

Evidence-Based Training Design & Co-Design Report

From Skill Gaps and Focus Groups to Learning Outcomes, Training Modules and Capacity Building

PROJECT	Women Engagement Boost in Technology (W.E.B. in Tech)
PROJECT NUMBER	ESF-SI-2023-SKILLS-01-0011
PARTNERSHIP	SOS Europa · Euro Mamme · IELI · Kultur und Art Initiative
FOCUS	Needs → Skill Gap / Focus Group → Learning Outcome → Module / Tool

Purpose. This dossier consolidates the documented needs-assessment evidence and translates it into a transparent training-design chain. It also records the Malta staff meeting as a capacity-building and co-design milestone, while clearly distinguishing documented facts from methodological reconstruction.

Prepared as a project evidence and traceability document

01 Executive Summary

W.E.B. in Tech aims to increase the employability of young women and mothers with migrant backgrounds in the Third Sector and social entrepreneurship by improving digital and communication skills. The project materials define a needs-led approach: training should be tailored to labour-market needs, made accessible and attractive to the target group, and linked to concrete career-service opportunities.

The preparatory focus-group package documents six focus groups in Italy, Malta and Germany, involving 86 participants: 60 beneficiaries and 26 stakeholders. The evidence identifies barriers related to childcare, financial constraints, digital confidence, language, lack of career-pathway awareness and digital fatigue. It also identifies demand for digital communication, storytelling, NGO-focused ICT tools, career services, wellbeing, mentoring and flexible delivery.

This report converts that evidence into an auditable design chain: Need → Skill Gap / Focus Group Finding → Learning Outcome → Module / Tool. It also situates the staff meeting held in Valletta on 17 June 2025 as a documented transnational capacity-building milestone and explains how such a milestone logically supports curriculum consolidation without claiming undocumented activities.

Evidence base	What it contributes	Training-design consequence
Target-group focus groups	Barriers, motivations, preferred delivery, support needs	Accessible, modular, blended and support-sensitive programme
Stakeholder input	Employability expectations, soft skills, micro-credentials, NGO relevance	Applied tasks, career orientation, NGO/social-enterprise scenarios
Cross-country comparison	Italy: childcare/certification; Malta: mentoring/career services; Germany: language/wellbeing	Common core with contextual adaptations
Malta staff meeting	Documented transnational meeting of partner representatives	Capacity-building/co-design checkpoint in the training preparation process

02 Evidence Base and Source Logic

The dossier is grounded in the project materials made available for W.E.B. in Tech. The principal evidence used here is the Preparatory Focus Group Report, the project/staff-meeting presentation for Malta, and the focus-group working template.

Source	Documented content used in this report	Status
Preparatory Focus Group Report	Purpose, methodology, participant numbers, barriers, motivations, training priorities, cross-country findings, proposed curriculum, support mechanisms, M&E; and annexed survey/focus-group data.	Primary evidence
W.E.B. in Tech / Malta Staff Meeting deck	Project objectives and expected results; partnership; Valletta staff meeting on 17 June 2025, 10:00–12:00; two participants from each partner; reimbursement rules.	Primary evidence
Focus-group working template	Prompts on roles, challenges, digital tools, problems solved/not solved, desired digital solutions and prioritisation of digital skills.	Supporting design evidence

Evidence rule. Where the source documents explicitly state a fact, this report presents it as documented. Where the report connects evidence to a design decision, it is labelled as a synthesis or methodological reconstruction. No undocumented Malta visit, workshop, decision or output is presented as a historical fact.

03 Needs Assessment: What the Evidence Says

The preparatory focus groups were structured around barriers to ICT training and employability, motivations and expectations, practical training-design needs, and wellbeing/digital balance. The report records 86 participants across three countries.

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

Barrier	Italy	Malta	Germany	Overall	Design implication
Care / childcare	67%	61%	56%	62%	Flexible scheduling and support-sensitive delivery
Economic limitations	71%	67%	61%	66%	Low-cost/open tools; avoid unnecessary hardware dependence
Digital confidence / skills gap	63%	56%	50%	57%	Progressive practical exercises and foundational ICT support
Language difficulties	38%	44%	67%	50%	Clear language, glossaries, multilingual/peer support where needed
Lack of job guidance	58%	50%	61%	56%	Career services, CV/LinkedIn/interview orientation

04 Motivations, Expectations and Training Priorities

Motivation / expectation	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%

The evidence therefore points to a dual objective. Participants need employability-oriented digital competence, but they also associate digital learning with autonomy, confidence and personal growth. A credible programme should not treat these as separate tracks: practical digital tasks should progressively build both competence and self-efficacy.

The report ranks digital storytelling and NGO communication first, followed by career services, ICT tools, wellbeing/balance and certification. Stakeholders additionally stress soft skills, micro-credentials and real job pathways.

Priority	Training response
Digital storytelling & NGO communications	Content creation, social media, storytelling, advocacy-oriented digital communication
Career services	CV, LinkedIn, online job search, interview preparation and mentoring
ICT tools	Hands-on use of collaboration, design and project tools such as Canva, Trello and related platforms
Digital wellbeing	Burnout awareness, digital balance, online safety and sustainable digital habits
Certification	Short, stackable validation / badges where feasible and compliant with the project framework

05 Core Traceability Matrix

The matrix below is the central design instrument of this dossier. It shows how the training response can be traced back to documented needs and stakeholder findings.

Need / problem	Evidence / gap	Learning outcome	Module / training response	Tool / method
Low digital confidence	57% overall digital-confidence/skills gap; only 31% in annexed survey had attended ICT training before	Use essential digital tools with increasing autonomy and confidence	M1 Digital Foundations	Email, cloud, office tools, guided tasks, basic security
Need for NGO-relevant communication	Digital storytelling & NGO communications ranked #1; 67% average motivation to improve communication/storytelling	Create clear digital content for Third Sector audiences and campaigns	M2 Communication & Storytelling	Social media, visual content, storytelling exercises, campaign briefs
Need to apply ICT in Third Sector work	Stakeholders request practical NGO-focused skills; report names fundraising, volunteer management and advocacy	Select and apply digital tools to common NGO/social-enterprise workflows	M3 Digital Tools for NGOs	Project/collaboration tools, fundraising platforms, volunteer-m management scenarios
Digital fatigue / stress	53% report frequent digital fatigue/burnout in annexed survey; Germany strongly emphasises wellbeing	Recognise overload and apply sustainable digital-working practices	M4 Digital Wellbeing	Self-assessment, screen-balance strategies, wellbeing apps, online-harassment awareness
Weak career-pathway awareness	56% overall lack job guidance; Malta requests career services and mentoring	Present a professional profile and navigate digital job-search channels	M5 Employability Skills	CV, LinkedIn, job search, interview simulation, mentoring
Interest in social entrepreneurship	59% average motivation to develop entrepreneurial skills	Understand basic social-enterprise/project concepts and identify opportunities	M6 Social Entrepreneurship	Problem framing, basic business/project design, EU opportunity orientation
Care responsibilities / time scarcity	62% care/childcare barrier; flexible and hybrid formats repeatedly requested	Participate effectively in a modular, flexible learning pathway	Programme methodology	Short modules, blended delivery, asynchronous access where possible
Language and inclusion barriers	50% overall; 67% in Germany	Use accessible learning resources and participate through supported learning	Cross-cutting inclusion design	Plain language, glossaries, peer learning, multilingual support where feasible
Need for confidence and independence	74% average motivation to gain independence/self-confidence	Demonstrate increasing autonomy in completing practical digital tasks	Cross-module progression	Scaffolded assignments, feedback, reflection, peer support

06 Common Core and Country-Specific Adaptation

Context	Evidence	Design response
Italy	Post-maternity re-entry; strongest emphasis on childcare; high demand for recognised certification.	Flexible scheduling, support-sensitive participation, NGO campaigning examples, visible validation of learning.
Malta	Digital curiosity but limited structured pathways into employment; strong stakeholder call for mentoring, CV, LinkedIn and interviews.	Career-service integration, mentoring, hands-on tasks and explicit translation of skills into employability.
Germany	Language barriers more prominent; strong emphasis on digital wellbeing and stress from continuous digital exposure.	Accessible/multilingual support, peer learning and strengthened wellbeing content.

The recommended model is therefore one shared competence framework with contextual adaptations, rather than three unrelated national curricula. This preserves comparability while allowing delivery to respond to barriers that differ by country.

07 Learning Outcomes Framework

Domain	By the end of the pathway, learners should be able to...	Evidence of achievement
Digital foundations	Use essential digital tools for communication, document creation, cloud work and basic secure practice.	Completed practical digital task / portfolio item
Communication	Plan and produce audience-appropriate digital content and simple storytelling for NGO/social-impact contexts.	Campaign/storytelling output
NGO tools	Choose digital tools for fundraising, collaboration, volunteer/project workflows and advocacy.	Scenario-based assignment
Wellbeing	Identify signs of digital overload and apply strategies for healthier, safer and more sustainable digital participation.	Self-assessment + personal action plan
Employability	Create/update a CV and LinkedIn profile, search for relevant opportunities and prepare for interviews.	Career portfolio / mock interview
Social entrepreneurship	Explain basic social-enterprise concepts and frame a simple social-impact idea or project opportunity.	Mini project / concept note

Assessment principle. The focus-group report proposes formative assessment through quizzes, reflection diaries and peer feedback, combined with practical assignments based on real NGO/social-enterprise scenarios. The programme should therefore privilege demonstrable outputs over purely theoretical testing.

08 Programme Architecture

Module	Core purpose	Indicative duration in draft outline	Key outputs
1. Digital Foundations	Basic ICT tools, email, cloud, Word/Excel, security	12 h	Foundational digital task
2. Communication & Storytelling	Digital platforms for NGOs and social-media campaigns	15 h	Digital story / campaign asset
3. Digital Tools for NGOs	Fundraising platforms, volunteer management, project apps	18 h	NGO workflow / fundraising exercise
4. Digital Wellbeing	Burnout recognition, balance strategies, mindfulness/wellbeing apps	12 h	Digital wellbeing action plan
5. Employability Skills	CV building, LinkedIn, online job search	10 h	Career portfolio
6. Social Entrepreneurship	Social-enterprise basics and EU opportunities	15 h	Mini social-impact concept

Total indicative duration in the preparatory draft: approximately 82 hours, delivered in blended format. This dossier treats the six-module outline as the documented preparatory curriculum architecture. Any later expansion or renaming should be version-controlled and cross-referenced to the same needs-to-outcomes logic.

09 Malta Capacity Building & Co-Design Dossier

The available staff-meeting presentation documents a transnational meeting in Valletta, Malta, on 17 June 2025 from 10:00 to 12:00. It states that two participants from each partner were expected, with the profile described as members of the association. The partnership shown is SOS Europa, Euro Mamme, IELI and Kultur und Art Initiative.

Element	Documented evidence	Use in this dossier
Location / date	Valletta, Malta - 17 June 2025 - 10:00-12:00	Confirmed transnational coordination/capacity-building milestone
Participation model	2 participants from each partner	Cross-partner representation for shared learning and programme alignment
Project purpose in deck	Tailor ICT training to Third Sector labour-market needs; improve accessibility; enrol 45 target-group women in training and career services	Defines the programme-design questions that partner staff needed to operationalise
Logistics	Partner groups organised travel/stay autonomously; reimbursement after supporting documents; EUR 658 budget limit per participant	Administrative evidence only; not treated as pedagogical evidence

Methodological reconstruction. Given the timing and project logic, the Malta staff meeting can be presented as a capacity-building and co-design checkpoint where partner representatives aligned the needs evidence with the emerging training architecture. This is a reasonable project-design synthesis, but the available deck does not by itself prove specific exercises, visits, decisions, minutes or module-by-module approvals.

10 Reconstructed Co-Design Logic for the Malta Milestone

For reporting and audit readability, the contribution of the Malta milestone can be represented through the following co-design logic. The table is explicitly a reconstruction based on the documented needs, project objectives and staff-meeting evidence.

Co-design question	Evidence brought into discussion	Expected design decision
Who are we designing for?	Young women/mothers with migrant backgrounds, 23-29, with care responsibilities and varied digital confidence.	Learner-centred, accessible, modular pathway.
Which barriers must delivery remove?	Time/childcare, economic constraints, language, digital confidence, fatigue.	Blended delivery, short modules, support measures, accessible language.
Which skills have the highest practical value?	Digital communication/storytelling, NGO tools, career services, wellbeing, entrepreneurship.	Six-module competence architecture.
How should learning be demonstrated?	Stakeholder emphasis on practical skills and real pathways.	Portfolio tasks, NGO scenarios, career outputs and formative feedback.
How should national differences be handled?	Italy: childcare/certification; Malta: mentoring; Germany: language/wellbeing.	Shared core + country-specific delivery adaptations.

This framing turns the meeting into a traceable capacity-building function: partner staff do not merely receive information; they acquire a common interpretation of the needs evidence and a shared method for converting it into learning outcomes, activities and learner support.

11 Capacity Building: What Partner Staff Needed to Align

Capacity area	Shared capability to build	Why it matters
Needs interpretation	Read quantitative and qualitative findings together without reducing needs to a single digital-skills score.	Prevents generic ICT training disconnected from beneficiaries.
Outcome-based design	Translate each need into observable learning outcomes and practical evidence of achievement.	Creates auditability between research and curriculum.
Inclusive delivery	Adapt schedules, language, peer support and learning formats to participation barriers.	Accessibility is part of programme quality, not an add-on.
Third Sector relevance	Use NGO/social-enterprise scenarios for communication, fundraising, advocacy and project work.	Connects learning directly to employability.
Career orientation	Integrate CV, LinkedIn, interviews, mentoring and pathways into the training journey.	Responds to the documented job-guidance gap.
Wellbeing-aware digital training	Recognise fatigue, online stress and sustainable digital-working practices.	Addresses a documented barrier to long-term participation.

12 Module / Tool Map

Module / focus	Illustrative tools and methods	Evidence link
Digital Foundations	Email, cloud storage, office productivity, basic security; step-by-step practice	Digital confidence gap; low prior ICT-training participation
Communication & Storytelling	Canva-style visual creation, social media, content planning, storytelling briefs	Highest-ranked training priority across countries
Digital Tools for NGOs	Trello/project apps, fundraising/crowdfunding exercises, volunteer-management scenarios	Report explicitly names Canva, Trello, social media and crowdfunding
Digital Wellbeing	Self-checks, reflection diary, screen-balance plan, wellbeing apps	53% digital fatigue in annexed survey; Germany emphasis
Employability	CV, LinkedIn, job-search mapping, mock interviews, mentor feedback	Malta career-services recommendation; job-guidance gap
Social Entrepreneurship	Simple project canvas, problem/solution framing, EU-opportunity orientation	59% average interest in entrepreneurial skills

Tools are illustrative and should remain subordinate to learning outcomes. The programme should not become a catalogue of software: the competence to choose and use an appropriate tool in a realistic Third Sector situation is the intended outcome.

13 Assessment, Monitoring and Validation

Dimension	Method	Target / intended signal
Participation	Attendance sheets; LMS tracking	45 women enrolled; strong completion
Learning outcomes	Pre/post assessments; trainer reports; practical tasks	Increase in ICT and communication competence
Employability	Career-service tracking; follow-up surveys	Applications, internships and placements after training
Digital wellbeing	Self-assessment surveys; focus groups	Reduced fatigue and improved work-life balance
Stakeholder engagement	Dissemination/event records; toolkit uptake	Employer/NGO/policy engagement
Satisfaction	End-of-module surveys/interviews	Useful / very useful ratings at high levels

The preparatory report contains more than one target set across its sections (for example, completion and skills-improvement targets vary between the curriculum recommendations and the later M&E; framework). For evidence integrity, this dossier does not silently harmonise those figures. Final reporting should use the formally approved monitoring framework/version in force.

14 Evidence Gaps and Audit-Safe Treatment

Potential evidence item	Current status from materials reviewed	Recommended treatment
Detailed Malta agenda	Only meeting date/time and general project information are evidenced in the available deck.	Attach if available; do not reconstruct as historical fact.
Attendance sheet / participant names	Deck states two participants per partner, but names/signatures are not contained in the reviewed material.	Attach signed attendance evidence if available.
Minutes / decisions	Not evidenced in the reviewed material.	Use only if an authentic contemporaneous record exists.
Photos	No event-photo evidence used in this dossier.	Add original dated photographs if available.
NGO visits / external sessions	Not supported by the reviewed Malta deck.	Do not claim unless supported by independent evidence.
Training versions	Preparatory report includes a six-module draft outline.	Version-control later curricula and show changes against this baseline.

This distinction strengthens the dossier: an auditor can see what is proven, what is a design synthesis, and what still requires an attachment. It avoids converting plausible project logic into unsupported historical claims.

15 Recommended Annex Evidence Checklist

- A. Preparatory Focus Group Report – full version.
- B. Malta Staff Meeting presentation / infopack – 17 June 2025.
- C. Focus-group facilitation template / working sheet.
- D. Signed attendance sheets for Malta, if available.
- E. Malta minutes or internal meeting note, if authentic and available.
- F. Original event photographs with date/location metadata, if available.
- G. Training Programme versions showing evolution from the six-module preparatory outline to the final programme.
- H. Learning materials, exercises, assessment forms and digital-badge/certificate evidence.
- I. Career-service tools: CV templates, LinkedIn guidance, mentoring logs or interview materials.
- J. Monitoring instruments: baseline, mid-term, final and follow-up surveys.

The strongest final evidence package will therefore contain both process evidence (how the programme was designed) and product evidence (the actual curriculum, tools and assessments).

16 Conclusion

The available W.E.B. in Tech evidence supports a coherent needs-led training model. Beneficiaries and stakeholders identify not only technical digital gaps but also structural barriers, career-navigation needs, wellbeing concerns and a strong desire for autonomy. The resulting programme architecture is therefore appropriately broader than basic ICT instruction.

The traceability chain established in this dossier is straightforward: documented need → interpreted skill gap → observable learning outcome → module / practical tool → assessment evidence. This provides a clear rationale for the six-module preparatory curriculum and for the programme's blended, practical and employability-oriented methodology.

The Malta staff meeting is documented as a transnational partner milestone on 17 June 2025. Within this dossier it is positioned, cautiously and transparently, as a capacity-building/co-design checkpoint in the training preparation process. Specific Malta activities or decisions should only be added when supported by authentic attendance, minutes, photographs, agendas or other contemporaneous evidence.

DESIGN PRINCIPLE

Every module should be able to answer one question: Which documented need does this learning activity solve?

Source note: prepared from the W.E.B. in Tech Preparatory Focus Group Report, the W.E.B. in Tech / Malta Staff Meeting presentation, and the focus-group working template supplied for this task.