WOMEN4IT
2023

Impact Evaluation Report of Training and Employability Activities for Target Group, 2nd phase (2022-2023)

Iceland Liechtenstein Norway grants
Norway grants

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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:

DOCUMENT

Document name	Impact evaluation report of training and employability activities for the target group, 2nd phase (2022-2023)
Work Package	Quality Assurance
Status	Ongoing
Purpose	The purpose of this document is to present the impact the Women4IT training and employment approach had during the project extension period (2022-2023) on the promotion of vulnerable girls and young women (18- 29 years old) in the ICT sector. It describes the methodology used for the impact assessment and presents the analysis of qualitative and quantitative data, gathered from the 7 piloting countries, to show the achievements regarding the set outcomes of the project.
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Introduction

This Impact Evaluation Report of Training and Employability Activities for Target Group is the second similar report and covers the intervention of the Women4IT project during the prolongation phase (2022 – 2023). It is largely based on the format of the previous Impact Evaluation Report for consistency and comparison purposes. For this reason, the training and employment approach and tools as well as the methodology followed will be presented briefly, as these have been described in greater detail in the first Impact Report (link) and individual project reports (links Training Report, Job Shadowing Report, Empowerment Seminars Report) covering the newly added services during the extension period as a result of the findings from the 1st phase of Women4IT implementation.

Thus, this report will summarise:

- Women4IT training and employment approaches,
- Facts and findings from the Training Report, Job Shadowing Report, and Empowerment Workshops Report,

and it will:

- analyze and interpret results from the Employment Survey,
- present results from interviews with Trainers,
- assess the overall impact of the Women4IT intervention on the beneficiaries.

Purpose of this document

This report will provide an impact evaluation (quantitative and qualitative) of the training and employment approaches as well as of the new services added to the project to support the target group, and it will build on findings to measure the achieved benefits and propose recommendations for long-term exploitation and replication.

Impact Evaluation Methodology

The impact evaluation aims to measure the immediate effect of the project and it is aligned with the project's objectives. It measures how well the project's objectives have been achieved to determine efficiency, effectiveness, and sustainability. It also considers the view of the subjects towards whom the actions are directed.

Impact evaluation provides information on questions such as:

- How well has the project achieved its objectives?
- How well have the desired short-term changes been achieved?

The current impact evaluation is based on Kirkpatrick's classic four-level evaluation model, which includes:

(1) Level I – reaction: measures how learners feel about learning/training.
(2) Level II – learning: evaluates what was learned and retained from the learning experience;
(3) Level III – behavior/application: evaluates the degree to which learners apply what was learned on the job; and
(4) Level IV – results: evaluates the impact that transfer of learning has on the target intended.

For a comprehensive Women4IT impact evaluation, a combination of qualitative and quantitative research tools has been used to gather data from different stakeholders – end-user beneficiaries – young NEET women in piloting countries undergoing Women4IT training and mentoring program, and trainers in partner countries. In this report, particular emphasis has been given to employability aspects.

To provide a comprehensive analysis the data collection tools included:

- The training and mentoring evaluation surveys
- The employability surveys.
- Findings form the Trainers' focus group/interviews

However, because there have been created individual comprehensive reports for the training, empowerment workshops, and job shadowing activities, in the present report only a summary of these reports will be presented to identify the impact.

Overview of the impact of Women4IT's innovative training and employability approaches

TRAINING

Facts and findings: Training

During the 2nd phase of the project, which lasted from February 2022 to January 2023, the Women4IT innovative approach was piloted in six partner countries – Latvia, Spain, Greece, Lithuania, Romania, and Malta. For the latter, the pilot was a continuation of the 1st phase. During this period the aim was to train 200 young women in the eight (8) digital jobs profiles offered: 40 NEET women per piloting partner within the age group 18-29 years and an additional 100 for Malta as a prolongation of the previously set target. Overall, from the 2nd phase of the project implementation, a total of 309 young women graduated, because in some countries additional young women were recruited and managed to complete training substituting for those who could not finish their training, as shown in the Table below:

Table 1: Graduates per country and job profile selected
(Country Legend: LV – Latvia, ES – Spain, GR – Greece, MT – Malta, LT – Lithuania, IE – Ireland, RO – Romania)

Digital Job Profiles		Graduates / Country						SUM
		LV	ES	GR	LT	RO	MT	
	Customer Service Support Representative				8		25	33
	Data Analyst		10		15			25
	Data Protection Officer							0
	Digital Media Specialist	18	6	23			29	76

	Graphic Designer							0
	Junior Web Developer		10		7	11	24	52
	Project Administrator/Coordinator	14	17	17	11		3	62
	Tester	21				34	6	61
	TOTAL	53	43	40	41	45	87	**309**

All graduates went through the series of steps that comprise the Women4IT approach:

1. Evaluation of their digital reediness using an online profiling tool
2. Usage of the interactive platform https://digitaljobs.women4it.eu/
3. Introduction to 8 digital jobs profiles and taking job profile tests
4. Training roadmap creation
5. Training on the chosen digital job profile
6. Empowerment seminars to support activities for employability
7. Mentoring offered by experienced and peer mentors
8. Job shadowing sessions
9. Employability toolkit usage and employability support activities.

Measuring training's impact

Since learning and development don't stop when training programs end, a training evaluation plan was developed by the consortium to determine whether Women4IT training was effective in driving participants' growth and increasing young women's employability in the ICT sector.

A summary of the assessment, using the first three levels of Kirkpatrick's Evaluation Model measuring the impact of the training on beneficiaries is shown in the Table below[1]:

[1] For a more detail presentation, see "2nd phase Training Report."

Table 2: 2nd phase training's impact in a nutshell

Impact Assessment Levels	LEVEL 1 REACTION	LEVEL 2 LEARNING	LEVEL 3 BEHAVIOR CHANGE
Main considerations	Did trainees like the training?	Did they learn?	Did trainees improve key behaviors?
Selected Key Questions. Types of measurement used: mean scores (a 5-point scale was used in which 1=the lowest and 5=the highest score)	- Would you recommend this training to other people? (4.6)	- Do you think the course helped you to develop new skills and competencies? (4.6) -Do you think that you will be able to apply the new knowledge and skills on the job? (4.5)	- How ready do you feel in changing/finding a job? (4.1) - Do you think the course will help you to find /improve your current employment? (4.2)
How information is obtained:	Survey questionnaire for beneficiaries	Survey questionnaire for beneficiaries, Interview/focus groups with Trainers	Survey questionnaire for beneficiaries
When:	Immediately after the completion of the training		
Who to ask:	Beneficiaries	Beneficiaries, Trainers	Beneficiaries
MAJOR FINDINGS	The training was highly evaluated by the participants in all piloting countries. Positive learners' reaction implies that they find the program enjoyable, relevant, and useful.	The high evaluation scores imply that the **learners** believe they have gained knowledge and are confident that they can apply what	Although it is difficult to establish that the positive scores will be translated into behavior as indicated, they do point in the right direction of behavior

		they've learned in the training. **Trainers** reported that learners were motivated and gained the confidence to learn new things, languages, programs, etc.	change. Trainees seem to trust that their training supplied them with the right skills and are determined to search for jobs in the ICT sector and optimistic that they will succeed.

EMPOWERMENT WORKSHOPS

Facts and findings: Empowerment Workshops

In addition to individual mentoring during the second phase of the WOMEN4IT piloting, Empowerment Workshops were implemented. Nine (9) such workshops were organized for all training participants in parallel to the training. Piloting countries followed a specific methodology, detailed in "Methodology for Empowerment Workshops Deliverable"[2], and organized the workshops in cooperation with industry specialists, mentors, company representatives, and career consultants.

The workshops aimed to complement the training and the mentoring activities of the Women4IT project and support, in a more structured and systematic manner, the acquisition by the beneficiaries of those social skills, attitudes, and self-confidence as well as job searching strategies to facilitate their insertion in the competitive and male-dominated ICT sector. The topics included in the workshops and participants per country are presented in the Table below[3]:

Table 3: Empowerment workshops' topics and participation per country

Empowerment Workshops								
	Unit	Number of participants per workshop						
		Latvia	Spain	Greece	Lithuania	Romania	Malta	Ireland
1	Introduction to the program - Employability	53	30	48	30	49	45	48
2	Personality: Self-knowledge & Resilience	53	32	46	39	36	45	40
3	Smart Goal setting	53	31	56	38	31	45	40
4	Key skills for the labor market	52	28	40	39	29	45	40
5	Tech job profile analysis	51	31	49	39	28	45	40

[2] Methodology for Empowerment Workshops Deliverable"
[3] For a detailed presentation, see: W4IT Empowerment Workshops Report

6	Job Search Strategy	49	28	49	39	28	45	40
7	Strong Curriculum Vitae/ Cover Letter and LinkedIn	50	26	34	34	28	45	48
8	Preparing for an Interview	48	31	40	36	32	45	40
9	Transition to the world of work	51	31	24	38	28	45	40

Measuring Empowerment Workshops' impact

To evaluate the impact of the Empowerment Workshops, the quality of the offered by the project service such as the structure, content, and frequency of the empowerment workshop, as well as their delivery and organization and how are these perceived by the participants is presented in the Table below, using the first three levels of Kirkpatrick's Evaluation Model.

Table 4: Empowerment seminars' impact in a nutshell

Impact Assessment Levels	LEVEL 1 REACTION	LEVEL 2 LEARNING	LEVEL 3 BEHAVIOR CHANGE
Main considerations	Did trainees like the workshops?	Did they learn?	Did trainees improve key behaviors?
Selected Key Questions. Types of measurement used: mean scores (a 5-point scale was used in which 1=the lowest and 5=the highest score), and	- Have expectations been met? (4.5) - How likely it is to recommend these workshops to other young women who want to enter the tech job world? (4.7) - How satisfied are you with the Facilitator? (4.7)	- What are you most proud of during your participation in the workshops? 40% of the trainees said they are proud of progressing as individuals, feeling more confident about themselves and the skills	- What will be your professional goal and relative actions in the next 3 months? Almost all girls answered that their goal is to find a job in the sector and job profile they have been trained in.

% of answers in open questions		they possess, while the other 40% said that they are proud they acquired a lot of knowledge and skills	
How information is obtained:	Survey questionnaire to beneficiaries	Survey questionnaire to beneficiaries, Interview/focus groups with Mentors	Survey questionnaire to beneficiaries
When:	Immediately after the completion of the workshops		
Who to ask:	Beneficiaries	Beneficiaries, Mentors	Beneficiaries
MAJOR FINDINGS	The workshops were perceived as very satisfying by the participants in all piloting countries. Positive trainees' reaction implies that they find them enjoyable, relevant, and useful.	**Trainees** reported an increase in confidence regarding themselves and the skills they possess, the lack of which was, according to the **Mentors,** the major obstacle/ fear of the beneficiaries. Thus, it seems empowerment seminars were perceived as very effective in changing such attitudes.	Empowerment was a process fostering change. Young women expanded their aspirations and were encouraged to pursue careers in the ICT sector, improving their self-awareness, being better prepared to deal with challenges in the labor market, and promoting interaction with women role models working in the ICT sector.

JOB SHADOWING SESSIONS

Facts and findings: Job Shadowing Sessions

For the 2nd phase of Women4IT, a Job shadowing Methodology was developed around the idea of offering trainees the opportunity to find out about the daily work routine in the work environment of the specific job profile they have chosen to get trained at, during the Women4IT project. The job shadowing activities allowed trainees to explore specific careers and to get a realistic picture of the tasks performed for that job. At the same time, it allowed them to make an informed decision about their career of choice[4].

Table 5:Job Shadowing sessions per country and job profile

Job Shadowing Countries and Job Profiles	Sessions	Young Women Participating
Latvia		
Project Coordinator	1	57
Digital media specialist	1	
Tester	1	
Spain		
Digital Media Specialist	3	41
Data Analyst	3	
Project Coordinator	3	
Junior Web Developer	1	
Greece		
Project Coordinator	1	41
Digital media specialist	2	
Lithuania		
Customer Service Support Representative	1	41
Project Coordinator	1	
Data Analyst	1	
Junior Web Developer	1	
Romania		
Tester	1	40
Junior Web Developer	1	
Malta		
Customer service support representative	1	45
Digital Media Specialist	1	
Total number of participants		**265**

[4] For more detailed information, see "W4IT Job Shadowing Report"

Measuring Job Shadowing sessions impact

Each piloting partner organization gathered data from survey questionnaires immediately after the completion of each Job Shadowing Session, to assess the impact this direct experience of the workplace has on trainees' understanding of jobs and careers through first-hand interactions with people working in professions that interest them and they have received training for. Using Kirkpatrick's Evaluation Model the perceived impact of the sessions by the beneficiaries is presented in the Table below.

Table 6:Job shadowing sessions' impact in a nutshell

Impact Assessment Levels	LEVEL 1 REACTION	LEVEL 2 LEARNING	LEVEL 3 BEHAVIOR CHANGE
Main considerations	Did trainees like the sessions?	Did they learn?	Did trainees improve key behaviors?
Selected Key Questions. Types of measurement used: mean scores (a 5-point scale was used in which 1=the lowest and 5=the highest score), and % of answers in open questions	- Have expectations been met? 71% responded with "5" and 17% with "4". - To what extent would you recommend a job shadowing activity to other trainees? 78% responded with "5" and 13% with "4".	- Do you feel that the job shadowing facilitated a better understanding of the job/activity for you? 66% responded with "5" and 24% with "4". - In your opinion has shadowing overall adequately facilitated the growing awareness of the role and responsibilities of the job? 65% responded with "5" and 26% with "4".	- Did shadowing work help increase your interest and motivation for such a job? 62% responded with "5" and 25% with "4".
How information is obtained:	Survey questionnaire to beneficiaries		
When:	Immediately after the completion of the job shadowing sessions		
Who to ask:	Beneficiaries		
MAJOR FINDINGS	The responses from the respondents revealed that they found the job shadowing sessions relevant, helpful, and useful for their present	Trainees appreciated the opportunity to get to know the chosen job profile's tasks and responsibilities more closely and the fact that professionals and	The sessions enabled a targeted investigation of a potential future in specific jobs increasing confidence for specific career selection. Also, it allowed

	status and career growth. Especially through the discussions with professionals, they gained information that could help them transition to employment.	experts talked about themselves, and their everyday work and gave useful advice.	the development of useful social contacts so that some trainees stated that they will pursue an internship or employment in the organizations that provided the job shadowing sessions.

EMPLOYABILITY

Employability survey analysis

Despite the successful training and mentoring/empowerment activities of the project, a major challenge was to promote beneficiaries into relevant to the knowledge and skills acquired work placements in their national labor market and fulfill a major goal of the project which was to improve the employability of young women who were at risk of exclusion from the labor market.

Thus, to identify whether the project achieved the intended outcomes and evaluate the effectiveness of the Women4IT approach regarding the employability of trainees, a survey has been created and localized in all piloting partner countries' languages. The survey has been created as an online tool using the web solution www.jotform.com and can be found in ANNEX 1. All participants, who finished the Women 4IT training courses in all the piloting countries, were asked to complete this survey three (3) months after graduation as this was considered an appropriate period to see how the training and development activities of the project have contributed to the employability of the beneficiaries, considering also the time span of the project.

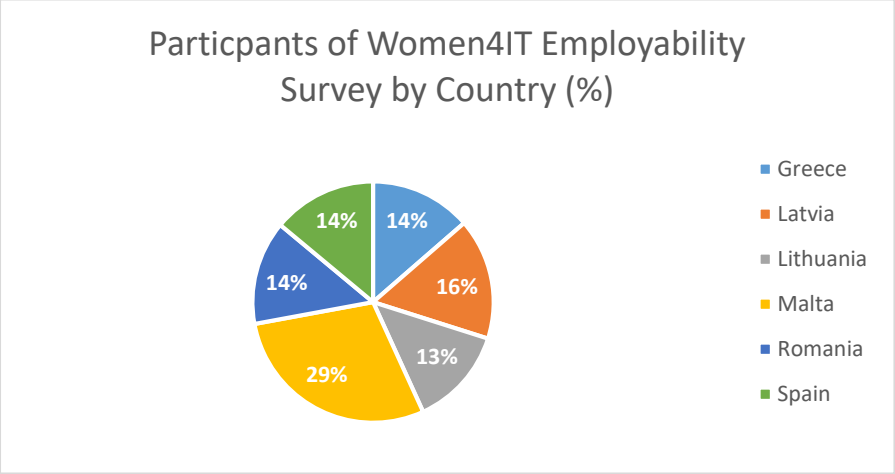
In the following sections, an analysis of the data is presented, providing also input to Kirkpatrick's model (Level 4) which seeks to determine the tangible results of the training on the beneficiaries.

Survey participants

Overall, from the 309 graduates, 301 young women participated in the survey, constituting 97.4% of those receiving an invitation to answer the survey, as shown in the following Table and Figure. Most participants were from Malta (87 or 29%) followed by Latvia (49 or 16%).

	Count	%
Greece	41	14%
Latvia	49	16%

Lithuania	40	13%
Malta	87	29%
Romania	42	14%
Spain	42	14%
	301	**100%**



Demographics

The majority of the participants were between 25-29 years old, overall and regarding individual partner countries, see Table and Figures below.

Table 7: Age group the participants belong to.

Age	Greece	Latvia	Lithuania	Malta	Romania	Spain	Grand Total
18-20	2		2	3			**7**
21-24	7	2	12	17	11	19	**68**
25-29	32	43	26	62	30	22	**215**
30		4		5	1	1	**11**
TOTAL							**301**

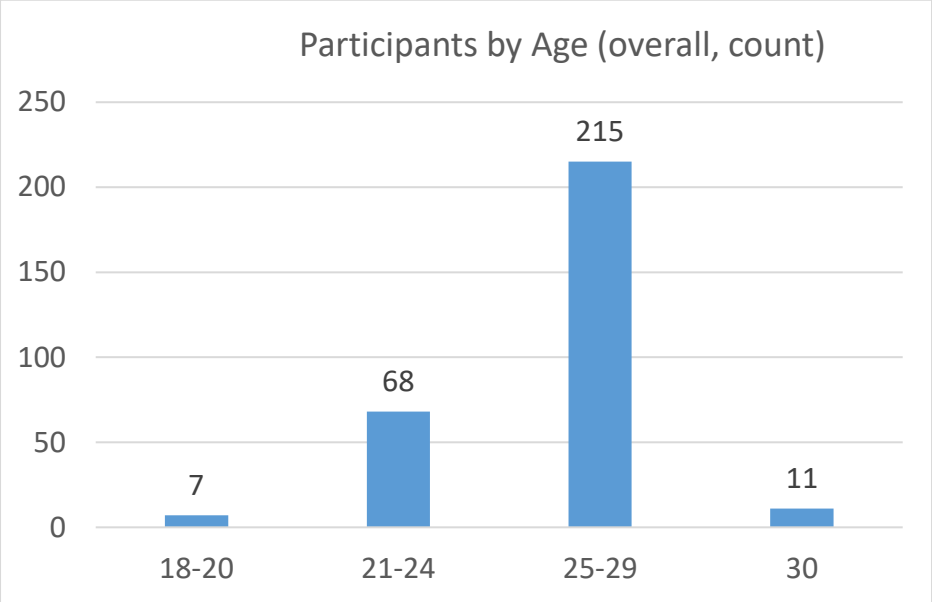


Figure 1: Participants by Age, overall.

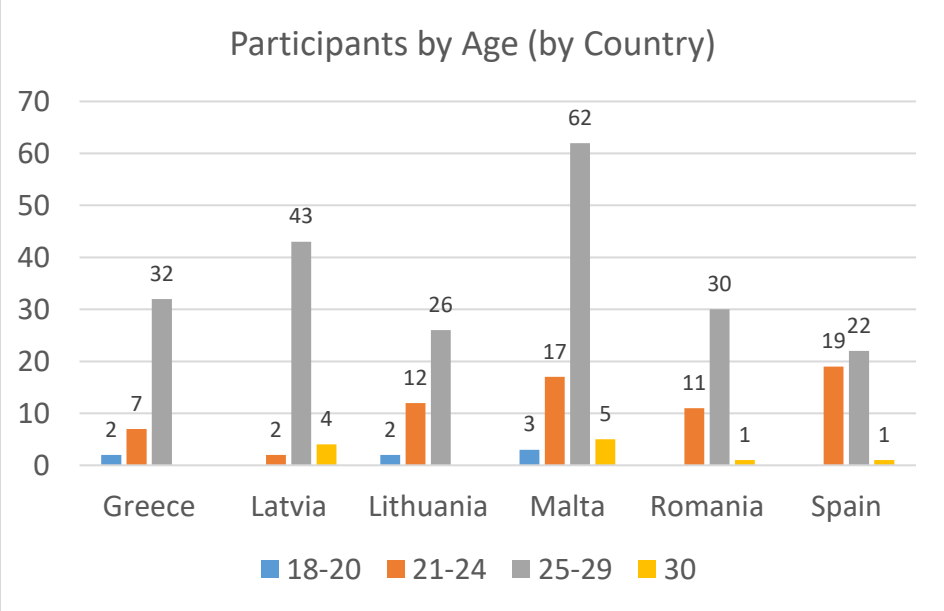


Figure 2: Participants by Age and by Country

Overall, most of the survey respondents had been trained in the Project Coordinator digital job profile (68), but there were differences among the participants from different partner countries, see Figures below. Thus, most respondents from Latvia and Romania were graduates from the Tester program, Spanish respondents from the Project Coordinator

program, Greek respondents from the Digital Media Specialist program, Lithuanian respondents from the Data Analyst program, while more respondents from Malta graduated from the Junior Web Developer program.

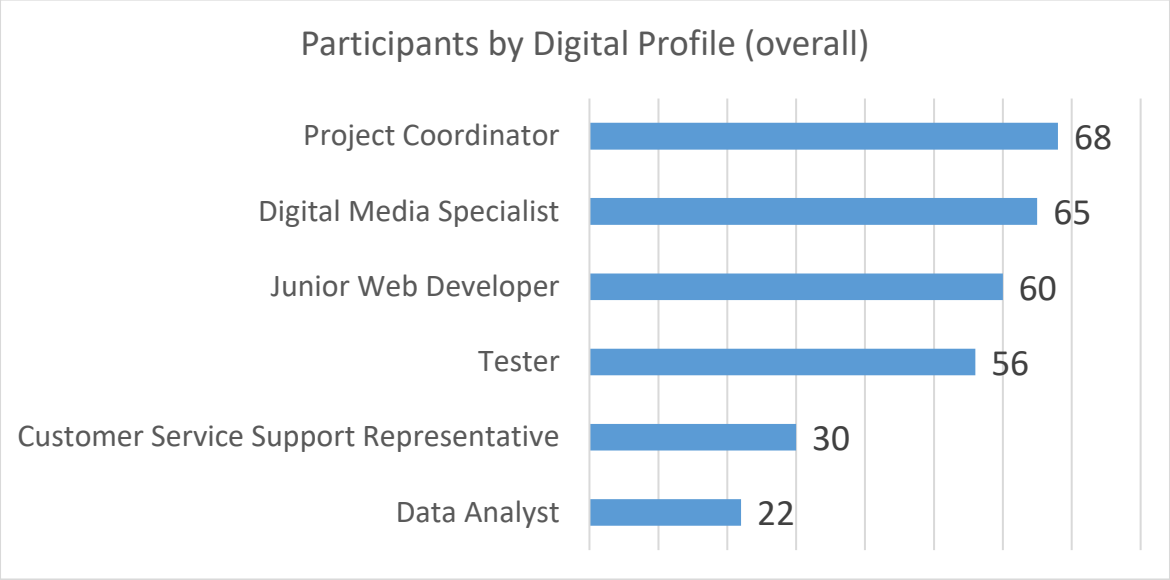


Figure 3: Survey participants by digital job profile, overall.

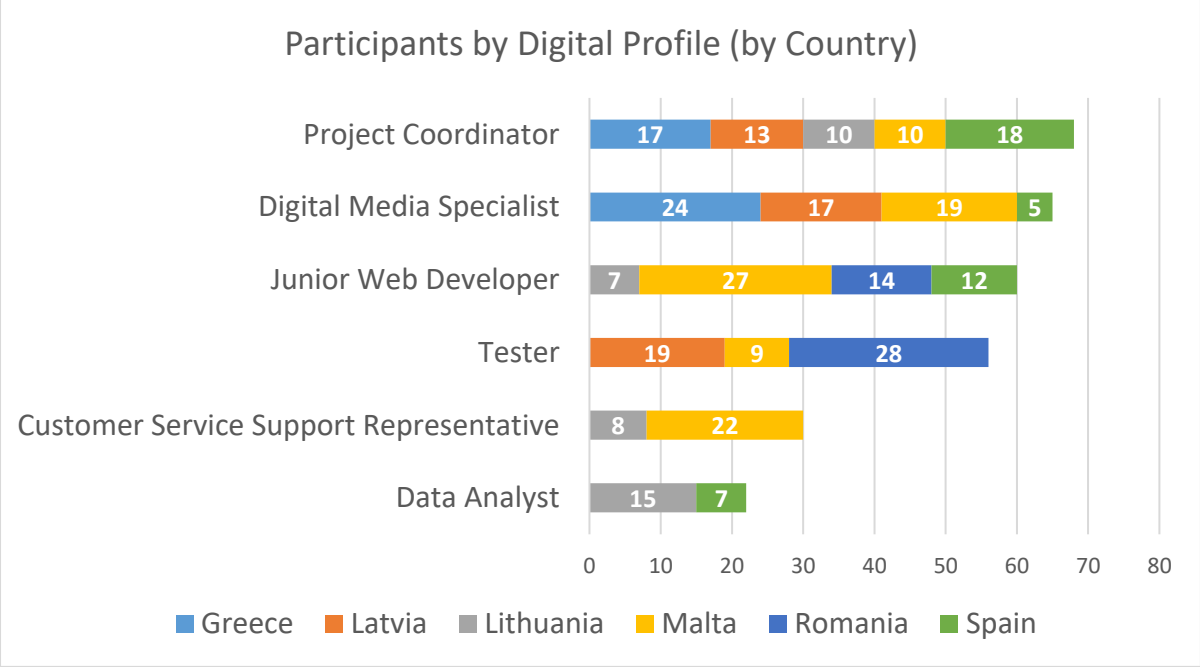


Figure 4: Survey participants by digital job profile and country.

Regarding the time that respondents completed the survey, the majority provided answers after at least 3 months from graduation (84%), see Table and Figure below.

Table 8: Time elapsed between graduation and completion of the survey.

How much time has passed since you finished Women4IT training?	1 month	2 months	3 months	More than 3 months
Customer Service Support Representative		1	10	19
Data Analyst			12	10
Digital Media Specialist	2	6	32	25
Junior Web Developer	2	9	23	26
Project Coordinator	2	15	30	21
Tester		12	22	22
Grand Total	**6**	**43**	**129**	**123**
Grand Total %	**2%**	**14%**	**43%**	**41%**

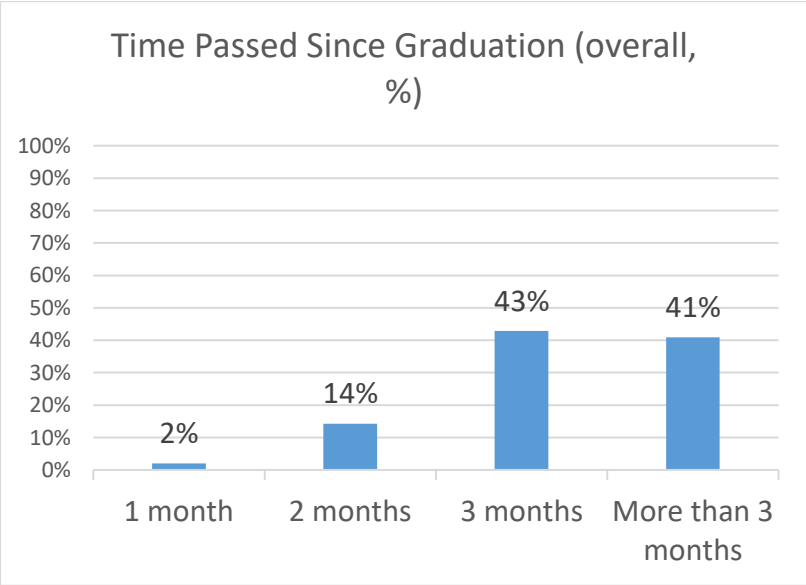


Figure 5: Time in which the respondents filled out the survey, after graduation.

Job search

The majority of the sample (47%) stated that during this time they had applied for 1-5 job positions, and this was also true when individual partner countries were considered, except for Malta in which the majority reported that they applied for 6-10 job positions as shown in the Table and Figure below. However, at the consortium level, at least one-third of the sample also reported that they had applied for 6-10 job positions. Part of the participants reported that they have found a job during training, or they are on maternity leave and are planning to search for a job later. An interesting finding was that only 8 out of 38 who did not submit any application are unemployed implying that they either found a job early on during the training or that they pursue further studies and are not interested in finding a job at the moment. A small part of respondents indicated, that they will apply for a job in the future, but are not interested to apply now because of currently focusing on childraising or having some other family matters to focus on.

Table 9: Number of applications submitted by respondents

Count of Job applications submitted after Women4IT training	Greece	Latvia	Lithuania	Malta	Romania	Spain	Grand Total	Grand Total %
0	9	14	6		3	6	**38**	**13%**
1-5	25	22	30	31	15	17	**140**	**47%**
6-10	5	9	4	48	8	13	**87**	**29%**
11-15	0	3	0	8	4	4	**19**	**6%**
16-20	0	1	0	0	9	2	**12**	**4%**
21 +	2	0	0	0	3	0	**5**	**2%**
							301	**100%**

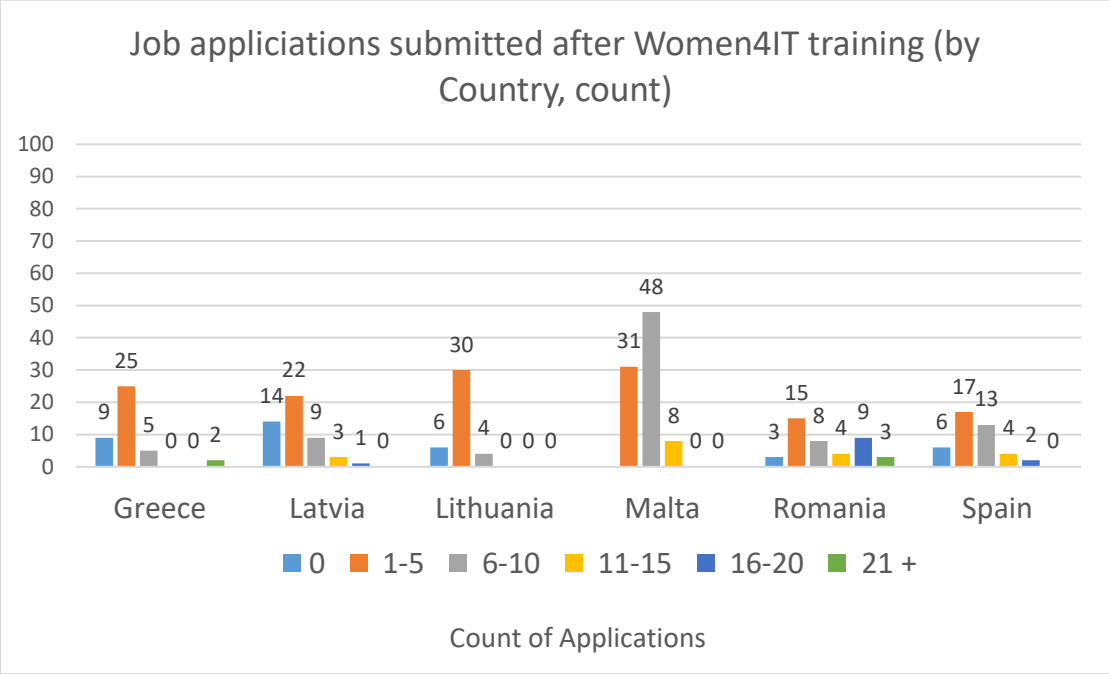


Figure 6: Job application submitted by the sample per country

The same pattern is evident when job profiles are concerned, and it seems that most sample participants, regardless of the training program followed, have applied for 1-5 job positions, as shown in the Table and Figure below.

Table 10: Job applications per digital job profile

After the Women4IT training, how many job applications have you applied to?						
Digital profile	**0**	**1-5**	**6-10**	**11-15**	**16-20**	**21 +**
Customer Service Support Representative	3	11	13	3	0	0
Data Analyst	2	17	3	0	0	0
Digital Media Specialist	10	32	16	5	0	2
Junior Web Developer	5	29	19	5	1	1
Project Coordinator	13	32	20	2	1	0

Tester	5	19	16	4	10	2

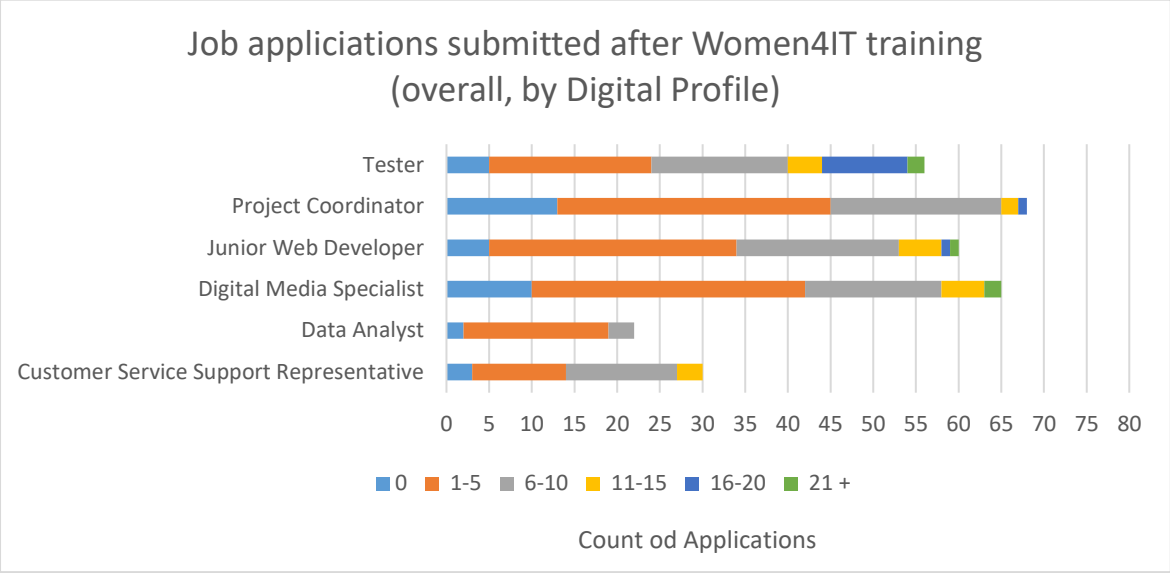


Figure 7: Job applications per digital job profile

Following, the number of interviews Women4IT graduates were invited to was investigated. It seems that most of the graduates, at the consortium level, were invited for at least 1 interview and only 21% reported that they did not manage to secure a job interview. Forty-three (43%) of the participants stated that they were invited for 1-2 interviews and 37% for more, as shown in the Figure below.

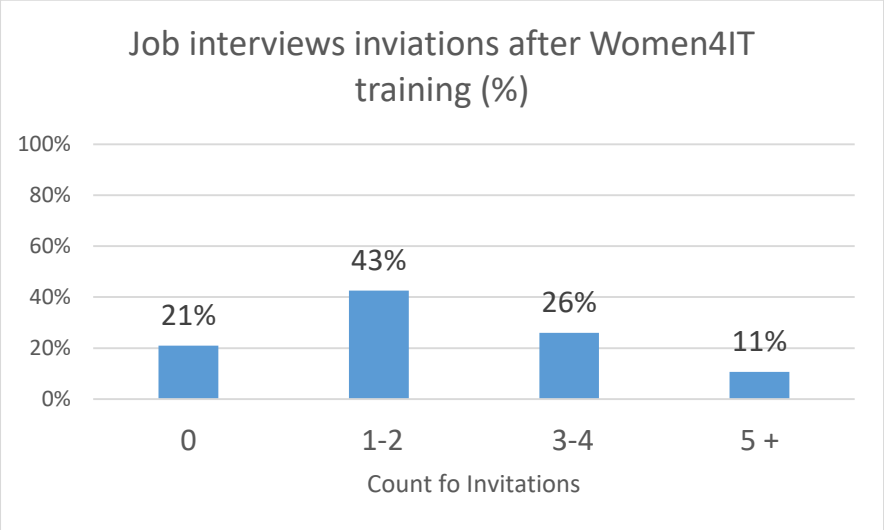


Figure 8: Job interviews invitations after Women4IT training

Per country, the results are shown in the Table and Figure below. The 2 extreme observations here are Latvia and Malta: it seems that almost half of the Latvian graduates did not receive a job interview invitation, while only 1 graduate from Malta was not invited for an interview. In Latvia, a significant part of the trainees – were able to land a job during the training program, so when asked to indicate the number of interviews after training, their responses were zero as the interviews were held during the training not after.

Table 11: job interviews invitations after Women4IT training

Count of job interviews invitations after Women4IT training	Greece	Latvia	Lithuania	Malta	Romania	Spain	Grand Total	%
0	9	23	7	1	12	11	63	21%
1-2	26	22	20	32	12	16	128	43%
3-4	3	1	12	40	11	12	78	26%
5 +	4	3	1	14	7	3	32	11%
TOTAL							301	

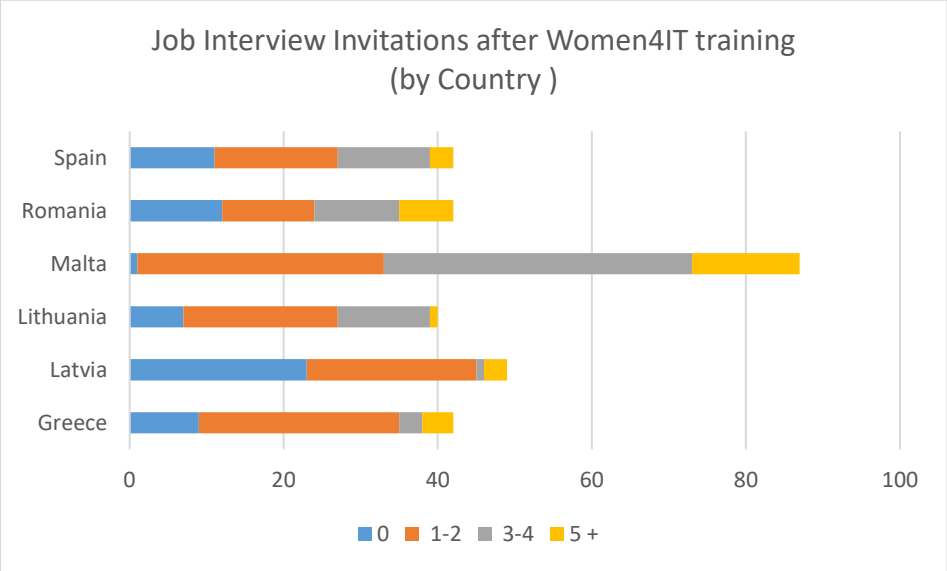


Figure 9: Job Interview Invitations by country

According to the digital job profile, it seems that Project Coordinator and Tester have the lowest percentage of invitations to interviews, about 30% of the graduates did not receive any invitation, while Customer Service Support Representative has the highest percentage of invitations (69% with more than 3 invitations).

Table 12: Job Interview Invitations by job profile

Count of job interviews invitations after Women4IT training	Number of invitations (%)			
Digital profile	**0**	**1-2**	**3-4**	**5 +**
Customer Service Support Representative	10%	31%	43%	16%
Data Analyst	18%	55%	22%	5%
Digital Media Specialist	18%	56%	16%	10%
Junior Web Developer	13%	40%	30%	17%
Project Coordinator	30%	37%	27%	6%
Tester	29%	39%	23%	9%

Employability

Based on the provided, by the sample data, it seems that the employability of the 2nd phase graduates has reached 76%. Thus, 32% of the survey participants reported that they have

full-time employment, although in non-IT related jobs, 22% have full-time employment in IT related jobs, 10% are part-time employed, 6% have started a paid internship, while 6% more stated that they are self-employed. Only 13% indicated that they are unemployed as shown in the Table and Figure below.

Table 13: Overall employability status of the survey participants

Employability Status	Count	%
Started a non-paid internship	8	3%
Self-employed/freelance	18	6%
Started a paid internship	18	6%
Started a new training course	23	8%
Part-time employed	30	10%
Unemployed	40	13%
Full-time employed in IT related job	67	22%
Full-time employed in non-IT related job	97	32%
Grand Total	**301**	**100%**

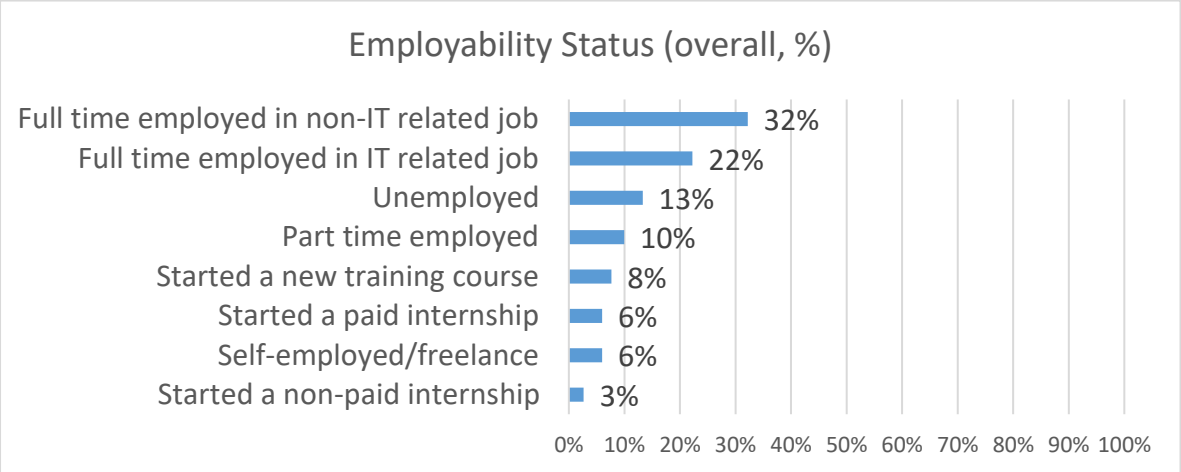


Figure 10: Overal employability Status

In the following Figure, the employability per digital job profile is shown. It seems that, overall, graduates from the Customer Service Support Representative program are all employed in different types of employment. Graduates of Junior Web Developer and Digital Media Specialist programs have the highest employability percentages (77% and 76% respectively) followed by Project Coordinator and Tester (73% and 72% respectively), while Data Analyst seem to have the lowest employability percentages (64%).

Employability Status	Customer Service Support Representative	Data Analyst	Digital Media Specialist	Junior Web Developer	Project Coordinator	Tester
Started a non-paid internship	0	14%	2%	3%	3%	0
Self-employed/freelance	10%	8%	9%	7%	3%	2%
Started a paid internship	7%	14%	5%	5%	9%	2%
Started a new training course	0	8%	11%	7%	13%	2%
Part time employed	20%	5%	15%	8%	11%	2%
Unemployed	0	14%	11%	13%	11%	26%
Full time employed in IT related job	13%	32%	26%	22%	25%	16%
Full time employed in non-IT related job	50%	5%	21%	35%	25%	50%
TOTAL	100%	100%	100%	100%	100%	100%

Figure 11: Employability per digital job profile

The Table below shows the different job profiles per type of employment. So, regarding full-time employment in IT-related jobs, graduates from the Project Coordinator and Digital Media Specialist programs seem to have the highest percentages (25%) followed by those who graduated from the Junior Web Developer program (20%).

Digital Media Specialists also have the highest percentages of self-employment (33%) followed by Junior Web Developers (22%) and this is understandable since the services of both job profiles can easily be outsourced from companies who want flexibility with their workforce. Of those who report “unemployed” the highest percentages belong to graduates of the Tester program (38%). The same job profile has the highest percentage among those graduates who reported full-time employment but in non-IT related jobs (29%).

Table 14: Digital job profiles per type of employment (%)

Employability Status (%)	Customer Service Support Representative	Data Analyst	Digital Media Specialist	Junior Web Developer	Project Coordinator	Tester	Total %
Started a non-paid internship	0	38%	12%	25%	25%	0	100%
Self-employed/freelance	17%	11%	33%	22%	11%	6%	100%
Started a paid internship	11%	17%	17%	17%	33%	5%	100%
Started a new training course	0	9%	30%	18%	39%	4%	100%
Part-time employed	21%	3%	33%	17%	23%	3%	100%
Unemployed	0	7%	18%	20%	17%	38%	100%
Full-time employed in IT related job	6%	11%	25%	20%	25%	13%	100%
Full-time employed in non-IT related job	16%	1%	14%	21%	19%	29%	100%

Examining closely the data by country, see Figure and Table below, it seems that Greece has the highest percentage of full-time employed graduates in IT-related jobs (41%), followed by Romania (31%), while Malta has the highest percentage of graduates in full-time employment, but not in IT related jobs (66%), followed by Romania (36%). Lithuania has the highest percentages of self-employed graduates (25%) as well as those who reported having started a paid internship (25%). The highest percentage of part-time employment of graduates is in Greece (17%) while in Spain a high percentage of graduates stated that they continue their studies (21%). The highest number of unemployed graduates is reported in Latvia (35%), followed by Romania (31%).

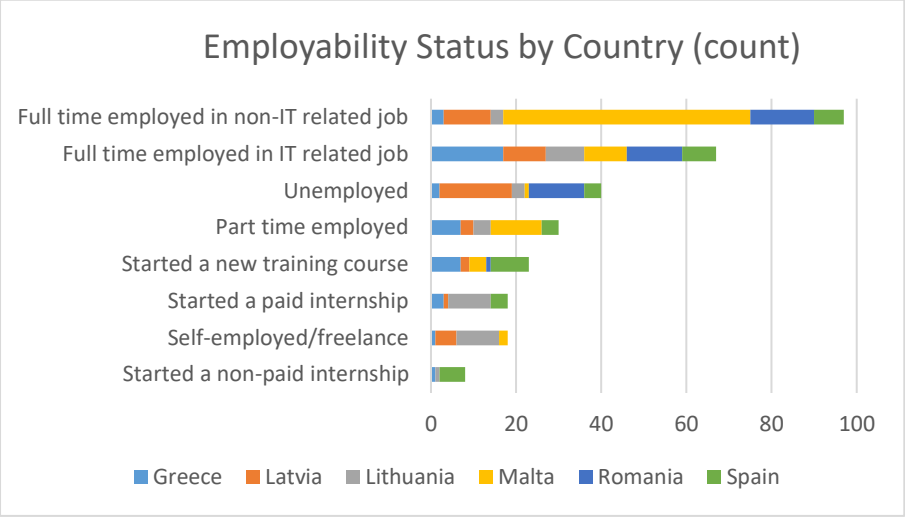


Figure 12: Employability Status of graduates per country

Table 15: Employability Status per country in %

Employability Status (%)	Greece	Latvia	Lithuania	Malta	Romania	Spain
Started a non-paid internship	3%		2%			14%
Self-employed/freelance	3%	10%	25%	2%		
Started a paid internship	7%	2%	25%			10%
Started a new training course	17%	4%		5%	2%	21%
Part-time employed	17%	6%	11%	14%		10%
Unemployed	5%	35%	7%	1%	31%	10%
Full-time employed in IT related job	41%	20%	23%	12%	31%	19%
Full-time employed in non-IT related job	7%	23%	7%	66%	36%	16%

According to the survey participants, the most popular way to start looking for jobs is through job advertisements (37%) and then through friends and acquaintances (27%). Employment agencies and offers by the Women4IT project constitute 18% and 14% of their search strategies respectively, see the Figure and Table below.

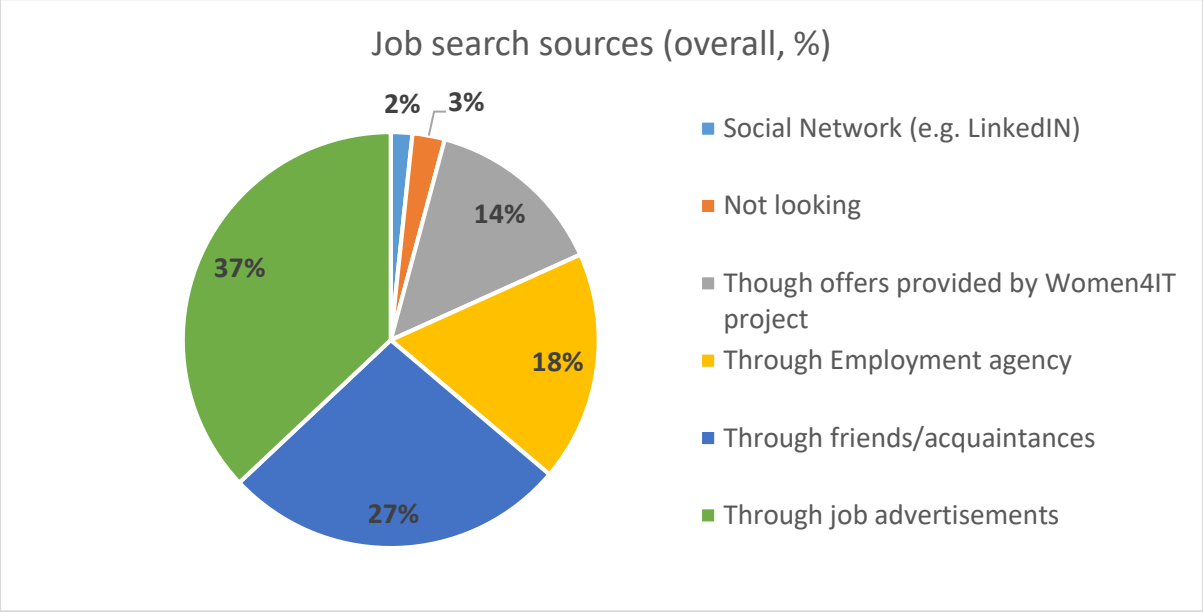


Figure 13: Job search sources of Women4IT graduates

Table 16: Job search strategies used by the survey participants.

Where have you looked for a job?	Mention frequency	%
Others	2	**0%**
Social Networks (e.g. LinkedIn)	10	**2%**
Not looking	15	**3%**
Though offers provided by the Women4IT project	84	**14%**
Through Employment agency	107	**18%**
Through friends/acquaintances	160	**27%**

Through job advertisements	221	**37%**
	599	

Demand for skills

A major challenge in the Women4IT project was to be responsive to the needs of the labor market and support our graduates with those skills that are most wanted by employers, and which are more likely to improve their employability. Thus, through comprehensive research, creating alliances with employers and stakeholders, and developing online adaptable to different national settings tools, training curricula were created to equip project beneficiaries with skills and knowledge which correspond to current needs and requirements. But skills demands are constantly changing and to measure the employment competitiveness of graduates, the survey included 2 questions:

1. skills employers were looking for during the interviews, and
2. which skills they were missing for the job positions they applied for.

Skills employers seek

Survey participants reported that employers typically look for a combination of qualifications and skills which included: practical and academic knowledge (university degrees), social skills such as communication and organization skills, planning skills and creativity as well as work readiness skills that will enable recruits to make productive contributions to organizational objectives soon after their employment. The latter include job-specific skills such as ECDL, social media ads and LinkedIn, Word/Excel, accompanied with the relevant certifications, but also relevant previous experience.

Personality traits such as stress tolerance, diligence and responsibility, ambition, attentiveness, curiosity, motivation, and leadership with willingness and desire to learn are also sought.

Another cluster of skills employers seem to value are those associated with professionalism as demonstrated through adequate preparation before the interview which also includes learning all the necessary information about the company to persuade them that the specific application was not sent at random but was the result of conscious research for companies that the candidate cares about and wants to be part of, ensuring motivation to perform, as well as professional and intentional conduct.

In the following Table, a synopsis of skills required by employers per country is presented.

Table 17: Skills employers are looking for per country

Greece	Employers typically look for a combination of qualifications and skills during interviews, including certification of knowledge, practical knowledge and social skills, communication and organization skills, knowledge and enthusiasm for the subject, adaptability and flexibility, soft skills, university degree, relevant training and experience, technical skills, and ECDL. Additionally, some employers may also emphasize specific skills such as knowledge of LinkedIn, social media ads, Word/Excel, and relevant certifications.
Latvia	Employers typically look for a combination of qualifications and skills during interviews, including experience, previous duties, communication skills, common sense, languages, theoretical knowledge, digital marketing knowledge, video editing skills, social media management skills, stress tolerance, ability to prioritize, creativity, skills, the relevance of previous experience to the new position, English language skills, why the candidate wants to work for the company, knowledge about the company, and previous work experience. Additionally, some employers may also ask about the candidate's marital status, and may also assess the candidate's first impression and the overall interview experience.
Lithuania	Employers typically look for a combination of qualifications and skills during interviews, including experience, communication skills, time management, digital and communication competencies, familiarity with tools the company works with, integrity, curiosity, Excel skills, teamwork,

	organizational skills, foreign language skills, critical thinking, diligence and responsibility, computer literacy, ambition, attentiveness, planning skills, creativity, teamwork skills, curiosity, motivation, leadership, problem-solving skills, higher education, knowledge in English, tool knowledge, analytical thinking, willingness to improve, knowledge of programming languages, motivation, basic knowledge in the field, proficiency in project management tools, communicability, emphasis on soft skills, minimal knowledge of customer service, and digital skills with tools.
Malta	Employers typically look for a combination of qualifications and skills during interviews, including work experience, communication skills, digital skills, work portfolio, ECDL level, work ethic, case scenarios/examples of how to tackle certain situations, presentation skills, time management, skills and knowledge in similar jobs or sector, academic skills, email and communication skills, personal skills, hands-on experience, skills and knowledge that the candidate can offer to the company and team, and examples of previous work. Some employers also ask the candidate to do case tasks provided by the hiring manager.
Romania	Employers typically look for a combination of qualifications and skills during interviews, including university studies in the technical field, experience, technical knowledge specific to the position such as various tools, basic knowledge in the field, ability to apply theoretical knowledge in practice, basic electrical knowledge, knowledge related to HTML, CSS, and a portfolio. Some employers also emphasize soft skills, OOP, fundamental

	algorithms, logic questions, English language skills, and experience over a year.
Spain	Employers typically look for a combination of qualifications and skills during interviews, including willingness and desire to learn, experience in specific programs, specific qualifications, certifications, expertise in specific programs, experience in intervention, previous language knowledge, previous training, previous experience, web development training, availability, medium-high level of English, training and previous experience in the sector or related fields, advanced knowledge in other languages such as English, IT sector training and experience, ICT knowledge, and interpersonal skills.

Skills that were missing

Some of the skills participants stated that they were lacking in the job positions they applied for are shown in the Table below per country.

Table 18: Skills participants were missing for the job positions they applied

Greece	SEO, Experience, Google analytics. ECDL certificate.
Latvia	Experience, Specific skills in the field, Google Analytics, SEO, Coding language skills, technical skills like Facebook Ads, Google Ads, SEO, Google Analytics, Russian language, and knowledge of test automation.
Lithuania	Lack of real experience, knowledge, and foreign languages.
Malta	Work portfolio, experience in the sector

Romania	University studies in the technical field, experience, programming, QA automation, technical knowledge and experience on the testing side, lack of experience in the field, "JavaScript and Angular", part of the algorithms experience.
Spain	Specific languages, greater experience, and project coordination. problem-solving abilities, certifications, confidence, getting more involved, communication with others, basic knowledge of other languages, communication skills, and experience in the field.

The final question of the survey was “Do you think that the training you have participated in makes it easier for you to find a job in the IT sector? Why?” Despite the skills that participants reported that they did not possess for specific job positions they applied for, the vast majority (68%) said that the training has facilitated their insertion into the ICT sector, see table below.

Do you think that the training you have participated in makes it easier for you to find a job in the IT sector? Why?	
Yes	205 /68%
No answer given	96 / 32%

Among the reasons supplied, by the beneficiaries, why the Women4IT training made finding a job in the IT sector easier were (see also ANNEX 3): the content of the training which employers found impressive, the fact that such practical training cannot be found in the universities curriculum, and multiple references to the additional supportive services provided by the Women4IT project such as the mentoring, the job shadowing sessions and the empowerment seminars.

And as one girl summarizes it: “Yes, definitely. Previously, I only had the desire to work in IT, now I have real, practical, and theoretical skills to complement that desire”.

Summary of findings

This survey investigated the extent to which Women4IT training affected the employability of graduates three-months after graduation. According to the sample responses, 76% of the graduates were either employed, self-employed or in paid internships. Regarding job profiles, the employability of graduates seem to be over 72%, with Customer Service Support Representative job profile reaching 100%. The only exception is Data Analyst, the graduates of which reported 64% employability rates.

Most of the respondents (87%) stated that they have applied for at least 1 job during the period after graduation and that they have been invited to at least 1 job interview (80%), indicating a very high percentage since it seems that more than 90% of those applied for a job were asked for an interview. Most graduates searched for jobs in job advertisements (37%) or through their networks of friends (27%). Graduates reported that employers required a combination of qualifications and soft skills including a high degree of professionalism and their major disadvantage during the interviews was the lack of relevant work experience. However, it seems that the training and complementary project activities such as the mentoring and the empowerment seminars have prepared them well for the world of work, increasing their motivationto pursue a career in the IT sector by providing the necessary emotional support and encouragement, but also through practical advice on where to look for jobs in the sector and how to present themselves. Another interesting finding was that employers were impressed by the content of the training, as this was detailed in the roadmap that accompanied the certification which made more transparent the qualifications acquired. In addition, participants also pointed to the advantage of the short and practical training offered by professionals in comparison to university courses.

In the Table below, a summary of the survey results in presented following the Kirkpatrick's model.

Table 19: Employability results, in a nutshell (Kirkpatrick's Level 4)

Impact Assessment Levels	LEVEL 4 RESULTS
Main considerations	Did trainees improve their employability?
Selected Key Questions. Types of measurement used: mean scores (a 5-point scale was used in which 1=the lowest and 5=the highest score)	- What is your employability status: (Full-time employed in employed in IT related job: 22%, Full-time employed in non-IT related job: 32%, part-time employed: 10%, paid internship: 6%, self-employed: 6%). - Do you think that the training you have participated in makes it easier for you to find a job in the IT sector? (Yes, 68%) - Why? Employers found training content impressive, W4IT supportive activities, practical knowledge supplied, etc.
How information is obtained:	Employability survey questionnaire
When:	3+ months after graduation
Who to ask:	Graduates
MAJOR FINDINGS	Training seems to have affected positively participants' behavior through knowledge supplied and soft skills development. Many graduates mentioned that the training supplied with them with the right, practical skills giving them a competitive advantage over the skills supplied by universities and that employment supportive activities such as job search strategies, preparation for interview and development of cv/LinkedIn directed and supported their job finding activities.

Impact of the Women4IT project on beneficiaries

The aim of the project was to develop the digital competences of young women who were at risk of exclusion from the labor market, thus improving their employability and decreasing the ICT specialist gap in Europe.

Project evaluation procedures results revealed that Women4IT project has been successfully implemented and was in line with the needs of young women. The project has helped the beneficiaries in the 7 piloting countries discover the Tech and Digital sector, gain knowledge, get access to free training and mentorship, participate in job shadowing sessions and, in general, facilitated their access to digital jobs. This is evident by the fact that 76% percent of the trainees has found a job or are in paid internship, 85% confirmed that the empowerment seminars fulfilled their expectations, while more than 90% of the graduates would recommend the Women4IT training program and empowerment seminars to other people.

High employability rates also reveal that the skills acquired are valued by the labor market in all partner countries and also by the global employment market since some of the trainees have found jobs in other countries. Thus, the training programs improved opportunities for young women to start a career in the digital sector through an online, non-formal education program of, relatively, short duration.

Young women participants appreciated the Women4IT approach because it included effective training methods, relevant and practical training content which was transparent, through the roadmaps that accompany the certification, for employers to see and assess its utility, delivered by professional trainers and industry practitioners who work in the field they teach ensuring that the knowledge and skills acquired were relevant and in demand in the labor market. Remote learning was also cited as an advantage by many participants because it promoted inclusiveness and flexibility and it allowed the participation of trainees from various regions.

Finally, the "gender" approach used in the selection contributed to greater interest and motivation of women during the training. Young women highlighted the supportive environment created by the mentors and the formation of peer communities as wel as the

empowerment seminars since a major problem with young women is to built their confidence and persuade them to discard existing stereotypes on their way to build a career in the ICT sector. The fact that many of the 1st cycle mentees suggested to peer mentor the trainees of the 2nd phase of the implementation provides an indication of the trainees' satisfaction and project impact over the 4 years of its implementation. Also, the fact that mentors were from the IT field, the sharing of their experience and professional careers provided role models that beneficiaries could identify with and showcased career paths which beneficiaries were inspired to follow.

General conclusions and recommendations

Impact and achievements

Women4IT project targeted 2 main groups: young women (18-29 years) for awareness raising, competence assessment, training and employment into digital jobs, and employers for engaging in the training approach development curricula design, and NEET involvement in the digital jobs.

During its 2 phases of implementation (2018 – 2022 and 2022-2023), the project has created attractive employment opportunities for young people in the Digital Economy and has developed the digital competencies of young women (18 – 29 years old) who were risk of exclusion from the labor market by improving their employability through an innovative, integrated approach.

More specifically, three were the major outcomes regarding the target groups that the consortium has achieved:

1. Improved employment situation of NEETs/ target group

The ICT sector is undoubtedly quickly growing with technology developments overflowing the industry, providing more opportunities and significantly widening the job market, but, women and NEETs are represented very poorly in this sector. Studies show that many women are not entering technology-based jobs or are leaving the industry, reducing the number of qualified women to hire.

The project achieved recognizable impact and results during its 2 periods of implementation regarding the acquisition of digital competencies, and the promotion of employment of beneficiaries. The project has helped the beneficiaries in the 7 piloting countries (Latvia, Spain, Greece, Lithuania, Romania, Malta and Ireland) to pursue careers in the ICT sector, acquire knowledge on job profiles in demand by the labor market, get access to free training and mentorship and facilitated their access to digital jobs.

Overall, 900 young women in all partner countries have completed 160 hours of training in the 8 digital profiles provided (Digital Media Specialist, Junior Web Developer, Tester, Project Coordinator, Graphics Designer, Data Analyst, Customer Service Support Representative, Data Protection Officer), attended 9 empowerment seminars with specific topics to increase their confidence and prepare them for the world of work, received mentoring by experienced and peer mentors and 730 are already employed.

To facilitate employment, a practical guide, the Employability Toolkit, has been developed addressed to young women/NEETs and employers. It offers practical information and guidance to young women and NEETs on how to prepare and plan a career in the ICT field and it and presents a new way of thinking about employment and recruitment for employers. It promotes the idea of employers' ongoing engagement in the process of preparing their (future) employees through tailor-made training programs, rather than simply going to the market when they need to fill in a position. It also includes a section on why employers should consider hiring a NEET to encourage them to support employment opportunities for such groups.

Finally, roadmaps, visual representations of the curriculum, were created for all digital job profiles to promote transparency and allow employers to promptly identify the qualifications of the candidate. This has been found to positively affect the possibility of hiring a female candidate.

2. Increased participation in education and training of former NEETs/ target group

Taking into consideration that within the group of young people that are not in education, employment, or training (NEET), young women have a much greater propensity than young men to be economically inactive and that in the ICT sector which, with its rate of growth, can stimulate youth employment very few women can be found, the problem and the solutions are outlined. Studies show that a major barrier for women's misrepresentation in ICT are perceptions and unconscious beliefs about gender. Solutions to address this problem include cultivating young women's interest in ICT, creating training environments that support women, and counteracting bias.

Women4IT project achieved recognizable impact and results increasing participation in education and trraining of young women who were risk of exclusion from the labor creating awareness for digital careers, providing training opportunities that supported a gendered approach and mentoring/empowerment opportunities to encourage young women pursue careers in the ICT sector combating personal and social biases.

Overall, more than 12.500 youth has been reached by digital career awareness activities, 3500 young girls and women have been assessed by the profiling tool on the Women4IT platform and 900 young women aged 18-29 have enrolled in education and training. In addition, the impact assessment of the project, through surveys and focus groups with young women and trainers in the 7 partner countries, has shown that the target audience involved in project activities has assessed very positively the methodology and tools that have been used in the project, pointing also to the direct benefits the project had to their career development.

One of the key success factors of the project has been mentoring and empowerment sessions. Participants reported that the W4IT training not only improved their knowledge but also provided the support required to change their mentality and make them feel more confident to pursue a career in a male-dominated sector such as the tech sector.

The young women appreciated the tutorials provided by the mentors on the development of soft skills necessary to search, find and secure a job, the individual and group mentoring sessions, as well as the follow-up and guidance throughout the training period and after the completion of it, not only concerning the employment outcome but also in terms of the emotional process going through, whilst looking for a job. By attending, in regular intervals, empowerment seminars, and group mentoring sessions, mentees got to know each other and they built ties creating communities of support. This could imply that different interaction styles might be preferred by women as the value assigned to the social aspect of training and mentoring could be different between genders leading to new pathways to support young women to overcome stereotypes and reach their full potential.

Furthermore, 12 exploitation webinars have been organized by the consortium, to inform other countries and regions, not included in the consortium, about the project methodology and achievements to stimulate replication.

3. Innovative approaches on lowering youth unemployment have been developed or adopted.

The Women4IT innovative approaches to lowering youth unemployment included: a) the creation of alliances with employers, and b) the provision of an online platform with a set of online tools for young NEET female candidates, employers and users.

a) This initiative focused on broader community awareness of the importance of inclusion in the labor market and engaged with employers as main partners to align the training provided to businesses and employers' needs so that participants could secure jobs. It included the recruitment of employers through partnerships and contacts to consult with them on the skill needs, the co-creation of training contents to ensure that their needs in terms of general and more specific technical and soft skills are covered, the promotion of their active participation in selected training and mentoring/motivational sessions to bring in the employer perspective and expectations, and the organization of focus groups and feedback mechanisms to provide their input on how to improve the provided services. In addition, it has been developed on the online platform, a toolkit for employers in the IT field, to support them understand the value of their engagement in the co-creation of a training program addressed to women. So far, more than 350 employers have been introduced to the Women4IT approach. This proposed solution ultimately increases the chances for

sustainability after the project has been completed and can be transfed to different national contexts and target groups.

In addition, the Women4IT Employability and Ambassadors Awards have been very well received and have created the foundations for strengthening the ties between the Women4IT community and the wider labor market community to gain commitment to the project and also build new collaboration styles focusing on shared responsibility in skill trends forecasting and provision of training curricula. So far more than 30 companies and organizations in 7 partner countries have received such awards.

b) The consortrium has developed and made available a set of online tools for self-assessment, profiling, competence testing, training and job matching of young NEET female candidates. This includes a complete profiling-training-job landing cycle with focus on the successful transition towards employment of young women in the digital jobs sector on the platform of the project. Additionally, there are more than 300 resources available in the Open Education Resource Database in 6 languages for learners and visitors to explore (the Women4IT project).

Re-curring themes from impact assessments

From the analysis of both impact reports covering the 2 phases of project implementation there seem to emerge common themes regarding young women training and employability in the ICT sector which are briefly described below.

Perceptions and biases

Women are hesitant to enter technology-based jobs. Due to the fact that the ICT sector is considered male-dominated it perpetuates inflexible, exclusionary, male-dominated cultures that are not supportive of or attractive to women. Furthermore, there are fewer women role models to motivate them.

Gendered approach

Although young women 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, a criterion that affected positively their enrolment was the fact that

the selection and participation had a gendered approach. Offering training in IT that is directed only towards women seems to alleviate any pressure that is connected with the field, in which stereotypes have it that men excel, and opens a window of opportunity to increase the number of women in the field.

In addition, many girls stated also in surveys and in conversations with their mentors that a primary motivation 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 Women4IT project exhibits.

Non formal training methods

It seems that young women are not willing to return to formal education for several years to potentially change their careers since this requires too much time and financial investment, and without the certainty that this is really what they would like to do. The opportunity to get to know the industry and the potential career path in nonformal education programs, in a relatively short time, is highlighted by the participants as an important factor that affected their participation.

There is also evidence that young women value the social aspect of training forming online communities with their peers and building on each other's experiences and understanding making the integration of the social component in the learning process by the trainers very important and pointing towards different interaction styles which could be different between genders.

The confidence gap

A major barrier in women pursuing careers in ICT seems to be the lack of confidence and not actual ability. Women are less self-assured in their abilities than their male counterparts and it is the how women view themselves, and not only how they are treated by others, that affects their decisions and actions. The majority of the participants mentioned that the mentoring and the empowerment received through seminars played a major role in

improving their self-image and confidence that they can perform the new, learned, tasks and supported them in pursuing careers in this male-dominated sector.

Recommendations

In general, the project has promoted awareness of the IT field and digital competences, breaking stereotypes, fostering women's interest and involvement in digital jobs, while a Women4IT community has been formed, which continues to operate outside the project. The project's training programs improved opportunities for young women to start a career in the digital field (non-formal education plays an essential role in promoting the professional development of adults).

Below are some key recommendations

Closing the STEM Gap

- The "gender" approach used in the selection contributed to greater interest and motivation of women during the study.
- Mentoring and support has promoted the participants' motivation, increased confidence in their abilities and encouraged the participants to both set and achieve the set goals.

Improve young women participation in digital skills training

- Provide support to develop trainers' abilities to integrate the social component when addressing women' learners

Promote shared responsibility in skill trends forecasting and provision

- Develop alliances with employers and stakeholders and engage them to align the training provided to employers' needs
- Employers will be more likely to get involved if they are convinced of the value of the initiative and trust the representatives of the initiative.

ANNEX 1: EMPLOYABILITY SURVEY TEMPLATE

Women4IT employability survey

Thank you for accepting to participate in this online questionnaire survey. You have participated in the project Women4IT training and this survey is to understand your possibilities in the job market after finishing the training. 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). The exercise takes approximately 4 minutes. Respondents are free to quit the survey 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**
- Your name surname *
- Country *
- Course attended *
- Age *

  18-20 21-24 25-29

- **Employment after the training**
- How much time has passed since you finished Women4IT training? *

- After the Women4IT training how many job applications have you applied to? *

  Please write the approximate number if you do not remember specific.

- After the Women4IT training how many job interviews have you been invited to? *

  Please write the approximate number if you do not remember specific.

- I am currently: *

  Unemployed Started a new training course Part time employed Full time employed in IT related job Full time employed in non-IT related job Started a paid internship Started a non-paid internship Self-employed/freelance

- If you are currently employed, please state the name of the company and your position:

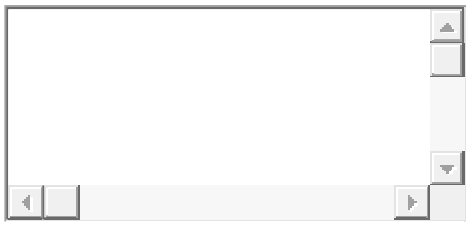
- Where have you looked for a job? *

  Through Employment agency Through job advertisements Through friends/acquaintances Though offers provided by Women4IT project

- What were the typical requirements from the employers during the interviews?

- What skills were you missing for the job positions you applied?

- Do you think that the training you have participated in makes easier for you to find a job in the IT sector? Why?



- Any other comments:

- Would you be willing to share your experience with Women4IT project and/or with future participants regarding your general experience within the training and then finding a job? *

Yes No

- If you replied YES please kindly provide your e-mail:

- SaveSubmit

ANNEX 2: Focus Groups/ Interview with trainers template

WOMEN4IT

Focus Groups/ Interview with trainers

(The aim is to investigate the value, quality and success of the W4IT training through informal discussions with trainers on how to improve the training, materials, and tools, and to identify good practices and lessons learned. Duration 30-40 minutes.)

Partner Report

Participants

Please, list the names of the participants.

Name	Organization/Role	Contact info

1. How many trainees each trainer had and what was the length of the training (in hours) they delivered on average?

2. Results from the interview questions

2.1 How did trainees perform in the training? (e.g. average, high?)

2.2 What was learners' reaction to training?

2.3 In your opinion what are the most valuable skills trainees gain during the training?

2.4 Which training methods worked with which topics?

2.5 Which methods did not work with which topics?

2.6 What specific problems occurred?

2.7 Do you have any notes, comments, suggestions?

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:

ANNEX 3: YOUNG WOMEN TESTIMONIALS

- Yes, they were very interested in the W4IT program and found me through LinkedIn

- Very much because it helped me find what I like and the mentoring helped me improve my CV.
- I was asked about this program in particular and I think it played a big role in my recruitment

- A lot because it helped me orient myself

- Very much! Especially the tasks assigned to us

- A lot because it gave me practical knowledge

- It opened my horizons and taught me a new area that I am exploring at work and educationally

- It helped me a lot in terms of soft skills and mentoring!

- Yes for the soft skills it provided me

- Yes very much! They were impressed in the interviews by the content of the program and the initiative

- Yes, because it was a subject that it is not taught in universities

- Yes, it gave me the opportunity to apply to jobs requiring knowledge on the social media ads and working with promoting/ en mas informing

- Yes, because in the mentoring sessions, the invited industry representatives told the employer what to expect in the negotiations and gave relevant advice. As well as the lecture itself and the homework prepared for the junior position.

- Yes, definitely. Previously I only had a desire to work in IT, now I have real, practical and theoretical skills to complement that desire.

- Excellent training allowing the girls to be better prepared and to enter the labour market more easily, most of all I liked the job shadowing sessions, which helped a lot

in creating a realistic image of expectations on the part of employers

- It was very helpful to set our goals and prepare for a job interview when we were able to hear through job shadowing sessions what expectations employers really have
- The training allowed better preparation for job interviews, not only through the information provided by the webinars, but also through the direct information provided by employers during job shadowing

- Very good training to learn how to develop a job search strategy and to hear employers' wishes and experiences during job shadowing sessions

- Very good webinars to help prepare for and enter the labour market, and job shadowing sessions presented occupations and employer expectations

- Webinars helped to learn new skills and job shadowing sessions helped to see the reality and real employers' opinions

- It's very helpful, allows you to broaden your horizons, gain new knowledge, find out what employers want and even help you find a job

- Webinars helped to achieve the desired results and job shadowing sessions helped to hear the real expectations of employers

- Job shadowing sessions allowed to broaden horizons and learn more about what employers are looking for

- Yes, the training, webinars and shadowing sessions have given me the courage to not be afraid to work in IT

- Helped me understand that learning is lifelong

- Allowed me to perform better in front of employers

- Webinars and job shadowing sessions helped me find my dream job

- I really enjoyed the training and it helped me a lot in my job search

- Yes, webinars and job shadowing sessions are definitely ideal for girls looking to enter the IT sector
- Webinars and job shadowing sessions helped people to improve their skills and enter the labour market

- Yes, helped me understand what jobs to look for
- Yes, because I learned from the small projects we had on the training
- Yes, because I learned many new concepts about testing and did practical things.
- From my own experience, I did not find on the Front end side. I found on Full Stack but the job focused more on Java questions, fundamental algorithms, no Front-end related questions. I find it very difficult to find strictly on the Front-End.
- Yes, it help me because I know which ads to look at more carefully.