

WOMEN4IT

2021



Impact Assessment

WOMEN4IT 2021

Impact Assessment

The project Nr.2017-1-094 "YOUNG-ICT WOMEN: Innovative Solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda" benefits from a 2.714.304 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of the project is to increase the numbers of EU vulnerable girls and young women into the digital agenda.

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Author(s)	Fiona Tesi, Charmaine Buttigieg at Tech.mt Foundation Malta Vita Vītola-Lapiņa, LIKTA

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Introduction

Within the project Women4IT eight digital job profiles have been developed and a training conducted reaching 646 young NEET women graduates aged 19-29 years old. Women4IT training program has been piloted in 6 partner countries during the period September 2020 – June 2021. Piloting countries (Latvia, Lithuania, Greece, Romania, Spain and Ireland) each trained a minimum of 100 young women, provided mentoring activities and support for employability.

This Impact Assessment Report accounts for the methodology used to evaluate the impact of the Women4IT project from the standpoints of female participants and employers and the analysis of the data used to analyse the impact on the target audience beneficiaries. It describes the Women4IT approach to training and explains the methods and tools used for impact assessment. The evaluation research detailed in this document, was formed by

- an interpretative qualitative research design that deployed a focus group with the women and a focus group with employers.
 - the quantitative approach is gathered through information received from participants filling up the Post Training Evaluation Survey, after completing a training roadmaps
- Data was collected anonymously.

Impact assessment provides the conclusions and recommendations based on the data of above mention research and analysis.

Purpose of this document

The purpose of this document is to analyse and assess the impact of the Women4IT training approach to young women beneficiaries. The document describes the overall Women4IT training approach, the methodology, the quantitative and qualitative data analysis and conclusions and recommendations based on the research.

Impact Assessment Methodology

For a comprehensive Women4IT impact assessment a combination of qualitative and quantitative research tools had been used gathering data from different samples of target populations. These include:

- The training and mentoring evaluation surveys
- The employability surveys
- The Young NEET women focus groups
- The Employers focus group

The training and mentoring evaluation surveys and the employability survey were addressed to young NEET women in piloting countries undergoing Women4IT training program.

The focus groups were addressed to the project beneficiaries and to company representatives/employers in partner countries, but for each group the aim was different:

- a) to gain an understanding on the attitudes, feelings, reactions and experiences of the young beneficiaries towards training and mentoring and
- b) to explore employability aspects and attitudes of employers towards cooperation and active involvement in the project.

Qualitative data collection

Focus groups

For qualitative data analysis two types of focus groups were organized after the finalization of pilot training in partner countries. A focus group consists of “a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (Powell & Single, 1996, p. 499). Whilst it is the researcher who provides the focus of discussion, the data arises from the group interaction amongst participants (Neuman, 2014). Focus groups are also recommended to investigate experiences of individuals that have been exposed to the same stimuli (Breen, 2006), as is the case of Women4IT participants. Consequently, a focus group will be used to collect primary data that inform on participants’ evaluation and assessment of the Women4IT training programme.

The Young Women focus groups and Employer focus groups were delivered between April and September 2021, in Latvia, Greece, Ireland, Romania, Spain and Lithuania. The aim of

focus groups is to bring together different opinions from individuals and different target groups (young women and employers) and discuss upon, through the different experiences of individuals.

A sample of eight (8) to ten (10) participants participated in each of the focus groups using the technique of maximum variation sampling (also known as heterogeneous sampling or maximum rotation sampling). This is a purposive sampling technique used to maximise the range of perspectives relating to the matters under scrutiny; without jeopardising the feasibility of the focus group discussion by overcrowding it. In other words, maximum variation sampling is a search for variation in perspectives to gain greater insights into a phenomenon by looking at it from a broad variety of angles. (Moser & Korstjens, 2018).

Objectives

The principal objectives of the focus groups included:

- (a) an assessment of women's and employers' perceptions concerning the knowledge and skills acquired by the women and the women's employability prospective in the IT sector, as a result of participation in the Women4IT programme.
- (b) the identification of commonalities and differences across the above-mentioned perceptions, with special attention to:
 - i. in the case of the women - motivation to join the project; and
 - ii. in the case of employers – type and size of business, number of years of operation, pre-existing experience of employing women and country.
- (c) the identification of the strengths and weaknesses of the approach and impact of Women4IT

Thematic analysis of focus groups' data was used to identify patterns or themes relevant to the above objectives, with special attention to the strengths and weaknesses of the tools flagged by the women and the employers.

An interpretive qualitative methodology informed this research exercise to address and understand interpretations in a specific context, particularly of a relatively small population –

as was the case of Women4IT training programme participants and employers. This methodology keeps the human actors at the centre of the explanation, focusing on the research participants to provide meaningful and in-depth information (Schutt, 2012).

Young Women and Employers focus groups

The scope of the focus group was to collect primary data on employers and young women's evaluation and assessment of the Women4IT training programme. The focus groups took place online in all the participating countries, due to the ongoing COVID-19 restrictions, at that time. Focus group included questions and prompts in open-ended and semi-structured style to guide the discussion in line with the above-stated objectives, whilst allowing room for unanticipated data to be put forward by focus group participants. The questions discussed during focus group are added as Appendix 1. Focus groups were held in 6 out of the seven piloting countries and each of the country created a report with main findings and recording of the focus group – the reporting template can be found in Appendix 3.

Ethical Considerations

All focus group participants were presented with a recruitment letter and a consent form providing all necessary details about the purpose of the evaluation research. The questions asked did not involve deception or invasion of privacy and all data were collected and handled in line with General Data Protection Regulations (GDPR). It was explained to participants that they had the right to withdraw from the research exercise at any point and without consequence. Participants' identity needs were protected throughout all stages of the research (Creswell, 2013). Consequently, data was pseudonymised to maximise anonymity of the respondents in the report. The importance of internal confidentiality was also explained to participants, with emphasis on their responsibility of not disclosing information about other participants or third parties shared during the focus group discussions. The research team offered research participants the possibility to access the findings of the research exercise in due course. It was well explained that the focus group discussions were to be recorded and that the recording was to be used only for research purposes and destroyed after six (6) months from the date of completion of the Women4IT project.

Focus group analysis

Each of the piloting countries developed the key finding report for both focus groups. The consistency of the findings a reporting template was developed and can be found in Appendix 3 (young women) and Appendix 4 (employers). All focus group discussions held were recorded. Content analysis was carried out using to illuminate participants' experiences from their subjective point of view. Thematic analysis was used to identify patterns or themes (Maguire & Delahunt, 2017) relevant to the objectives discussed earlier in this document, with special attention to the strengths and weaknesses of the tools flagged by the women and the employers.

Limitations and Mitigating Measures

Whilst focus group methodology enhances acquisition of in-depth accounts and internal validity because the researcher can elucidate in a timely manner any difficulties research participants have in understanding the questions; participants may be reluctant to participate because of the time involved or inhibitions in expressing oneself in a group. Linguistic or personality limitations may also limit active participation, and some participants might be more vociferous than others. Consequently, participation of women and employers was maximised by limiting the focus groups to a one-time exercise (for women and employers respectively), comprising a one-hour discussion, at a time and venue (or online), as most convenient to most participants. The researchers prompted participation by all and also welcomed contributions in national languages or English, according to participants' preferences – and translated to other participants, as relevant. Final reporting must be shared in English.

Quantitative data collection

A quantitative analysis based on the respondents online surveys are done to evaluate the quality and the impact of the Women4IT training approach. Each of the graduates submitted an evaluation survey after finishing the training course. All results are gathered and processed anonymously. The statistics displayed reflects the overall trends of participants undergone 160h training, mentoring and employability support measures. Each of the piloting partners

have been analyzed separately and the cross country analysis have been done based on the country results.

Summary Statistics

Analysis of respondent characteristics would involve the conduct of a series of exploratory routines based on:

- the categorisation of groups of respondents;
- the counting of frequencies of ordinal and/or nominal responses;
- the categorisation and analysis of frequencies of nominal responses relating to open field questions;
- the overall mean of scalar responses observed for Likert type measures.

Analysis of Frequencies

In assessing differences among activity groups, ordinal or nominal responses would be cross-tabulated against the different respondent groups as characterised by their classificatory properties.

Observed frequencies would be compared against the expected frequencies and subjected to the Pearson χ^2 test. The likelihood ratio would also be estimated for each frequency cross-tabulation while the asymptotic significance estimated at a 95% confidence interval. In this respect, observations exceeding this confidence interval would be highlighted in the report.

Analysis of Means

In estimating variations in responses among respondents, means and variation of scalar responses would be estimated for different respondent groups as characterised by their classificatory properties. ANOVA routines would be conducted on each set of scalar responses to establish the total variation within groups. These routines estimate the significance of true variation among groups and only observations exceeding a confidence interval higher than 95% would be reported.

Where respondent classifications are ordered (such as age groups), tests for linearity will be conducted to establish the linearity of variation of the mean of responses across the ordered

groups. Such results are reported only when the significance of observations exceeds a 95% confidence interval.

Women4IT approach to training









During the period July 2020 – June 2021 the Women4IT training approach was piloted in six project partner countries – Latvia, Lithuania, Greece, Spain, Romania and Ireland (in Malta the pilot is still ongoing). During this period 646 young women have graduated from the training program, undergoing all steps of the project pilot:

1. Evaluation of their digital readiness using online profiling tool
2. Usage of the interactive platform www.digitaljobs.women4it.eu
3. Introduction to 8 digital jobs profiles and taking job profile tests
4. Training roadmap creation
5. Training of the chosen digital jobs profile
6. Mentoring sessions
7. Support activities for Employability
8. Employability toolkit usage

To evaluate the effectiveness and the impact of the Women4IT training approach all of the training participants have submitted their evaluation of the training approach using an online survey. Eight to ten participants from each country were invited to a focus group for an in-depth discussion about the strengths and weaknesses of the approach.

Digital Profiles

There are 8 different job profiles designed for the purpose of the project. Training was promoted in all the nine partnering companies, however, the actual piloting of the training was held by the Lead project partner, Latvia (LV) and the beneficiary partners, Spain (ES), Greece (GR), Malta (MT), Lithuania (LT), Ireland (IE), Romania (RO). Expertise partners, Norway (NO) and Belgium (BE) will not be holding any training. Training in the developed Job Profiles by the Piloting partners was held as detailed in the table hereunder:

Job Profile		Training Country						
	Customer Service Support Representative	LV			MT	LT	IE	RO
	Data Analyst	LV	ES			LT	IE	
	Data Protection Officer	LV						
	Digital Media Specialist	LV	ES	GR	MT		IE	
	Graphic Designer			GR			IE	
	Junior Web Developer		ES	GR	MT	LT	IE	RO
	Project Coordination	LV	ES	GR	MT	LT		RO
	Tester	LV			MT		IE	RO

Country Legend:

Lead Partner : LV – Latvia

Beneficiary Partners : ES – Spain

GR – Greece

MT – Malta

LT – Lithuania

IE – Ireland

RO – Romania

Qualitative Data Analysis

Focus groups

For the qualitative data analysis each of the piloting partners organized 2 focus groups after finalizing the training program. First of the focus groups was organized for young women beneficiaries, women who had graduated the Women4IT training program. And the second focus group gathered together employers involved in the Women4it project in the piloting country. In this chapter a more detailed analysis of the main findings of both focus groups in partner countries will be conducted.

Young Women Focus Group Findings

The Young Women's focus groups took place online in all the participating countries, due to the ongoing COVID-19 pandemic restrictions, at that time. These were arranged between the months of April and September 2021. Focus Groups were held in 6 countries, namely, Latvia, Greece, Ireland, Romania, Spain and Lithuania. The focus group in Malta was not held due to the late initiation of the Women 4IT training, happening towards the closure of the project. The questions asked by participating countries during the focus group meetings, were the same for all countries, as per document initially developed by the Malta partners and agreed by all the participating partners.

To maximise variation, the focus group with the women comprised a sample of Women4IT participants exposed to the different tools of the Women4IT programme and pertaining to different age and ethnic cohorts, educational and employment backgrounds.

Focus groups' included questions and prompts in open-ended and semi-structured style to guide the discussion in line with the above-stated objectives, whilst allowing room for unanticipated data to be put forward by focus group participants. The questions discussed during focus group are added as Appendix 1.

Main motivation of participation in the Women 4IT program

The Women 4IT training was specially targeted and designed to attract young women willing to start a career within the ICT sector. Initial studies carried out by the piloting countries for the development of training, presented a severe need in the job profiles that were created. This was further validated by the participants from the piloting countries.

The Women 4IT training was made attractive through a variety of reasons, mainly, that it was specifically aimed at women and took place simultaneously in several EU countries. Training came in time when the world was gradually being hit by the global pandemic. Countries were pushed towards lock down and consequently, people were made unemployed. Covid -19 made it possible for people to re-skill themselves in new areas and use these new skills to change their job paths. The pandemic made it easier for participants to attend training since it was held online so participants could follow through the comfort of their home. In particular countries, the online mode of delivery helped young women in the periphery to participate as well.

Women 4IT training had a strong and catchy social media campaign, which has been noted by all participants. The profiles offered were very much what most girls wanted since these “matched” with their interests and with what they wanted to acquire more knowledge on. The platform created for this sole purpose, was very appealing not only aesthetically, but also because of the serious job it was evident by the content it included. Some of the participants reported that they were attracted because the profiles were the result of research and were considered as most wanted in the labour market. They strongly believed that such training guaranteed that could help them find a better job. Training incurred free innovative seminars, and not part of the curriculum, which coupled the knowledge acquired on the job, offering a more systematic, theoretical and technical knowledge that could serve as a basis to build on.

Most of the participants, wanted to develop further, both professionally and personally, so the decision to make a professional reconversion was what guided them towards their enrolling to one of the courses offered, considering that jobs in the ICT field provide a good transition towards a more stable and a better paid job.

Personal and professional motivation of participation in Women4IT program

The main reason for enrollment in Women 4IT were various. Some of the participants wanted to improve their:

- career opportunities and employability,
- knowledge skills in IT fields and to acquire digital skills in jobs, considered as most wanted by employers, (since they lost their job)
- Some young ladies got fired from the positions they were in before, so they wanted to gain the knowledge and technical skills to get employed to ICT sector.
- Remote work opportunities

- Competitive salaries
- Change their career

Especially for trainees in Greece who were mostly university graduates, the main reason provided for joining W4IT training was the chance to complement their academic skills, in a way which could also equip them with substantial knowledge. Similar training programs offered in Greece, were usually short courses of about 40 hours, whilst the Greek trainees opted for better educational opportunities of 160 hours.

All participants seemed to appreciate the online, short time frame of the training that fitted their life patterns, and provided them with the necessary background and knowledge on which they could build on, but also the fact that it was aiming particularly towards women. As one of the participants mentioned very clearly “if the training was addressed towards both men and women I wouldn’t have applied because I was thinking that I did not have a chance to be selected” showing the deep rooting of the stereotype that ICTs and respective trainings are mostly for men.

Main skills acquired during the program

The knowledge and skills acquired by all participants were various. They all were of the opinion that they gained the ability to work remotely. The online learning was a completely new experience and despite this fact, it did not halt them have interactive and collaborative moments. Participants also appreciated the good atmosphere which was created by the teachers during the online sessions which allowed for the transfer not only of knowledge but also of social skills. The teachers were also providing them with “life lessons” and reinforced the development of a mentality to help them cope with their insecurities and built up their confidence. Hence, even if online, participants managed to master or improve their:

- Digital collaboration skills
- soft skills, through teamwork,
- communication skills,
- self-awareness,
- self-confidence when looking for a job
- new knowledge in the field of study
- universal knowledge
- technical skills

The young women have also formed online communities with their mentors and among themselves per specialty in the beginning, but now, after 3-4 months from their graduation, most of these communities have merged to one active network. The role of teachers was very important in this as they were the ones that promoted interaction, bonding and fun during the demanding, almost daily, 4-hours sessions.

Overall, the participants said they all gained a lot of knowledge and skills in the area they studied. The majority of the participants mentioned that the W4IT training opened them new opportunities in their career paths, but the whole process (training and mentoring) was considered very positive and accommodating. This was made very clear by one of the girls, who after the W4IT training in the Project Coordination program, she was accepted in another similar program of a global initiative run by international consultants targeting young men and women. She mentioned that the second program was very demanding and provided her also with knowledge, but she had to push herself to attend it every day, as it was very impersonal, emphasizing only the acquisition of skills. This could imply that different interaction styles might be preferred by women as the value assigned to the social aspect of training could be different between genders.

Needed skills for employability in the IT sector

The majority of the girls in all the piloting countries affirmed that the content of the training was adequate, however the participants noted, that the more they learn, the more they understand the need of learning even more - IT sector with its rapid development will always ask for continuous learning. So, although they were content with the training received, based on their previous educational background, and would have appreciated further specialized training.

There were other girls who were just starting out in the IT sector, who appreciated the course and the training they received however, identified which specific programmes or skills they need to further develop if they want to start working in the sector. The topics and specific programmes were also identified by the girls, which indicates that they did research on future training they might require.

Other girls admitted that they gained a lot of knowledge and skills in the area that they studied. Such courses provided a good step towards upgrading their personal CV, as they

proved initiative and proactiveness on their behalf and this is evident in many girls, especially in Greece that have enrolled in higher university studies.

Women4IT training program

Participants were of the opinion that the W4IT training not only improved their knowledge but also provided the necessary support required to change their mentality and make them feel more confident to pursue a career related to the job profile chosen. Participants noted that the course content provided them a valuable starting position, but of course continuous learning is needed to continue to improve their competences especially in the profiles of Junior Web Developer and Tester. Some of the participants in Ireland felt that courses were somewhat short.

In general, participants in all countries agreed that the courses did help them make the first step in the ICT sector, as the courses attended were of good quality in all the partnering countries. However, participants admitted that the ICT sector is an ever-evolving sector, and it is of utmost importance to continue growing in parallel within this ever-changing environment. These thoughts were simultaneously shared with all partners.

Specific examples of what women learnt

To sum up, participants stated that they are far more confident to perform tasks associated with the training they followed. Through the Job profiles, participants reported that they have achieved knowledge in some very specific hard skills, such as:

- Instagram reels (Digital media specialist) (LV)
- Banner creation (Digital Media Specialist) (LV)
- E-mail marketing (Digital Media Specialist) (LV)
- Social Media Posts (Digital Media Specialist) (IRL)

- Jira, Test Rail Postman API (Tester) (RO)
- Database: SQL with Microsoft SQL Server Management (Tester) (RO)
- Selenium Management (Tester) (RO)
- Write test cases in Gherkin language (Tester) (LV)

- Excel analysis (Data Analyst) (LV)

- Normal distribution in statistics (Data Analyst) (LV)
- Ctrl+N (Quick combination) (Data Analyst) (LV)
- Python, Sequel (Data Analyst) (IRL)
- Evaluation on data protection in organizations (Data Protection) (LV)
- Creating a website from scratch (Junior Web Developer) (RO)
- Use of the Google Sheets and its package (Project Administrator) (RO)

Apart from the above hard skills, participants have also acquired knowledge in soft skills. Some of the participants said that thanks to the W4IT training, they are now able to identify and put their knowledge into action as they have built more of their self-confidence and embitter their communication when speaking in public or during job interviews.

As for specific examples detailing what participants need more time into are:

- Data Analyst Specialists stated that they needed more time on SQL and R;
- Junior Web Developers wanted to improve more their PHP HTML more;
- Customer service representatives want to explore live chat setting more;
- Project coordinators wanted to learn more data management tools.

One participant from Spain was so overwhelmed with the training she received that expressed that the gender perspective of the project, allowed her to start researching women in IT sector, so as to make them more visible and make their work more valued.

Usage of tools developed within Women4IT

Girls from Greece, Ireland, Latvia, Lithuania, Spain and Romania, made use of the profiling platform, as the main tool used by all. They logged in to create their profile, do the Digital Readiness Tests and to enroll themselves for their selected training.

When the actual training started, other participants used the tools and platform provided by the external training organisation, which they also found it user friendly. This proved a missing link between training and Women 4IT platform and the actual training, which was felt by all the participants within the piloting countries.

As for the quality of tools, participants noted that all the tools seemed qualitative and very user-friendly. The Roadmaps were considered very useful and explanatory on what to expect from the training.

With regards to the mentoring sessions, nearly the majority of the participants felt that that really helped and guided them appropriately, to find jobs. The participating young women did appreciate the individual approach of the mentors and the follow –up after training.

Womens' experience in using Job Profiles Quiz

All the participating girls made use of the job profile quiz and found it extremely useful. The quizzes were easy to understand, the language and tasks were appropriate for low IT knowledge people. They appreciated the fact that they had the possibility to take several tests to decide on the one that best suited them. According to the Girls these tests added more credibility to the project itself.

Regarding the link between questions and job title – replies received were not so clear from certain countries, however, from the majority of the respondents were positive and referred to the quizzes as being very accurate and relevant to the job profiles.

As for the interface there too were mixed feelings, as the majority of the girls who found it rather easy to use. In spite of this, there were a couple of very valid suggestions worth noticing:

- complement each of the profiles with a video presentation;
- include on the platform, user experience to make it more real and attractive.

Overall, all participants were satisfied and did not have any difficulty whatsoever with regards to the formulation of the questions or language issues.

Women's' experience in using the Training Roadmap

The majority of the participating young women from all partnering countries reported that the training roadmaps were rather easy to follow. They provided useful and clear explanations on what to expect. The girls liked the fact that roadmaps were able to be modified by teachers, to ensure that could follow tuition systematically.

On a different note, some of the Irish participants did not make active use of the Roadmaps but referred to the training programme and content instead.

Spanish participants for the Web Developer course expressed that the infographic on the profile in the competences section were not very readable. It was suggested that in future editions adding audio parts and substantiate with relevant examples of the type of projects and companies one can look out for.

Overall, it has been observed that an integral approach was taken in terms of cultural diversity, level of education, issues of confidentiality, ethics and GDPR, were taken into consideration.

Women's experience in using the Employment Toolkit

The employment toolkit provided many examples of women who either managed to get a job in IT or are already working in the digital field, irrespective of the category of women or their age. These were seen as a source of inspiration and motivation. The majority of the girls across the partnering countries found the Employment Toolkit appealing, easy to use and provided excellent tips and other help, right after course completion.

Other recommendations received to further improve the Employment toolkit asked to make the toolkit more interactive – include videos and testimonials etc., as the text alone was too heavy. It was also suggested to change format into an animated video or any other more appealing interactive tool, to make it more user friendly and easy to read. Young women noted that the testimonials were inspiring and suggested to add training participant testimonials after the training.

There were also girls who did not download this employment toolkit. No further comments were received why they have omitted using this tool.

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Additional observations received from the participating young women

The participating girls' felt very good at having a Mentor as a point for their reference, throughout the whole process of the training. The Mentor was all the time reachable, open and flexible. Training content was adjusted according to the girls' needs and this motivated them further. There were tutors who recorded the sessions held and this enabled any girls absent for the lesson to follow the recording at a later time or day.

Participants were also introduced to using additional interactive tools so as to make their participation more exciting.

Employers Focus Group Report Findings

Focus groups with Employers were held in 6 out of the seven piloting countries, as for the Young Women focus groups. Each country created a report detailing the main findings emerged during these focus groups held, which were also recorded.

The questions discussed during focus group were also pre-set and identical in for each country, as added as Appendix 2. The reporting template can be found in Appendix 4.

To maximise variation among employers, participants for this focus group included employers participating in the Women4IT project, from various business sectors, enterprises of different sizes and with varying degrees of experience with regards to employment of women.

Participants to the event

The business enterprises approached by the participating countries to participate in these focus Groups came from a diverse market, comprising state and private sectors. The number of contacted agents by each country were as per below:

Country	No. of Companies	No. of Participants
Latvia – LIKTA	6	7
Ireland - ICS	4	5
Spain - Plan International	4	6
Romania - EOS	8	8
Greece - Creative Thinking Development	5	6
Lithuania - BETI	6	6

Main motivation of participation in the Women 4IT program

The recruiting agents collaborating in the Women 4IT training had a sound background of expertise in their business. Amongst them, there were many employ a good number of employees whilst others are still flourishing in their growth.

- For LIKTA participated 2 State IT recruitment agency representatives and another 4 independent organizations, also involved in the IT sector and several youth employability and women initiatives.
- For ICS participated 4 companies, amongst them the Office of the Revenue Commissioners of the government, with around 6000 employees. The other entities engaged in these focus groups come from the private sector or NGO's within the recruitment and social entrepreneurship and networking.
- With Plan International participated 4 companies some of which carry a long history of experience in their operation. The sector they focus into are the logistics of cargo and transportation, consultation and outsourcing of services and the manufacture and marketing of computer hardware and software.
- For EOS participated 8 companies, whereby seven of whom are within the IT area, including also a start-up company involved in the development of assistive technology for the visually impaired. It is interesting to note that a company manufacturing plastic packaging also participated in this focus group in the hope that it will find future opportunities to hire and redirect the company's activity to a more technical one.
- CRETHIDEV, had 5 companies participating, working in the fields of social entrepreneurship and consultation, adult education and IT services. They are small to medium sized companies and some are relatively new in the market.
- BETI had 6 companies participating in the focus group, coming from different sectors. Employment ranges from 25 to 100 employees. Participants are active in the software installation and services on POS systems to customers; accounting, tax, legal and business advisory services; a Hotel; an independent organisation aimed at fostering women's entrepreneurship; and quite interesting, a company specializing in the manufacturing of peat block processing machines. Companies range from small to large in the number of employees employed.

Business motivation for cooperating in the Women 4IT training programme

Many partner countries (e.g. Latvia and Greece) have a high unemployment rate in women within the age group in which this project is focused. Through this project, they are promoted ICT skills rather than vocational qualifications as it usually the norm. Very recently, in Latvia, the Government is seeking to increase the ICT skilling of women since their early years.

Trainees were inspired by the motivational speakers, industry professionals while the mentoring sessions helped participants keep the focus all through the training program.

The Irish employers were impressed with the level of curiosity, knowledge and enthusiasm, of the young women. They reported that all trainees showed a growth mindset and were not afraid to learn new things. It is worth pointing out that the participating employers acknowledged the fact that the program was ran by ICS which gave it more credibility and encouraged them to take full part in the project and support it. Similar observations were also made for the Spanish partners (Plan International), a highly recognized organization working with young and unemployed women. Some of the participants had already collaborated with Plan International in previous projects, and they were willing to support the trainees in seeking careers in the IT sector.

The Romanian company providing IT consultancy and services, got encouraged to co-operate and collaborate with the Women 4IT partners, as it is extremely useful to find technical staff fully trained. Also, giving someone the opportunity to launch himself and gain more knowledge and self-trust is something that keeps one motivated further to give his utmost. The enterprises that participated in the focus groups from Greece and Lithuania, stated that they agreed to participate mainly because the initiative falls under a reliable European project. All considered digital skills necessary for women to stay abreast with today's industries and advance their career prospects. Moreover, taking into consideration gender inequality issues, W4IT was considered a commendable initiative. Some of the participants believed that the Women 4IT training, helped trainees with university degrees to complement their academic skills with digital skills. All agree that recruits with a good level of IT skills are sought after since companies prefer employing staff already possessing skills that will help them fit in and get along well in the workplace as they would already be 'on the job trained'.

The decision to cooperate in the Women4IT training came natural in all the partnering countries taking into consideration that the percentage of women working in this sector lacks well behind that of their male counterpart. All employers participating in the focus group stated that digital skills are important for most job positions now and in the future and women should acquire such skills so as not to fall behind. The Women 4IT project is considered very useful as it tries to address the skills' gap, most commonly found amongst women, and help them raise their employability chances.

Expectations and objectives met in cooperation with Women4IT program

Few were the businesses participating in the Focus Groups who hadn't hired a Women4IT graduate, but the ones that did reported that they were highly satisfied with the motivation and the high-quality knowledge of the trainees.

The Latvian piloting partner, LIKTA, commented that the girls in the training groups retained contact with each other and continue to share their experiences. The sense of belonging to a group or a community helped boost the confidence of young women graduates, within IT related jobs. Companies appreciated the fact that Women4IT graduates were highly motivated and willing to attend additional training and continue their up skilling, thus possessing an attitude not often encountered in new recruits.

The Irish and Greek business representatives in the focus group, were highly satisfied with the level of knowledge that the trainees possessed admitting that the new recruits have added technical expertise in their team! One Greek graduate as a Graphic Designer developed the general layout and designed an eBook for children against Match Fixing, specifically for an EU project. Such achievements provide a good example on the high level of training received.

According to employers participating in the Spanish and Romanian focus groups, Women4IT graduates, managed to excel in their new job, by rebranding the image of the company employed in. Among these graduates, a good number of girls, were also reported as willing to pursue further their education.

The Lithuanian employers were also satisfied with their Women4IT recruits who were highly motivated and pro-active in their duties.

Knowledge and skills sought by the human resources department when searching for employees within the IT and digital sector

This question raised during the Focus Group discussion, pointed out that their human resources department look for a variety of skills, when searching for employees within the IT and digital sector. These include, soft skills, technical skills, communication skills, and language skills.

All partners emphasize the importance of soft skills together with technical skills. The Spanish partners report as equally important the language skills, while the Greek partners point the necessity, in their labor market, of an academic educational background and work experience. They also believe that a good character with integrity and ethical background are similarly important as communication and soft skills alike.

As for the Lithuanian and Romanian business community, technical skills and knowledge skills are of top priority, with soft skills and lifelong learning following next. Although, even not listed within the top ones, personal communication skills are very important to understand if a person can communicate and work effectively in a team.

Knowledge and skills lacked by female participants, needed to enhance their employability within the IT sector

As previously discussed, female participants require a blend of different skills so as to make them equally attractive for employment. Although the Women4IT training was indeed an intensive course, there are other competencies that trainees need to acquire for the specific role studied.

Hereunder are listed some suggestions from the focus group participants:

- Acquire experience through internships or scholarships, especially for new trainees outside the digital sector.
- Lifelong learning in technological skills, is a must in view that the IT sector is all the time evolving and technologies are emerging at an accelerating pace.
- Learning specific programs, tools, and languages on one's own, so as to substantiate further what was learned in class.

All business representatives agree that training helps the acquiring of skills, but training is just the beginning of a long way ahead; training can help learners boost their career by shifting their mindset to a learning one urging them to widen further their horizons.

Women4IT tools from organization perspective

Training Roadmaps:

The Training Roadmaps helped provide a better understanding of the training content. There were instances amongst the Women 4IT participants, that working on two different platforms – the Women 4IT and the eLearning platform – confused participants.

On the other hand, the profiling tool provided great assistance to the girls in their initial journey, as it was highly interactive and very user friendly. All piloting countries made effective use of the training roadmaps which were created on purpose.

Employability Toolkit:

In general, the business community found the Employers toolkit highly useful for employers searching for newly trained staff. There were employers who were not familiar with the toolkit but overall, this was a minority involving from all the participating countries.

Additional observations from the participating young women

The participating business community expressed gratitude at organizing such a project, professionally. Initiatives like the Women 4IT project, are highly needed as they bring real life changing experience to end-users. The Women 4IT provided young women with the freedom

to explore into the digital world and examine further what they need to specialize into, to pursue their career.

This project was also hit by the Covid-19 pandemic which unfortunately left its impact on the piloting partners. Considering the global repercussions brought with Covid-19 slowed down recruitment activities in some of the partner countries.

Quantitative Data Analysis

For Quantitative data gathering purposes a survey has been created and localized in all piloting partner countries and languages. Survey has been created as an online tool using the web solution www.jotform.com. Survey is available in Appendix 5 and online [here](#).

All women participants who finalised the Women 4IT training course in all the piloting countries, submitted their post training evaluation survey right after the graduation. A total of 646 surveys were received and analysed. The results of the analysis of these surveys are analysed per individual country (Appendix 6) and the cross country analysis in the chapter below.

General trends and objectives

The aim of the post training evaluation survey was to evaluate the Women4IT training programme and approach. It has been developed to gather data from Women4IT participants after graduating from their selected training course – completion of one's roadmap.

The survey evaluates the main aspect of the training program, as well as the tools developed within the Women4IT project. Survey consists of five main parts:

- General information
- Mentoring
- Training course structure and content
- Training process
- Personal opinion

Cross country quantitative data analysis

General Overview

Data analysis was first done on a country-by-country basis. In this section a comparative cross country analysis will be presented to understand better the impact of the project and reveal differences and similarities. Full individual country analysis are available in the Appendix 6. Appendix 6 includes the results from each partnering country in the piloting of training:

- Latvia
- Greece
- Ireland
- Spain
- Romania
- Lithuania

In Malta the pilot training is ongoing and the data will be added after the finalization of the pilot. The following analysis is based on survey data from 632 respondents in the above mentioned piloting countries – a comparative analysis between countries highlighting the commonalities and differences has been extracted from data received and analyzed.

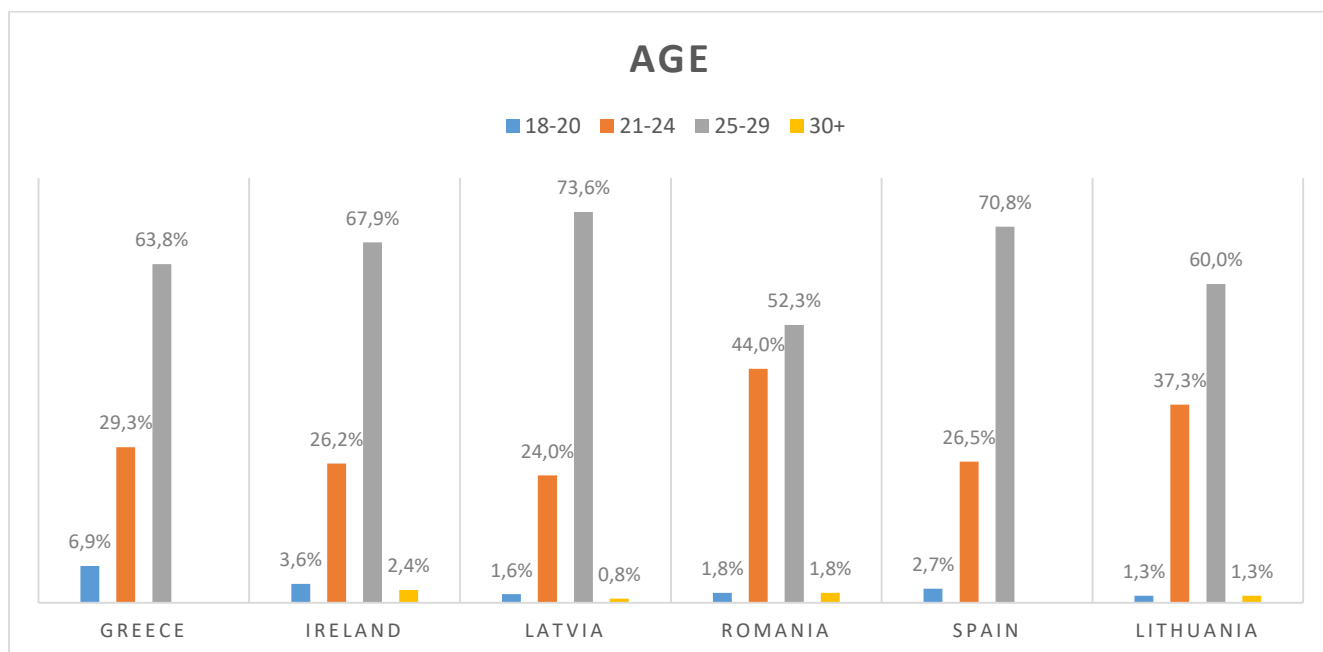
The following different courses were offered in the six countries:

- Project Coordinator
- Junior Web Developer
- Digital Media Specialist
- Graphic Designer
- Data Analyst
- Tester
- Data Protection Officer
- Customer Service Support Representative

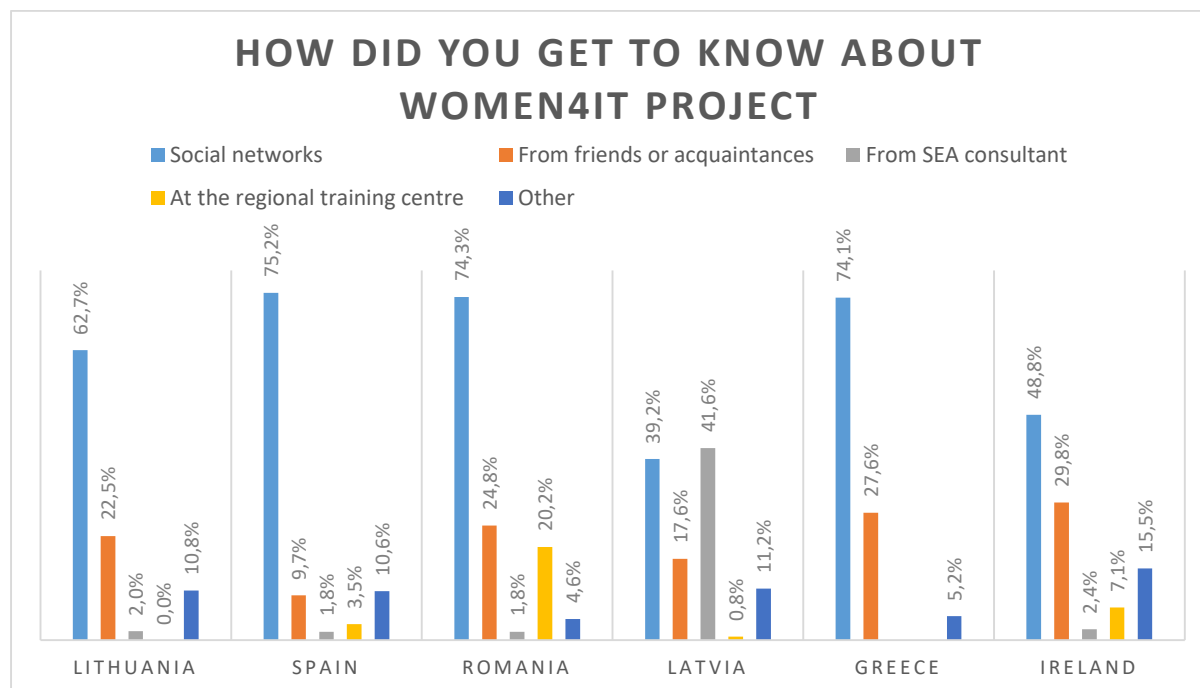
Courses were selected by piloting countries based on the national job market needs and the interest of participants. All the selected profiles were covered by at least one of the piloting countries, but none of the profiles were tested in all of the countries.

	Greece	Ireland	Latvia	Romania	Spain	Lithuania
Project Coordinator	15.5%		10.4%	16.5%	13.3%	15,8%
Junior Web Developer	8.6%	7.1%		18.3%	16.8%	28,71%
Digital Media Specialist	29.3%	52.4%	20.8%		36.3%	
Graphic Designer	46.6%	13.1%				
Data Analyst		27.4%	17.6%		33.6%	16,8%
Tester			37.6%	34.9%		
Data Protection Officer			13.6%			
Customer Service Support Representative				29.4%		38,6%

In all the six countries, majority of the participants were aged 25-29.



In almost all the countries, participants knew about the Women4IT project through social media. However, in Latvia, most of the participants said that they were aware about the Women4IT project from a SEA consultant (41.6%) due to a memorandum signed with the State Employment agency and consultant involvement in the selection process. All of the countries actively used social media as a marketing and recruitment tool.



In most piloting countries, the main reasons that motivated trainees were to learn new things, to enrich knowledge to find a job and the interest for the specific subject (in blue, the responses with the highest percentages in each country).

	GR	IE	LV	RO	ES	LT
To learn new skills		20.2%	22.6%	16.7%	11.5%	18,62%
To enrich my knowledge	31.0%	14.3%	21.0%	16.7%	20.4%	28,43%
To change my career/find a new job	10.3%	9.5%	18.5%	58.3%	29.2%	7,84%
Interest in the subject	44.8%	16.7%	14.5%	3.7%	22.1%	22,54%
A lot of free time			6.5%	0.9%		11,76%

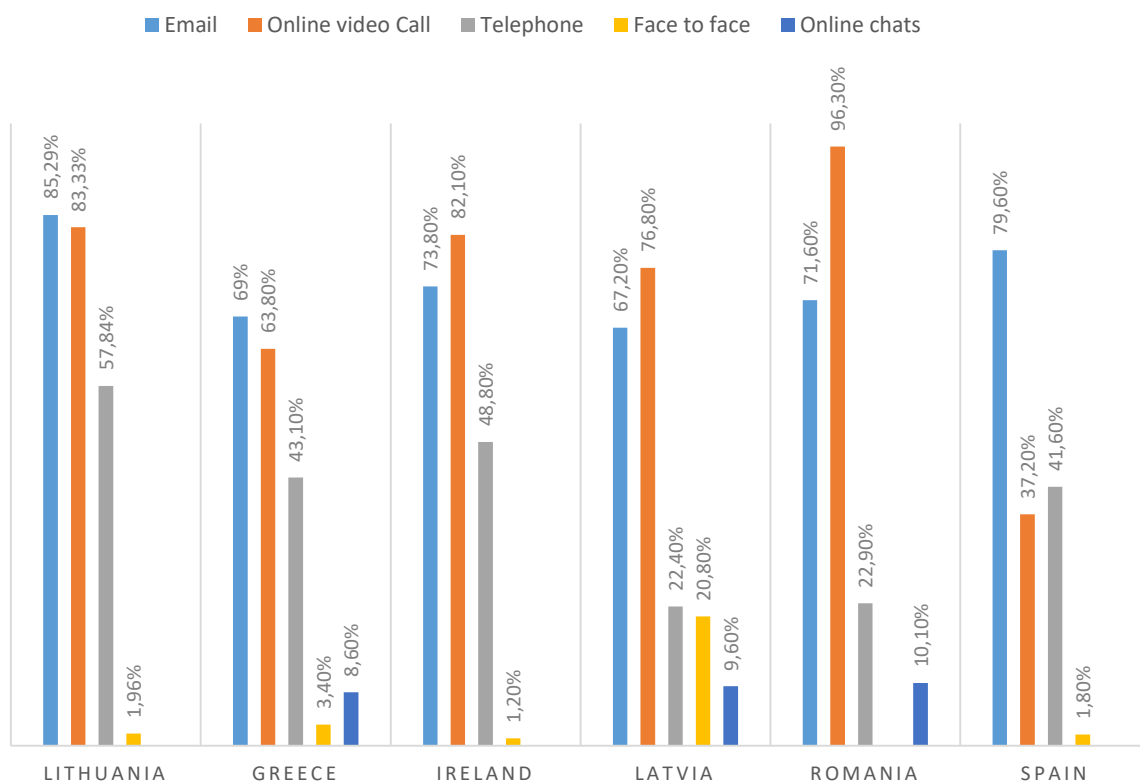
The fact that the courses were provided for free	8.6%	2.4%	5.6%		3.5%	29,41%
My friends/relatives motivated me		2.4%	4.8%	0.9%	1.8%	7,84%
To upskill		19.0%	3.2%	2.8%	2.7%	
Other	5.2%	8.3%	3.2%		5.3%	
The lack of employment opportunities during the pandemic motivated me to take the course.		7.1%				7,84%
Since it is a project specifically designed for women					3.5%	

Table 1: Main reasons/factors that motivated the applicants to do one of the courses

Mentoring

Due to Covid-19 restrictions in piloting countries the most used modes of communication to communicate with the mentor were via email or online video call. Participants acknowledged the flexibility of using different tools - e-mail, social media, chat groups, online calls in communication with the mentor. Face to face meeting were organized mostly as introductory meeting and when it was allowed based on the country regulations due to Covid-19. In the following Table, the responses of the trainees regarding mentoring are presented (in blue, the responses with the highest percentages in each country).

METHODS OF COMMUNICATION WITH MENTOR



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	Average					
	Greece	Ireland	Latvia	Romania	Spain	Lithuania
The time between taking the Job Profile Quiz and the first contact with me was adequate	3.93	4.55	4.32	4.80	4.47	4.91
The Mentor has proved to be available and accessible throughout	4.14	4.76	4.58	4.89	4.58	4.97
The Mentor helped me to choose the training programme that suits me best	3.19	4.19	3.42	4.59	4.17	4.72

The Mentor had knowledge of my progress or difficulties in the training course	3.72	4.44	4.03	4.74	4.35	4.89
The Mentor facilitated the use of the profiling tool	3.41	4.36	3.81	4.73	4.23	4.87
The support of the Mentor has helped me to achieve my goals during the training	3.64	4.38	4.02	4.80	4.13	4.87
The Mentor has given me feedback to improve during my training progress	3.72	4.13	4.09	4.87	4.30	4.89
The Mentoring process has helped me to clarify ideas and resolve doubts	3.83	4.33	4.08	4.84	4.21	4.89
The Mentoring process has helped guide my expectations and interests	3.71	4.39	3.99	4.83	3.99	4.89
I consider the communication between my Mentor and myself very good and effective	3.90	4.50	4.42	4.88	4.25	4.95
I managed to write a great CV thanks to my Mentor	3.45	3.55	3.12	4.79	3.44	4.14
In general, I have felt listened to and accompanied by my Mentor	3.81	4.54	4.53	4.86	4.26	4.87

Overall, the lowest scores in mentoring aspects were given by the Greek trainees and the highest by the Romanian trainees. However, despite the differences in percentages among the piloting countries, the highest score in all countries was given to the statement “The Mentor has proved to be available and accessible throughout” showing the positive role Mentors played as well as the relationship of trust created between Mentor – Mentee.

Piloting country approach to mentoring differed, for example in Greece the empowerment seminars by mentors were organized after the graduation, but the evaluation of the program took place before the graduation, and this might explain the slightly lower results of mentoring evaluation of Greek participants.

The following are further comments provided by the applicants which are related to the mentoring:

Greece	
Not too much communication with the mentor	47.6%
Great support from the mentor	38.1%
Other	14.3%

Ireland	
Great support from the mentor	80.6%
Other	11.1%
I'm glad that I had chance to be in this course	8.3%

Latvia	
Great support from the mentor	36.8%
Contact with the mentor was minimal	17.5%
Other	15.8%
Everything was satisfactory	15.8%
Did not contact my mentor	14.0%

Romania	
Great support from the mentor	68.4%
Everything was satisfactory	26.3%
Contact with the mentor was minimal	5.3%

Spain	
Great support from the mentor	50.0%
Everything was satisfactory	14.3%
I do not consider myself to have been mentored.	10.7%
Haven't started mentoring yet	10.7%
Contact with the mentor was minimal	7.1%
Other	7.1%

Lithuania	
Great support from the mentor	22,55%
Everything was satisfactory	1,96%

In almost all the countries the most common further comment provided by the participants was that they found a great support from their mentor.

Course Structure and Content

In the following Table, the Course Structure and Content are evaluated, (in blue, the responses with the highest percentages in each country).

	Average					
	Greece	Ireland	Latvia	Romania	Spain	Lithuania
Rate the quality and flow of content	4.31	4.31	4.54	4.81	4.35	4.88
There was a clear distinction between the course's units	4.59	4.25	4.58	4.83	4.50	4.90
I felt equally engaged in each course unit, even though it was held online	4.55	4.25	4.58	4.78	4.49	4.85
Course content and assignments were appropriate for the course level	4.55	4.26	4.57	4.92	4.30	4.88
Course's content used an inclusive language	4.71	4.55	4.58	4.93	4.50	4.85
I have had the opportunity to see the real examples of women developing these professional profiles	3.93	4.04	4.09	4.64	4.02	4.62
It was easy to access the online classes and materials	4.79	4.49	4.58	4.90	4.78	4.97
During online training I felt I received the same support as a face-to-face course	4.55	4.25	4.52	4.82	4.52	4.93

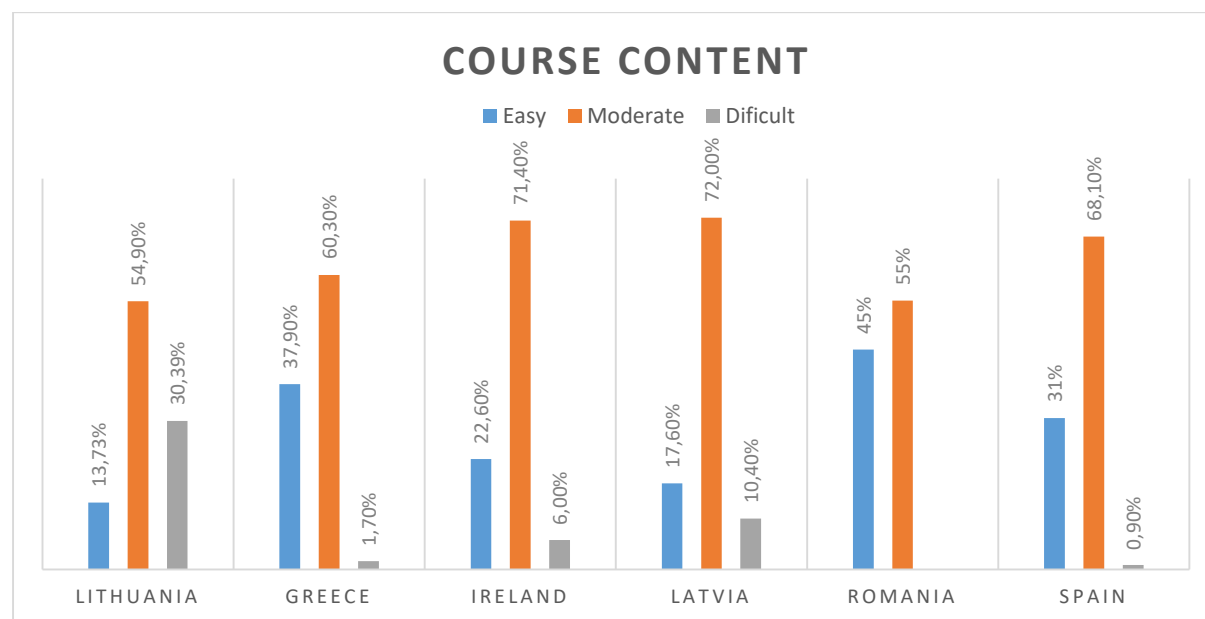
Table 2: Course Structure and Content evaluation (Average values, 1: the lowest value, 5: the highest value)

The evaluation of course content and structure is quite high in all piloting countries signifying the good quality of the training provided. The highest scores, in all countries, are given in “Course's content used an inclusive language” and “It was easy to access the online classes and materials”, and the lowest in “I have had the opportunity to see the real examples of women developing these professional profiles” which shows that trainees look for role models to inspire and motivate them.

Out of all the six countries, the Romanian and Lithuanian participants are the most who were satisfied with the course content and structure. Their average score is always the highest one

for each point mentioned in the table above. Moreover, their average score always exceeds 4.75.

In all the six countries, most of the applicants said that the level of the course was moderate.



Greece	
<i>Reasons for being an easy course</i>	
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	60.0%
I already had some experience in the subject.	20.0%
The way the course was designed made it easier to understand (everything seemed necessary to me to understand the subject).	10.0%
Other.	10.0%
<i>Reasons for being a moderate course</i>	
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	54.5%
The way the course was designed made it easier to understand (everything seemed necessary to me to understand the subject).	27.3%
I already had some experience in the subject.	9.1%

Other.	9.1%
Reasons for being a difficult course	
Other	100.0%

Ireland	
Reasons for being an easy course	
• I already had some experience in the subject	100.0%
Reasons for being a moderate course	
• There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	22.7%
• Some assignments were difficult	18.2%
• I didn't have any previous experience.	13.6%
• It was a challenging course (in a good way)	13.6%
• Graphic designer part as it was very theoretical.	9.1%
• Too many hours in a day	4.5%
• Poor structured	4.5%
• Very practical information, easy to understand and not too in depth/theoretical	4.5%
• I found the level of the courses content inconsistent between tutors.	4.5%
• I would have loved a little more information about some topics	4.5%
Reasons for being a difficult course	
• Some assignments were difficult	33.3%
• I didn't have any previous experience.	33.3%
• At times it felt that it was assumed everyone had the same background.	33.3%

Latvia	
Reasons for being an easy course	
• Not a complicated course	36.4%

• There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	18.2%
• A lot of interesting and qualitative information was provided.	18.2%
• Some topics was easier to understand and some - more difficult	9.1%
• I already had some experience in the subject	9.1%
• It was a challenging course (in a good way)	9.1%
Reasons for being a moderate course	
• There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	20.9%
• Other	20.9%
• A lot of interesting and qualitative information was provided,	18.6%
• Some topics was easier to understand and some - more difficult	16.3%
• It was a challenging course (in a good way)	11.6%
• Lecture recordings are very valuable	7.0%
• I didn't have any previous experience.	2.3%
• I already had some experience in the subject	2.3%
Reasons for being a difficult course	
• A lot of interesting and qualitative information was provided.	28.6%
• I didn't have any previous experience.	28.6%
• It was a challenging course (in a good way)	28.6%
• There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	14.3%

Romania	
Reasons for being an easy course	
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	40.0%
I already had some experience in the subject	40.0%

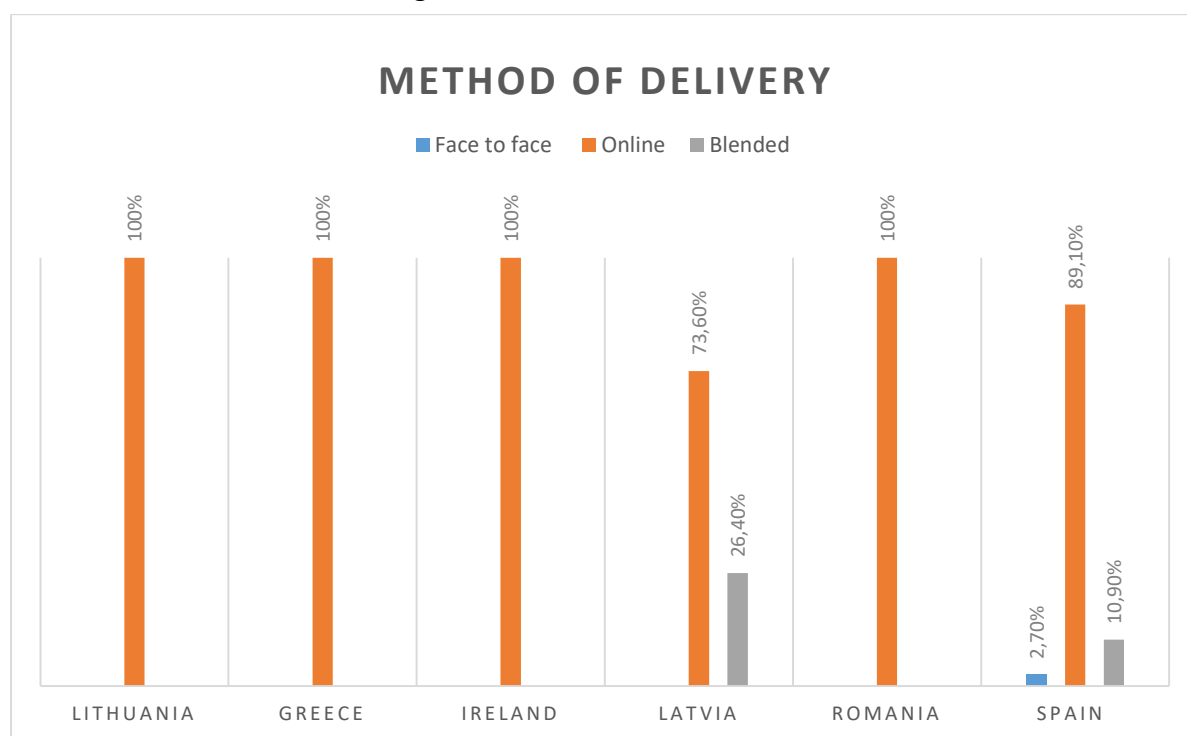
A lot of interesting and qualitative information was provided	20.0%
<i>Reasons for being a moderate course</i>	
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	46.7%
Some topics was easier to understand and some - more difficult	33.3%
I already had some experience in the subject	6.7%
It was a complex course	6.7%
Language barrier	6.7%

Spain	
<i>Reasons for being an easy course</i>	
Very basic	28.6%
The teacher was very helpful	28.6%
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	14.3%
More practical content would be needed	14.3%
Outdated notes	14.3%
<i>Reasons for being a moderate course</i>	
The teacher was very helpful	14.3%
Very basic	14.3%
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	14.3%
It was a challenging course (in a good way)	14.3%
Outdated notes	14.3%
Other	14.3%
A lot of interesting and qualitative information was provided	7.1%
More practical content would be needed	7.1%
<i>Reasons for being a difficult course</i>	
I didn't have any previous experience.	100.0%

Lithuania	
<i>Reasons for being an easy course</i>	
<ul style="list-style-type: none"> Because he explained everything very clearly. 	2%
<i>Reasons for being a moderate course</i>	
<ul style="list-style-type: none"> There were tasks worth turning your head to look for additional information, but it only helped deepen your knowledge even more. 	1%
<ul style="list-style-type: none"> Since I've already encountered this field, it was something that was known to me, so it was easier, but there were a lot of new things that turned out to be quite complicated. 	1%
<ul style="list-style-type: none"> There were things already known and completely new and unheard of. 	1%
<ul style="list-style-type: none"> It was hard to keep up with homework because even for an unemployed person, 6 academic hours a day is a lot. 	1%
<ul style="list-style-type: none"> There were both difficult and easy tasks. 	1%
<ul style="list-style-type: none"> Much was new to me, so I needed to delve deeper 	1%
<ul style="list-style-type: none"> It was challenging and yet doable 	3,9%
<ul style="list-style-type: none"> New things and topics 	2%
<i>Reasons for being a difficult course</i>	
<ul style="list-style-type: none"> The course was difficult because I hadn't learned anything related to this before. But it was very interesting and helpful 	2%
<ul style="list-style-type: none"> I, myself, lacked knowledge from before, I felt a little "jumped" out of my topic, but the teacher really tried to adjust to the level of knowledge of the different girls and was perfectly involved in the courses. 	1%
<ul style="list-style-type: none"> Lots of new information. Website development is a complex, very informative subject, the course was a little too intense. I was such a beginner when it comes to IT and internet, it was slightly difficult to catch up at first. 	8,8% 2% 2%

Delivery

The courses were mainly delivered online. In Latvia, and Spain there were some courses which were blended (some lectures were done online and some face to face), but even if the course started as a face to face training due to COVID-19 it was finished online.



In the following Table, the evaluation of the delivery of the training is presented (in blue the highest scores):

	Average					
	Greece	Ireland	Latvia	Romania	Spain	Lithuania
In the case of Face to Face / Blended training, how well did the training venue satisfy the training needs?	4.75		4.91		4.50	
In the case of Blended training, how well connected were online and offline sessions?	4.00		4.83		4.67	
In the case of Online training, how well suited was the course for online delivery?	4.70	4.42	4.71	4.93	4.68	4.91

Where there any opportunities for you to practice the knowledge acquired?	4.45	4.21	4.55	4.64	4.36	4,79
Where there opportunities to interact with the Trainer /Tutor?	4.65	4.56	4.80	4.95	4.66	4.92
Do you consider the duration of the training appropriate?	4.18	4.00	4.37	4.80	4.38	4.64

Very high scores in all piloting countries were given to the interaction of trainees with trainers and to the suitability of the course for online delivery verifying the good interpersonal relations with trainers and showing the quick and effective adaptation of the training for online delivery, due to the pandemic, although it was initially designed for blended mode delivery.

For the two countries (Latvia and Spain) which had blended course, the Latvian participants gave the highest average scores to both the two aspects related to the Blended training. Furthermore, the Irish participants gave the lowest average score for the rest of the points mentioned in the above table. Conversely, the Romanian participants gave the highest average scores for the aspects/points related to the training delivery method and in Lithuania overall the participants gave an high evaluation to online training.

Applicants had the following suggestions on how they would change the method of delivery of the courses:

Greece	
I would not change anything	44.8%
Other	22.4%
Divide the training into two parts, theoretical and practical	6.9%
Longer period for the course	6.9%
I prefer to be a face-to-face course	5.2%
I would like to do more case studies and exercises	5.2%
More communication with the tutor	3.4%
Too much time wasted on corrections	1.7%
Not satisfied at all	1.7%
More hours broken, not four consecutive hours	1.7%

Ireland	
I wouldn't change anything	48.8%
More practical sessions	13.1%
Other	10.7%
Longer period for the course	8.3%
More class interaction	4.8%
More hours broken	4.8%
Be slower paced	2.4%
The assignments were poorly handled	1.2%
I prefer a face-to-face course	1.2%
Too many exercises were given in the last part of the course	1.2%
Use more visuals to teach such as videos	1.2%
All tutors should use the same online platforms	1.2%
Provide teaching material earlier	1.2%

Latvia	
I wouldn't change anything	61.8%
More practical sessions	7.3%
Shorter lessons hours	7.3%
Other	7.3%
More intensive course	4.9%
Face-to-face training would be great	4.9%
Feedback from the tutor	2.4%
More real-life examples	2.4%
Some of the materials may have been better suited for online learning.	1.6%

Romania	
I wouldn't change anything	83.3%
Face-to-face training would be great	4.6%
more practical sessions	3.7%
I would just change the period so that it is longer.	2.8%
Other	2.8%
Slower paced	0.9%
A little more interactive.	0.9%
More interaction with others	0.9%

Spain	
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I wouldn't change anything	52.7%
More practical sessions	18.8%
Extend the duration of the course	5.4%
Other	5.4%
Face-to-face training would be great	4.5%
Give more priority to certain topics	4.5%
The information given was outdated	4.5%
Shorter lessons hours	2.7%
More individual work	1.8%

Lithuania	
I wouldn't change anything	88,2%
Longer course	4,9%
Shorter course	1,9%
More networking needed	1%
Group works/practical tasks are easier offline	3,9%

Most of the participants of all the countries said that they would change nothing in the course structure and content. Moreover, many participants said that more practical sessions were needed. Opinions about the length of the course were opposite – some of the participants wanted the course to be longer, on the other hand some wanted it to be shorter.

The good relations between trainers and trainees as well as the trust in the abilities of the trainers are also evident in the following Table (in blue the highest scores) as the highest scores are given in all countries in Trainers preparedness:

	Average					
	Greece	Ireland	Latvia	Romania	Spain	Lithuania
The Tutor was well prepared and organized for every session	4.72	4.68	4.78	4.94	4.73	4.96
The Tutor used an inclusive language	4.76	4.77	4.70	4.93	4.65	4.94
A variety of instructional methods were used to reach the course objectives	4.48	4.40	4.67	4.91	4.65	4.85

The feedback provided by the Trainer / Tutor was timely and informative	4.71	4.30	4.51	4.91	4.63	4.96
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	3.86	4.23	4.34	4.74	4.59	4.75
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	4.62	4.38	4.80	4.96	4.70	4.87

Table 3: Additional aspects related to the tutor/trainer evaluated (Average values, 1: the lowest value, 5: the highest value)

The Romanian and Lithuanian participants were the most who gave a high average score for different points and aspects related to the tutor/trainer. Their average almost always exceeds 4.90. The overall evaluation in all piloting countries are above 4 and provides a general positive evaluation to tutors/teachers work during training program.

Personal overview

The overall positive impact that the training had on the participating young women is evident in the following Table in which all trainees from all countries report that the course they attended helped them to develop new skills and that they would recommend it to other people, providing the highest score to these statements (in blue, the highest scores). Again, a rating from 1 to 5 was given.

	Average					
	Greece	Ireland	Latvia	Romania	Spain	Lithuania
Do you think the course will help you to find / improve your current employment?	4.09	4.07	3.98	4.73	3.98	4.60
Do you think the course helped you do develop new skills and competences?	4.66	4.46	4.69	4.88	4.53	4.90
Do you think that you will be able to apply the new knowledge and skills on the job?	4.36	4.37	4.27	4.80	4.42	4.78

How ready do you feel in changing / finding a job?	3.98	3.79	3.74	4.51	4.12	4.54
Would you recommend this training to other people?	4.78	4.50	4.69	4.91	4.44	4.94
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	4.28	4.12	4.37	4.80	4.01	4.56

Table 4: Trainees' opinions on the training (Average values, 1: the lowest value, 5: the highest value)

Again, like in the previous results, the Romanian and Lithuanian participants gave the highest average for all the above questions. All piloting partner respondent responses are way above average. And almost every responded has evaluated the training program as valuable and would recommend it to others.

The following are the positive comments/aspects that the applicants listed about the course they attended:

Greece	
Enrichment of knowledge	34.6%
Great teacher/mentor	30.8%
Networking and interacting with others	26.9%
Other	2.6%
It was free of charge	2.6%
Distance learning	2.6%

Ireland	
Great teacher/mentor	29.3%
Networking and interacting with others	25.9%
Enrichment of knowledge	25.0%
Good course material	15.5%
Very practical	4.3%

Latvia	
Enrichment of knowledge	32.7%

Great teacher/mentor	25.8%
Good course material	16.4%
Networking and interacting with others	13.2%
Well structured	6.3%
New job opportunities	2.5%
other	1.9%
Free of charge	1.3%

Romania	
Great teacher/mentor	24.3%
Enrichment of knowledge	21.7%
I learned new things	18.3%
Well structured	13.9%
Other	7.8%
good course content	7.8%
Good communication	3.5%
Networking and interacting with others	2.6%

Spain	
Great teacher/mentor	33.1%
Enrichment of knowledge	15.5%
Very practical	14.1%
Good content	11.3%
Networking and interacting with others	7.7%
I learned new things	7.0%
Other	3.5%
All the class material was accessible	2.1%
Inclusion	2.1%
Interesting course	1.4%
Well-structured course	1.4%
Free of charge	0.7%

Lithuania	
Enrichment of knowledge	16,6%
Great teacher/mentor	41,2%
Good course material	21,5%
Distance learning	12,7%

other	11,7%
Free of charge	8,8%
Confidence/motivation boost	21,6%

Most of the positive comments provided by the participants from all the countries were that they have enriched their knowledge and that they had a great teacher/mentor.

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Greece	
Limited time (time constraints)	37.2%
Lack of communication and interaction with others	18.6%
Other	14.0%
Connection problems	7.0%
More exercises	7.0%
Teaching restrictions due to Covid-19	4.7%
Nothing negative	4.7%
Slow paced	4.7%
Over simplified	2.3%

Ireland	
Difficulties with some assignments	19.2%
Limited time (time constraints)	13.5%
More practical	13.5%
Nothing negative	9.6%
Other	9.6%
Sessions too lengthy	7.7%
Lack of communication and interaction with others	5.8%
No job opportunities were provided	3.8%
more access to certain software	3.8%
Some sessions were hard to follow	3.8%
Difficult to follow	3.8%
Prefer face-to-face	3.8%
Connection problems	1.9%

Latvia	
---------------	--

Nothing negative at all	19.4%
Limited time (time constraints)	13.4%
More practical tasks	10.4%
Video recording problems/connection problems	9.0%
Other	7.5%
More independent work should be done	7.5%
Prefer face-to-face	6.0%
More feedback	6.0%
The course had to be more intensive	4.5%
Learning pace	4.5%
Monotone lectures	3.0%
shorten the course	3.0%
More information about mentoring is needed	3.0%
Longer access to study materials after the end of the course	1.5%
More discussions	1.5%

Romania	
Nothing negative at all	50.0%
Other	26.9%
The days of training were too closed to each other	7.7%
Sometimes I would feel overwhelmed by the information provided	7.7%
Limited time (time constraints)	3.8%
I prefer if it was in English	3.8%

Spain	
More practical sessions are needed	20.8%
Other	18.2%
Outdated content	13.0%
No face-to-face contact	13.0%
Shorten the duration of the course	10.4%
Focused on a particular topic only	6.5%
Nothing negative at all	5.2%
Connection problems	5.2%
I did not like the tutor	3.9%
More coordination	1.3%
Learning pace	1.3%
Limited time (time constraints)	1.3%

Lithuania	
Nothing negative at all	89,2%
Limited time (time constraints)	6,9%
Practical tasks too difficult	1,0%
More courses or longer courses	1,0%
More feedback	1,0%
Wanted a face to face training	1,0%

Most of the participants noted that they do not have any negative comments. One of the most mentioned negative aspects was that they were limited with time. As a recommendation, longer courses period with more frequent breaks are ideal for future sessions.

General Conclusions and recommendations

The Women 4IT project proved to be an innovative idea which was welcomed in all of the piloting countries. Although the take up to train and employ 100 young women was considered as initially tough, the training target was nearly reached. Malta remained an exception. Training was commenced weeks before the closure of the project, hence, no comparisons can be included in this report.

Overall, the impact assessment of the Women4IT training implementation based on data from focus groups with trainees and employers in all piloting countries and surveys completed by trainees after the completion of the training was positive.

More specifically, young women participating in the focus groups and surveys reported that they attended the W4IT trainings to improve their skills, gain access to new knowledge, be introduced in an area they find intriguing but, most of all, to increase their employability prospects. In addition, the fact that the trainings offered were based on a thorough research of the national labour markets needs persuaded young women to join as it offered an additional guarantee that the job profiles offered reflect real needs and could support them in securing a job.

However, a reason worth noticing is the fact that women took into consideration and were attracted by the fact that the selection and participation had a gendered approach. Offering training in IT that is directed only towards women probably alleviated any pressure that was connected with the field, in which stereotypes have it that men excel. So, it seems that similar approaches could open a window of opportunity to increase the number of women in the field.

Many girls stated also that a primary motivation to join the training was the connection with other women and the creation of a network with fellow women who experience the same difficulties, pointing out the importance of the positive discrimination that W4IT project exhibits. This was also a main reason that kept trainees in the training, as there were others that dropped off during the first month of the training: the bonding that had been developed

between them which was evident in the development of active, caring, online communities in most countries.

The role of teachers and mentors was very important in this as they were the ones that promoted interaction, bonding and fun during the demanding online training sessions.

This could imply that different interaction styles might be preferred by women as the value assigned to the social aspect of training could be different between genders.

Also, it seems that the online, short time frame of the training, fitted trainees' life patterns, and provided them with the necessary background and knowledge on which they could build on.

Finally, the mentoring provided by the project was considered a key success factor of the whole initiative as the W4IT training not only improved their knowledge but also empowered the young female participants and supported them to change their mentality and make them feel more confident to pursue a career in a male dominated sector. Thus, most young women reported that the whole W4IT training helped them to think different, not only to find jobs.

Key points

- the selection and participation of trainees had a gendered approach that increased participation
- the creation of a network with fellow-trainees and the promotion of different interaction styles with peers, trainers, mentors facilitated training and increased its impact
- empowerment of young women through mentoring contributed in changing the mind-set of the trainees

The findings from the focus group with employers revealed the importance attributed by market stakeholders to the people behind initiatives, solid goals addressing social issues and trustworthy organizations which have a good social profile and good collaboration records with. All participants stated that they thought the Women4IT project was very interesting and they wanted to be actively involved especially because it was a reliable European program.

All considered digital skills necessary for women to stay current with today's industries and advance career prospects. Taking also into consideration gender inequality issues, they believe that W4IT was a commendable initiative and this was one of the main reasons for their involvement. They all had very positive experiences to report with Women4IT recruits and were impressed by their technical skill level, but also their enthusiasm, motivation and attitude towards continuously improving their skills. The latter is considered very important because changes in IT are constant, and there is need for a life-long learning attitude pursuing continuously to update technical skills. But, because all jobs require interacting with other people, employers seem to place also emphasis on both social and technical skills, rather than technical skills alone.

Key points

- employers value both technical and social skills and especially a life-long learning attitude
- employers get involved more easily when they are persuaded on the value of the initiative and trust the agents of the initiative

Appendix 1 – Template of Focus group questions - Young women

Section A: Participants' perceptions of acquired knowledge and skills further to participation in the Women4IT programme.

1. What prompted you to participate in Women4IT?
2. When you decided to enrol in Women4IT, which aspects of your professional and personal life did you wish to develop?
(If needed the researcher will prompt with examples such as limitations in educational qualifications, practise, work experience and absence from active participation in the labour market and related interruptions, such as career breaks).
3. Which knowledge and skills do you feel you have acquired as a result of your participation in the Women4IT training programme?
(If needed the researcher will prompt with examples such as...knowledge....skills..)
4. What knowledge and skills do you feel you need to enhance your employability in the IT sector?
(If needed the researcher will prompt with examples such as...knowledge....skills..)
5. Have you managed to acquire these as a result of participation in the Women4IT training programme?

6. How can you tell? *(please give specific examples, e.g. I am now able to / still unable to... I now know / still do not know how...)*
7. What was your experience (in terms of strengths and weaknesses) of using the **Online platform for young women and employers involvement (by BETI)** in terms of its:
- graphics and layout, e.g. colours, distribution, messages inferred from images etc?
 - vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
 - interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
 - sensitivity to diversity, i.e. age, cultural diversity, educational level, work experience etc?
 - consideration of privacy, ethics and GDPR issues?
 - link to DigiComp?
 - any other aspects? (please specify)
8. What was your experience (in terms of strengths and weaknesses) of using **Job Profiles** in terms of its:
- icons, e.g. suitability, understanding etc?
 - wording used for job titles, e.g. suitability, understanding etc?
 - interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
 - any other aspects? (please specify)
9. What was your experience (in terms of strengths and weaknesses) of using **Job Profiles Quiz** in terms of:

- its vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
- the link between questions and job title?
- its interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- any other aspects? (please specify)

10. What was your experience (in terms of strengths and weaknesses) of using the **Training Roadmap** in terms of its:

- adaptability to your learning needs?
- adaptability to your personal lifestyle, e.g. family-friendly, work-life balance etc.?
- address to shortages of knowledge and skills needed in the IT sector?
- graphics and layout, e.g. colours, distribution, messages inferred from images etc?
- vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
- interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- sensitivity to diversity, i.e. age, cultural diversity, educational level, work experience etc?
- consideration of privacy, ethics and GDPR issues?
- any other aspects? (please specify)

11. What was your experience (in terms of strengths and weaknesses) of using the **Employment Toolkit** in terms of:

- the extent of which Job Profiles provides a match?
- the suitability of the digital jobs identified in the Employment Toolkit, e.g. Data Analysis, Digital Specialist etc?
- its graphics and layout, e.g. colours, distribution, messages inferred from images etc?

- its vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
- its interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- its sensitivity to diversity, i.e. age, cultural diversity, educational level, work experience etc?
- any other aspects? (please specify)

12. Would you like to add anything else?

Appendix 2 – Template of Focus group questions – Employers

1. Kindly introduce your business enterprise in terms of the sector, years of operation, size, familiarity with employing women and other details you deem relevant.
2. What prompted the decision to include the business enterprise you represent to co-operate in Women4IT?
3. When it was decided that your business enterprise would co-operate in Women4IT, what were the expectations and/ or objectives?
4. To what extent have these expectations and objectives been met, if at all? Please give specific examples.
5. What knowledge and skills does your human resources department look for when searching for employees in the IT and digital sector?
6. Which knowledge and skills do you feel female participants (the women) still need to acquire to enhance their employability in the IT sector and in the enterprise you represent? How can you tell? *(please give specific examples, e.g. participants are unable to.... / do not know how to.....)*
7. Which women4IT tools is the business enterprise you represent familiar with *(Online platform for young women and employers involvement (by BETI), Job Profiles, Training Roadmap, Employment Toolkit)?*
8. Would you like to add anything else?

Appendix 3 – Template of Focus group reports – Young Women

WOMEN4IT

Focus group report

Target audience: young NEET women

Report template

Date:	
Venue:	
Country:	
Meeting Called By:	
Moderator:	

Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info

Results of the event

What prompted you to participate in Women4IT?

When you decided to enroll in Women4IT, which aspects of your professional and personal life did you wish to develop? (If needed the researcher will prompt with examples such as limitations in educational qualifications, practice, work experience and absence from active participation in the labor market and related interruptions, such as career breaks).

Which knowledge and skills do you feel you have acquired as a result of your participation in the Women4IT training programme?

What knowledge and skills do you feel you need to enhance your employability in the IT sector?.

Have you managed to acquire these as a result of participation in the Women4IT training programme?

Please give specific examples of what you learnt, e.g. I am now able to / still unable to... I now know / still do not know how...

Did you use all / some of the Women4IT tools provided? Which tools did you find useful?

What was your experience (in terms of strengths and weaknesses) of using **Job Profiles Quiz** in terms of:

- its vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
- the link between questions and job title?
- its interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- any other aspects? (please specify)

What was your experience (in terms of strengths and weaknesses) of using the **Training Roadmap** in terms of its:

- adaptability to your learning needs?
- address to shortages of knowledge and skills needed in the IT sector?
- graphics and layout, e.g. colours, distribution, messages inferred from images etc?
- vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc?
- interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- sensitivity to diversity, i.e. age, cultural diversity, educational level, work experience etc?
- consideration of privacy, ethics and GDPR issues?
- any other aspects? (please specify)

(Only applicable to participants who used the Employment Toolkit)

What was your experience (in terms of strengths and weaknesses) of using the **Employment Toolkit** in terms of:

- the extent of which Job Profiles Quiz provides a match?
- the suitability of the digital jobs identified in the Employment Toolkit, e.g. Data Analysis, Digital Specialist etc?
- its graphics and layout, e.g. colours, distribution, messages inferred from images etc?
- its vocabulary and writing style, e.g. simplicity, concise, user-friendliness etc.?
- its interface, e.g. accessibility, user-friendliness, duration of input required by user etc?
- its sensitivity to diversity, i.e. age, cultural diversity, educational level, work experience etc?
- any other aspects? (please specify)

Additional notes, comments, suggestions:

Appendix

Pictures from the event

Contact Info – Mobile number or email address

Audio Voice Record the session

Appendices to include a transcript of the discussions in original language and in English translation.

The project Nr.2017-1-094 "YOUNG-ICT WOMEN: Innovative Solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda" benefits from a 2.714.304 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of the project is to increase the numbers of EU vulnerable girls and young women into the digital agenda.

Project implemented by:



Appendix 4 – Template of Focus group reports – Employers WOMEN4IT

Focus group report
Target audience: employers
Report template

Date:	
Venue:	
Country:	
Meeting Called By:	
Moderator:	

Participants
Please, list the participants of the event.

Name	Organization/Role	Contact info Mob No. or email

Results of the event

Kindly introduce your business enterprise in terms of the sector, years of operation, size, familiarity with employing women and other details you deem relevant.

--

What prompted the decision to include the business enterprise you represent to co-operate in Women4IT?

--

When it was decided that your business enterprise would co-operate in Women4IT, what were the expectations and/ or objectives?

--

To what extent have these expectations and objectives been met, if at all?
Please give specific examples.

What knowledge and skills does your human resources department look for
when searching for employees in the IT and digital sector?

Which knowledge and skills do you feel female participants (the women) still
need to acquire to enhance their employability in the IT sector and in the
enterprise you represent? How can you tell? (please give specific examples,
e.g. participants are unable to.... / do not know how to.....)

Which women4IT tools is the business enterprise you represent familiar with
(Online platform for young women and employer's involvement (by BETI), Job
Profiles, Training Roadmap, Employment Toolkit)?

Additional notes, comments, suggestions:

Appendix

Pictures from the event

Focus group questions in local language.

Recruitment Letter

Contact Info – Mobile number or email address

Audio Voice Record the session

Appendices to include a transcript of the discussions in original language and in English translation.

The project Nr.2017-1-094 "YOUNG-ICT WOMEN: Innovative Solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda" benefits from a 2.714.304 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of the project is to increase the numbers of EU vulnerable girls and young women into the digital agenda.

Project implemented by:



Appendix 5 – Template of Post Training Evaluation Survey

Thank you for accepting to participate in this online questionnaire survey.

[Tech.MT](#) commissioned this study to evaluate the training programme delivered under the Women4IT project. Thus, your contribution is highly relevant to this research study.

Data will be treated with strict confidentiality, which means it will be used solely for the purposes of this study and scholarly dissemination.

The research design duly considers research ethics and [General Data Protection Regulation \(GDPR\)](#).

In due course, a synthesis of research results will be made available by Tech.MT.

Most questions bear an asterisk (*). This means they are mandatory. Therefore, the system will keep prompting you to respond in order to proceed.

Although there is a good number of questions, most responses involve ticking options. The exercise takes approximately 10 minutes.

Respondents are free to quit the study at any point in time and for any reason by closing this tab.

However, as said, any contribution from your end is of great value!

Therefore, thank you for your time and consideration. Looking forward to your participation.

General Overview

1. Country of attendance

- A. Greece
- B. Ireland
- C. Latvia
- D. Lithuania
- E. Malta
- F. Romania
- G. Spain
- H. Other, please indicate by writing; _____

2. Course attended?

- A. Customer Service Support Representative
- B. Tester
- C. Project Coordinator
- D. Data Analyst
- E. Data Protection Officer
- F. Junior Web Developer
- G. Digital Media Specialist
- H. Graphic Designer

3. Age

- A. 18 – 20
- B. 21-24
- C. 25-29

4. How did you get to know about Women4IT project?

- A. Social Network
- B. From SEA consultant
- C. From friends or acquaintances
- D. In the regional training center
- E. Other, please indicate by writing: _____

5. What motivated you to apply for this training?

6. Trainer's name:

Mentoring

7. I have communicated with my mentor through the following modes of communication:

- A. Email
- B. Telephone
- C. Face to Face
- D. Other, please indicate by writing: _____

8. Please answer the below questions in the hereunder table, and rate (by circling) on a scale from 1 to 5, with 1 being low value and 5 being the highest value:

		1	2	3	4	5
--	--	---	---	---	---	---

A.	The time between taking the test and the first contact with me was adequate.					
B.	The Mentor has proved to be available and accessible throughout.					
C.	The Mentor helped me to choose the training programme that suits me best					
D.	The Mentor had knowledge of my progress or difficulties in the training course.					
E.	The Mentor facilitated the use of the profiling tool.					
F.	The Mentor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project.					
G.	The support of the Mentor has helped me to achieve my goals during the training.					
H.	The Mentor has given me feedback to improve during my training progress.					
I.	The Mentoring process has helped me to clarify ideas and resolve doubts.					
J.	The Mentoring process has helped guide my expectations and interests.					
K.	I consider the communication between my Mentor and myself very good and effective.					
L.	I managed to write a great CV thanks to my Mentor					
M.	In general, I have felt listened to and accompanied by my Mentor					

Would you like to tell us more about your mentoring process?

Course Structure and Content

9. Please answer the below questions in the hereunder table, and rate (by circling) on a scale from 1 to 5, with 1 being low value and 5 being the highest value:

		1	2	3	4	5
A.	Rate the quality and flow of content					
B.	There was a clear distinction between the course's units					
C.	I felt equally engaged in each course unit					
D.	Course content and assignments were appropriate for the course level					
E.	Course contents used an inclusive language					
F.	I have had the opportunity to see the real examples of women developing these professional profiles.					

10. I found the course: A. Easy B. Moderate C. Difficult

Any reasons:

Delivery

11. Select the method of training delivery:

- A. Face to Face
- B. Online
- C. Blended

12. Please answer the below questions in the hereunder table, and rate (by circling) on a scale from 1 to 5, with 1 being low value and 5 being the highest value:

		1	2	3	4	5
A.	In the case of Face to Face / Blended training, how well did the training venue satisfy the training needs?					

B.	In the case of Blended training, how well connected were online and offline sessions?					
C.	In the case of Online training, how well suited was the course for online delivery?					
D.	Where there any opportunities for you to practice the knowledge acquired					
E.	Where there opportunities to interact with the Trainer / Tutor?					
F.	Do you consider the duration of the training appropriate?					

A. What do you think about the teaching method followed? Would you change anything?

B. What do you think about the teaching method followed? Would you change anything?

13. Please answer the below questions in the hereunder table, and rate (by circling) on a scale from 1 to 5, with 1 being low value and 5 being the highest value:

		1	2	3	4	5
A.	The Tutor was well prepared and organised for every session.					

B.	The Tutor used an inclusive language					
C.	A variety of instructional methods were used to reach the course objectives.					
D.	The feedback provided by the Trainer / Tutor was timely and informative					
E.	The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information					
	The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project.					

Personal overview

14. Please answer the below questions in the hereunder table, and rate (by circling) on a scale from 1 to 5, with 1 being low value and 5 being the highest value:

		1	2	3	4	5
A.	Do you think the course will help you to find / improve your current employment?					
B.	Do you think the course helped you to develop new skills and competences?					
C.	Do you think that you will be able to apply the new knowledge and skills on the job					
D.	How ready do you feel in changing / finding a job?					
E.	Would you recommend this training to other people?					
F.	Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?					

15. From your training, list two positive aspects of the training:

16. From your training, list two negative aspects of the training:

Appendix 6 - After training survey results from the partnering countries

Greece Report

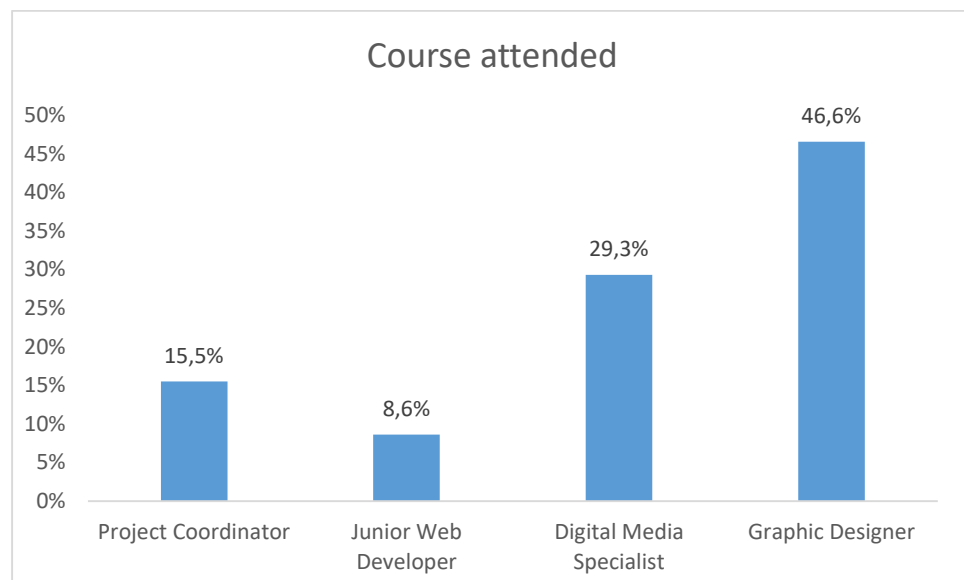
General Overview

The following four Job Profiles were offered in Greece:

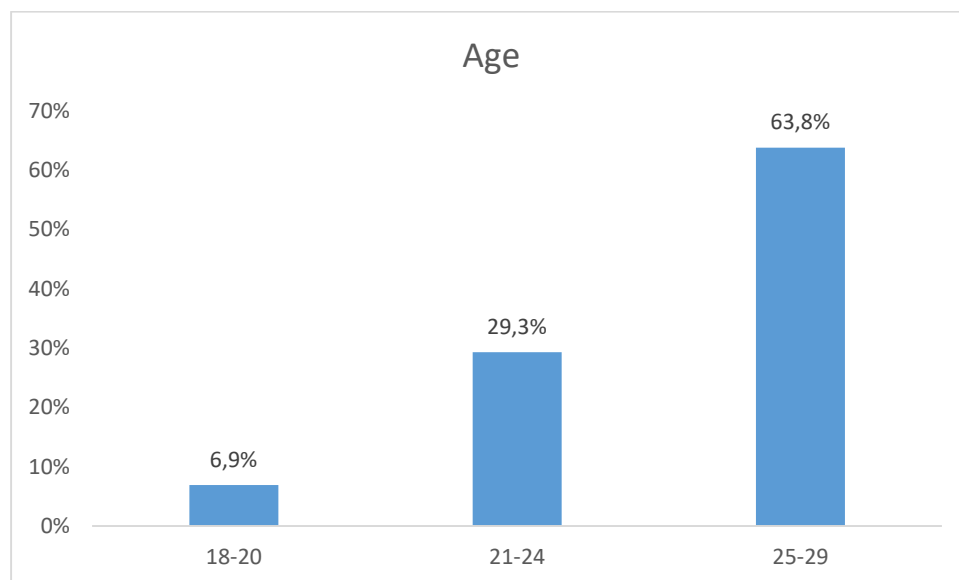
- Project Coordinator
- Junior Web Developer
- Digital Media Specialist
- Graphic Designer

A total of 102 young women completed the Women 4IT training.

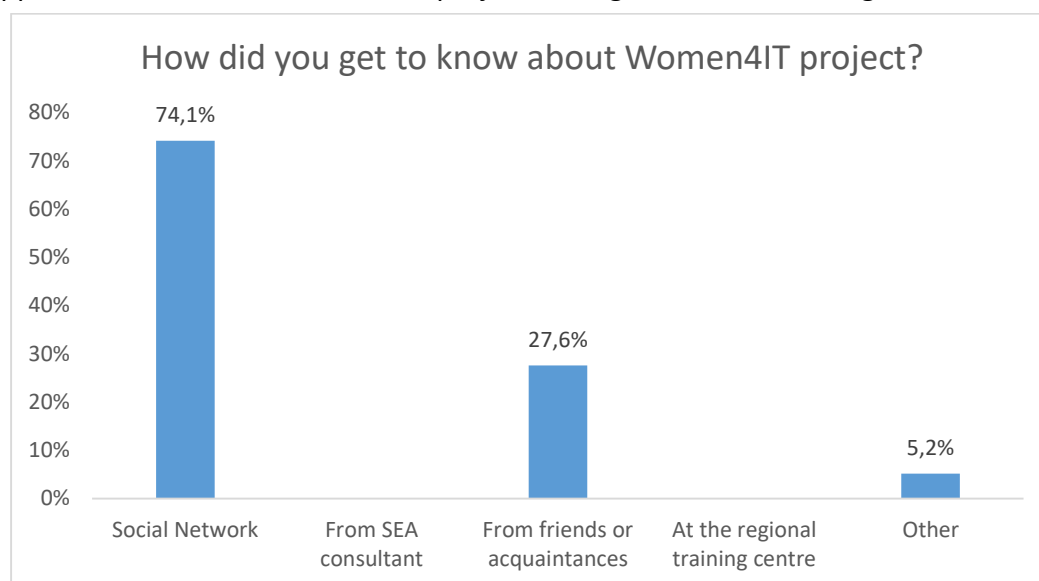
The most popular course was Graphic Designer (46.6%), while the least chosen course was Junior Web developer (8.6%).



Most of the applicants were older than 24 (63.8%). Only 6.9% of the applicants were younger than 21.



Many of the applicants knew about Women4IT project through social networking, 74.1%,

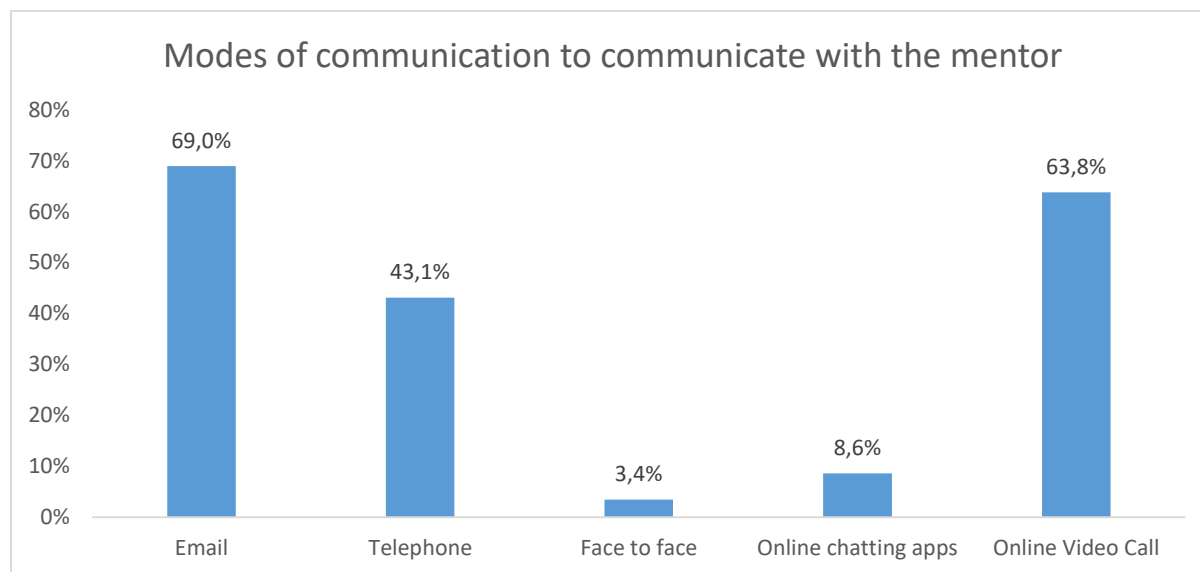


The following are the main reasons/factors that motivated the applicants to do one of the courses:

Interest in the subject	44.8%
Enrich my knowledge in the field	31.0%
To change my career/find a job	10.3%
The fact that it was for free	8.6%
Other	5.2%

Mentoring

The most used mode of communication to communicate with the mentor was via email (69.0%). The least used mode of communication was face-to-face (3.4%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	1	2	3	4	5	Average	Standard deviation
The time between taking the Job Profile Quiz and the first contact with me was adequate	3.4%	8.6%	20.7%	25.9%	41.4%	3.93	1.14
The Mentor has proved to be available and accessible throughout	6.9%	5.2%	12.1%	19.0%	56.9%	4.14	1.23
The Mentor helped me to choose the training programme that suits me best	22.4%	10.3%	20.7%	19.0%	27.6%	3.19	1.52

The Mentor had knowledge of my progress or difficulties in the training course	8.6%	6.9%	24.1%	24.1%	36.2%	3.72	1.27
The Mentor facilitated the use of the profiling tool	13.8%	6.9%	32.8%	17.2%	29.3%	3.41	1.35
The support of the Mentor has helped me to achieve my goals during the training	13.8%	5.2%	19.0%	27.6%	34.5%	3.64	1.37
The Mentor has given me feedback to improve during my training progress	12.1%	5.2%	17.2%	29.3%	36.2%	3.72	1.33
The Mentoring process has helped me to clarify ideas and resolve doubts	10.3%	3.4%	17.2%	31.0%	37.9%	3.83	1.27
The Mentoring process has helped guide my expectations and interests	13.8%	1.7%	19.0%	31.0%	34.5%	3.71	1.34
I consider the communication between my Mentor and myself very good and effective	6.9%	8.6%	15.5%	25.9%	43.1%	3.90	1.25
I managed to write a great CV thanks to my Mentor	12.1%	10.3%	29.3%	17.2%	31.0%	3.45	1.35
In general, I have felt listened to and accompanied by my Mentor	12.1%	5.2%	13.8%	27.6%	41.4%	3.81	1.36

The following are further comments provided by the applicants which are related to the mentoring:

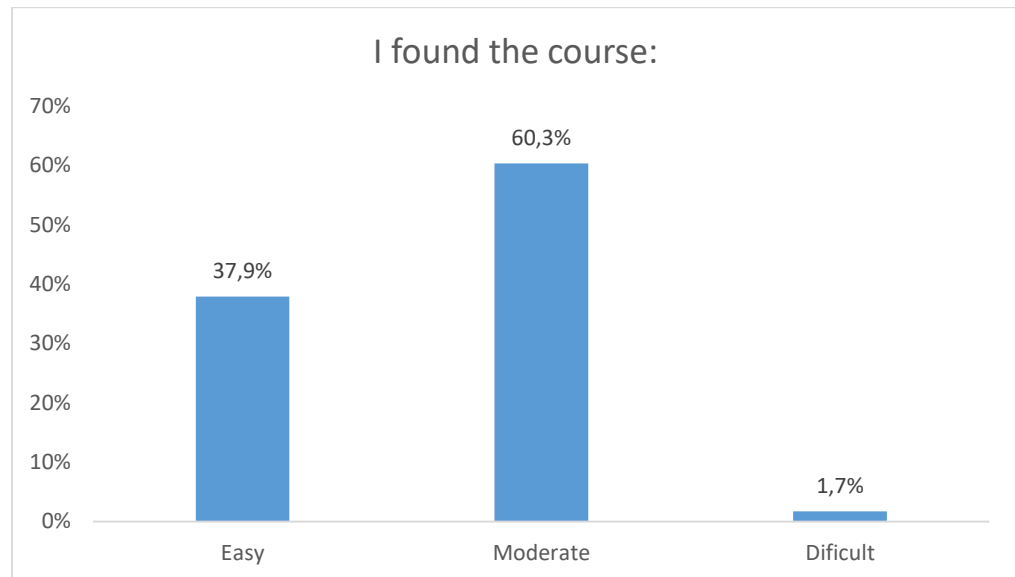
Not too much communication with the mentor	47.6%
Great support from the mentor	38.1%
Other	14.3%

Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	1	2	3	4	5	Average	Standard deviation
Rate the quality and flow of content	0.0%	3.4%	8.6%	41.4%	46.6%	4.31	0.78
There was a clear distinction between the course's units	0.0%	1.7%	6.9%	22.4%	69.0%	4.59	0.70
I felt equally engaged in each course unit, even though it was held online	0.0%	1.7%	5.2%	29.3%	63.8%	4.55	0.68
Course content and assignments were appropriate for the course level	0.0%	1.7%	5.2%	29.3%	63.8%	4.55	0.68
Course's content used an inclusive language	0.0%	0.0%	6.9%	15.5%	77.6%	4.71	0.59
I have had the opportunity to see the real examples of women developing these professional profiles	10.3%	3.4%	12.1%	31.0%	43.1%	3.93	1.28
It was easy to access the online classes and materials	0.0%	1.7%	1.7%	12.1%	84.5%	4.79	0.55
During online training I felt I received the same support as a face-to-face course	1.7%	0.0%	8.6%	20.7%	69.0%	4.55	0.80

Most of the applicants said that the level of the course was intermediate (moderate), 60.3%. Only 1.7% of the applicants said that the course was difficult. The rest said that the course was easy,



Reasons for being an easy course

There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	60.0%
I already had some experience in the subject.	20.0%
The way the course was designed made it easier to understand (everything seemed necessary to me to understand the subject).	10.0%
Other.	10.0%

Reasons for being a moderate course

There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	54.5%
The way the course was designed made it easier to understand (everything seemed necessary to me to understand the subject).	27.3%
I already had some experience in the subject.	9.1%
Other.	9.1%

Reasons for being a difficult course

Iceland
Liechtenstein
Norway grants

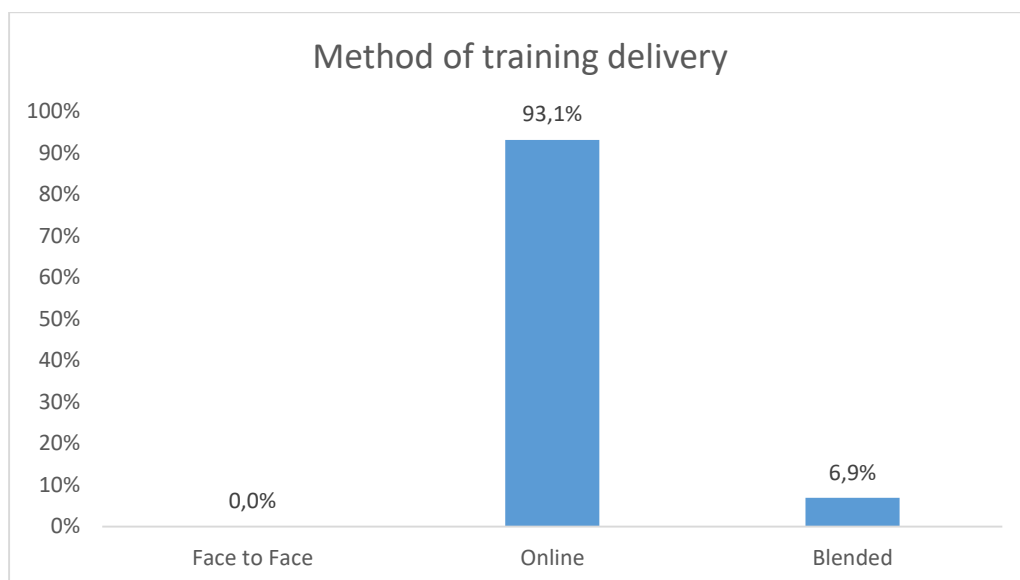
Norway
grants

Other

100.0%

Delivery

More than ninety per cent of the training was delivered online, 93.1%. On the other hand, 6.9% of the applicants said that their method of training was blended.



The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	1	2	3	4	5	Average	Standard deviation
In the case of Face to Face / Blended training, how well did the training venue satisfy the training needs?	0.0%	0.0%	0.0%	25.0%	75.0%	4.75	0.50
In the case of Blended training, how well connected were online and offline sessions?	0.0%	0.0%	0.0%	100.0%	0.0%	4.00	0.00
In the case of Online training, how well suited was the course for online delivery?	0.0%	1.9%	1.9%	20.8%	75.5%	4.70	0.61
Were there any opportunities for you to practice the knowledge acquired?	0.0%	0.0%	18.9%	17.0%	64.2%	4.45	0.80

Where there opportunities to interact with the Trainer /Tutor?	0.0%	0.0%	7.7%	19.2%	73.1%	4.65	0.62
Do you consider the duration of the training appropriate?	1.8%	5.4%	16.1%	26.8%	50.0%	4.18	1.01

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I would not change anything	44.8%
Other	22.4%
Divide the training into two parts, theoretical and practical	6.9%
Longer period for the course	6.9%
I prefer to be a face-to-face course	5.2%
I would like to do more case studies and exercises	5.2%
More communication with the tutor	3.4%
Too much time wasted on corrections	1.7%
Not satisfied at all	1.7%
More hours broken, not four consecutive hours	1.7%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	1	2	3	4	5	Average	Standard deviation
The Tutor was well prepared and organised for every session	1.7%	0.0%	5.2%	10.3%	82.8%	4.72	0.72
The Tutor used an inclusive language	0.0%	0.0%	6.9%	10.3%	82.8%	4.76	0.57
A variety of instructional methods were used to reach the course objectives	3.4%	1.7%	6.9%	19.0%	69.0%	4.48	0.96

The feedback provided by the Trainer / Tutor was timely and informative	0.0%	0.0%	5.2%	19.0%	75.9%	4.71	0.56
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	1.7%	13.8%	19.0%	27.6%	37.9%	3.86	1.13
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	0.0%	0.0%	6.9%	24.1%	69.0%	4.62	0.62

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	1	2	3	4	5	Average	Standard deviation
Do you think the course will help you to find / improve your current employment?	1.7%	5.2%	15.5%	37.9%	39.7%	4.09	0.96
Do you think the course helped you do develop new skills and competences?	1.7%	0.0%	1.7%	24.1%	72.4%	4.66	0.69
Do you think that you will be able to apply the new knowledge and skills on the job?	0.0%	3.4%	15.5%	22.4%	58.6%	4.36	0.87
How ready do you feel in changing / finding a job?	1.7%	8.6%	19.0%	31.0%	39.7%	3.98	1.05
Would you recommend this training to other people?	0.0%	0.0%	1.7%	19.0%	79.3%	4.78	0.46

Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	0.0%	1.7%	13.8%	39.7%	44.8%	4.28	0.77
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The following are the positive comments/aspects that the Greek applicants listed about the course they attended:

Enrichment of knowledge	34.6%
Great teacher/mentor	30.8%
Networking and interacting with others	26.9%
Other	2.6%
It was free of charge	2.6%
Distance learning	2.6%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Limited time (time constraints)	37.2%
Lack of communication and interaction with others	18.6%
Other	14.0%
Connection problems	7.0%
More exercises	7.0%
Teaching restrictions due to Covid-19	4.7%
Nothing negative	4.7%
Slow paced	4.7%
Over simplified	2.3%

Ireland Report

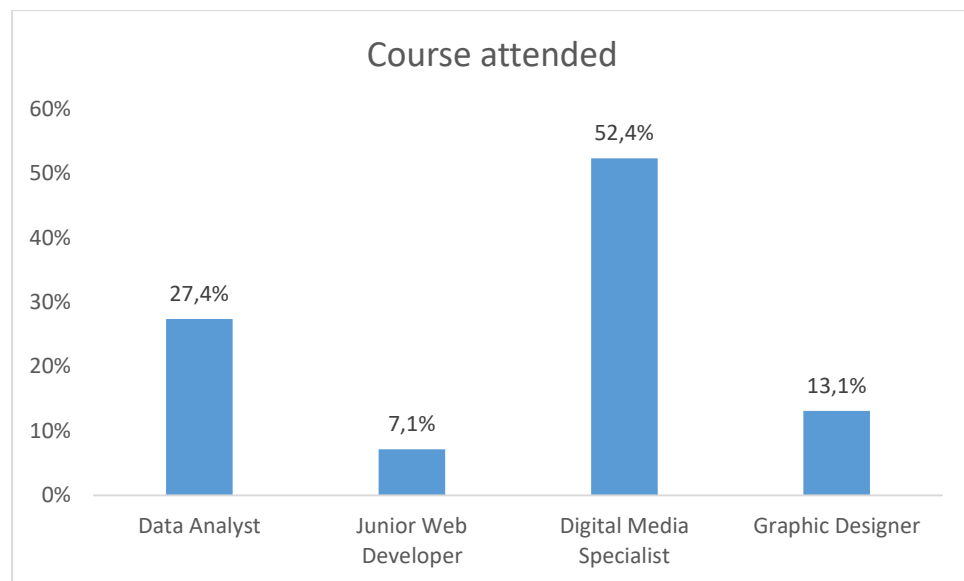
General Overview

The following four courses were offered in Ireland:

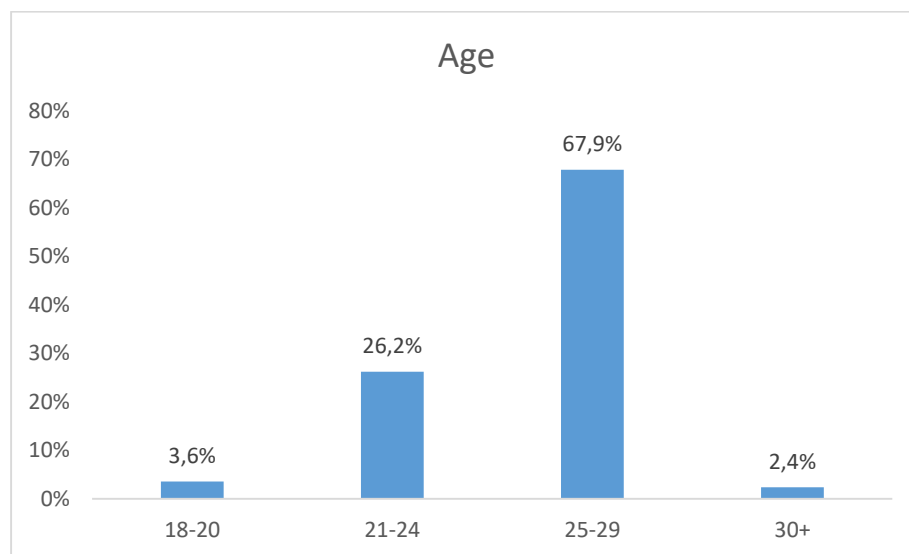
- Data Analyst
- Junior Web Developer
- Digital Media Specialist
- Graphic Designer

A total of 91 young women completed the Women 4IT training

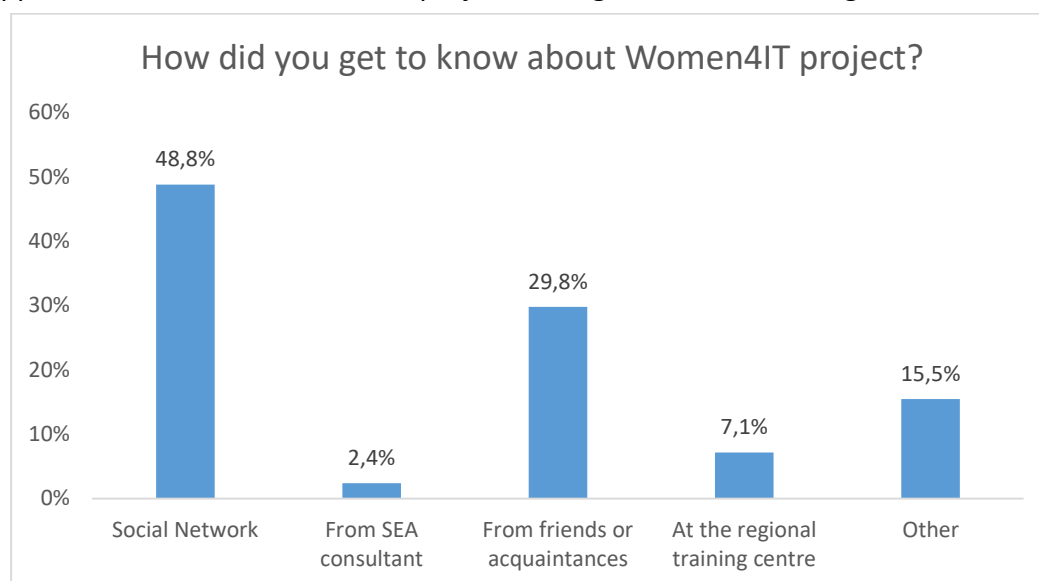
The most popular course was Digital Media Specialist (52.4%), while the least chosen course was Junior Web developer (7.1%).



Most of the applicants were aged between 24-29 (67.9%). Only 2.4% of the applicants were older than 29.



Many of the applicants knew about Woem4IT project through social networking, 48.8%,



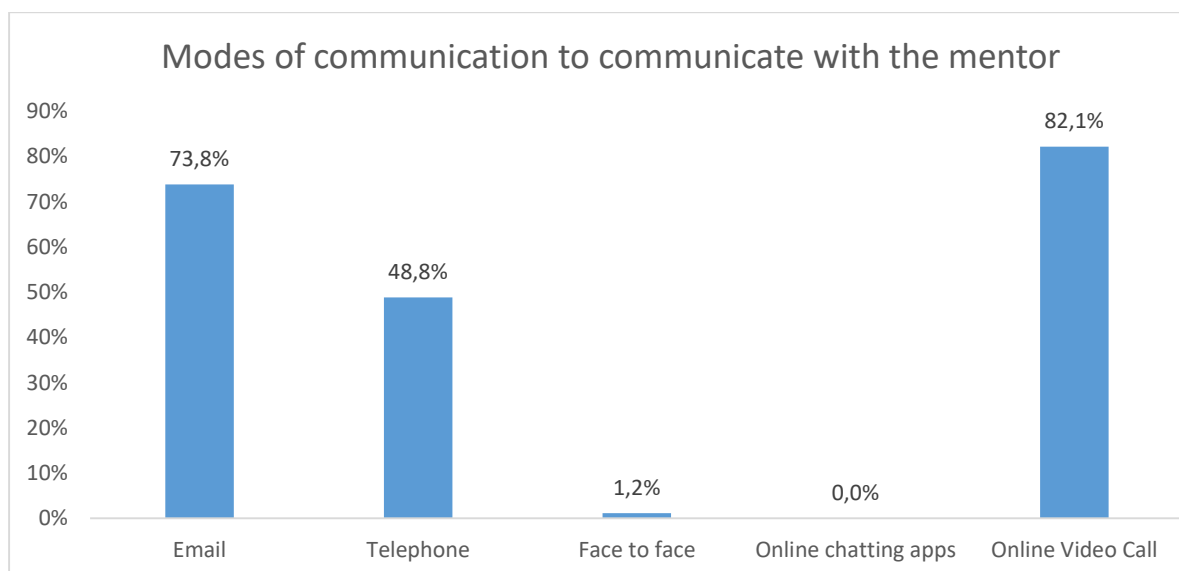
The following are the main reasons/factors that motivated the applicants to do one of the courses:

To learn new skills	20.2%
To upskill	19.0%
Interest in the subject	16.7%
Enrich my knowledge in the field	14.3%
To change my career/find a job	9.5%
Other	8.3%

The lack of employment opportunities during the pandemic motivated me to take the course.	7.1%
The fact that it was for free	2.4%
My friends/relatives motivated me	2.4%

Mentoring

The most used mode of communication to communicate with the mentor was via video call (82.1%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	1	2	3	4	5	Average	Standard deviation
The time between taking the Job Profile Quiz and the first contact with me was adequate	1.2%	3.6%	3.6%	22.6%	69.0%	4.55	0.83
The Mentor has proved to be available and accessible throughout	1.2%	1.2%	2.4%	10.7%	84.5%	4.76	0.67
The Mentor helped me to choose the training programme that suits me best	6.0%	2.4%	15.5%	19.0%	57.1%	4.19	1.16
The Mentor had knowledge of my progress or difficulties in the training course	2.4%	3.6%	7.1%	21.4%	65.5%	4.44	0.95

The Mentor facilitated the use of the profiling tool	2.4%	0.0%	15.5%	23.8%	58.3%	4.36	0.91
The support of the Mentor has helped me to achieve my goals during the training	2.4%	2.4%	10.7%	23.8%	60.7%	4.38	0.94
The Mentor has given me feedback to improve during my training progress	3.6%	4.8%	13.1%	32.1%	46.4%	4.13	1.05
The Mentoring process has helped me to clarify ideas and resolve doubts	2.4%	2.4%	16.7%	16.7%	61.9%	4.33	1.00
The Mentoring process has helped guide my expectations and interests	2.4%	1.2%	8.3%	31.0%	57.1%	4.39	0.88
I consider the communication between my Mentor and myself very good and effective	2.4%	0.0%	10.7%	19.0%	67.9%	4.50	0.87
I managed to write a great CV thanks to my Mentor	10.7%	6.0%	33.3%	17.9%	32.1%	3.55	1.29
In general, I have felt listened to and accompanied by my Mentor	2.4%	0.0%	9.5%	17.9%	70.2%	4.54	0.86

The following are further comments provided by the applicants which are related to the mentoring:

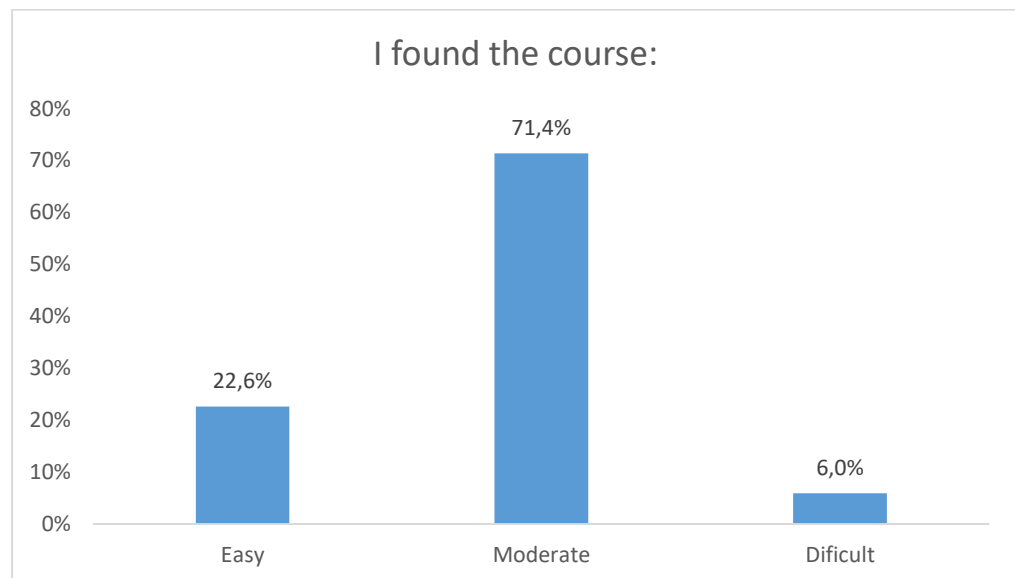
Great support from the mentor	80.6%
Other	11.1%
I'm glad that I had chance to be in this course.	8.3%

Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	1	2	3	4	5	Average	Standard deviation
Rate the quality and flow of content	1.2%	0.0%	14.3%	35.7%	48.8%	4.31	0.81
There was a clear distinction between the course's units	2.4%	1.2%	14.3%	33.3%	48.8%	4.25	0.92
I felt equally engaged in each course unit, even though it was held online	1.2%	2.4%	21.4%	19.0%	56.0%	4.25	0.96
Course content and assignments were appropriate for the course level	2.4%	6.0%	11.9%	22.6%	57.1%	4.26	1.04
Course's content used an inclusive language	2.4%	0.0%	9.5%	16.7%	71.4%	4.55	0.86
I have had the opportunity to see the real examples of women developing these professional profiles	4.8%	7.1%	16.7%	22.6%	48.8%	4.04	1.18
It was easy to access the online classes and materials	3.6%	1.2%	9.5%	14.3%	71.4%	4.49	0.98
During online training I felt I received the same support as a face-to-face course	1.2%	3.6%	17.9%	23.8%	53.6%	4.25	0.96

Most of the applicants said that the level of the course was intermediate (moderate), 71.4%. Only 6.0% of the applicants said that the course was difficult. The rest said that the course was easy,



Reasons for being an easy course

- I already had some experience in the subject 100.0%

Reasons for being a moderate course

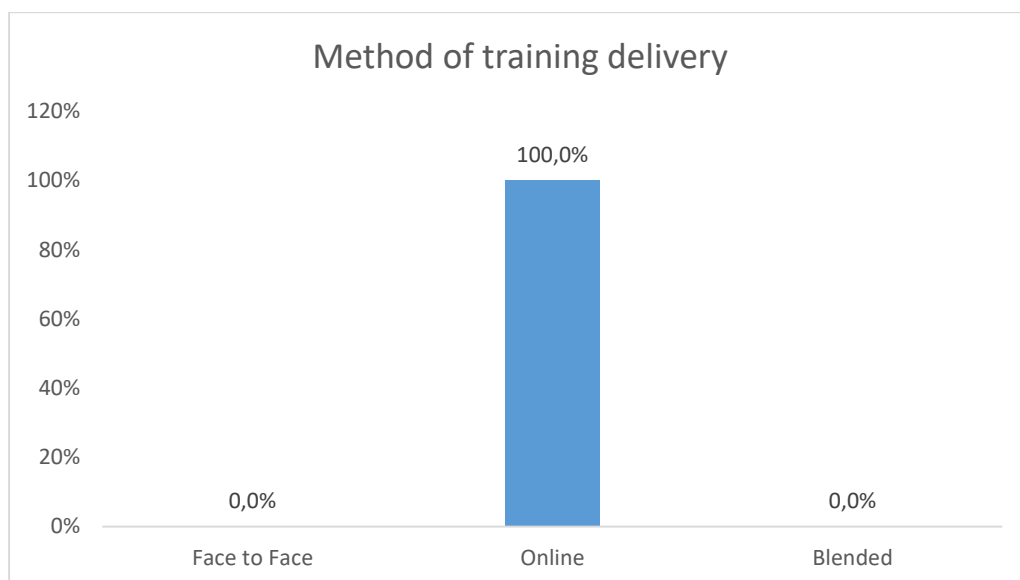
- There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably. 22.7%
- Some assignments were difficult 18.2%
- I didn't have any previous experience. 13.6%
- It was a challenging course (in a good way) 13.6%
- Graphic designer part as it was very theoretical. 9.1%
- Too many hours in a day 4.5%
- Poor structured 4.5%
- Very practical information, easy to understand and not too in depth/theoretical 4.5%
- I found the level of the courses content inconsistent between tutors. 4.5%
- I would have loved a little more information about some topics 4.5%

Reasons for being a difficult course

- Some assignments were difficult 33.3%
- I didn't have any previous experience. 33.3%
- At times it felt that it was assumed everyone had the same background. 33.3%

Delivery

All the courses were delivered online



The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	1	2	3	4	5	Average	Standard deviation
In the case of Online training, how well suited was the course for online delivery?	1.2%	2.5%	12.3%	21.0%	63.0%	4.42	0.89
Where there any opportunities for you to practice the knowledge acquired?	1.3%	6.3%	17.5%	20.0%	55.0%	4.21	1.03
Where there opportunities to interact with the Trainer /Tutor?	1.3%	2.5%	6.3%	18.8%	71.3%	4.56	0.82
Do you consider the duration of the training appropriate?	3.7%	12.2%	13.4%	22.0%	48.8%	4.00	1.21

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I wouldn't change anything	48.8%
More practical sessions	13.1%
Other	10.7%
Longer period for the course	8.3%
More class interaction	4.8%
More hours broken	4.8%
Be slower paced	2.4%
The assignments were poorly handled	1.2%
I prefer a face-to-face course	1.2%
Too many exercises were given in the last part of the course	1.2%
Use more visuals to teach such as videos	1.2%
All tutors should use the same online platforms	1.2%
Provide teaching material earlier	1.2%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	1	2	3	4	5	Average	Standard deviation
The Tutor was well prepared and organised for every session	1.2%	0.0%	7.1%	13.1%	78.6%	4.68	0.71
The Tutor used an inclusive language	0.0%	1.2%	2.4%	14.3%	82.1%	4.77	0.55
A variety of instructional methods were used to reach the course objectives	2.4%	1.2%	14.3%	17.9%	64.3%	4.40	0.95
The feedback provided by the Trainer / Tutor was timely and informative	3.6%	4.8%	9.5%	22.6%	59.5%	4.30	1.06
The digitaljobs.women4IT.eu platform was easy to navigate	2.4%	4.8%	15.5%	22.6%	54.8%	4.23	1.03

and provided all the necessary information							
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	2.4%	1.2%	15.5%	17.9%	63.1%	4.38	0.96

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	1	2	3	4	5	Average	Standard deviation
Do you think the course will help you to find / improve your current employment?	2.4%	4.8%	19.0%	31.0%	42.9%	4.07	1.02
Do you think the course helped you do develop new skills and competences?	2.4%	1.2%	9.5%	21.4%	65.5%	4.46	0.90
Do you think that you will be able to apply the new knowledge and skills on the job?	3.6%	0.0%	13.1%	22.6%	60.7%	4.37	0.97
How ready do you feel in changing / finding a job?	4.8%	3.6%	35.7%	20.2%	35.7%	3.79	1.12
Would you recommend this training to other people?	2.4%	2.4%	8.3%	16.7%	70.2%	4.50	0.92
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	2.4%	3.6%	19.0%	29.8%	45.2%	4.12	1.00

The following are the positive comments/aspects that the Irish applicants listed about the course they attended:

Great teacher/mentor	29.3%
Networking and interacting with others	25.9%
Enrichment of knowledge	25.0%
Good course material	15.5%
Very practical	4.3%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Difficulties with some assignments	19.2%
Limited time (time constraints)	13.5%
More practical	13.5%
Nothing negative	9.6%
Other	9.6%
Sessions too lengthy	7.7%
Lack of communication and interaction with others	5.8%
No job opportunities were provided	3.8%
more access to certain software	3.8%
Some sessions were hard to follow	3.8%
Difficult to follow	3.8%
Prefer face-to-face	3.8%
Connection problems	1.9%

Latvia Report

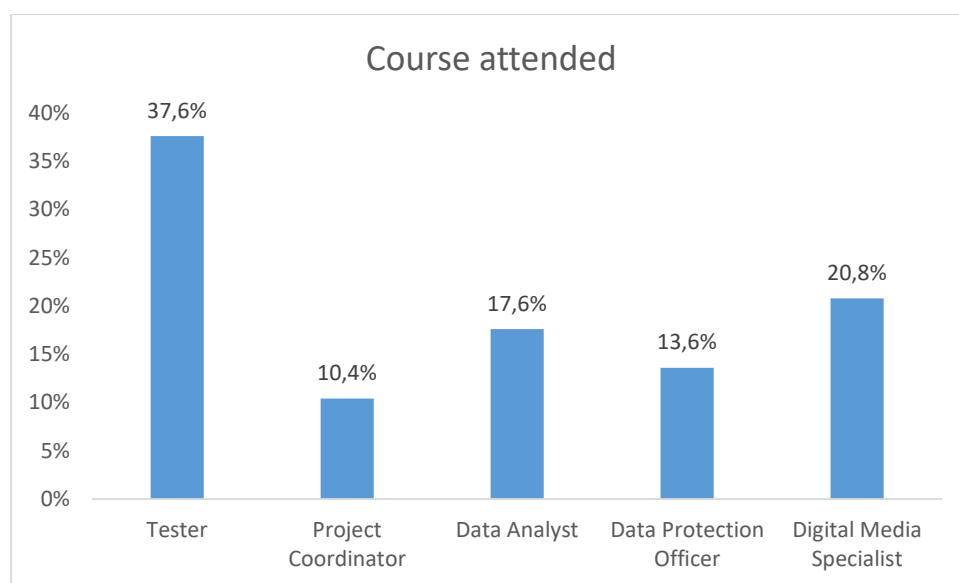
General Overview

The following five courses were offered in Latvia:

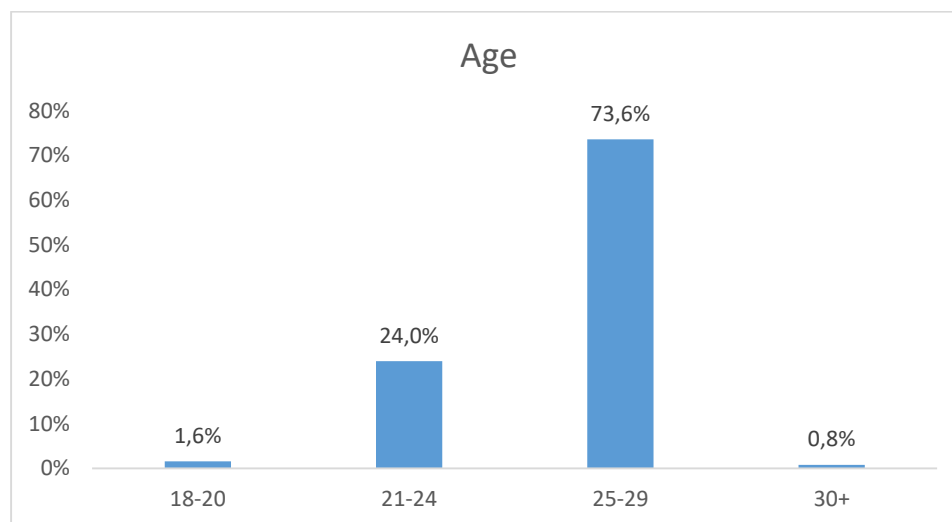
- Tester
- Project Coordinator
- Data Analyst
- Data Protection Officer
- Digital Media Specialist

A total of 125 young women completed the Women 4IT training

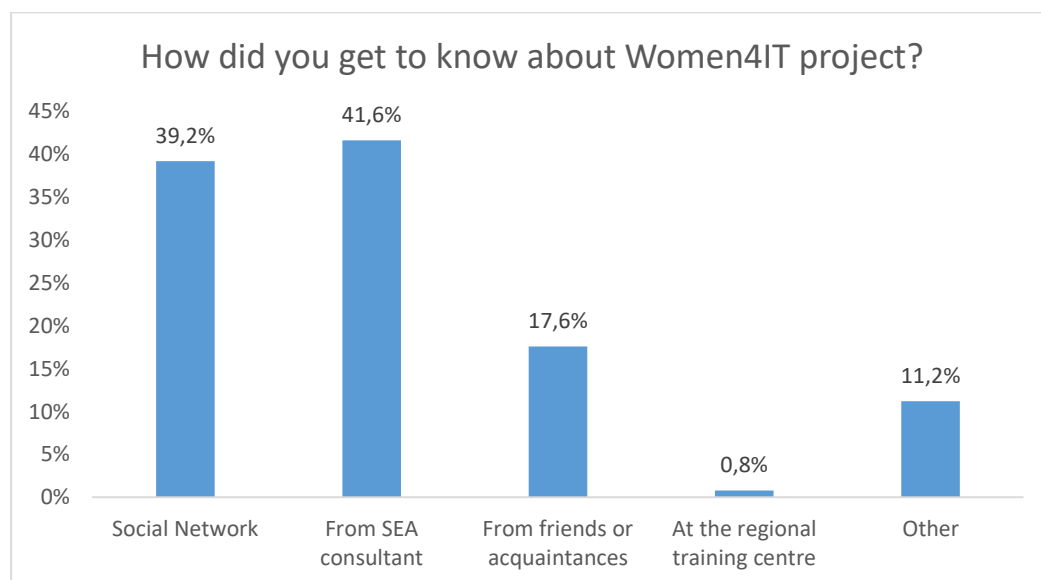
The most popular course was Graphic Designer (37.6%), while the least chosen course was Project Coordinator (10.4%).



Most of the applicants were older than 24 (74.4%). Only 1.6% of the applicants were younger than 21.



Many of the applicants knew about Women4IT project through a SEA consultant, 41.6%,



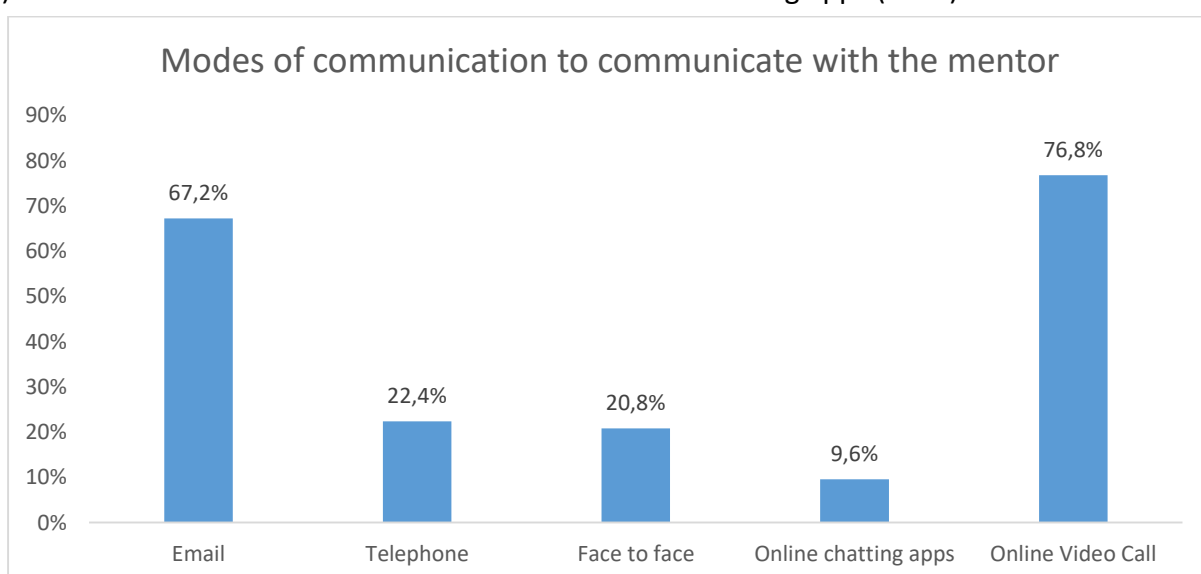
The following are the main reasons/factors that motivated the applicants to do one of the courses:

To learn new skills	22.6%
To enrich my knowledge	21.0%
To change my career/find a new job	18.5%
Interest in the subject	14.5%
A lot of free time	6.5%

The fact that the courses were provided for free	5.6%
My friends/relatives motivated me	4.8%
To upskill	3.2%
Other	3.2%

Mentoring

The most used mode of communication to communicate with the mentor was via video call (76.8%). The least used mode of communication was online chatting apps (9.6%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	1	2	3	4	5	Average	Standard deviation
The time between taking the Job Profile Quiz and the first contact with me was adequate	3.2%	1.6%	12.0%	26.4%	56.8%	4.32	0.97
The Mentor has proved to be available and accessible throughout	2.4%	0.8%	5.6%	18.4%	72.8%	4.58	0.83
The Mentor helped me to choose the training programme that suits me best	15.2%	10.4%	21.6%	23.2%	29.6%	3.42	1.40

The Mentor had knowledge of my progress or difficulties in the training course	6.4%	3.2%	16.0%	29.6%	44.8%	4.03	1.15
The Mentor facilitated the use of the profiling tool	10.4%	2.4%	19.2%	32.0%	36.0%	3.81	1.25
The support of the Mentor has helped me to achieve my goals during the training	7.2%	4.0%	16.0%	24.8%	48.0%	4.02	1.21
The Mentor has given me feedback to improve during my training progress	7.2%	4.8%	12.8%	22.4%	52.8%	4.09	1.22
The Mentoring process has helped me to clarify ideas and resolve doubts	8.0%	1.6%	14.4%	26.4%	49.6%	4.08	1.20
The Mentoring process has helped guide my expectations and interests	8.8%	2.4%	18.4%	21.6%	48.8%	3.99	1.25
I consider the communication between my Mentor and myself very good and effective	4.0%	0.8%	11.2%	17.6%	66.4%	4.42	1.00
I managed to write a great CV thanks to my Mentor	20.8%	7.2%	32.8%	17.6%	21.6%	3.12	1.39
In general, I have felt listened to and accompanied by my Mentor	4.0%	0.8%	6.4%	16.0%	72.8%	4.53	0.96

The following are further comments provided by the applicants which are related to the mentoring:

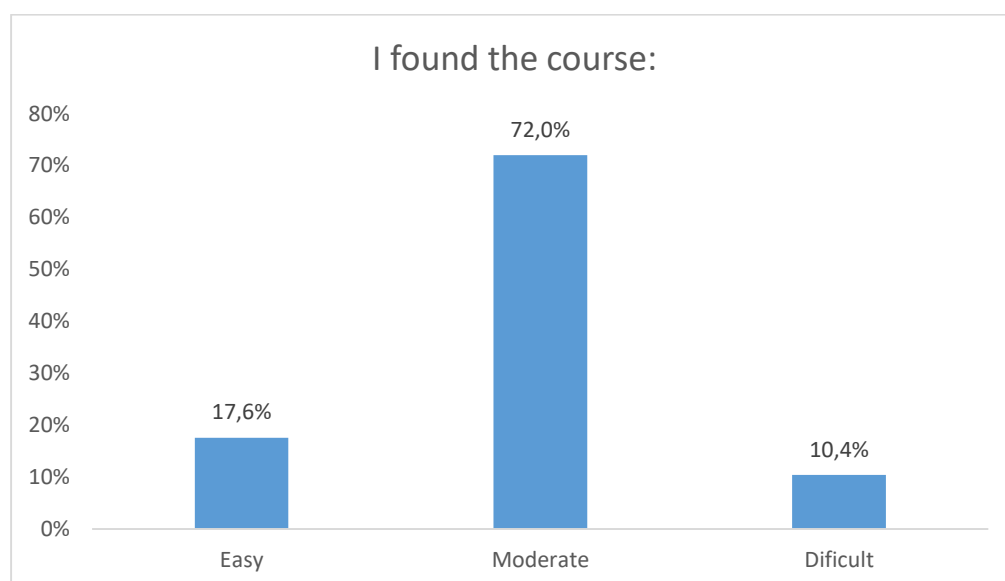
Great support from the mentor	36.8%
Contact with the mentor was minimal	17.5%
Other	15.8%
Everything was satisfactory	15.8%
Did not contact my mentor	14.0%

Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	1	2	3	4	5	Average	Standard deviation
Rate the quality and flow of content	0.8%	0.8%	4.0%	32.8%	61.6%	4.54	0.69
There was a clear distinction between the course's units	1.6%	2.4%	2.4%	24.0%	69.6%	4.58	0.80
I felt equally engaged in each course unit, even though it was held online	1.6%	0.8%	6.4%	20.0%	71.2%	4.58	0.78
Course content and assignments were appropriate for the course level	0.8%	0.8%	6.4%	24.8%	67.2%	4.57	0.72
Course's content used an inclusive language	1.6%	0.0%	4.0%	27.2%	67.2%	4.58	0.72
I have had the opportunity to see the real examples of women developing these professional profiles	3.2%	4.8%	21.6%	20.8%	49.6%	4.09	1.09
It was easy to access the online classes and materials	0.0%	6.4%	3.2%	16.8%	73.6%	4.58	0.84
During online training I felt I received the same support as a face-to-face course	0.8%	2.4%	8.0%	21.6%	67.2%	4.52	0.81

Most of the applicants said that the level of the course was intermediate (moderate), 72.0%. On the other hand, 10.4% of the applicants said that the course was difficult. The rest said that the course was easy.



Reasons for being an easy course

- Not a complicated course 36.4%
- There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably. 18.2%
- A lot of interesting and qualitative information was provided. 18.2%
- Some topics was easier to understand and some - more difficult 9.1%
- I already had some experience in the subject 9.1%
- It was a challenging course (in a good way) 9.1%

Reasons for being a moderate course

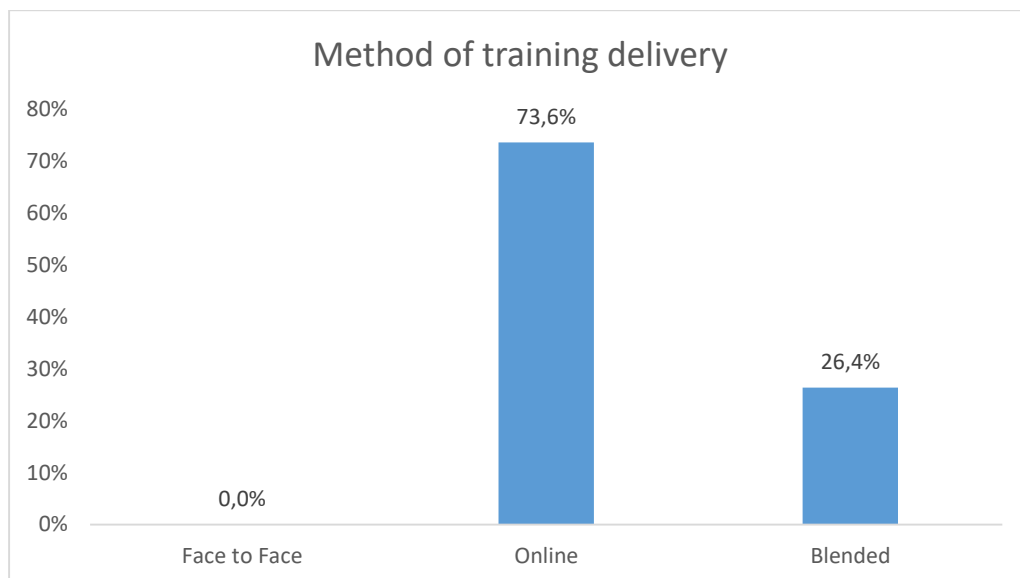
- There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably. 20.9%
- Other 20.9%
- A lot of interesting and qualitative information was provided, 18.6%
- Some topics was easier to understand and some - more difficult 16.3%
- It was a challenging course (in a good way) 11.6%
- Lecture recordings are very valuable 7.0%
- I didn't have any previous experience. 2.3%
- I already had some experience in the subject 2.3%

Reasons for being a difficult course

- | | |
|--|-------|
| • A lot of interesting and qualitative information was provided. | 28.6% |
| • I didn't have any previous experience. | 28.6% |
| • It was a challenging course (in a good way) | 28.6% |
| • There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably. | 14.3% |

Delivery

More than seventy per cent of the training was delivered online, 73.6%. Contrary, 26.4% of the applicants said that their method of training was blended.



The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	1	2	3	4	5	Average	Standard deviation
In the case of Face to Face / Blended training, how well did the training venue satisfy the training needs?	0.0%	0.0%	3.1%	3.1%	93.8%	4.91	0.39
In the case of Blended training, how well connected were online and offline sessions?	0.0%	0.0%	3.4%	10.3%	86.2%	4.83	0.47
In the case of Online training, how well suited was the course for online delivery?	1.6%	1.6%	2.5%	12.3%	82.0%	4.71	0.74

Where there any opportunities for you to practice the knowledge acquired?	0.0%	3.3%	8.3%	19.0%	69.4%	4.55	0.79
Where there opportunities to interact with the Trainer /Tutor?	1.7%	0.0%	0.8%	11.6%	86.0%	4.80	0.61
Do you consider the duration of the training appropriate?	1.6%	3.2%	11.3%	24.2%	59.7%	4.37	0.92

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I wouldn't change anything	61.8%
More practical sessions	7.3%
Shorter lessons hours	7.3%
Other	7.3%
More intensive course	4.9%
Face-to-face training would be great	4.9%
Feedback from the tutor	2.4%
More real-life examples	2.4%
Some of the materials may have been better suited for online learning.	1.6%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	1	2	3	4	5	Average	Standard deviation
The Tutor was well prepared and organised for every session	2.4%	0.0%	0.8%	10.4%	86.4%	4.78	0.69
The Tutor used an inclusive language	1.6%	0.8%	3.2%	15.2%	79.2%	4.70	0.72

A variety of instructional methods were used to reach the course objectives	1.6%	0.0%	3.2%	20.0%	75.2%	4.67	0.69
The feedback provided by the Trainer / Tutor was timely and informative	2.4%	2.4%	6.4%	19.2%	69.6%	4.51	0.90
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	2.4%	3.2%	6.4%	34.4%	53.6%	4.34	0.92
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	1.6%	0.8%	0.0%	11.2%	86.4%	4.80	0.64

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	1	2	3	4	5	Average	Standard deviation
Do you think the course will help you to find / improve your current employment?	2.4%	4.0%	24.0%	32.0%	37.6%	3.98	1.00
Do you think the course helped you do develop new skills and competences?	0.8%	1.6%	1.6%	20.0%	76.0%	4.69	0.66
Do you think that you will be able to apply the new knowledge and skills on the job?	0.0%	1.6%	16.0%	36.0%	46.4%	4.27	0.79

How ready do you feel in changing / finding a job?	3.2%	6.4%	31.2%	31.2%	28.0%	3.74	1.04
Would you recommend this training to other people?	0.8%	1.6%	6.4%	10.4%	80.8%	4.69	0.73
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	0.8%	3.2%	11.2%	28.0%	56.8%	4.37	0.87

The following are the positive comments/aspects that the Latvian applicants listed about the course they attended:

Enrichment of knowledge	32.7%
Great teacher/mentor	25.8%
Good course material	16.4%
Networking and interacting with others	13.2%
Well structured	6.3%
New job opportunities	2.5%
other	1.9%
Free of charge	1.3%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Nothing negative at all	19.4%
Limited time (time constraints)	13.4%
More practical tasks	10.4%
Video recording problems/connection problems	9.0%
Other	7.5%
More independent work should be done	7.5%
Prefer face-to-face	6.0%
More feedback	6.0%

The course had to be more intensive	4.5%
Learning pace	4.5%
Monotone lectures	3.0%
shorten the course	3.0%
More information about mentoring is needed	3.0%
Longer access to study materials after the end of the course	1.5%
More discussions	1.5%

Romania Report

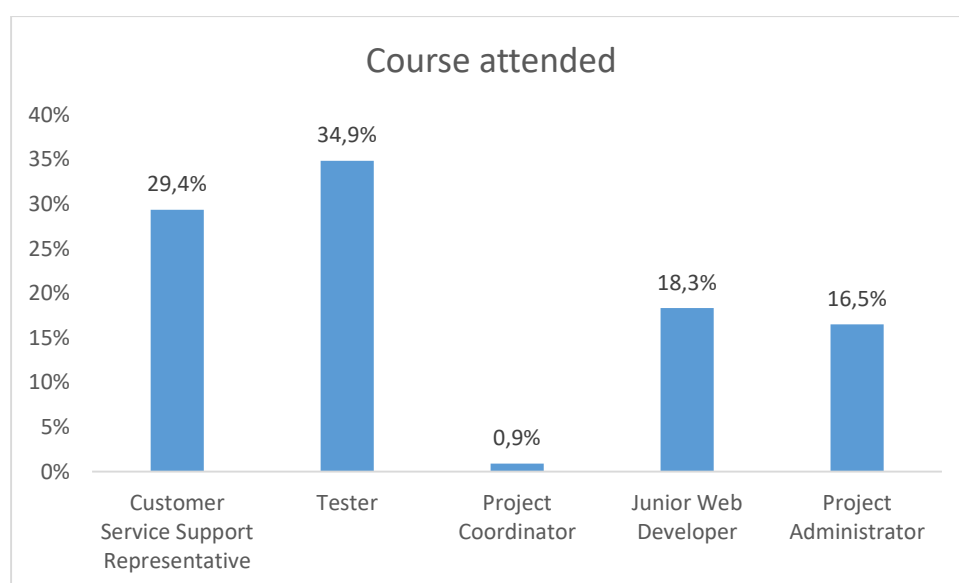
General Overview

The following five courses were offered in Romania:

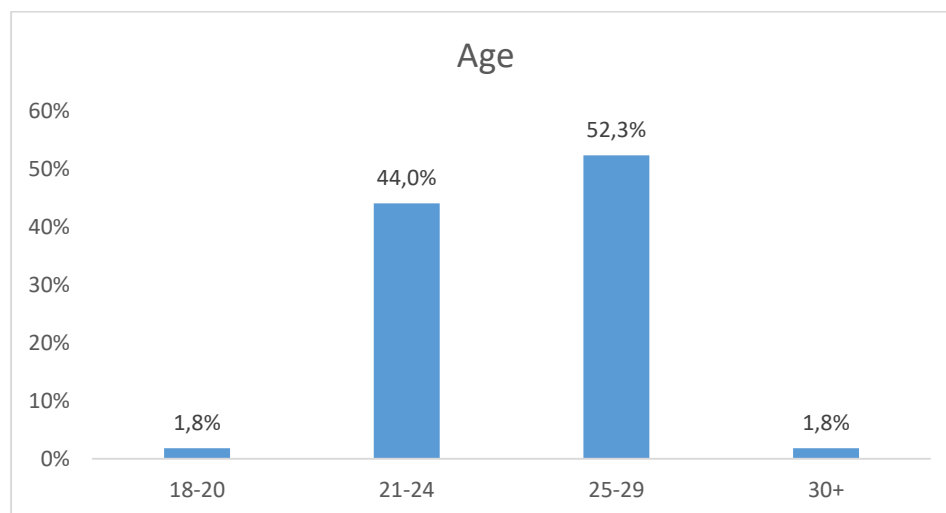
- Customer Service Support Representative
- Tester
- Project Coordinator
- Junior Web Developer
- Project Administrator

A total of 110 young women completed the Women 4IT training

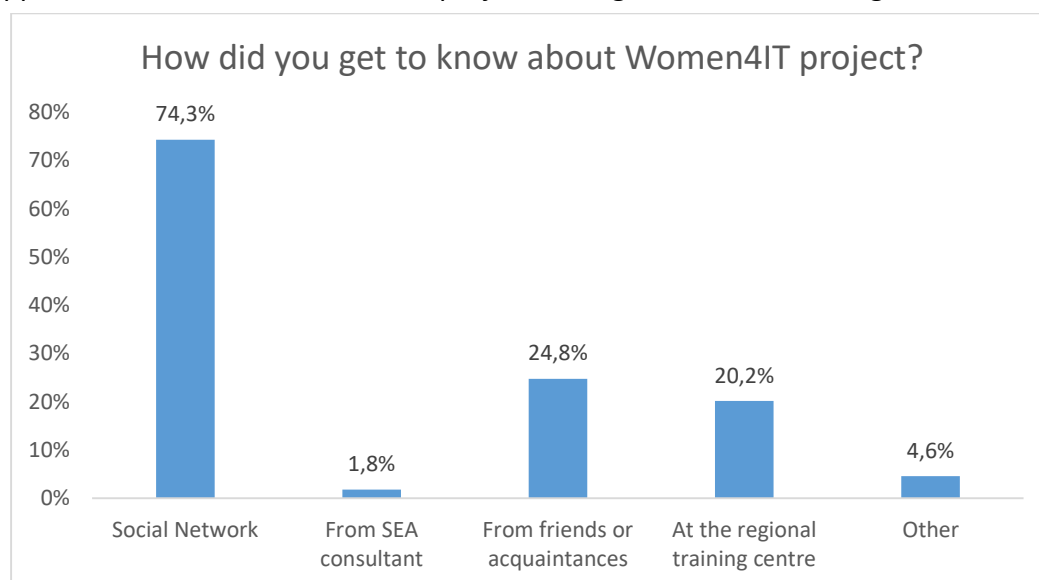
The most popular course was Tester (34.9%), while the least chosen course was Project Coordinator (0.9%).



Most of the applicants were older than 24 (54.1%). Only 1.8% of the applicants were younger than 21.



Many of the applicants knew about Women4IT project through Social Networking, 74.3%,



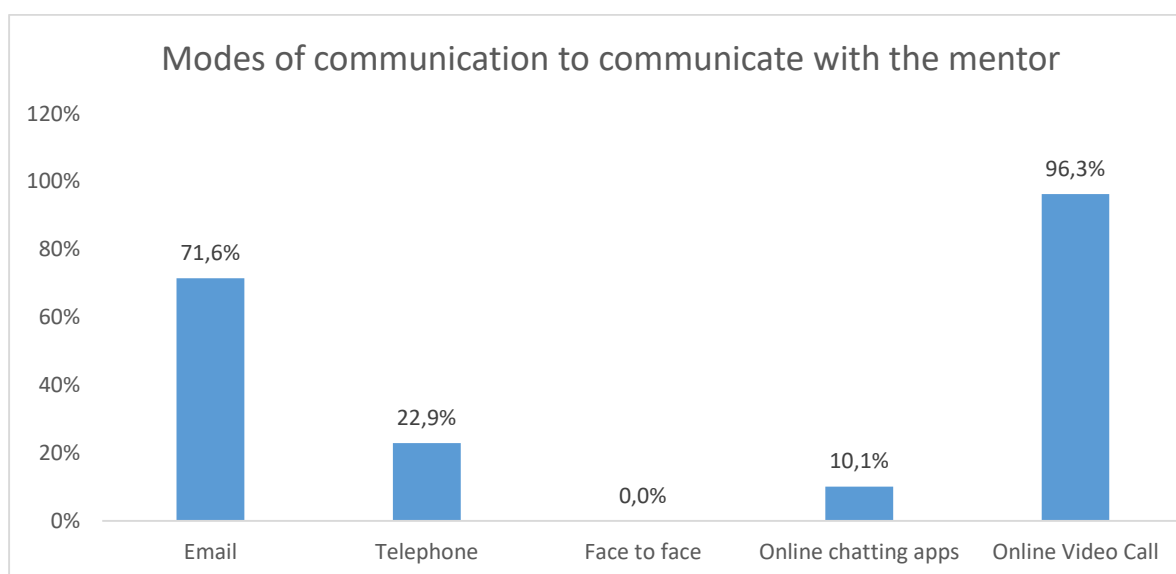
The following are the main reasons/factors that motivated the applicants to do one of the courses:

To change career/find a new job	58.3%
To learn new skills	16.7%
To enrich knowledge	16.7%
Interest in the subject	3.7%
To upskill	2.8%

A lot of free time 0.9%
My friends/relatives motivated me 0.9%

Mentoring

The most used mode of communication to communicate with the mentor was via video call (96.3%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	1	2	3	4	5	Average	Standard deviation
The time between taking the Job Profile Quiz and the first contact with me was adequate	0.0%	0.0%	5.5%	9.2%	85.3%	4.80	0.52
The Mentor has proved to be available and accessible throughout	0.9%	0.0%	0.9%	5.5%	92.7%	4.89	0.48
The Mentor helped me to choose the training programme that suits me best	2.8%	2.8%	4.6%	12.8%	77.1%	4.59	0.92

The Mentor had knowledge of my progress or difficulties in the training course	0.0%	0.0%	7.3%	11.0%	81.7%	4.74	0.58
The Mentor facilitated the use of the profiling tool	0.9%	1.8%	3.7%	10.1%	83.5%	4.73	0.70
The support of the Mentor has helped me to achieve my goals during the training	1.8%	0.0%	2.8%	7.3%	88.1%	4.80	0.66
The Mentor has given me feedback to improve during my training progress	0.0%	0.9%	1.8%	6.4%	90.8%	4.87	0.45
The Mentoring process has helped me to clarify ideas and resolve doubts	0.0%	0.0%	2.8%	10.1%	87.2%	4.84	0.43
The Mentoring process has helped guide my expectations and interests	0.0%	0.0%	1.8%	12.8%	85.3%	4.83	0.42
I consider the communication between my Mentor and myself very good and effective	0.0%	0.0%	0.9%	10.1%	89.0%	4.88	0.35
I managed to write a great CV thanks to my Mentor	0.0%	0.9%	1.8%	14.7%	82.6%	4.79	0.51
In general, I have felt listened to and accompanied by my Mentor	0.0%	0.0%	1.8%	10.1%	88.1%	4.86	0.40

The following are further comments provided by the applicants which are related to the mentoring:

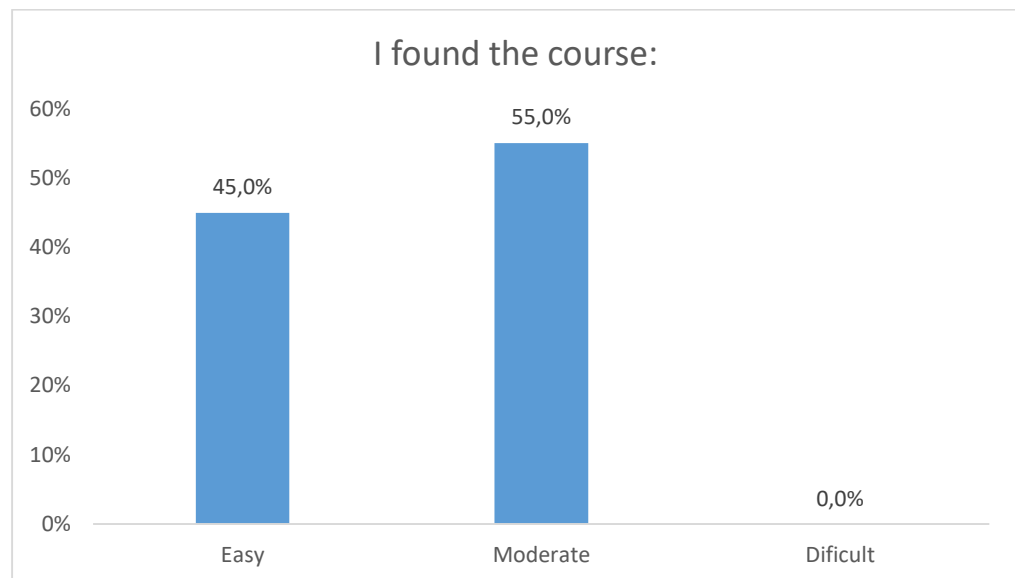
Great support from the mentor	68.4%
Everything was satisfactory	26.3%
Contact with the mentor was minimal	5.3%

Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	1	2	3	4	5	Average	Standard deviation
Rate the quality and flow of content	0.9%	0.0%	2.8%	10.1%	86.2%	4.81	0.57
There was a clear distinction between the course's units	0.0%	0.9%	0.9%	11.9%	86.2%	4.83	0.46
I felt equally engaged in each course unit, even though it was held online	0.0%	0.0%	4.6%	12.8%	82.6%	4.78	0.52
Course content and assignments were appropriate for the course level	0.0%	0.9%	0.0%	5.5%	93.6%	4.92	0.36
Course's content used an inclusive language	0.0%	0.0%	0.0%	7.3%	92.7%	4.93	0.26
I have had the opportunity to see the real examples of women developing these professional profiles	0.9%	1.8%	0.9%	24.8%	71.6%	4.64	0.69
It was easy to access the online classes and materials	0.0%	0.0%	1.8%	6.4%	91.7%	4.90	0.36
During online training I felt I received the same support as a face-to-face course	0.0%	1.8%	1.8%	9.2%	87.2%	4.82	0.55

Most of the applicants said that the level of the course was intermediate (moderate), 55.0%. On the other hand, 45.0% of the applicants said that the course was easy.



Reasons for being an easy course

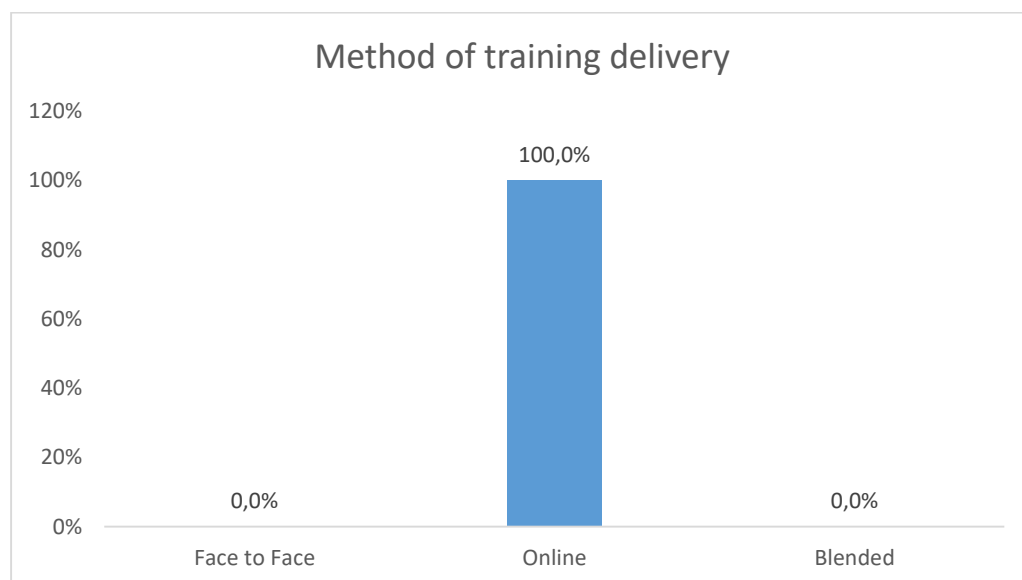
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	40.0%
I already had some experience in the subject	40.0%
A lot of interesting and qualitative information was provided	20.0%

Reasons for being a moderate course

There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	46.7%
Some topics was easier to understand and some - more difficult	33.3%
I already had some experience in the subject	6.7%
It was a complex course	6.7%
Language barrier	6.7%

Delivery

All the courses were conducted online.



The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	1	2	3	4	5	Average	Standard deviation
In the case of Online training, how well suited was the course for online delivery?	0.0%	0.0%	0.9%	5.6%	93.5%	4.93	0.30
Where there any opportunities for you to practice the knowledge acquired?	0.9%	1.9%	7.5%	11.2%	78.5%	4.64	0.78
Where there opportunities to interact with the Trainer /Tutor?	0.0%	0.0%	0.9%	2.8%	96.2%	4.95	0.25
Do you consider the duration of the training appropriate?	0.0%	1.0%	2.9%	11.4%	84.8%	4.80	0.53

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I wouldn't change anything	83.3%
Face-to-face training would be great	4.6%
more practical sessions	3.7%
I would just change the period so that it is longer.	2.8%
Other	2.8%
More slow paced	0.9%
A little more interactive.	0.9%
More interaction with others	0.9%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	1	2	3	4	5	Average	Standard deviation
The Tutor was well prepared and organised for every session	0.9%	0.0%	0.0%	2.8%	96.3%	4.94	0.41
The Tutor used an inclusive language	0.0%	0.9%	0.0%	4.6%	94.5%	4.93	0.35
A variety of instructional methods were used to reach the course objectives	0.0%	0.0%	0.9%	7.3%	91.7%	4.91	0.32
The feedback provided by the Trainer / Tutor was timely and informative	0.0%	0.0%	2.8%	3.7%	93.6%	4.91	0.37
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	0.9%	0.9%	5.5%	8.3%	84.4%	4.74	0.69
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	0.0%	0.0%	0.0%	3.7%	96.3%	4.96	0.19

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	1	2	3	4	5	Average	Standard deviation
Do you think the course will help you to find / improve your current employment?	0.9%	0.9%	2.8%	14.7%	80.7%	4.73	0.65
Do you think the course helped you do develop new skills and competences?	0.0%	0.0%	0.9%	10.1%	89.0%	4.88	0.35
Do you think that you will be able to apply the new knowledge and skills on the job?	0.0%	0.0%	6.4%	7.3%	86.2%	4.80	0.54
How ready do you feel in changing / finding a job?	0.9%	3.7%	7.3%	19.3%	68.8%	4.51	0.86
Would you recommend this training to other people?	0.9%	0.0%	0.9%	3.7%	94.5%	4.91	0.46
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	0.9%	0.9%	2.8%	8.3%	87.2%	4.80	0.62

The following are the positive comments/aspects that the Romanian applicants listed about the course they attended:

Great teacher/mentor	24.3%
Enrichment of knowledge	21.7%
I learned new things	18.3%
Well structured	13.9%
Other	7.8%

good course content	7.8%
Good communication	3.5%
Networking and interacting with others	2.6%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Nothing negative at all	50.0%
Other	26.9%
The days of training were too closed to each other	7.7%
Sometimes I would feel overwhelmed by the information provided	7.7%
Limited time (time constraints)	3.8%
I prefer if it was in English	3.8%

Spain Report

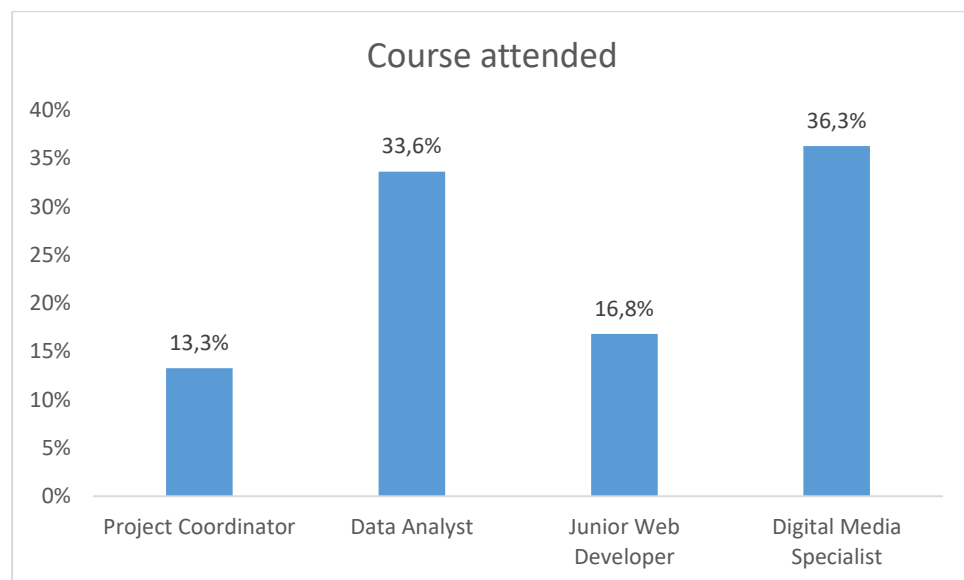
General Overview

The following four courses were offered in Spain:

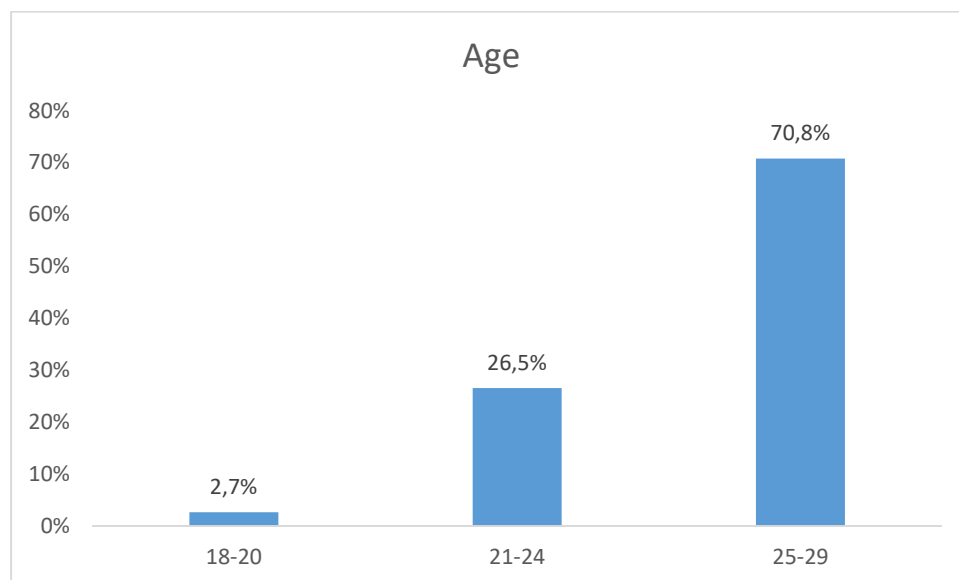
- Project Coordinator
- Data Analyst
- Junior Web Developer
- Digital Media Specialist

A total of 118 young women completed the Women 4IT training

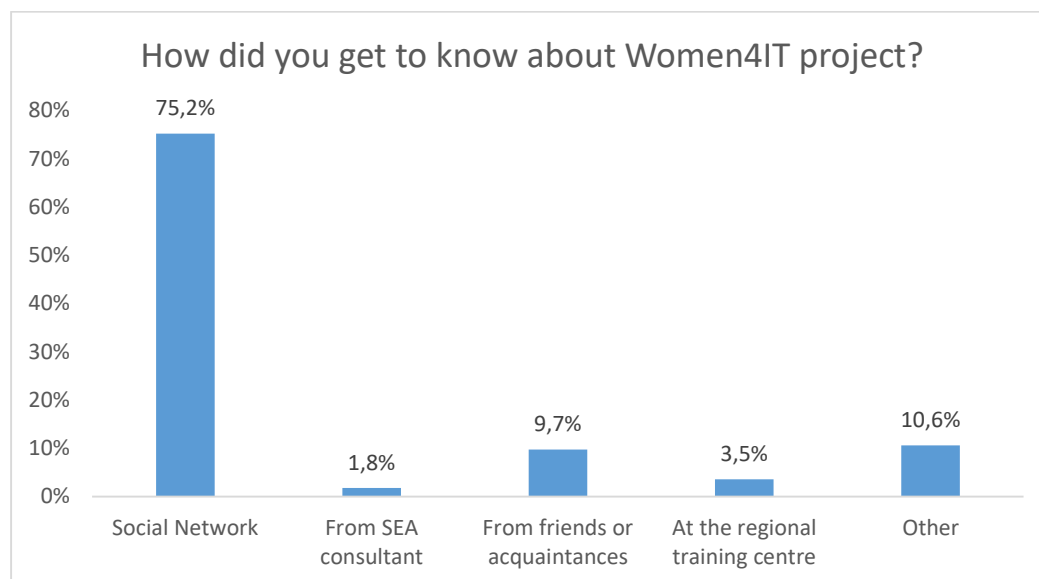
The most popular course was Digital Media Specialist (36.3%), while the least chosen course was Project Coordinator (13.3%).



Most of the applicants were older than 24 (70.8%). Only 2.7% of the applicants were younger than 21.



Many of the applicants knew about Women4IT project through Social Networking, 75.2%,



The following are the main reasons/factors that motivated the applicants to do one of the courses:

Change my career/find a job	29.2%
interest in the subject	22.1%
To enrich my knowledge	20.4%
To learn new skills	11.5%
Other	5.3%
The fact that it was free	3.5%

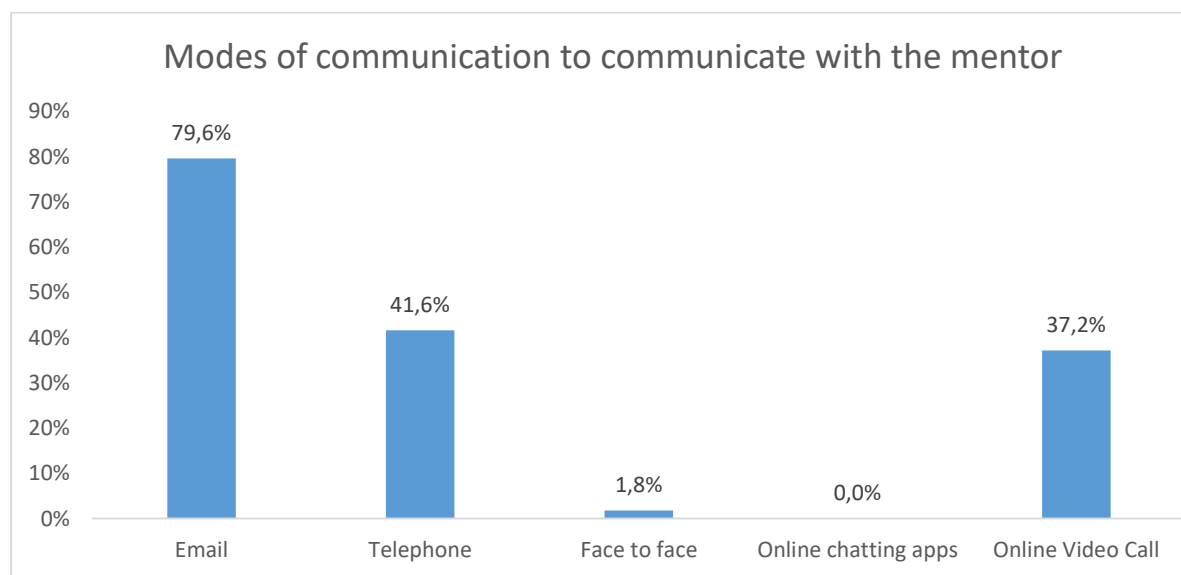
Since it is a project specifically designed for women 3.5%

To upskill 2.7%

My friends/relatives motivated me 1.8%

Mentoring

The most used mode of communication to communicate with the mentor was via email (79.6%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	1	2	3	4	5	Average	Standard deviation
The time between taking the Job Profile Quiz and the first contact with me was adequate	1.8%	0.9%	10.6%	22.1%	64.6%	4.47	0.86
The Mentor has proved to be available and accessible throughout	2.7%	1.8%	5.3%	15.0%	75.2%	4.58	0.88
The Mentor helped me to choose the training programme that suits me best	6.2%	3.5%	11.5%	24.8%	54.0%	4.17	1.16

The Mentor had knowledge of my progress or difficulties in the training course	3.5%	2.7%	8.8%	25.7%	59.3%	4.35	1.00
The Mentor facilitated the use of the profiling tool	6.2%	1.8%	11.5%	23.9%	56.6%	4.23	1.13
The support of the Mentor has helped me to achieve my goals during the training	3.5%	5.3%	13.3%	30.1%	47.8%	4.13	1.06
The Mentor has given me feedback to improve during my training progress	3.5%	3.5%	10.6%	23.9%	58.4%	4.30	1.03
The Mentoring process has helped me to clarify ideas and resolve doubts	4.4%	2.7%	13.3%	26.5%	53.1%	4.21	1.06
The Mentoring process has helped guide my expectations and interests	7.1%	2.7%	16.8%	31.0%	42.5%	3.99	1.16
I consider the communication between my Mentor and myself very good and effective	2.7%	4.4%	14.2%	23.0%	55.8%	4.25	1.03
I managed to write a great CV thanks to my Mentor	11.5%	11.5%	25.7%	23.9%	27.4%	3.44	1.32
In general, I have felt listened to and accompanied by my Mentor	3.5%	3.5%	15.9%	17.7%	59.3%	4.26	1.08

The following are further comments provided by the applicants which are related to the mentoring:

Great support from the mentor	50.0%
Everything was satisfactory	14.3%
I do not consider myself to have been mentored.	10.7%
Haven't started mentoring yet	10.7%
Contact with the mentor was minimal	7.1%
Other	7.1%

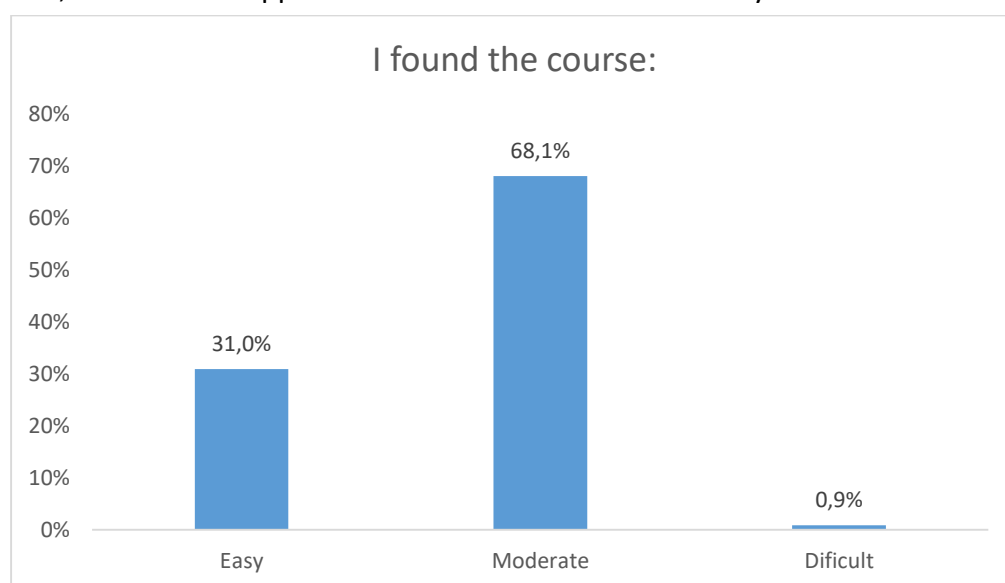
Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	1	2	3	4	5	Average	Standard deviation
Rate the quality and flow of content	0.9%	2.7%	12.4%	29.2%	54.9%	4.35	0.86
There was a clear distinction between the course's units	0.9%	1.8%	8.8%	23.0%	65.5%	4.50	0.80
I felt equally engaged in each course unit, even though it was held online	0.9%	2.7%	11.5%	16.8%	68.1%	4.49	0.87
Course content and assignments were appropriate for the course level	0.9%	6.2%	14.2%	19.5%	59.3%	4.30	0.99
Course's content used an inclusive language	2.7%	1.8%	6.2%	21.2%	68.1%	4.50	0.90
I have had the opportunity to see the real examples of women developing these professional profiles	8.8%	8.0%	11.5%	15.9%	55.8%	4.02	1.34
It was easy to access the online classes and materials	0.0%	0.9%	2.7%	14.2%	82.3%	4.78	0.53

During online training I felt I received the same support as a face-to-face course	0.9%	2.7%	7.1%	22.1%	67.3%	4.52	0.81
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Most of the applicants said that the level of the course was intermediate (moderate), 68.1%. On the other hand, 31.0% of the applicants said that the course was easy.



Reasons for being an easy course

Very basic	28.6%
The teacher was very helpful	28.6%
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	14.3%
More practical content would be needed	14.3%
Outdated notes	14.3%

Reasons for being a moderate course

The teacher was very helpful	14.3%
Very basic	14.3%
There were new things that I learned so I faced some difficulties, nevertheless the teachers explained them simply and understandably.	14.3%

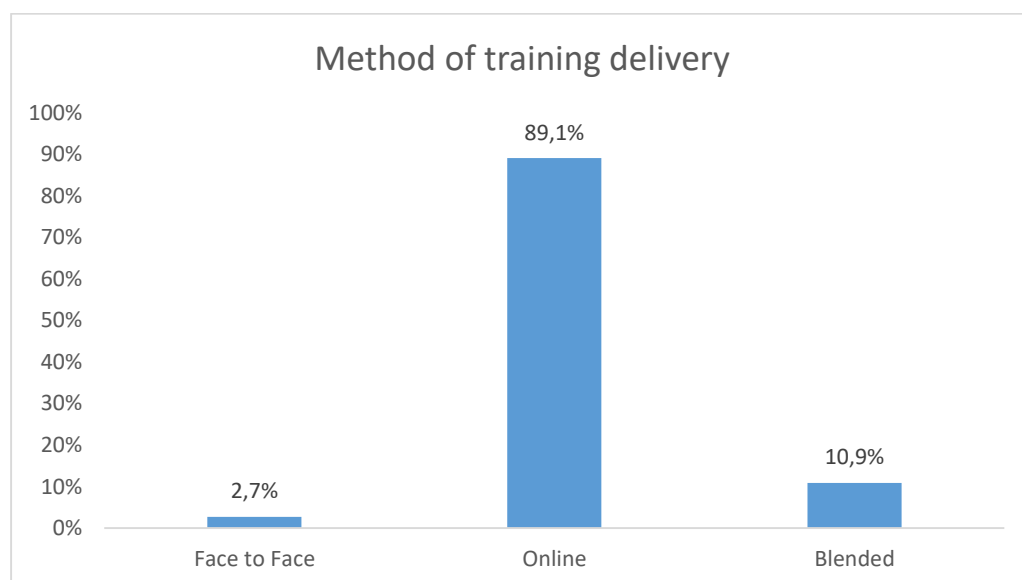
It was a challenging course (in a good way)	14.3%
Outdated notes	14.3%
Other	14.3%
A lot of interesting and qualitative information was provided	7.1%
More practical content would be needed	7.1%

Reasons for being a difficult course

I didn't have any previous experience.	100.0%
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Delivery

All the courses were conducted online.



The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	1	2	3	4	5	Average	Standard deviation
In the case of Online training, how well suited was the course for online delivery?	0.0%	0.0%	25.0%	0.0%	75.0%	4.50	1.00
Where there any opportunities for you to practice the knowledge acquired?	0.0%	0.0%	0.0%	33.3%	66.7%	4.67	0.58
Where there opportunities to interact with the Trainer /Tutor?	1.0%	1.0%	4.9%	15.7%	77.5%	4.68	0.71
Do you consider the duration of the training appropriate?	1.9%	3.8%	6.7%	31.4%	56.2%	4.36	0.91

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I wouldn't change anything	52.7%
More practical sessions	18.8%
Extend the duration of the course	5.4%
Other	5.4%
Face-to-face training would be great	4.5%
Give more priority to certain topics	4.5%
The information given was outdated	4.5%
Shorter lessons hours	2.7%
More individual work	1.8%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	1	2	3	4	5	Average	Standard deviation
The Tutor was well prepared and organised for every session	0.0%	0.9%	6.2%	12.4%	80.5%	4.73	0.62
The Tutor used an inclusive language	2.7%	0.9%	3.5%	15.0%	77.9%	4.65	0.82
A variety of instructional methods were used to reach the course objectives	0.0%	0.9%	8.8%	15.0%	75.2%	4.65	0.68
The feedback provided by the Trainer / Tutor was timely and informative	0.0%	1.8%	7.1%	17.7%	73.5%	4.63	0.70
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	0.0%	1.8%	6.2%	23.0%	69.0%	4.59	0.69
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	0.9%	0.0%	6.2%	14.2%	78.8%	4.70	0.67

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	1	2	3	4	5	Average	Standard deviation
Do you think the course will help you to find / improve your current employment?	1.8%	6.2%	23.9%	28.3%	39.8%	3.98	1.03
Do you think the course helped you do develop new skills and competences?	0.9%	1.8%	8.8%	20.4%	68.1%	4.53	0.80
Do you think that you will be able to apply the new knowledge and skills on the job?	0.0%	7.1%	5.3%	26.5%	61.1%	4.42	0.88
How ready do you feel in changing / finding a job?	1.8%	8.0%	15.0%	26.5%	48.7%	4.12	1.05
Would you recommend this training to other people?	0.9%	5.3%	10.6%	15.0%	68.1%	4.44	0.94
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	4.4%	6.2%	20.4%	22.1%	46.9%	4.01	1.15

The following are the positive comments/aspects that the Spanish applicants listed about the course they attended:

Great teacher/mentor	33.1%
Enrichment of knowledge	15.5%
Very practical	14.1%
Good content	11.3%

Networking and interacting with others	7.7%
I learned new things	7.0%
Other	3.5%
All the class material was accessible	2.1%
Inclusion	2.1%
Interesting course	1.4%
Well-structured course	1.4%
Free of charge	0.7%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

More practical sessions are needed	20.8%
Other	18.2%
Outdated content	13.0%
No face-to-face contact	13.0%
Shorten the duration of the course	10.4%
Focused on a particular topic only	6.5%
Nothing negative at all	5.2%
Connection problems	5.2%
I did not like the tutor	3.9%
More coordination	1.3%
Learning pace	1.3%
Limited time (time constraints)	1.3%

Lithuania Report

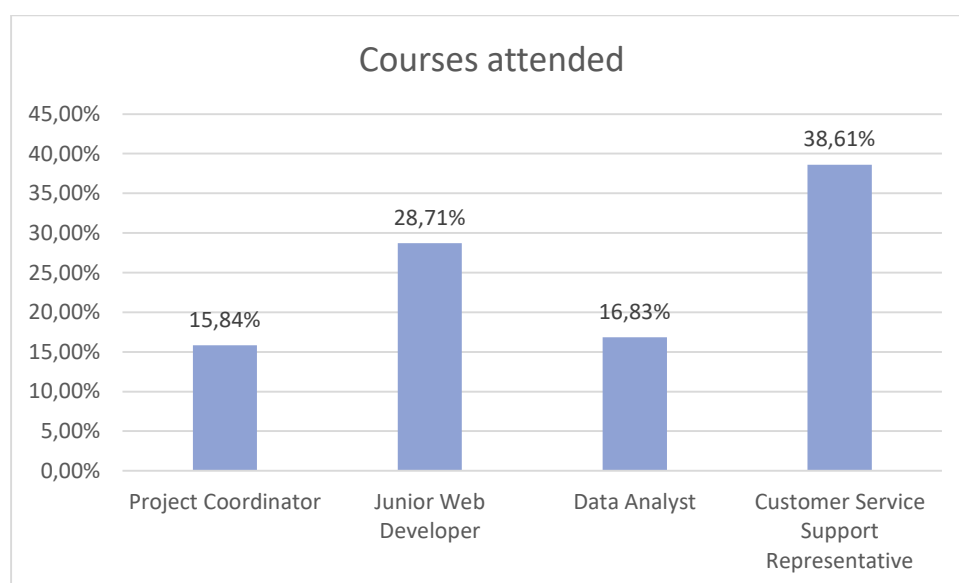
General Overview

The following four courses were offered in Lithuania:

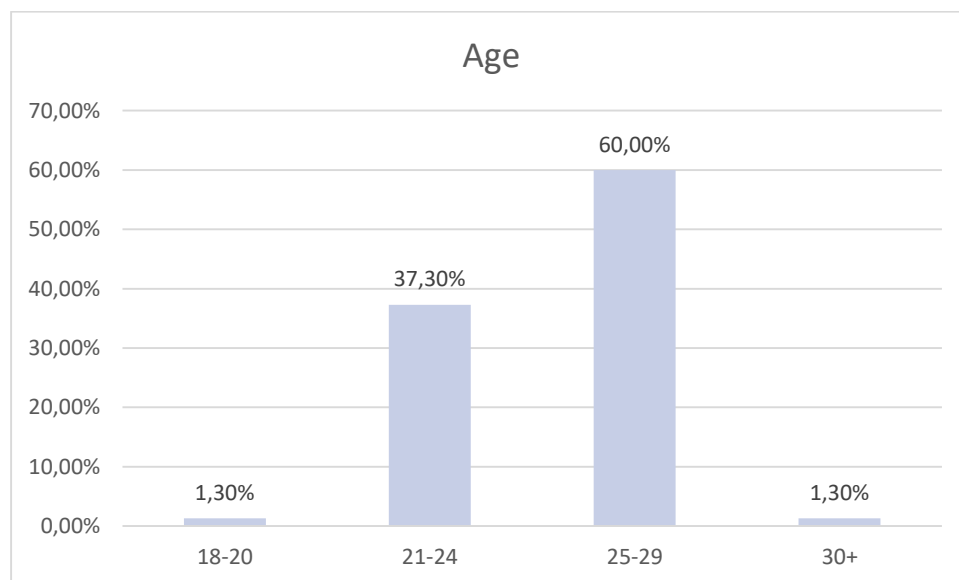
- Junior Web Developer
- Project Coordinator
- Data Analyst
- Customer Service Support Representative

A total of 102 young women completed the Women 4IT training

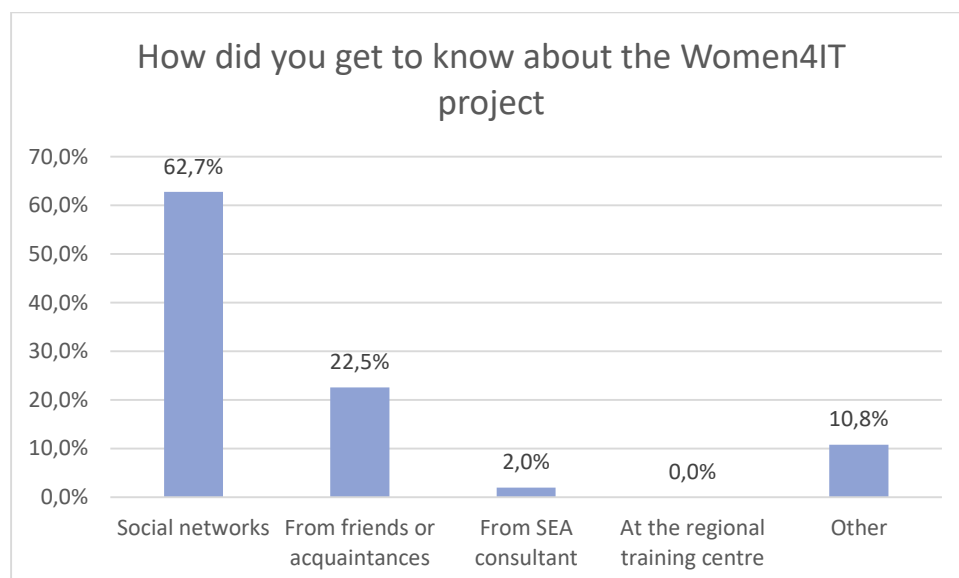
The most popular course was Customer Service Support Representative (38.61%), while the least chosen course was Project Coordinator (15.84%).



Most of the applicants were older than 24 (61,3%). Only 1.3% of the applicants were younger than 21.



Many of the applicants knew about Women4IT project through a the social network marketing campaign, 62,7% and from friends and acquaintances recommendations (22,5%).



The following are the main reasons/factors that motivated the applicants to do one of the courses:

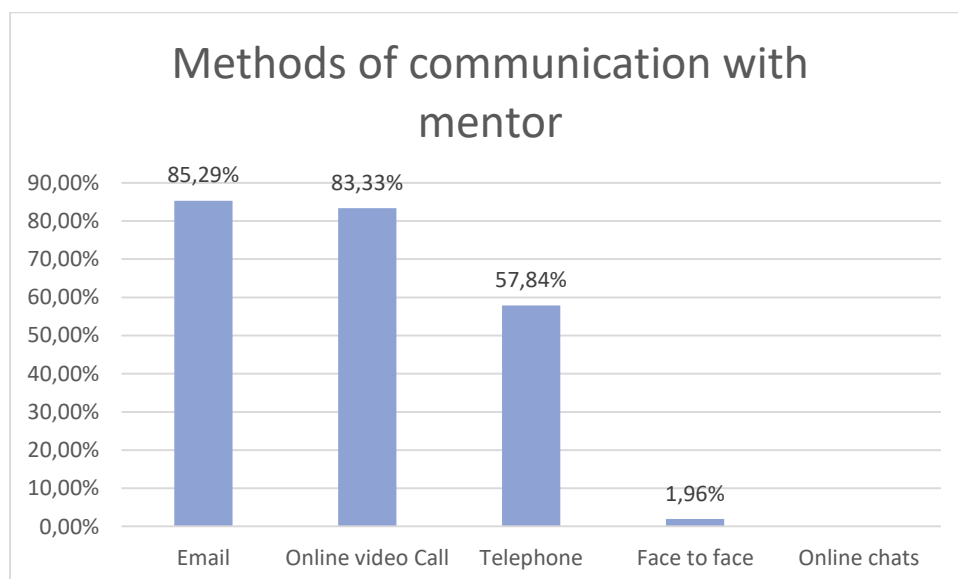
To learn new skills	18,62%
To enrich my knowledge	28,43%

7,84%

To change my career/find a new job	
Interest in the subject	22,54%
A lot of free time	11,76%
The fact that the courses were provided for free	29,41%
My friends/relatives motivated me	7,84%
The lack of employment opportunities during the pandemic motivated me to take the course.	7,84%

Mentoring

The most used mode of communication to communicate with the mentor was via email (85,29%) and online video calls (83,33%). In Lithuania the training was organized fully online and this explains the lack of face to face meetings with mentor (1,96%).



Applicants had to rate the following aspects about the mentoring (1 being the lowest value and 5 the highest value):

	Average
The time between taking the Job Profile Quiz and the first contact with me was adequate	4.91

The Mentor has proved to be available and accessible throughout	4.97
The Mentor helped me to choose the training programme that suits me best	4.72
The Mentor had knowledge of my progress or difficulties in the training course	4.89
The Mentor facilitated the use of the profiling tool	4.87
The support of the Mentor has helped me to achieve my goals during the training	4.87
The Mentor has given me feedback to improve during my training progress	4.89
The Mentoring process has helped me to clarify ideas and resolve doubts	4.89
The Mentoring process has helped guide my expectations and interests	4.89
I consider the communication between my Mentor and myself very good and effective	4.95
I managed to write a great CV thanks to my Mentor	4.14
In general, I have felt listened to and accompanied by my Mentor	4.87

The evaluation of mentorship in Lithuania is well above average and no negative comments have received. The following are further comments provided by the applicants which are related to the mentoring:

Great support from the mentor	22,55%
Everything was satisfactory	1,96%

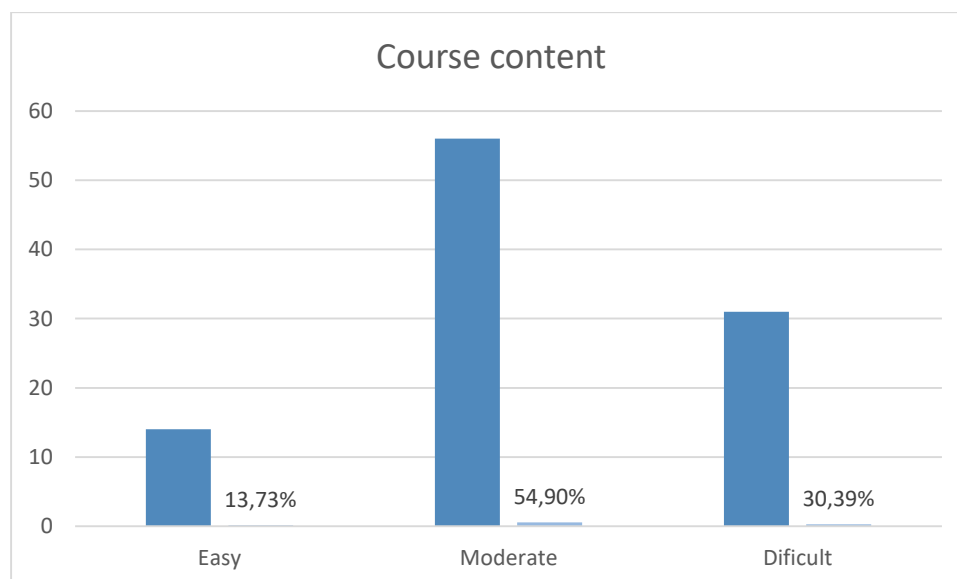
Course Structure and Content

A rating from 1 to 5 was given for the following points which are related to the course content and structure:

	Average
Rate the quality and flow of content	4.88

There was a clear distinction between the course's units	4.90
I felt equally engaged in each course unit, even though it was held online	4.85
Course content and assignments were appropriate for the course level	4.88
Course's content used an inclusive language	4.85
I have had the opportunity to see the real examples of women developing these professional profiles	4.62
It was easy to access the online classes and materials	4.97
During online training I felt I received the same support as a face-to-face course	4.93

Most of the applicants said that the level of the course was intermediate (moderate), 54,90%. On the other hand, 30,39% of the applicants said that the course was difficult as it covered a lot of topics in a relatively short period of time. The rest said that the course was easy.



Reasons for being an easy course

- Because he explained everything very clearly. 2%

Reasons for being a moderate course

- There were tasks worth turning your head to look for additional information, but it only helped deepen your knowledge even more. 1%
- Since I've already encountered this field, it was something that was known to me, so it was easier, but there were a lot of new things that turned out to be quite complicated. 1%
- There were things already known and completely new and unheard of. 1%
- It was hard to keep up with homework because even for an unemployed person, 6 academic hours a day is a lot. 1%
- There were both difficult and easy tasks. 1%
- Much was new to me, so I needed to delve deeper 1%
- It was challenging and yet doable 3,9%
- New things and topics 2%

Reasons for being a difficult course

- The course was difficult because I hadn't learned anything related to this before. But it was very interesting and helpful 2%
- I, myself, lacked knowledge from before, I felt a little "jumped" out of my topic, but the teacher really tried to adjust to the level of knowledge of the different girls and was perfectly involved in the courses. 1%
- Lots of new information. 8,8%
- Website development is a complex, very informative subject, the course was a little too intense. 2%
- I was such a beginner when it comes to IT and internet, it was slightly difficult to catch up at first. 2%

Delivery

Due to Covid-19 restrictions the courses in Lithuania were delivered 100% online.

The following are the ratings (from 1 to 5) on different aspects related to the training delivery method:

	Average
In the case of Face to Face / Blended training, how well did the training venue satisfy the training needs?	

In the case of Blended training, how well connected were online and offline sessions?	
In the case of Online training, how well suited was the course for online delivery?	4.91
Where there any opportunities for you to practice the knowledge acquired?	4,79
Where there opportunities to interact with the Trainer /Tutor?	4.92
Do you consider the duration of the training appropriate?	4.64

Applicants had the following suggestions on how they would change the method of delivery of the courses:

I wouldn't change anything	88,2%
Longer course	4,9%
Shorter course	1,9%
More networking needed	1%
Group works/practical tasks are easier offline	3,9%

Applicants gave the following ratings about different points and aspects which are mainly related to the tutor/trainer:

	Average
The Tutor was well prepared and organised for every session	4.96
The Tutor used an inclusive language	4.94
A variety of instructional methods were used to reach the course objectives	4.85
The feedback provided by the Trainer / Tutor was timely and informative	4.96
The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information	4.75
The Tutor was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	4.87

Personal overview

The last part of the questionnaire was focused on the personal overview of the applicants about the course attended. Again, a rating from 1 to 5 was given.

	Average
Do you think the course will help you to find / improve your current employment?	4.60
Do you think the course helped you do develop new skills and competences?	4.90
Do you think that you will be able to apply the new knowledge and skills on the job?	4.78
How ready do you feel in changing / finding a job?	4.54
Would you recommend this training to other people?	4.94
Do you consider this training the most effective way of building the needed knowledge and skills in the job profile you were enrolled?	4.56

The following are the positive comments/aspects that the Lithuanian applicants listed about the course they attended:

Enrichment of knowledge	16,6%
Great teacher/mentor	41,2%
Good course material	21,5%
Distance learning	12,7%
other	11,7%
Free of charge	8,8%
Confidence/motivation boost	21,6%
Enrichment of knowledge	16,6%

Conversely, the following are the negative comments/aspects that the applicants listed about the course they did:

Nothing negative at all	89,2%
Limited time (time constraints)	6,9%
Practical tasks too difficult	1,0%

