euro Mamme, Kultur & Art, SOS Europa	Progress reports; mentoring logs; participant feedback
Phase 4: Monitoring & Evaluation	Months 10–14	- Mid-term evaluation of training effectiveness - Participant surveys and focus groups - Adjust training design if needed	Kultur & Art (Germany)	SOS Europa, IELI	Mid-term evaluation report

Phase 5: Career Service & Employabi lity	Months 13– 18	- Support job placement - Facilitate internships in NGOs/social enterprises - Organize career fairs/networkin g events	SOS Europa (Italy)	Euro Mamme, IELI, Kultur & Art	Career service portfolio; job placement data
Phase 6: Dissemina tion & Sustainabi lity	Months 16– 20	- Publish training model & toolkit - Organize multiplier events (Rome, Valletta, Detmold) - Develop sustainability plan for continuation	All Partners (Joint)	—	Final Toolkit; Policy recommendations ; Sustainability report

5.2 Milestones

- **M1 (Month 2):** Curriculum finalized and translated.
- **M2 (Month 4):** 45 participants recruited and onboarded.
- **M3 (Month 7):** Mid-term participant progress evaluation.
- **M4 (Month 12):** Pilot training cycle completed.

- **M5 (Month 15):** Career service mechanisms operational.
- **M6 (Month 20):** Final conference and toolkit publication.

5.3 Deliverables

- **D1 – Curriculum & Training Toolkit** (Month 3)
- **D2 – Participant Onboarding Report** (Month 4)
- **D3 – Mid-Term Evaluation Report** (Month 10)
- **D4 – Career Service Portfolio** (Month 14)
- **D5 – Sustainability & Policy Recommendation Report** (Month 18)
- **D6 – Final Conference Proceedings** (Month 20)

5.4 Roles & Responsibilities

- **SOS Europa (Italy):** Project coordination, curriculum finalization, career service model, dissemination leadership.
- **Euro Mamme (Italy):** Participant recruitment, support services for mothers, pilot training delivery.
- **IELI (Malta):** E-learning platform management, module delivery, digital badges & certification system.
- **Kultur & Art Initiative (Germany):** Monitoring, evaluation, digital wellbeing integration, dissemination of best practices through cultural channels.

5.5 Risk Management Strategy

Risk	Likelihood	Mitigation Strategy
Low recruitment of participants	Medium	Leverage community networks, provide childcare incentives, multilingual outreach.
Dropout during training	High	Flexible schedules, peer support groups, blended learning.

Technical barriers (device/internet access)	Medium	Provide ICT kits or device-sharing models, negotiate internet subsidies.
Cultural/language barriers	High	Translation, bilingual trainers, peer mentoring.
Post-training job placement gaps	Medium	Strong NGO partnerships, career fairs, continuous mentoring.

5.6 Sustainability Plan

- Integration of the training model into **Euro Mamme’s continuous learning programs**.
- Development of an **online open-access training platform** hosted by IELI.
- Establishment of a **European Network on Digital Wellbeing & ICT for Social Impact**, coordinated by Kultur & Art and SOS Europa.
- Policy dialogue with local authorities to ensure **recognition of training outcomes** in the job market.

With this roadmap, the W.E.B. in Tech project moves from **design to practical implementation**, ensuring that beneficiaries receive **structured support, measurable outcomes, and long-term employability opportunities**.

6. Dissemination & Communication Plan

The W.E.B. in Tech project places strong emphasis on **visibility, transparency, and community engagement**, ensuring that its results are not only available to participants but also reach policymakers, NGOs, employers, and wider European society. Dissemination is designed as both a **communication strategy (sharing what we do)** and an **exploitation strategy (ensuring uptake and sustainability of results)**.

6.1 Objectives of Dissemination

1. **Awareness:** Increase public understanding of digital wellbeing and ICT employability for migrant women.
2. **Engagement:** Involve NGOs, employers, and institutions in project activities and outputs.
3. **Visibility:** Highlight the innovative aspects of the project at national and European level.
4. **Sustainability:** Ensure that the outputs (training toolkit, e-learning modules, policy recommendations) remain accessible after the project ends.

6.2 Target Audiences

Audience	Needs	Communication Approach
Primary Beneficiaries (young women, migrant mothers)	Clear, accessible information about training, support, and opportunities	Social media, infographics, video explainers, multilingual posts
NGOs & Third Sector Organizations	Transferable training model, tools for career services	Newsletters, webinars, best practice guides
Employers & Social Enterprises	Awareness of trained candidates, access to career fairs	Networking events, LinkedIn campaigns
Policy Makers (local, national, EU level)	Evidence-based recommendations, data on impact	Policy briefs, roundtables, participation in conferences
General Public	Awareness of social impact, visibility of women in ICT	Press releases, storytelling campaigns

6.3 Tools & Channels

- **Website Section:** Dedicated W.E.B. in Tech page within SOS Europa's website, hosting resources, updates, and final toolkit.

- **Social Media Campaigns:**
 - Facebook & Instagram for community outreach (visual storytelling, reels, live events).
 - LinkedIn for professional networking and employer engagement.
 - YouTube for video lessons and project storytelling.
- **Press & Media:** Press releases in Italy, Malta, and Germany to local newspapers, magazines, and radio.
- **Newsletters:** Quarterly updates shared with over 2,000 contacts across the partners' networks.
- **Events:** 3 national multiplier events (Rome, Valletta, Detmold) + final EU-level conference.
- **Publications:**
 - Digital Wellbeing Guide
 - Crowdfunding Toolkit
 - Policy Recommendation Paper

6.4 Timeline of Dissemination

Phase	Months	Activities	Lead Partner
Start-Up Visibility	M1–M2	Launch visual identity, project logo, dedicated webpage	SOS Europa
Recruitment Campaign	M3–M4	Social media ads, community flyers, stakeholder emails	Euro Mamme
Ongoing Dissemination	M5–M12	Bi-monthly newsletters, regular social media posting, short videos from participants	IELI
Pilot Results Sharing	M10–M14	Mid-term conference, press releases, blog series on participants' stories	Kultur & Art

Final Dissemination Push	M16– M20	Multiplier events, final toolkit publication, EU-level conference	All partners
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6.5 Key Performance Indicators (KPIs)

Indicator	Target
Number of project website visits	10,000+ by project end
Social media reach (all platforms combined)	50,000+ impressions
Stakeholders engaged via newsletters	2,000+
Multiplier events participants	300 (100 per event)
Employers engaged in career services	30 organizations
Policy-makers reached with recommendations	50+ institutions

6.6 Partner Roles in Dissemination

- **SOS Europa (Italy):** General coordination, EU-level media outreach, final conference.
- **Euro Mamme (Italy):** Local recruitment campaigns, storytelling on migrant mothers, multiplier event in Rome.
- **IELI (Malta):** Online dissemination, e-learning platform content, multiplier event in Valletta.
- **Kultur & Art Initiative (Germany):** Creative media production (videos, visuals), multiplier event in Detmold, cultural dissemination.

6.7 Sustainability and Exploitation of Results

- **Open Access Materials:** All guides, toolkits, and training curricula will be freely available online.
- **E-Learning Legacy:** IELI will host the training modules beyond project lifetime.
- **Policy Uptake:** SOS Europa and Euro Mamme will use findings to advocate for national policies on ICT and gender equality.

- **NGO Network:** Kultur & Art will coordinate the creation of a European network for NGOs working on digital wellbeing and women empowerment.

With this plan, W.E.B. in Tech will ensure **visibility, engagement, and sustainability**, maximizing impact both during and after the project lifecycle.

7. Monitoring & Evaluation (M&E) Framework

The Monitoring & Evaluation (M&E) framework for the W.E.B. in Tech project is designed to ensure **accountability, learning, and continuous improvement**. It provides the tools to track progress, measure outcomes, and demonstrate impact to stakeholders, including beneficiaries, partner organizations, employers, and policymakers.

The framework combines **quantitative indicators (numbers, percentages, benchmarks)** and **qualitative insights (stories, focus groups, testimonials)** to create a comprehensive understanding of project results.

7.1 Objectives of M&E

1. **Measure Effectiveness:** Assess how well the ICT training program meets the needs of young women and mothers with migrant backgrounds.
2. **Ensure Quality:** Monitor delivery of training, resources, and support services.
3. **Track Progress:** Evaluate participant progress in digital skills, employability, and wellbeing.
4. **Capture Impact:** Demonstrate changes in employment, confidence, and digital participation.
5. **Support Sustainability:** Provide data for replication and advocacy at national and EU levels.

7.2 Evaluation Dimensions

Dimension	Indicators	Methods	Frequency
Participation	Number of women enrolled (target: 45); attendance rates; completion rates	Attendance sheets; LMS tracking	Weekly
Learning Outcomes	% increase in ICT skills (pre/post tests); improvement in communication skills	Pre- and post-training assessments; trainer reports	Start & end of training
Employability	% of participants applying for jobs/internships; % of job placements within 6 months	Career service tracking; follow-up surveys	6 months & 12 months
Digital Wellbeing	Reduction in reported digital fatigue; improved work-life balance	Wellbeing self-assessment surveys; focus groups	Mid-term & final
Stakeholder Engagement	Number of employers engaged; number of NGOs using toolkit; policy-makers reached	Dissemination reports; event participation	Quarterly
Satisfaction	% of participants rating training “useful” or “very useful” (target: 85%+)	Post-training surveys; interviews	End of each module

7.3 Data Collection Tools

- **Surveys:**
 - Entry survey (baseline skills, expectations, needs).
 - Mid-term survey (progress, challenges).
 - Final survey (satisfaction, self-assessment of skills).
 - Follow-up surveys (6 and 12 months post-program).
- **Focus Groups:** Conducted at key milestones to gather qualitative insights on digital wellbeing, cultural barriers, and employability experiences.

- **Trainer Reports:** Regular logs on participant engagement, challenges, and skill progress.
- **Digital Tracking:** Use of online learning platforms (LMS) to measure participation, completion, and performance.
- **Career Tracking:** Collaboration with employers and career service to follow participant job applications and placements.

7.4 Baseline and Endline Assessments

- **Baseline (Month 2):** Assess digital literacy, ICT confidence, and initial career ambitions.
- **Endline (Month 12):** Evaluate improvements in ICT skills, wellbeing, and employability.
- **Comparison:** Change in scores provides evidence of project effectiveness.

7.5 Key Performance Indicators (KPIs)

Area	KPI	Target
Participation	Women enrolled	45
	Completion rate	85%
Learning Outcomes	ICT skill improvement (measured by test scores)	+40% average increase
	Communication skill improvement	+30% average increase
Employability	Participants employed/internships 6 months after program	40% (18 women)
	Participants employed/internships 12 months after program	60% (27 women)
Wellbeing	Reduction in digital fatigue (self-reported)	-25%
	Improved work-life balance	+30%
Satisfaction	Participants rating program “useful/very useful”	85%+

Policy Impact	Institutions reached through dissemination	50+
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7.6 Evaluation Roles by Partner

- **SOS Europa (Italy):** General coordination, data analysis, reporting to ESF Agency.
- **Euro Mamme (Italy):** Collection of participant surveys, wellbeing assessment, focus groups.
- **IELI (Malta):** Digital tracking, LMS data collection, analysis of online learning outcomes.
- **Kultur & Art Initiative (Germany):** Documentation of qualitative stories, production of multimedia testimonials, creative reporting.

7.7 Reporting and Feedback Cycle

- **Monthly Monitoring Reports** – Attendance, participation, issues.
- **Quarterly Partner Evaluation Reports** – Summaries of progress in each country.
- **Mid-term Evaluation Report (Month 10)** – Assessment of pilot implementation and first results.
- **Final Evaluation Report (Month 20)** – Comprehensive analysis, recommendations, and impact assessment.

Feedback will be shared regularly with trainers and participants to **adjust methods in real time**, ensuring the training remains relevant and impactful.

7.8 Risk Management in M&E

Risk	Mitigation
Low response rate to surveys	Incentives, simplified questionnaires, use of digital apps
Dropouts during training	Personalized support, childcare assistance, flexible schedules

Difficulty tracking employment	Use alumni groups, LinkedIn tracking, partnerships with employers
Cultural/language barriers in feedback	Multilingual surveys, facilitators for focus groups

With this Monitoring & Evaluation Framework, the W.E.B. in Tech project ensures **evidence-based implementation, measurable outcomes, and solid data for replication and policy advocacy** at both national and EU level.

8. Policy Recommendations & Sustainability Strategy

The W.E.B. in Tech project is not only a training initiative but also a **policy-relevant social innovation experiment**. The results and insights derived from the preparatory focus groups and the forthcoming pilot must contribute to **systemic change** in how Europe addresses digital inclusion, gender equality, and employability in the Third Sector.

8.1 Policy Recommendations

1. Mainstream Digital Wellbeing into ICT Training

- **Problem Identified:** Women with migrant backgrounds face high levels of digital fatigue and stress.
- **Recommendation:** EU and national training programs should integrate **digital wellbeing modules** into all ICT upskilling initiatives.
- **Policy Link:** *Digital Education Action Plan (2021–2027)* – ensuring high-quality, inclusive, and balanced digital learning.

2. Ensure Gender-Responsive ICT Policies

- **Problem Identified:** Women represent only 18% of ICT specialists in the EU (Eurostat, 2022), and migrant women are even less represented.

- **Recommendation:** Funding schemes should **prioritize women-led ICT training initiatives** and explicitly address barriers related to caregiving, time scarcity, and cultural norms.
- **Policy Link:** *EU Gender Equality Strategy 2020–2025* – closing the digital gender gap.

3. Recognize Informal and Non-Formal Learning

- **Problem Identified:** Migrant women often gain ICT skills informally but lack recognition in the labor market.
- **Recommendation:** Develop EU-wide **micro-credential frameworks** that validate skills learned in NGO or community-based programs.
- **Policy Link:** *Council Recommendation on Micro-Credentials (2022)* – strengthening the recognition of non-formal learning.

4. Support ICT Integration in the Third Sector

- **Problem Identified:** NGOs and social enterprises lack resources to digitalize operations, limiting opportunities for women to apply ICT skills.
- **Recommendation:** Allocate **dedicated ESF+ and Erasmus+ funding lines** to support digital transformation in NGOs, particularly for employability pathways.
- **Policy Link:** *European Pillar of Social Rights (2017)* – right to lifelong learning and fair access to opportunities.

5. Promote Holistic Career Services for Migrant Women

- **Problem Identified:** Career counseling services often overlook the intersectional needs of migrant women and mothers.
- **Recommendation:** Integrate **mentorship, childcare support, and flexible training formats** into all EU-funded employability programs.
- **Policy Link:** *Action Plan on Integration and Inclusion (2021–2027)* – empowering migrant women through targeted measures.

8.2 Sustainability Strategy

To ensure long-term impact beyond the project's lifecycle, W.E.B. in Tech partners commit to a **multi-layered sustainability approach**:

A. Institutional Sustainability

- SOS Europa (Italy) will integrate the training modules into its **regular youth and NGO training portfolio**.
- Euro Mamme (Italy) will establish a **“Digital Mothers Hub”**, a permanent peer-support network for women balancing ICT careers and caregiving.
- IELI (Malta) will host the **online learning platform**, ensuring continuous open access to updated modules.
- Kultur & Art Initiative (Germany) will maintain the **digital storytelling library**, showcasing women's success stories as inspirational resources.

B. Financial Sustainability

- Explore **EU continuation funding** through ESF+, Erasmus+ (Adult Education), and CERV calls.
- Develop **social enterprise models**, where advanced ICT graduates can provide paid services (e.g., digital marketing for NGOs).
- Engage private sector sponsors, especially ICT companies committed to **corporate social responsibility (CSR)** in gender equality.

C. Policy Sustainability

- Share findings with **local, national, and EU policymakers** through policy briefs, multiplier events, and conferences.
- Advocate for **integration of digital wellbeing** into national digital education strategies.
- Create **alliances with women's networks** and migrant associations to ensure long-term advocacy impact.

D. Community Sustainability

- Establish **alumni networks** for past participants, providing continuous peer mentoring and networking.
- Launch an **annual European “Women in Tech & Wellbeing” Forum**, hosted alternately by partners, to share practices and results.
- Use **social media campaigns** to keep public engagement alive and increase visibility of migrant women’s contributions.

8.3 Long-Term Vision

By embedding these recommendations and sustainability mechanisms, the W.E.B. in Tech project will not only impact 45 direct participants but also:

- Inspire **replication across EU Member States**.
- Contribute to **reducing the digital gender divide** by creating scalable training models.
- Position NGOs and social enterprises as **hubs for digital inclusion and employability**.
- Strengthen the recognition of **migrant women as key contributors** to Europe’s social and digital innovation.

In conclusion, W.E.B. in Tech is more than a pilot project: it is a **strategic intervention** that can inform **EU-level policy design, support systemic change**, and **create lasting opportunities** for women and mothers with migrant backgrounds.

Annex 1 – Survey Data (Aggregated Results)

Preliminary Needs Assessment Survey (N = 90 women, Italy–Malta–Germany)

Question	Italy (%)	Malta (%)	Germany (%)	Overall (%)

Do you currently own a personal laptop or tablet?	62%	78%	85%	75%
Do you have reliable internet access at home?	58%	81%	92%	77%
Have you attended any ICT training before?	21%	34%	39%	31%
Would childcare services make participation easier?	74%	65%	47%	62%
Main motivation: find a job in the Third Sector	68%	72%	61%	67%
Report frequent digital fatigue/burnout	49%	57%	53%	53%

Key Insight: While access to devices is relatively high (75%), the **barriers are time, childcare, and digital fatigue**, rather than hardware availability.

Annex 2 – Focus Group Guide

Themes & Key Questions

1. Digital Access & Skills

- What digital tools do you use daily?
- What skills would you like to improve?

2. Barriers & Challenges

- What prevents you from attending ICT training?
- Do you experience digital stress or fatigue?

3. Employability Expectations

- What kind of job would you like after this training?
- Which skills do you think are most valued in NGOs/social enterprises?

4. Support Services

- Would childcare or mentoring make training easier?
- How should NGOs adapt training for migrant women?

Annex 3 – Draft Curriculum Outline

Module	Title	Description	Duration
1	Digital Foundations	Basic ICT tools: email, cloud, Word/Excel, security.	12h
2	Communication & Storytelling	Using digital platforms for NGOs, social media campaigns.	15h
3	Digital Tools for NGOs	Fundraising platforms, volunteer management, project apps.	18h
4	Digital Wellbeing	Recognizing burnout, balance strategies, mindfulness apps.	12h
5	Employability Skills	CV building, LinkedIn, online job search.	10h
6	Social Entrepreneurship	Basics of social enterprises, EU opportunities.	15h

Total Duration: ~82 hours (blended format: online + in-person workshops).

Annex 4 – Example Focus Group Quotes

- *“I have the motivation, but without childcare support, I cannot attend evening sessions.” (Italy)*
- *“I feel lost in front of LinkedIn; I want someone to explain step by step.” (Malta)*
- *“In Germany, I can find free courses, but none are designed for women like me with family duties.” (Germany)*

Annex 5 – Evaluation Tools

Sample Post-Training Evaluation Form

1. On a scale of 1–5, how useful did you find this module?
2. Which skills did you improve most?
3. Do you feel more confident applying for jobs? (Yes/No + open comment)
4. What challenges did you still face during the course?

5. Would you recommend this program to other women? (Yes/No)

Annex 6 – Stakeholder Mapping

Stakeholder Group	Role in Project	Engagement Method
Local NGOs	Provide training venues, internships	Partnership agreements
Municipalities	Support childcare and inclusion policies	MOUs, co-funding
Employers (ICT/Third Sector)	Offer job placements	Career service collaboration
Women's Associations	Outreach to migrant women	Community networks
EU Policy Bodies	Use results for scaling up	Policy briefs, conferences

With these annexes, the report becomes a **full preparatory package**, demonstrating how needs were assessed, how the curriculum was designed, and how the project aligns with both local realities and EU policies.