WOMEN4IT
2022

TRAINING

REPORT – 2nd phase

WOMEN4IT 2022

TRAINING REPORT – 2nd phase

Project implemented by

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Author(s)	Vita Vitola-Lapina, Irisa Zvagule, Mara Jākobsone - LIKTA

Contents

INTRODUCTION

The purpose of this training report is to show the outcomes of the training, mentoring, and employment support activity impact during the prolongation phase of the WOMEN4IT project (2022).

The second phase was carried out in 2022, to train 200 young women in the five piloting countries – Spain, Lithuania, Greece, Latvia, and Romania. In addition to the previously mentioned Malta has been finalizing the first phase of training goals, incorporating new approaches with the target to train 100 young women. The WOMEN4IT project was a successful program and reached its main purpose: to develop the digital competencies of young women through an innovative training program with the final goal of improving their employability. This report showcases the training approach and results in the piloting countries analyzing the training evaluation by participants, mentors, trainers, and pilot organizations.

1. GENERAL OVERVIEW - MULTICOUNTRY

1.1. General information and job profiles selected

Each partner chose the profiles in their countries based on the job market needs; not all profiles were piloted in all countries. During the second training phase, the aim was to train 200 young women – 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 goals). The majority of the participants (218) of the second round of training were in the age group – of 25 -29 years old - see Figure 1 Count of participants by age.
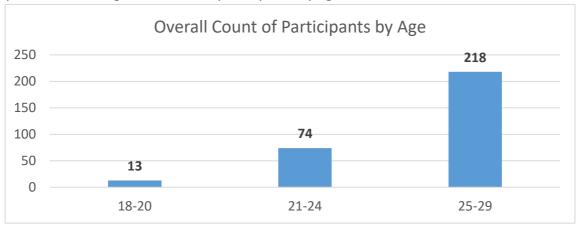
Figure 1 Count of participants by age

The goal was reached in all of the piloting countries, with a total of 309 young women trained. In Malta, the previous goals were prolonged to the 2nd project phase – the training of 100 young women. Despite several difficulties, Malta reached 87 young women trained, but in total, the target of 300 young women trained has been reached.

The table below displays the overall training goals reached – Table 1 Number of training graduates per job profile in piloting countries.

Training Course	Young Women Graduated/completed training roadmaps						The total number of young women who graduated
	Latvia	Romania	Spain	Lithuania	Greece	Malta	
Digital Media Specialist	18		6		23	29	76
Project Coordinator	14		17	11	17	3	62
Data Analyst			10	15			25
Tester	21	34				6	61
Junior Web Developer		11	10	7		24	52
Customer service representative				8		25	33
Graphic Designer							0
Data Protection Officer							0
Total	53	45	43	41	40	87	309

Table 1 Number of training graduates per job profile in piloting countries.

Note: The numbers reflected in this table indicate the number of women who graduated per country. In some countries, piloting partners faced challenges to collect 100% of the after-training surveys from all the participants, who graduated. Further in the report, the statistics of the evaluation of the training program will be based on the respective survey amount received per country as can be seen in Figure 2 Survey received from piloting countries.

Count of Participants by Country
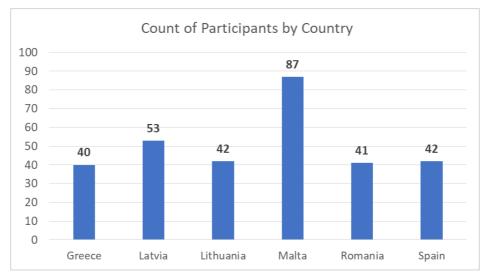
Figure 2 Survey received from piloting countries

The most popular job profile was the Digital media specialist training program with 74 graduates and the Project Coordinator with 63 graduates see - Figure 3 Count of participants per profile. During the 2nd phase of training, there were no groups organized in the Graphic designer and Data protection Officer profiles, mainly due to participant limitations, interests, and the current job market tendencies in partner countries.

Count of Participants by Digital Profile
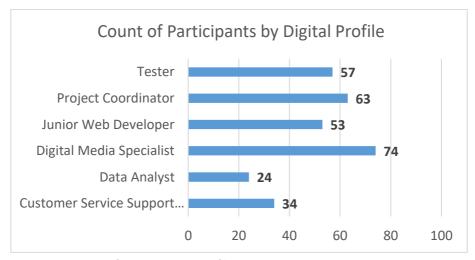
Figure 3 Count of participants per profile

In Latvia and Romania, the majority of participants were trained in the Tester profile – in both countries, two groups were organized for the respective profile, In Malta and Greece majority of participants chose the Digital media specialist profile – see Figure 4 Digital profiles of participants by country.
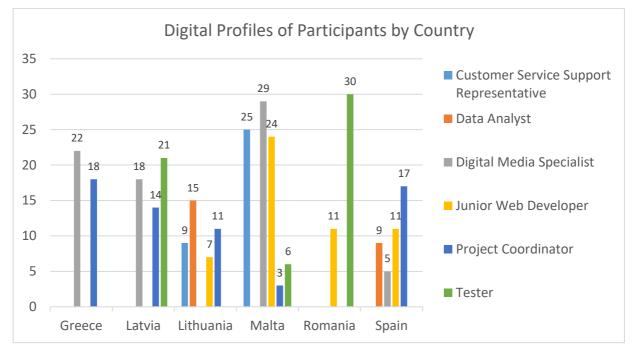
Figure 4 Digital profiles of participants by country

1.2. The training roadmaps

The set target at the beginning of the piloting was to create 40 individual training roadmaps per piloting country - 200 roadmaps in total. The target number was 200 women in a training program and 200 completed training roadmaps across 5 partner countries. And for Malta – the previously set goal – 100 roadmaps were created and applied.

All piloting partners have finalized the piloting training and completed 222 individual training roadmaps in 6 training profiles - 222 young women completed the training program. In Malta 86 out of the planned 100 training roadmaps were completed.

1.3. The training phase

In general, each course lasted for approximately 2-3 months the first training programs started in April 2022 and the last ones finished in November 2022. Before the training piloting partners carried out recruitment campaigns in their countries using traditional media, and social media and cooperating with state employment agencies and other stakeholders. As seen in Figure 5 Information source about WOMEN4IT possibilities social media has been the most effective tool of promotion – 55% of participants got to know about the training opportunities through social media - Figure 5 Information source about WOMEN4IT possibilities.
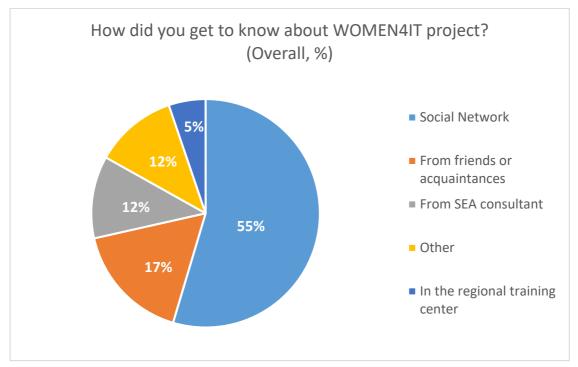
Figure 5 Information source about WOMEN4IT possibilities

In some countries, some approaches worked better, for example, in Latvia the most efficient informative channel was cooperation with the State Employment agency, whereas in Lithuania vast majority of participants' information got from Social media - Figure 6 Information sources about WOMEN4IT opportunities.
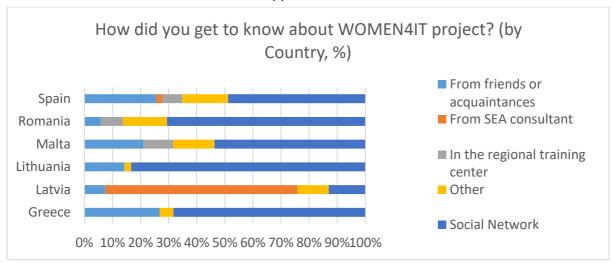
Figure 6 Information sources about WOMEN4IT opportunities

All the young women went through a process of registration on the platform, completion of the digital readiness test and selection of job profile questionnaires, and finally interviews with mentors. Participants evaluated the usability of the platform with an overall 4,4 on a scale from 1 to 5. The highest evaluation was from Romanian participants (4,9) and the critical were graduates from Malta (4,0) - Figure 7 Platforms usability.

The digitaljobs.women4IT.eu platform was easy to navigate and provided all the necessary information

Country	Score
Spain	4,4
Romania	4,9
Malta	4,0
Lithuania	4,5
Latvia	4,6
Greece	4,2
Overall	**4,4**
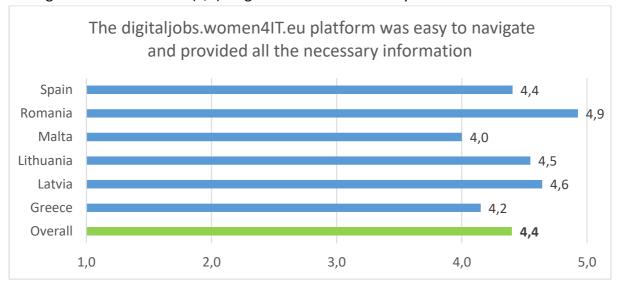
Figure 7 Platforms usability

Once students were selected, an individual roadmap for each of them was created. It allowed the mentors and trainers to track the progress of the training of each young woman on the platform and to assign badges at the end of each module.

The content of each of the courses was divided into different modules, but all the courses had the same teaching load of 160 hours. The number and length of classes have varied from course to course.

The mentors accompanied the students in their learning process, resolving doubts, keeping their motivation high, etc. They followed up on the progress of students and tried to contact them periodically to find out their opinion about the course, the teacher, the contents, etc. When students missed classes, mentors tried to contact them to find out the cause and avoid them dropping out.

The means of communication between students, mentors, and teachers were forums, where students could start discussions, Internal Messaging, regular catch-up via phone or video call, Whats app messaging, Facebook groups, etc.

Teachers were all trained on the platform to deliver badges and comments to each participant. Students had the opportunity to interact with teachers, mentors, and peers during the training.

The feedback from students on the quality of the content and the trainers was quite good across all the countries. On a scale of 1 to 5, all aspects of the training content and structure surpassed the evaluation 4,3, see Figure 8 Evaluation of the Course structure and content (Overall) Participants valued the opportunity to participate in the training online. The overall evaluation shows high evaluation in online courses – participants felt engaged (4,5) and satisfied with the flow and quality of the courses (4,5).

Evaluation of Course Structure and Content (Overall)

Statement	Rating
During online training I felt I received the same support as a face to face course	4,5
It was easy to access the online classes and materials	4,6
I have had the opportunity to see the real examples of women developing these professional profiles	4,3
Courses content used an inclusive language	4,5
Course content and assignments were appropriate for the course level	4,5
I felt equally engaged in each course unit, even though it was held online	4,5
There was a clear distinction between the course's units	4,5
Rate the quality and flow of content	4,5

Figure 8 Evaluation of the Course structure and content (Overall)

The badge was assigned after the evaluation of each module. Each evaluation consisted of questionnaires, work projects (individual or in a team), or exercises to be worked on individually.

For the majority of the time Lessons were delivered online in most countries due to Covid restrictions. And the lessons learned from the first phase of training – online training provided opportunities to approach young women in rural regions, and young mothers during maternity leave, and the online approach, in general, was highly evaluated. Asked to evaluate the online approach on a scale of 1 to 5, an average evaluation of 4,6 was provided to the statement, that during the online training the same level of support was provided as a face-to-face course (Figure 8 Evaluation of the Course structure and content (Overall)).

Some countries choose to mix the approach – delivering the training online, but organizing some additional activities face to face. But in general, 95% of the training was done online. See - Figure 9 Method of training delivery (Overall).
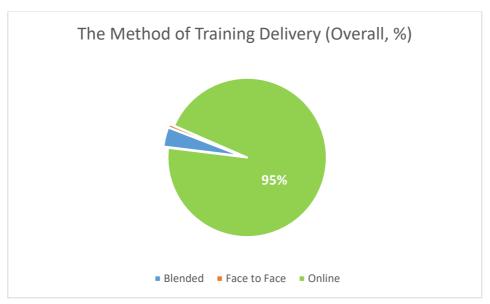
Figure 9 Method of training delivery (Overall)

Each training organization used different tools and online platforms like Go to meeting, Webex, Zoom, MS Teams, etc. The courses included virtual classes, team project work, home assignments, etc. The survey evaluated different aspects of the training delivery and the overall evaluation can be viewed in Figure 10 Evaluation of training delivery, where participants expressed high evaluation towards trainers' involvement, online delivery, and the methods and approaches used during the training program.

Evaluation of Training Delivery (Overall)

The Trainer was able to offer me resources, methodologies, materials, which have facilitated my progress in completing the project	4,6
The feedback provided by the Trainer was timely and informative	4,6
A variety of instructional methods were used to reach the course objectives	4,5
The Trainer used an inclusive language	4,6
The Trainer was well prepared and organised for every session	4,7
Do you consider the duration of the training appropriate?	4,5
Where there opportunities to interact with the Trainer /Tutor?	4,6
Where there any opportunities for you to practice the knowledge acquired?	4,5
In the case of Online training, how well suited was the course for online delivery?	4,7

Figure 10 Evaluation of training delivery

To provide motivation and encouragement boosts, regular individual mentorship sessions and group empowerment webinars were organized. During the 2nd phase of training, the new Empowerment seminar methodology was used, meaning there were 9 empowerment seminars organized in parallel with the training program, to develop soft skills, and entrepreneurial skills, boost participant confidence and prepare participants better for the employability stage. More detailed research on the Empowerment seminar impact and evaluation will be done in a separate report – Empowerment seminar report in the piloting countries.   Mentors played a very important role in the trainees' motivational process of learning and maintained close contact with the trainees to keep them engaged.

The course overall was highly evaluated by the participants, and participants were asked to evaluate the impact of the training in their life on a scale of 1-5. Participants evaluated with 4,6 the statements –the training helped to deliver new skills and competencies and the possibility that they would recommend the training to other people. See Figure 11 Personal overview.

Figure 11 Personal overview.

In total, there was a 23,15% drop-out rate. A significantly higher dropout rate was noted in Greece, which could be explained by the timing of the training – it was started in the summer, and a summer gap was planned during the training. But all piloting partners followed up on lessons learned from the first round of training and recruited a higher number of participants to reach the set target.

	Latvia	Greece	Spain	Romania	Lithuania	Malta
Women enrolled in training	66	62	54	55	50	124
Drop-outs	13	22	11	10	9	37
Women that completed the training	53	40	43	45	41	87
Percentage	19,6%	33,8%	20,3%	18,2%	18%	29%

Table 2 Participants of the training program and dropouts

1.4. The mentoring phase

The young women were accompanied throughout the entire program by a mentor who was one of the key actors in the success of the WOMEN4IT project.

The role of the Mentor was:

- To be the point of contact for the women during the lifetime of the pilot, answering queries about the pilot process
- To manage the registration process and the profiling test
- To keep the women motivated during the training phase
- To ensure the young women had all the materials and information necessary throughout the training

The mentors played an active role in the learning process of the participants and were a key element in the successful completion of the training for the young women.

- To manage the training schedule - send reminders of scheduled classes through email phone and WhatsApp chat groups.
- Organize group calls with all the participants of one course to create a bond between the students.
- To liaise with trainers, get progress updates as the women progress, and monitor attendance levels.

- To take remedial action if a woman was not attending classes – contacting relevant partner organizations if necessary.
- To assist in placing the women in companies as interns and introducing them to the company.
- To manage the agreement or commitment of participation of women.
- Organize online team-building calls, various workshops, and graduation ceremonies.

There was a variety of tools used for mentoring sessions mainly online see -Figure 12 Communication tools with the mentor.
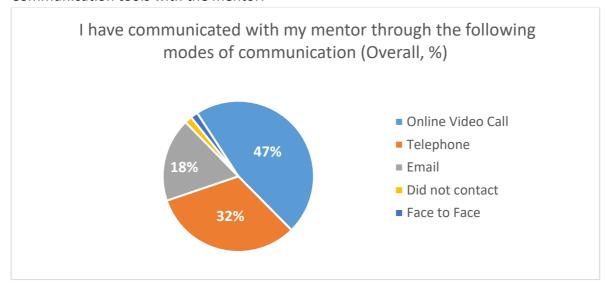

Figure 12 Communication tools with the mentor

In every country, the mentoring process and support were evaluated highly by all the students. All aspects of mentoring were evaluated higher than 4 on a 1 to 5-point scale. Acknowledging the availability of a mentor (4,6) and the support and communication provided by the mentor. See Figure 13 Evaluating of Mentoring.
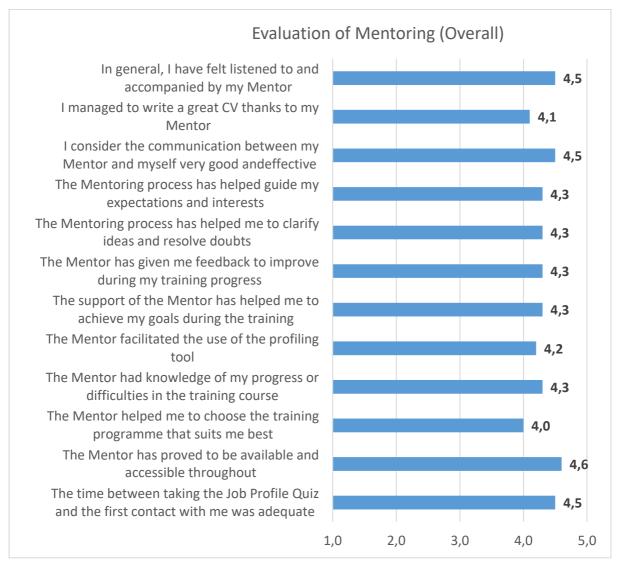
Evaluation of Mentoring (Overall)

Question	Score
In general, I have felt listened to and accompanied by my Mentor	4,5
I managed to write a great CV thanks to my Mentor	4,1
I consider the communication between my Mentor and myself very good andeffective	4,5
The Mentoring process has helped guide my expectations and interests	4,3
The Mentoring process has helped me to clarify ideas and resolve doubts	4,3
The Mentor has given me feedback to improve during my training progress	4,3
The support of the Mentor has helped me to achieve my goals during the training	4,3
The Mentor facilitated the use of the profiling tool	4,2
The Mentor had knowledge of my progress or difficulties in the training course	4,3
The Mentor helped me to choose the training programme that suits me best	4,0
The Mentor has proved to be available and accessible throughout	4,6
The time between taking the Job Profile Quiz and the first contact with me was adequate	4,5

Figure 13 Evaluating of Mentoring

In addition to individual mentoring during the second phase of the WOMEN4IT piloting, Empowerment workshops were implemented. 9 Empowerment workshops were organized for all training participants in parallel to the training. Piloting countries followed a previously developed methodology of the seminars and delivered the seminars in cooperation with industry specialists, mentors, company representatives, and career consultants. The topics covered by the Empowerment seminars were:

- Unit 1: Employability
- Unit 2: Personality: Self-knowledge & Resilience
- Unit 3: Smart Goal setting
- Unit 4: Key skills for the labor market

- Unit 5: Tech job profile analysis
- Unit 6: Job Search Strategy
- Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn
- Unit 8: Preparing for an Interview
- Unit 9: Transition to the world of work

Empowerment seminars helped to prepare the participants for employability, self-awareness, and development and also raised discussions. All of the seminars were overall highly evaluated by participants, especially the aspects of career opportunities and generally the opportunities and challenges of today's world's labor market. See Figure 14 Evaluation of the empowerment workshops.

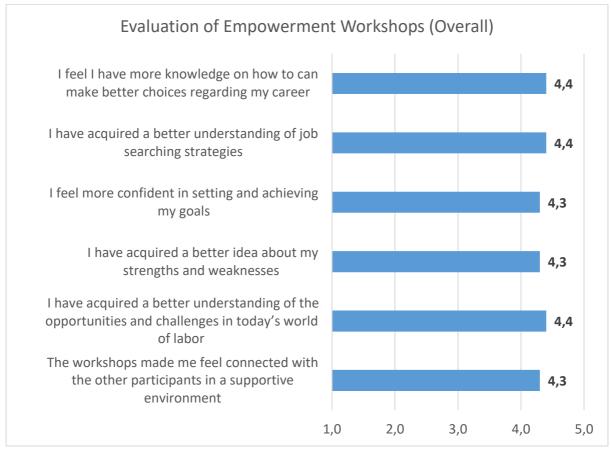*Figure 14 Evaluation of the empowerment workshops*

Through a practical and participant-oriented approach, young women were able to better prepare for entering the job market a career change. The approach and in-depth analysis will be in detail described in the Empowerment seminar report. The training report will analyze the whole mentoring impact on the training program and participants' evaluation.

1.5.   Employment support activities

The first phase of project implementation provided a well-established cooperation network During the 2nd phase of WOMEN4IT training, in addition to the previous initiatives closer relations were established with the potential employers through the Job shadowing session initiative. More than 20 different companies participated in the Job shadowing session in the piloting countries. This gave the participants the possibility to "step in the shoes" of their future profession and talk to experienced professionals already working in the field.

Companies still had the opportunity to promote their job/internship possibilities for the WOMEN4IT graduates.

Piloting partners continued the cooperation with the State Employment agencies, not only in the form of promoting employability options, but also State employment specialists were involved in activities carried out by the piloting partners – mentoring Empowerment workshops and recruitment. Based on the methodology Employability analysis is done approximately 3 months after the finalization of the training program, and the process of data collection is still ongoing.

The evaluation of the Job shadowing sessions will be done in the report – Job shadowing session evaluation.

1.6.   Data collection

Each of the partners collected data and used them to create a report.
Data were collected by using both qualitative and quantitative measures:

- Individual interviews
- After training survey
- Employability survey up to 3 months after graduation
- Individual interviews and calls during the training and after training
- Focus groups with the trainers
- Focus groups or interviews with mentors
- Country reports
- Indicator monitoring report

The reports from each country have been organized and listed below.
It includes information about:

- the job profiles are chosen,
- the training roadmaps completed,
- the selection process of the training organization,

- the entire training and mentoring process,
- the employment support measures,
- Certificate awarded and graduation ceremonies.

2. LATVIA training activities

2.1. Job Profiles Chosen and Implemented

Training in Latvia was organized during the period April 2022 – June 2022. Initially, 66 students were enrolled in the training and roadmaps created, and 53 of the students graduated in 3 of the job profiles. Initially, Latvia chose to pilot 6 job profiles, and 5 of the profiles were piloted in the 1st phase of training, during the 2nd phase three job profiles were piloted. The most popular profile was the Tester profile – 2 groups were organized. All profiles were chosen based on local and national job market needs and tendencies.

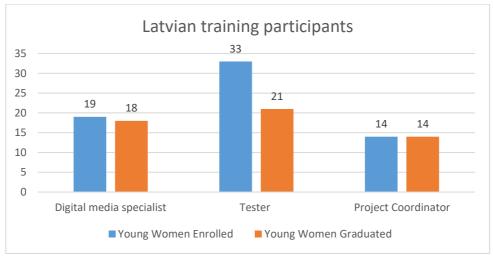| Training Course	Training Dates (2022)	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% of graduates
Digital media specialist	04.04.– 13.06.	19	18	1	94%
Tester Group 1	04.04.– 02.06.	16	8	8	50%
Tester Group 2	05.04. – 30.06.	17	13	4	76%
Project Coordinator	05.04. - 30.06.	14	14	0	100%
Total	**Total**	**66**	**53**	**22**	**80%**

Table 3 Latvian training participants

Figure 15 Latvian training participants per profile

2.2. The Training Roadmaps

In Latvia training roadmaps were created for all participants enrolled in the training at the beginning of the training, Tutor provided evaluation tests in the beginning to evaluate participant knowledge and pre-training skills. Based on the outcomes of the evaluation test training program and roadmaps were adapted to fit the needs of the participants. In Total 66 participants were enrolled in the training and for all those participants an individualized personal training roadmap was created.

LIKTA has conducted the training pilot in Latvia and 66 roadmaps have been created out of which 53 individual personalized training roadmaps in 3 different job profiles were completed. Overall, LIKTA has achieved the target of 40 individualized personal roadmaps created.

2.3. The Training Organisation

The training organization was selected through the official procurement procedure in Latvia. Out of 3 offers the most suitable was selected to deliver the training – "Baltijas Datoru Akadēmija". The selection of the training provider was done in March 2022, and the training started at the beginning of April. The first and the last meeting with all the participants were held face-to-face, but the training process was held online.

Training organization providing the WOMEN4IT training - Baltijas Datoru Akademija (BDA) in English stands for Baltic Computer Academy. BDA is the biggest computer training center in Baltic countries. The BDAs team has been in the IT training and certification business since 1994. In recognition of demonstrated expertise and commitment to providing outstanding training solutions, several vendors have granted BDA the status of certified training partner. BDA offers training courses not only for IT professionals but also for computer users, including developing customized training programs and materials.

All the recruitment and marketing activities were organized by LIKTA. LIKTA promoted the course, selected young women, and formed groups. A workshop was organized for all tutors to explain individual roadmap creation and support activities provided to participants. The first introductory meeting/ group mentoring session was held together with a mentor from LIKTA and tutors of the respective training group from BDA, afterward individual roadmaps were created, and the tutor followed the roadmaps and regularly updated them. Tutors were in touch with the mentors to ensure progress and avoid the absence of young women participating. Roadmaps were updated after every training session (2 to 5 times per week depending on the schedule).

Based on the participant surveys – participants were satisfied with the quality of the training, the level of professionalism of tutors, and the organization of the training itself. To ensure effective communication via online training BDA used its e-school – for communication with participants, task submission, and uploading the recordings of the training sessions, etc.

A lot of young women were glad that the training was manageable during their maternity leave and if the training were held face to face they would not be able to participate. Also, a lot of participants from rural territories noted the benefit of online training - the ability to participate from their homes.

2.4.   The Recruiting Phase

The recruitment phase started approximately 1 month before the training. In Latvia there were 3 main recruitment methods used:

- Marketing activities to the general population (Press releases, social media posts)
- Cooperation with State Employment Agency
- Cooperation with NGOs

Marketing activities to the general population

A press release was created and published on the largest Latvian media pages and in the printed press. Social media posts were created and published in LIKTA and stakeholder accounts. All job profiles were promoted in addition to general training dissemination

Cooperation with State Employment Agency

A memorandum was signed between LIKTA and SEA, during the 1st phase of training and continued during the 2nd phase. All consultants were involved in the recruitment offering their clients the possibility to apply for training.

Cooperation with NGOs

An important recruitment channel was also the partnering NGOs and their stakeholders, respective NGOs shared information about WOMEN4IT training opportunities in their channels. Organizations like Riga TechYoung women and Liepaja TechYoung women were also involved in further steps of the project leading empowerment and knowledge-sharing workshops.

2.5. The Training Phase

66 young women started the training and 53 young women finished the training. Each course was organized in approximately a 2-3 month period consisting of training with tutors, practical tasks, workshops, individual projects, and assessment.

To provide motivation and encouragement boosts regular individual mentorship sessions and group empowerment webinars were organized. Weekly empowerment webinars include topics, like- How to prepare for a job interview, how to prepare a CV, motivational speakers, industry leaders, and company representatives. Inspirational women working in the ICT sector were invited to share their experiences with training participants. Practical workshops were organized during the training on topics of CV building and job search.

Job shadowing sessions were organized in the second part of the training in May 2022. A separate session was created for each job profile – Digital media specialist, Project Coordinator, and Tester. Previously established cooperation and relationships with the companies from the industry allowed us to successfully organize the sessions and ensured active company participation.

A suggestion from the trainer's focus group was made to include also time management soft skills training in the empowerment workshop topics, as it was noted that a lack of understanding of priorities and an inability to manage time, was the reason for several dropout cases. But in general, participants were highly motivated and engaged, actively involved in discussions, and asked questions during the lesions and after.

It was noted by the trainers, that practical tasks, case studies, and group activities worked well with the target group. Solo homework did not work so well.

2.6. Mentoring activities

To ensure a user-centric mentoring approach in Latvia – LIKTA involved a professional mentor who organized the mentoring, support, and empowerment activities. According to the Empowerment seminar methodology, 9 seminars were organized involving HR specialists, industry representatives, and carrier development specialists. Weekly meetings were held online with the recording available for those who were not able to participate. A follow-up after each session was sent out and the mentor was available for individual discussions.

A Facebook group was used to communicate with the participants more efficiently and schedule all the activities parallel to the training. Within the Facebook group, a community was formed where participants could help out each other, and share useful insights and materials.

The mentor described the experience very positively, it was a satisfying job being able to help participants which their development and growth. Mentees were engaged, sometimes a bit shy and silent when it comes down to group discussions, but when it was one-to-one discussion & conversation they were involved. Of course, it varied from person to person but overall the engagement was high. Mentees needed support, and understanding, they wanted to share their stories. And of course, they wanted to gain more skills. Being surrounded by women in a similar situation they felt supported and empowered. During the interview, the mentor pointed out the lack of confidence of participants and was satisfied with the structure, schedule, and routine of the empowerment sessions, which gave clear guidance.

2.7. Certificates and Graduation Ceremony

After graduation, all successful graduates were awarded a certificate enclosed with the full training roadmap completed. Figure 16 Example of certificate Latvia shows an example of the certificate handed out to all graduates, in addition to the certificate a description and the roadmap have also been given to the participants.

Figure 16 Example of certificate Latvia

2.8. Employment related training activities

In support of the employability of the WOMEN4IT training approach, several tools combined were implemented to better ensure beneficiary employability. The first focus was on the encouragement and empowerment of young women beneficiaries through mentoring, empowerment webinars, and networking platform

establishment. And the second focus was the establishment of cooperation with employers – involvement in the pre-training stage, involvement during the training, and company representative involvement in all stages of training, also, in mentoring, webinars, and introductory meetings showcasing companies as potential employers.

Stakeholder engagement for employability

In Latvia several approaches were used:

Direct contact with the employers – using a personal contact and individual approach LIKTA contacted industry leaders of the job profiles in question.

Cooperation with the State Employment agency – SEA provided Latvian partners with information on organizations with open vacancies in the area of our training profiles. With this information, they were able to contact the companies directly.

Continuing work on previously established cooperation – companies were satisfied with the first part of the WOMEN4IT outcomes and were willing to participate in the 2nd phase again.

Webinars for stakeholders/networking events – the project was presented in several workshops and networking events as well as to the board members of the association.

3. GREECE training activities

3.1. Job Profiles Chosen and Implemented

Having the experience of the first phase of the implementation CHRETIDEV selected 2 digital job profiles: Digital Media Specialist and Project Coordinator because, after discussion with employers and stakeholders of their network and WOMEN4IT graduates these were considered as the profiles with the best employment opportunities in Greece.

Training Course	Training Dates	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% of graduates
Project Coordinator	17.05.2022 – 24.09.2022	25	17	8	68%
Digital Media Specialist	20.05.2022 – 19.09.2022	37	23	14	62%
Total	**Total**	**62**	**40**	**22**	**64%**

Table 4 Training participants in Greece

As shown in the Table 4 Training participants in Greece, the training in Greece was organized during the period from May 2022 – September 2022. Initially, 62 trainees were enrolled in the training, but only 40 graduated because some found the training difficult, and some dropped out due to the summer break in between the training.
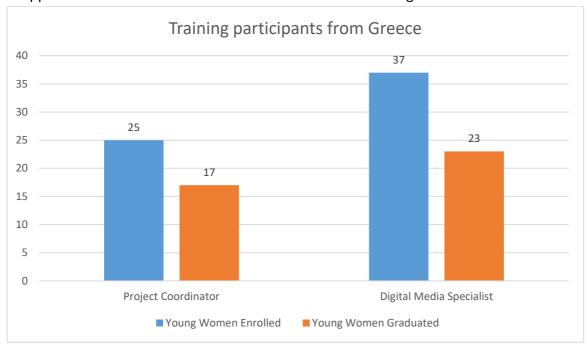

Figure 17 Training participants from Greece per profile

3.2. The Training Roadmaps

Overall, 45 roadmaps were developed in 2 digital job profiles: 25 for the Digital Media Specialist and 20 for the Project Coordinator job profile. 40 training roadmaps were completed.

CRETHIDEV has reached the target of 40 individualized personal roadmaps created.

3.3. The Training Organisation

The training organization was selected following the procurement rules and process as presented in the Project Agreement.

A request for tender for the provision of the training services was launched in March in which the technical, professional, financial, quality, and legal requirements were specified. The invitation to tender included clear and precise exclusion, selection, and award criteria. Tender offers were received from three organizations, and they were reviewed by a 3-member committee of CRETHIDEV based on pre-selected and weighted criteria such as the proposed

methodology and approach to training, the professional competence and experience of the organization, cost, and value for money. Based on the score achieved, the contract was awarded to "EUROTRAINING", the organization which run the training of the previous phase of the implementation, was familiar with the WOMEN4IT approach, and which had received very favorable comments from Greek graduates.

3.4. The Recruiting Phase

To invite young women to the training, CHRETIDEV launched a social media campaign that reached more than 50000 views and emphasized the methodology and the achievements of the previous WOMEN4IT training. The Young women were invited to visit the WOMEN4IT platform, take the tests and specify their intention to participate. To those Young women who expressed their interest to participate, a welcoming letter was sent, and they were asked to fill out a questionnaire indicating their reasons for participation and providing more information on their current education and work status to facilitate the final selection. Then, the mentors communicated with the candidates to explain the WOMEN4IT methodology and training requirements, clarify certain points, and answer questions. Finally, after a discussion between CRETHIDEV staff and the mentors, 62 trainees were selected. It was noted that the 2nd phase recruitment process, was more effective as the CHRETIDEV managed to reduce the dropout rate even though the training period was more extended, and it included a summer break.

3.5. The Training Phase

In total, 62 young women started the training and 40 young women graduated. The training in both digital job profiles was online using the go-to-meeting platform. Two groups were formed, the Project Coordinator and Digital Media Specialist, and the training took place from May to September with a 6-week break from mid-June to the end of August. Each training session lasted for 4 hours and there were, usually, 3 sessions per week.

Based on the feedback from the trainer focus groups a suggestion for further training was made to more specifically talk through the course content before the training, as some of the participants had expectations, that the training will be easier and would require less involvement. So as they were accustomed to lecture-type learning, and then they realized that the training included a lot of exercises and some of them in a group context. So, at the beginning of the training, they were somehow reserved until they got familiarized with the

teaching method and content. They acknowledge the possibility to organize the training online, therefore, the possibility of reaching women in rural territories needs the recording when the training is held online. Trainers also noted that a lot of employability questions were also covered during the training.

A training method mostly appreciated was the use of case studies and real-life examples, especially from Greek companies that were known to the trainees. As well as the importance of the mentoring aspect was noted.

3.6.   Mentoring activities

In Greece, there were 4 mentors to support the young women, and each had about 15 mentees. The aim of the mentoring was to empower mentees and encourage them to pursue a career in a male-dominated sector such as the tech sector centering on personal development and the acquisition of relevant soft skills, boosting self-confidence and fostering resilience. Mentoring took place online in individual or group sessions. Group sessions had the advantage of facilitating interaction between the mentees, creating a sense of belonging to a team which we hope will continue after the completion of the project as it has been seen happening with the previous trainees. In addition, W4IT graduates acted as peer mentors to this year's mentees, and, according to their reports, it was perceived as mutually advantageous.

The mentoring activities also included the organization of 9 empowerment seminars on specific topics which focused on the main stages of employability (from discovery to delivery through the employee lifecycle) as well as the challenges that a young woman faces while searching for a job in the tech sector. In the seminars, successful women were invited to participate and inspire seminar attendees by acting as role models.
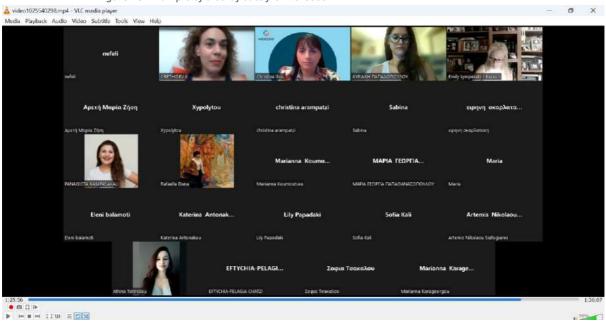
3.7.   Certificates and Graduation Ceremony

After the end of each training phase, an online graduation ceremony was organized in which graduates were awarded a certificate, (see the figure below).
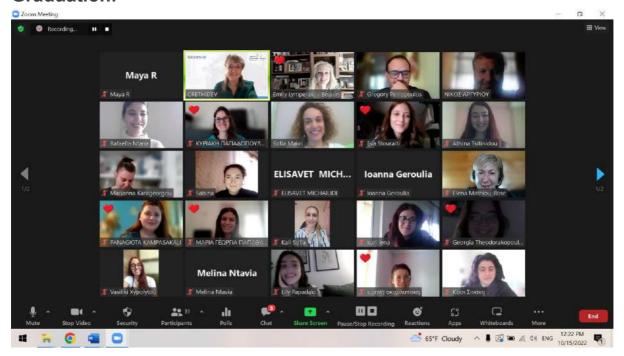
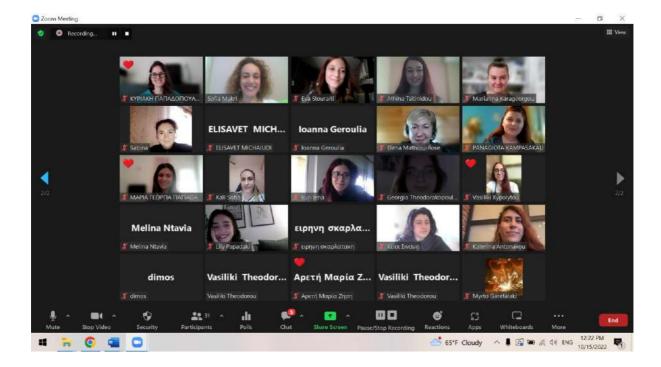*Figure 18: Example of a certificate from Greece*

Job Shadowing Sessions:

Graduation:

3.8. Employment-related training activities

Employment support activities included:

- the enhancement of young women's digital skills through the training offered to prepare them for junior-level positions in the ICT sector,

- networking with employers and stakeholders to promote the W4IT initiative and inform them about the pool of candidates,

- the invitation of businesswomen to the empowerment seminars to share their experience, provide insight and inform them on career planning

- the job shadowing sessions which helped trainees explore a field of work that interest them and build occupational knowledge.

4. ROMANIA training activities

4.1 Job Profiles Chosen and Implemented

EOS has piloted 2 digital jobs profiles during the period June 2022 – October 2022: Software Tester and Junior Web Developer. It was decided to pilot the tester profile, because after the ending of the first phase of WOMEN4IT, in 2021, EOS received a lot of requests for the Tester

profile. And further on, the decision was made on the second profile, the junior web developer one, because after discussions with employers there was a request in the job market for the profile as well. As the most popular job profile was the Tester, two groups were organized for the respective profile.

Training Course	Training Dates (2022)	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% of graduates
Tester group 1	07.06.2022 - 08.09.2022	19	16	3	84%
Tester group 2	16.06.2022 – 11.10.2022	20	18	2	90%
Junior Web Developer	14.06.2022 – 27.10.2022	16	11	5	68%
Total	**Total**	**55**	**45**	**22**	**81%**

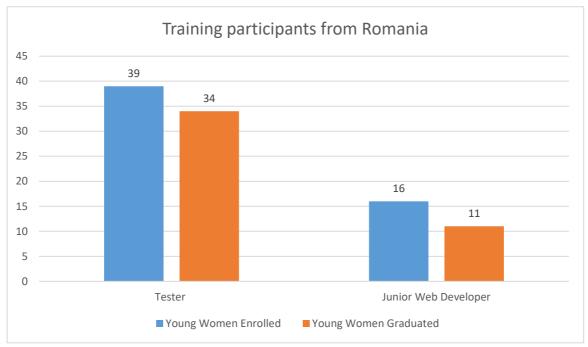*Table 5 Training participants from Romania*

Figure 19 Training participants from Romania

4.2   The training roadmaps

EOS developed roadmaps for each course, with the content and the tests participants had to pass to get the badges on the platform. A total of 45 personalized individual roadmaps were developed for the 2 digital job profiles: 34 for Tester and 11 for Junior Web Developer. EOS has reached the set target of 100 personalized roadmaps created.

4.3 The training organization

For EOS it was important to have the same good delivery and communication as last year which is why EOS aimed at finding someone as good as the previous training agency which was subcontracted last year. Hence, EOS organized a public tender process and sent the Terms of Reference to various agencies and received back offers from three, out of which one was the same agency that won the tender last year. The criteria for selection of the training provider were based on the training's organization experience, the CV of the trainers, methodology, orientation to the job market, and price offer. The winner was IT School, with whom EOS worked in the previous phase of the project, which has 8 years experience of building together with the trainers a learning environment throughout the Entire Western Region of Romania, plus in business centers such as Timisoara, Oradea, Arad, Brasov, and Iasi.

4.4 The recruiting phase

For the Recruitment phase, EOS gave full trust to the Training agency together with representatives from EOS, the same as in the previous phase of the piloting. IT School being such an experienced agency, training over 5000 trainees into digital job profiles,(many of them already working in the tech field) having such great contact with Employers as well, EOS trusted them to manage the hiring process which was as follows:

- Promotion on every social media channel possible, websites, paid ads, etc.
- The candidates would do the basic digital skills competencies test on the platform
- Then take and pass tests on the platform,
- and then have access to enroll in the training,
- They were contacted separately with a form link by EOS, to go through their criteria data once more, and confirm to us their age, location, etc., to see if they were eligible for NEETs.
- Then, a series of interviews followed, where we tested a bit their tech skills, soft skills, and availability for such a long training.
- Then they were accepted into the course.
- This worked best last year as well as this year because EOS managed to reduce the dropout rate.

4.5 The training phase

The Romanian training was online. The candidates were split into 3 groups led by 3 trainers. 2 groups for tester profile and 1 group for web development. Each group was no larger than 20 trainees. Courses were online, from June to October. In general, the courses lasted for 2

months. Intensive 160 hours. And we had a very low dropout rate (3 in Tester group 1, 2 in Tester group 2, and 5 in the Web Dev group). The web development group lasted a bit longer, throughout October, because they started later, in the second half of June and the training was a bit harder, being a bit more technical than the Tester profile. This prolonged a bit the delivery of the tasks, but in the end, they sorted out well.

Trainers noted in the focus group that it is important to provide the trainees just with the materials and tasks but to support them during the practical tasks. A suggestion was made that training should mix theoretical and practical parts, but mostly focus on practical skills development.

4.6　Mentoring activities

Mentoring was probably the key activity in the training, besides the training itself. The trainees had access to free individual and group sessions for mentoring. This means that whenever they had questions or doubts about anything related to soft skills, they would reach out to the mentor via phone, email, organized online calls, email, etc., and get the answers they needed.

As well as the Empowerment seminars. All 9 of them were extremely important for the overall development of the trainees to get them ready for applying for jobs, winning those interviews, and getting those jobs.

The job shadowing sessions can be included as part of the overall mentorship because they had pretty much the same scope and results: to raise self-esteem, give examples of success, and help the trainees envision themselves in the job they are studying for.
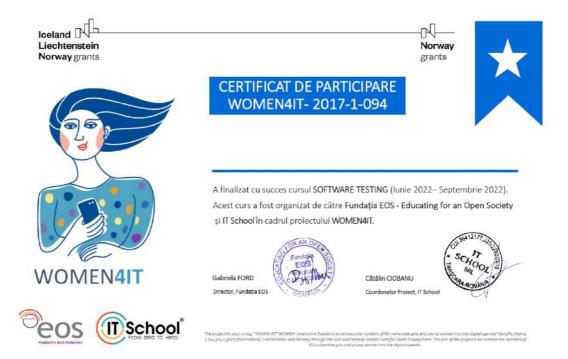
The mentor during the interview emphasized that the training program was an experience with great added value for the party, especially regarding how to self-evaluate and prepare for a job application. Also that the participant's main need was for guidance in preparing for an application, but in the background, the problem was self-evaluation and self-esteem. Participants fear that a lot of companies are looking for a higher technical skill than the ones they have.

4.7　Certificates and graduation ceremony

All WOMEN4IT participants received a Certificate issued by Fundatia EOS Romania and IT School, (see below template no.1).
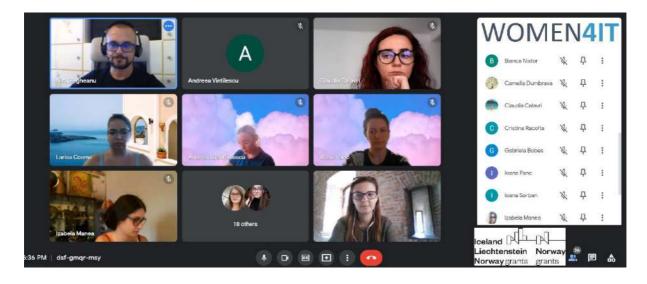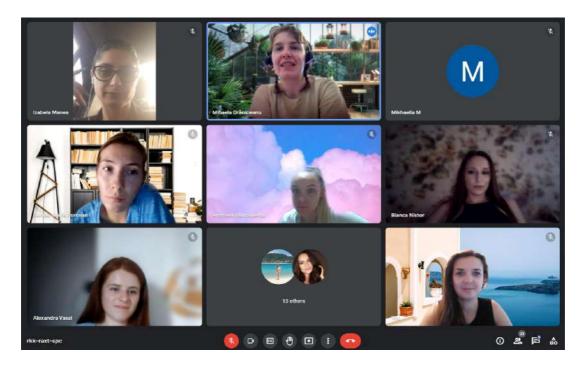
Template no.1

Empowerment Seminars:

Job Shadowing Sessions:

Graduation:

4.8   Employment-related training activities

For the Employment support activities, it can be noted that the employer representatives participated and facilitated the Job Shadowing sessions, were in total 40 participants from 45 graduates were participating. They had a good insight into what it's like to be inside a big company that works in the field they are studying, ask questions about the tools used, the way of communication between the teams, and departments, and find out what it is like to spend one day in the shoes of a Tester of Web Developer at the work site, but in modern times, in remote mode. Presentations from the experienced facilitators were interactive and they had open discussions, talking about salaries, benefits, tasks, learning opportunities, etc.

Besides this, the 9 Empowerment Seminars organized for the trainees, also brought added value to the trainees, by helping them be more aware of the understanding of employability, improvement processes, identification of strengths and skills, and enhancing them at an interview or in the job search process. The employment support offered to the trainees helped them search for information and use it to their advantage, analyze job offers, and finally, helped them learn how to promote themselves and put themselves out there for recruiters or employers to find them.

5. SPAIN training activities

5.1   Job Profiles Chosen and Implemented

Plan International chose 4 job profiles, Data Analyst, Project Coordinator, Junior Web Developer, and Digital Media Specialist. They were selected after research and based on the demands of the sector in Spain. In 2019, and based on the general report that had been developed in the framework of the project, we made a Study on "Young women's needs in the digital field for access to employment in the Spanish context", that aims to address the ultimate goal of determining the national digital employment needs and the adequacy of young women's skills and competences to meet these needs. Although the study revealed that beyond the strictly technological sectors, the future labor market will also demand constantly updated digital skills in practically all

sectors and jobs, it also revealed that the most in-demand skills are those related to programming languages, data analysis, and IT security.

| Training Course	Training Dates	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% graduates
Data Analyst	10/05/2022 - 13/07/2022	15	10	5	67%
Project Coordinator Ed.1	10/05/2022 – 13/07/2022	9	7	2	77%
Project Coordinator Ed. 2	02/08/2022 – 30/09/2022	13	10	3	76%
Junior Web Developer	03/05/2022 – 13/07/2022	11	10	1	91%
Digital Media Specialist	03/05/2022 – 13/07/2022	6	6	0	100%
Total	Total	54	43	11	80%

Table 6 Training participants from Spain
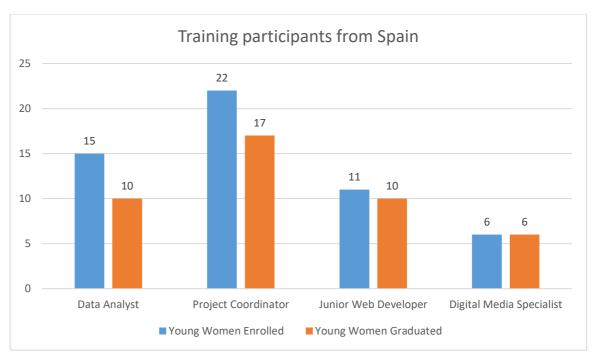
Figure 20 Training participants from Spain per profile

5.2   The Training Roadmaps

Each course had its roadmap developed, with the content and all the tests participants had to pass to get the badges needed to get the certificate. PLAN has developed a total of 52 roadmaps in 4 digital profiles. They were created according to the content of each course:

Roadmaps Created	
Data Analyst	**15**
Project Coordinator	**18**
Junior Web Developer	**11**
Digital Media Specialist	**8**
TOTAL	**52**

Table 7 Roadmaps created - Spain

Although 52 roadmaps were created, 43 of them were finalized. PLAN has reached the target of 40 individual personalized roadmap creations.

5.3   The Training Organisation

Plan International organized a public tender process. Terms of Reference document was published in The Spanish Coordinator of Development Organizations and also sent to several agencies. The criteria for selection of the supplier were based on the training organization's experience, methodology and orientation to the job market, and price offer. The winner tender was Santillana Formación (commercial brand Bejob), a leading company in Spain and Latin America in the creation of educational content with more than 30 years of experience. The catalog of courses they offer covers the most demanded disciplines within the ICT sector.

5.4   The Recruiting Phase

For the dissemination and to attract young women to the project PLAN worked in collaboration with their partner Bejob. Both of them carried out a social media campaign; a press release was launched (web and media); emails were sent to Bejob's and Plan's database, a press release was sent to 179 City Councils of the Community of Madrid and Ministries of Equality, Education, Employment and Youth, and a press release was sent to 55 women's associations in Madrid. In addition, the program was disseminated with publications on the project and Plan International websites, and its different social networks, Twitter, Facebook, and LinkedIn. Most of the participants reported that they found out about the project through social media.

PLAN also has created a network with different institutions such as the Council of Madrid (Employment Agency), the Ministry of Education, and the State Secretariat for Digitalization and Artificial Intelligence. They have had several meetings with all of them and we have participated in several activities presenting the Project. PLAN has been also included in the advice group for the Digital National Program

5.5   The Training Phase

Plan International organized 4 job profile training, all delivered on an online basis, from May to July. In August we organized one more course in the Project Coordinator profile as the drop-out of participants was quite high. In general, the courses lasted two months. All courses started with two online Coaching Sessions. We had a 20% of drop-out, mostly in the Data Analyst course. The main reasons for drop-out were, as participants reported because they found a job, started another training course, or just abandoned the course and didn't give any reason.

Trainers demonstrated a wide experience in the field they taught, with a very good understanding of the field and the applicability of the contents. The course's method of delivery was 70% in a virtual area, with the teacher, and 30% online. For the follow-up of participants, different channels have been used, email, phone, and WhatsApp. Also, through the platform used for the delivery of the courses. During the delivery of the courses, we introduced some flexibility regarding attendance, as some participants couldn't attend some classes, due to family commitments or starting a job. However, they had to comply with the minimum requirements for the evaluation, and delivery of assignments and activities. They could also follow the classes as they were all recorded. The fact that classes were live but also recorded encouraged participants to connect on time and participate by interacting with the trainers and with the other students but it also allowed participants to watch the classes on their own if they couldn't join or re-watch it in case they had doubts and that is something they did a lot.

During the focus group trainers noted that the participants were highly motivated, and although their initial level wasn't the same, they collaborated to finish each task. Giving them the option to create their projects on the topics of their interest was something that helped with motivation.

5.6   Mentoring activities

Mentoring has been crucial for accompanying the participants in the whole process. Participants have been the protagonist of the whole process and the mentor guided them in what they felt they needed more support. The role of the mentor has been crucial in accompanying them, not only in terms of training but also in terms of availability, as a mentor has been available on demand for personalized advice. Different individual tutorials have been held at the request of the participants. They have been contacted periodically to detect possible problems that could affect the completion of the course and to motivate them to continue. At this point, most important thing is to get a close connection from the very beginning between the mentor and the mentee to avoid drop-outs. Tools used for mentoring activities have been zoom, WhatsApp, and phone calls.

PLAN has also organized 9 workshops seminars and 9 job shadowing sessions with the participation of 7 professionals from 4 companies, in addition, PLAN organized Social Mentoring sessions.

The mentors noted that the overall experience was very rewarding as they see the learning progress in the young woman's journey. With the empowerment workshops, they covered topics that are very much needed to find a job but there are not offered in schools or universities, and when these young women have to look for a job they don't know where to start. The common interest of all the participants was how to build the right resume and defend it on interviews and social networks such as Linkedin. To design the best CV for each case, it was necessary to work on oneself and identify personality traits. Mentors noted that participants sometimes lacked the courage of changing career paths and understand that it is possible.
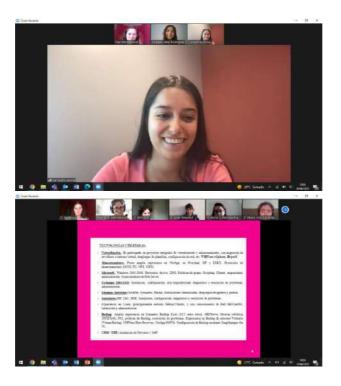
5.7   Certificates and Graduation Ceremony

Training sessions:

Graduation ceremony:

5.8   Employment-related training activities

PLAN runs 9 Empowerment seminars on topics relating to employability. They started with a comprehensive understanding of employability and how to improve it. Together they worked on identifying the strengths, opportunities, weaknesses, and threats of each in their pursuit of employment, also work has been done on the creation of smart goals, analyses of the most demanding profiles in the sector, and competencies that need to be developed, the importance of being active in social networks, how to search for information, how to analyze job offers, how to create a strong curriculum, tools for improving the presentation, social networks to disseminate it, how to move it online and offline and how to adapt it to each job offers. Finally, during the seminars, the focus was also on job interviews, types and tips for each type of interview, techniques for controlling nerves and gaining self-confidence, sample questions, etc.

Also, 9 job shadowing seminars were organized with the participation of 7 professionals from the IT sector, consisting of a virtual visit to the professional's work

environment to familiarise participants with specific projects in the field of technology. Getting to know in depth the routine, details, and objectives of the different jobs. And, in addition, PLAN organized Social Mentoring sessions. This is a kind of Job Shadowing but in an extended format, with between 3 and 6 online sessions of 1 hour in One2One format. In these sessions, both the Mentor and the Mentee decide on the number of sessions and also decide on the content and go deeper into what the mentee considers that she needs more support to focus on her professional career. In total, we celebrated 19 Social Mentoring Processes, and 100 sessions, with 19 professional participants from two companies, Accenture and Sacyr. 19 graduated young women benefited from these sessions.

Technical training accompanied by soft skills development, created a set of competencies, hard and soft, that go hand in hand so much that they influence the job search and the selection processes.

All these approaches have worked very well, as they complement each other and add value to the whole training process of the participants, achieving a more integrated employment-oriented training.

6. LITHUANIA training activities

6.1   Job Profiles Chosen and Implemented

After the market research and analysis of employer surveys, BETI chose 4 job profiles to pilot: project manager, data analytics, customer service representative, and graphic designer. All four courses started in June 2022 and ended in July 2022. In total, 41 young women finished the training program.

| Training Course	Training Dates	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% graduates
Data Analyst	08.06.2022 -08.07.2022	16	15	1	93%
Customer Success Specialist	13.06.2022 -12.07.2022	13	8	5	53%
Project Manager	09.06.2022 -11.09.2022	13	11	2	84%
Junior Website Developer	08.06.2022-08.07.2022	8	7	1	86%
Total	Total	50	41	11	82%

Table 8 Training participants from Lithuania
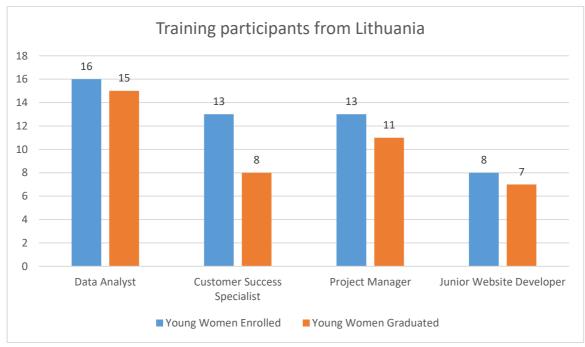
Figure 21 Training participants from Lithuania per profile

6.2   The Training Roadmaps

In Lithuania, 50 roadmaps were developed:

Data Analyst – 16 roadmaps (15 finished)

Customer Success Specialist – 13 roadmaps (8 finished)

Project Manager – 13 roadmaps (11 finished)

Junior Website Developer – 8 roadmaps (7 finished)

6.3   The Training Organisation

The subcontracting procedures for the contract have been conducted following the required procurement procedures by EEA grants. A request for tender for the provision of training services as part of the WOMEN4IT Project was launched in which the technical, professional, financial, and legal requirements were specified.

All offers were reviewed by a 3-member committee of BETI based on pre-selected and weighted criteria such as the proposed methodology and approach to training, professional competence and experience, cost, and value for money. Based on the score achieved, the contracts were awarded to "UAB MOKYMŲ ORGANIZAVIMO GRUPĖ"(Customer service specialist), "MB MOG LT"(Data Analyst), "VšĮ ITMC"(Junior WEB Developer), "VšĮ Europinių inovacijų centras"(Project Coordinator).

"UAB MOKYMŲ ORGANIZAVIMO GRUPĖ" and "MB MOG LT" both have more than 10 years of experience while "VšĮ ITMC" and "VšĮ Europinių inovacijų centras" have more than 20 years experience when training face to face, online and in a hybrid way. Also, these organizations have a specific section for teaching ICT field profiles and lecturers working in a specific field who are mostly big ICT companies' employees.

Young women were happy with the training organization and said that training was organized based on the learning plans made, additionally upgrading them along the way. All the young women were happy with the trainers as they were flexible, easy to understand, and provided additional material, tasks, and time if needed.

6.4   The Recruiting Phase

First, targeted social media campaigns were organized on Facebook and LinkedIn. Also, press campaigns on popular Lithuanian online papers were released. What was done more – use of organization network. We've contacted each organization in our network representative and asked them to share the information about the project on their social channels and institutional websites. Also, cooperation with the businesswomen association was helpful as members of the organization are businesswomen from all over Lithuania and some of them are related to ICT companies or own them.

We call success the reached number of different ages and background people – more than 60 000 people were reached and were informed about the project in total.

6.5   The Training Phase

In total, 50 women started the training, training duration was almost two months. 9 dropouts were seen, 5 from customer service representatives, 2 from the project coordinator, and one from a Junior WEB developer and Data analyst. The main dropout

reason - is a lot of young women had plans for the summer and dropped out within the first week, also during the pandemic times more young women had the motivation to study because they had more free time.

Lectures were held online, in the MS Teams platform, all materials were stored in Moodle and the progress was tracked and monitored on the W4IT platform. In addition, all roadmaps were individualized, and additional tasks were given to young women who needed them.

As trainers noted in the focus group - there were two main methods during training that worked the best – group work and practical tasks. During the group work, trainees get to know each other better and had an opportunity to share their knowledge and help each other. The practical tasks were really helpful to put into use the theoretical knowledge they gained during the presentations on the topics. The young women were interested in the tasks that were some sort of simulation of job shadowing. These tasks were presented from real-life situations and trainers asked the girls to solve the problems. Girls also really liked the gamification elements used during the lectures, like knowledge tests created with Kahoot.

Some trainers noted also the differences in the starting knowledge level.

6.6 Mentoring activities

One mentor was assigned to each training group of young women, so the mentor had about 13 mentees. Mentor contacted young women at least once a week via emails, online calls, etc. If there were specific questions, communication was more frequent. Mentees were engaged and asked for advice regarding various questions. There were a lot of young women that liked to discuss their possible career paths and which road they should take and where to concentrate. They wanted to learn more about mentors' life, experience, expertise in various fields, their career paths. As they got the knowledge in their field of interest during the training, the most important need from the mentors was knowledge for getting the first job in a new field.

During the focus group mentors also noted that the biggest fear was taking the first step towards a new profession or a new perspective in the ICT field. There were a lot of girls that were lacking confidence in themselves and their knowledge. The empowerment seminars were an amazing addition to the mentoring process and helped to guide girls in the right direction.

The most challenging thing for the mentors is to give the girls their best knowledge and experience and equip them with more confidence and skills in such a short time.
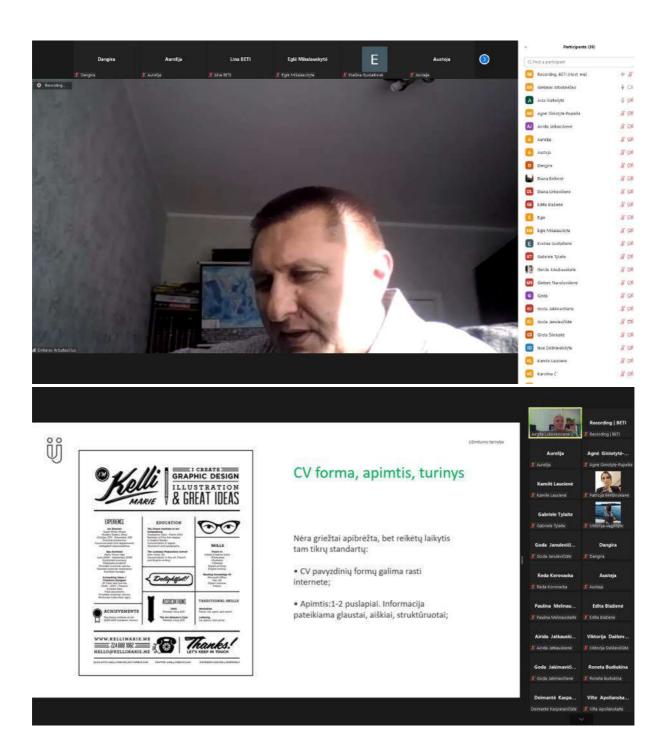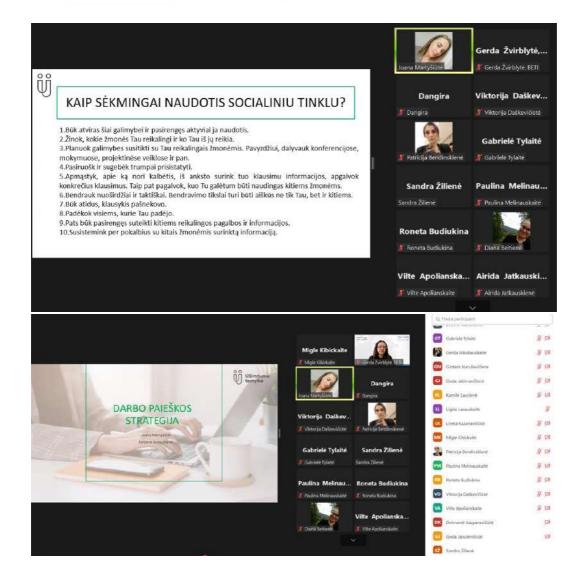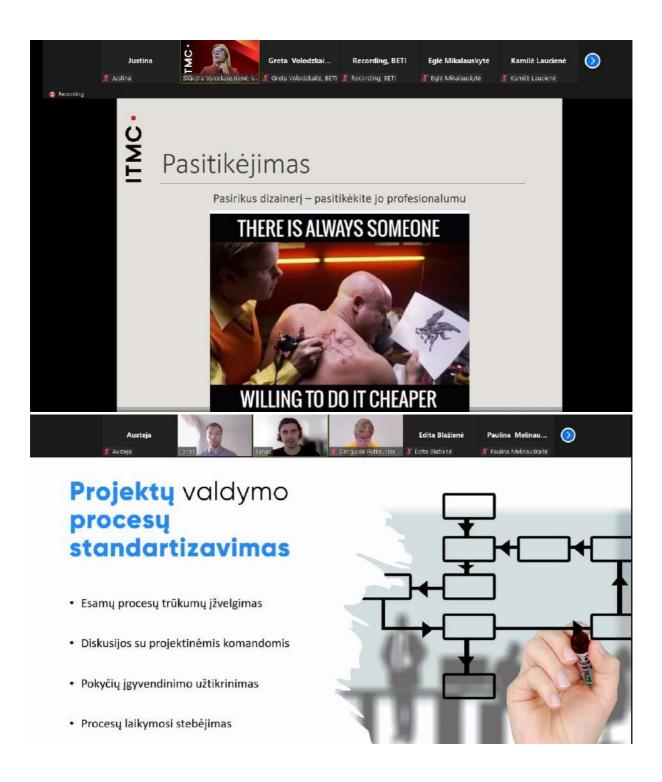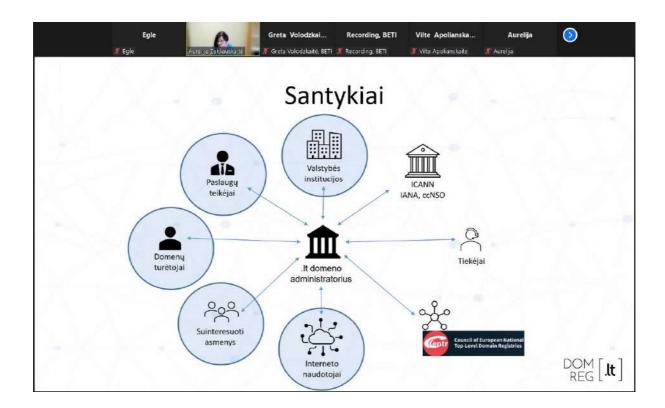
6.7 Certificates and Graduation Ceremony

6.8   Employment-related training activities

The two main employment activities were Empowerment webinars and Job shadowing sessions. Feedbacks from all 9 webinars were positive and young women very positively evaluated the gained knowledge. During 4 job shadowing sessions, each group of young women was presented with three presentations from their field. 15 professionals participated in the Job Shadowing events. Customer service support representative field was presented by Domreg (Aurelija Žakšauskaitė), Hostinger (Gustė Cibulskytė, Ieva Visockytė), LITNET (Dainora Muraškienė), Project coordinator - Baltic Amadeus (Jonas Dainauskas, Benediktas Vilius Pučkus), ECDL (Renata Danielienė), Social Innovation Fund (Audronė Kisielienė), Data analyst - KTU (Irena Patašienė), BSSIT (Nerijus Jankauskas, Asitė Navikienė), Informacinių technologijų departamentas (Inga Želvienė), Junior Web developer - ITMC (Skaidra Vaicekauskienė) , LITNET (Jolanta Totoraitienė), VIPT asociacija (Laura Grinevičiūtė). All these activities were organized online, but it did not stop the specialists from transferring their knowledge to our young women.

7. MALTA training activities

7.1 Job Profiles Chosen and Implemented

Tech.mt opted for the delivery of training in 5 job profiles. The 5 selected job profiles were chosen based on what was found to be the most in-demand across Maltese employers.
All Young women were continuously followed throughout their training to encourage them more proceed with the course until the end, 113 young women started the training, and 87 of the trainees completed the majority of the training program.

Training Course	Training Dates	Young Women Enrolled	Young Women Graduated	Number of drop-outs	% graduates
Customer Support Representative	Nov 2021 – Nov 2022	23	17	6	74%
Junior Web Developer	Nov 2021 – Nov 2022	47	31	16	66%
Project Coordinator	Nov 2021 – Nov 2022	8	6	2	75%
Software Tester	Nov 2021 – Nov 2022	7	7	0	100%
Digital Media Specialist	Nov 2021 – Nov 2022	28	26	2	93%
Total	Total	113	87	26	77%

Table 9 Training participants from Malta

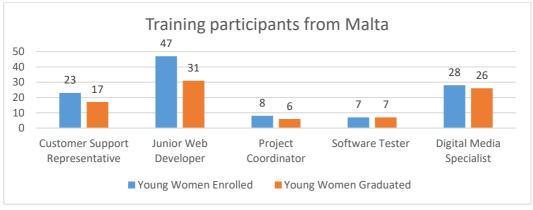The most popular course was the Junior web developer with 31 graduates.

Figure 22 Training participants from Malta per profile

7.2   The Training Roadmaps

Tech.mt completed 87 roadmaps, according to the content of each job profile selected.

- Customer Service Support Representative – 23
- Junior Web Developer – 47
- Project Coordinator – 8
- Software Tester - 7
- Digital Media Specialist - 28

7.3   The Training Organisation

Due to issues while in the tendering phase of the project, Tech.mt proceeded with the issue of a direct order according to the rules and regulations, targeting the cheapest offer received from amongst the tendering bidders, for the appointment of training subcontractors for the job profiles. The appointed training subcontractor was The Computer Training Company Limited, hereinafter referred to as TCTC. TCTC has been in the business of providing educational computer training, for the past 30 years. The courses they offer cover the most demanded disciplines within the ICT sector. Trainers demonstrated a wide experience in the field they taught, with a very good understanding of the field and the applicability of the contents. The delivery of the training was held 100% virtually, however, the students still had the opportunity to communicate with their tutor online, in case they had any difficulties. As for the follow-up of participants, different channels have been used, email, phone, SMS, and WhatsApp. Participants are still to comply with the set requirements for evaluation, delivery of assignments, and examinations, to earn their graduation certificate.

7.4   The Recruiting Phase

Tech.mt developed a dissemination and recruitment plan to engage targeted women in the training, through the engagement of the Malta Chamber of Commerce, eSkills, Enterprise and Industry, and JobsPlus. The Malta Chamber of Commerce, Enterprise, and Industry form part of Tech.mt Foundation and is the independent voice of the private sector in Malta. Its principal mission is to actively represent companies from all economic sectors. JobsPlus is the national employment agency for Malta.

In addition, the program was disseminated with publications on the project and Tech.mt websites, and its different social networks, Twitter, Facebook, and LinkedIn. And they have also collaborated with Dr. Maria Brown when it came to job shadowing sessions. They had the help of TCTC, the organization that provided the training, which also published the program on its website and social networks to attract participants.

7.5 The Training Phase

Due to the covid-19 pandemic, the training was held online with the exams being held physically. The training itself has lasted longer than expected, as since the expression of interest for those who wanted to attend was open however the engagement was low due to two main factors: 1) low unemployment rate locally and 2) low interest in ICT courses from females locally. Furthermore, they had some dropout rates due to students finding full-time employment or due to personal commitments. Trainers during the focus group emphasized the benefits of online training – students valued the opportunity to learn at their own pace. Trainers also noted a possibly lower commitment from students as the training was free of charge.

7.6 The Mentoring Phase

Together with the State Employment Agency, they held an online Webinar. A total of 2 mentors and 1 peer mentor participated in these activities. Overall, all the girls interacted well during the sessions held. Initially, they were slightly held aback, but then, after a couple of icebreaker games, the situation improved for the best. For dissemination, social media pages were used (Facebook, LinkedIn, Instagram). As mentors noted in the focus group - the students participating have found these to be extremely helpful as they rightly addressed their 'fears'. At the end of the sessions, young women had more confidence and trust in themselves. It was not easy, but they seemed to have overcome this issue. Mentors noted that the developed methodology addressed all the relevant aspects for young women.

7.7　Certificates and Graduation Ceremony

7.8   Employment-related training activities

To take employers on board Tech.mt has presented the project to several companies within the IT sector. In general, the employers involved were all highly keen and willing to collaborate with Tech.mt.

Tech.mt has established collaboration with the Malta Chamber of Commerce, Enterprise and Industry, JobsPlus, and private recruiting agencies, to assist them in this area and be able to come up with success stories from the participating Young women. The Malta Chamber of Commerce forms part of Tech.mt Foundation and JobsPlus is the national employment agency for Malta.

They engaged a total of 3 employers in total - JobsPlus, Broadwing, and Ediana Guillaumier for the first round of the empowerment workshops and the job shadowing sessions. The workshop was carried out on a 4-day workshop physically whilst the job shadowing session was held online. Unfortunately, we had a low turnout of attendees to these sessions, therefore we are organizing round 2 of these sessions for December 2022 to reach our target.

8. Indicator monitoring in piloting countries

For this second edition of Women4IT implementation, the monitoring tool and indicators have been revised and updated to help us collect relevant information about the implementation, possible issues identified, areas of success or adjustments if needed, as well as providing management with oversite over the delivery of planned targets.

As a result of this revision, 11 relevant indicators were identified to monitor piloting partners' progress and project implementation based on the set targets.

Overall targets for the second round of WOMEN4IT training

Indicator	Overall Target	TECH.MT
Young women assessed with digital jobs profiling tool		
1. Priority group attention	**200**	**100**
2. Initial reflection on the professional profiles	**500**	**143**
Training roadmaps (learning pathways) developed for young women in each partner country		
3. Itinerary and support plan	**200**	**100**
4. Monitoring the person	**200**	**100**
Yount Women trained by employers co-design curricula		
5. Completed training	**200**	**100**
Pathway to Employment		
6. Nº of Empowerment Workshops celebrated	**45**	**9**
7. Nº of participants attending, at least, 70% of the Empowerment sessions celebrated	**150**	**30**
8. Nº of professionals that participate/speak at the Job Shadowing events celebrated	**25**	**5**
9. Participation of young women in the Job Shadowing events	**200**	**40**
Young women inserted into the job market		
10. Employers use the toolkit	**25**	**10**

11. Occupational insertion	150	72	

Figure 23 Target indicators WOMEN4IT 2nd phase training

The target numbers were equally divided between piloting partners except for Malta, which continued work on the previously set targets as can be seen – in Figure 23 Target indicators WOMEN4IT 2nd phase training. The indicators reflect on all aspects of the WOMEN4IT approach, and the first 5 monitor the training progress. The current indicators reported by the piloting partners can be seen in Table 10 Current indicators monitored by the piloting partners.

Indicator	Overall Target	TECH.MT	Date: November 2022			
					% Achievement	
			TOTAL	TECH.MT	% of Global Target	TECH.MT
Young women assessed with digital jobs profiling tool						
1. Priority group attention	**200**	**100**	**586**	**130**	**293%**	**130%**
2. Initial reflection on the professional profiles	**500**	**143**	**1263**	**130**	**253%**	**91%**
Training roadmaps (learning pathways) developed for young women in each partner country						
3. Itinerary and support plan	**200**	**100**	**274**	**113**	**137%**	**113%**
4. Monitoring the person	**200**	**100**	**269**	**1113**	**135%**	**113%**
Yount Women trained by employers co-design curricula						
5. Completed training	**200**	**100**	**222**	**87**	**111%**	**87%**

Table 10 Current indicators monitored by the piloting partners

Young women assessed with digital jobs profiling tool

This indicator is related to the Engagement of target young women in the project. They let us measure to what extent the digital tool developed meets its main objective of assessing a person's skills and competencies against certain digital job profiles, and if

the project has successes reaching the priority group beneficiaries defined by each partner.

All partners have done an excellent good job for this group of indicators, as all of them have exceeded the targets set. With the initial target of 500 young women partners were able to reach **1393** young women who carried out a self-reflection of their professional profiles into the platform – see Figure 24 Initial reflection on the professional profile**.**
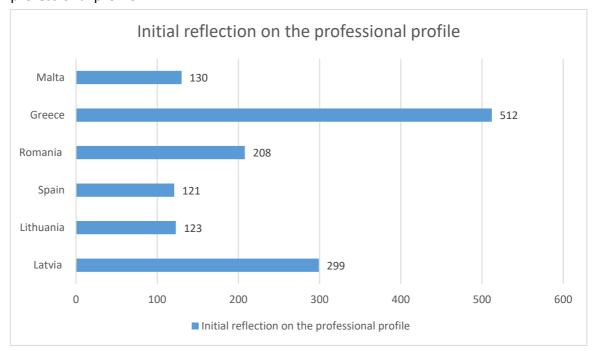

Figure 24 Initial reflection on the professional profile

Training roadmaps developed for young women

The indicator Itinerary and support plan reflect the developed training roadmaps. Training has been completed by all partners and all of them have enrolled more young women than expected, have developed training roadmaps and itineraries for each of the participants, and of them have carried out a follow-up according to the individual needs of students.

A total of **398** roadmaps have been created – The roadmaps have been created for all of the participants who started the training, and the rate of the completed roadmaps taking into account the dropout rate.
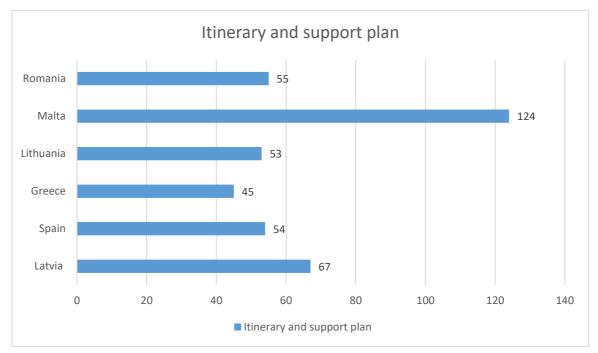
Figure 25 Itinerary and support plans per country

Young Women trained

As defined in the training roadmap template, the women are assessed continuously throughout the training and earn badges for every module completed. They must achieve each module badge to complete the training course, with a minimum attendance rate required of 75%.

The total number of young women enrolled was 398 and of these, 309 have graduated, giving an overall drop-out rate of 23%. Most of the partners have overpassed the target, which set the consecution rate of this indicator a 111%, Malta continued the previously set target of 100 graduates and was able to reach the number of 87 young women completing the training, as some partners overreached their target numbers the overall target has been reached see - Figure 26 Young women completed training.
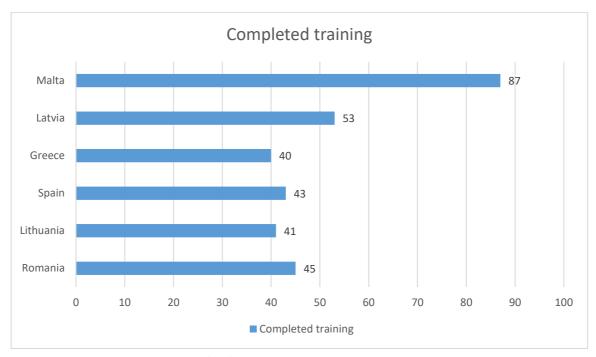
Figure 26 Young women completed training

All partners have presented good results, have accomplished all activities, and have gotten participants involved during the whole process. Performance for the WP Testing Innovative Solutions has mostly overpassed all indicators set before starting its implementation.

9. Conclusions and recommendations

9.1   Conclusions

During the 2nd phase of the WOMEN4IT piloting a total of 309 young NEET women underwent the training, mentoring, and employability support activities in six piloting countries. The training program and the support activities were highly evaluated by the participants in all of the piloting countries. The possibility to recommend the training program to other people was evaluated as high – 4,6 (on a scale of 1 to 5). The main conclusions and recommendations have been developed based on the qualitative data collected through the after-training surveys (N=305), individual interviews, focus groups with trainers and mentors, and piloting partners' reports.

Key findings:

- ✓ The training programs improve opportunities for young women to start a career in digital work. 71% of the participants were between the ages of 25 and 29, and there was also interest in the project among women over the age of 29, who could not be included due to the project's rules. Although at the time of application the young women did not show up, to study in formal education or vocational training, the participants already had some work experience and formal education. Therefore, they are not ready to return to formal education for several years to potentially change careers. It would take 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 non-formal education programs, in a relatively short time, is highlighted by the participants as an important aspect. In addition, the participants acknowledged that the acquired knowledge and skills have been practical, and they are already applying them or see an opportunity to apply them in the future at work.

- ✓ Effective training methods, relevant program content, and professional trainers are crucial for success. Participants appreciated the practical nature of the curricula, which included opportunities to develop training projects and build their portfolios to use in job searches. Additionally, the fact that the trainers were industry practitioners who actively work in the field they teach added credibility to the program and ensured that the knowledge and skills acquired were relevant and in demand in the labor market.

- ✓ Remote learning was cited as an advantage by many participants. In countries where partners offered online training, participants found that the training was inclusive and did not hinder their ability to learn the content. It also allowed them to balance learning with family life and facilitated the completion of the program. The availability of remote training also played a significant role in attracting participants from various regions.

- ✓ The "gender" approach used in the selection contributed to greater interest and motivation of women during the training. In the focus groups, young women indicated that they felt freer and safer asking questions, clarifying non-quirky things, and communicating during training, as there have only been women in the groups with similar backgrounds and levels of knowledge. This was also applied to empowerment workshops, the opportunity to talk about insecurities and strengths, goals, and concerns among the project participants has been easier, more supportive and the opportunity to be more open than if there were also men in the group.

- ✓ Mentoring and support have boosted participants' motivation, built their confidence, and encouraged them to both set and achieve their goals. The participants appreciated the

availability of mentors and the opportunity to ask questions and recognized that in the process of changing careers and learning something completely new, support is essential. The participants noted that the mentors were from the IT field and their experience and professional careers have been real examples and even raised their interest about work in the IT field.

✓ As a result of the project's activities, the WOMEN4IT community has been formed, which continues to operate outside the project. During the training, the WOMEN4IT Facebook group was created for effective communication and information sharing, as the result, the group continues to be active and information about job opportunities or events regarding the IT field or funding is being shared.

✓ Continuous learning and acquisition of new skills are important in the IT industry because technology is constantly evolving and what you learned in the past may not be relevant anymore. Employers value employees who are proactive in their development and are willing to continuously learn and adapt to new technologies. Non-formal education and lifelong learning activities can be useful for employees in the IT sector to stay up to date with the latest developments in the industry and to enhance their skills and knowledge. Projects like WOMEN4IT can be beneficial for individuals who are interested in entering the IT industry but may not know where to start or may not be confident in their abilities. Such projects can provide a foundation of basic skills and knowledge that can help individuals get started in a starting position with an employer.

✓ Employers value technical and soft skills, as well as the desire to learn and develop oneself. Employers point out that soft skills such as communication, problem-solving, conflict management, and leadership are as important as digital and technology skills, as IT jobs are based on projects, working in teams, and collaborating with clients. A balance between hard skills and soft skills is essential. Therefore, practical group exercises during the training allow one to develop not only hard skills but also soft skills, the so-called transferable skills.

✓ 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. Employers are careful when it comes to offering internships and jobs, but they are willing to actively participate and give their views on current skills and skills gaps. They also involve their specialists to validate the content of programs and act as mentors. Furthermore, the employers who participated in the first rounds of the project continued to cooperate in the following rounds and offered internships and junior positions in their companies to those who were interested.

9.2   Recommendations

The WOMEN4IT approach was highly valued by all actors involved. The main recommendation is to continue initiatives like this to ensure even wider women's involvement in tech.

Many of the piloting partners had come to a similar conclusion and it was also noted in the focus groups with trainers and mentors – that the WOMEN4IT approach should be used as a joint combination covering all 3 aspects- training, mentoring, and employability support, the trainer acted also as the mentor and employability consultant, the mentor helped with the employability and sometimes course content, and the job shadowing was also considered empowering aspect. All the elements were complimentary and if used in the correct approach tend to reach more effectively. That is why it was important for all the involved to be informed about the general approach not just responsible for a separate element. A suggestion was made to choose industry practitioners as trainers to ensure also the employability aspect support.

Trainers emphasized the importance of the practical approach to the training program bringing it closer to real-life situations, focusing more on project-based training than theoretical training, which from the beneficiaries' perspective was more motivating and target audience-appropriate.

Mentoring program was a very important aspect of the training program. Mentoring helped participants in a lot of ways, but almost all partners noted the participant's low self-esteem and fear of rejection on applying to companies, imposter syndrome. The topic was addressed by the empowerment workshops. Mentoring is a crucial aspect of working with NEETs, who lack experience and self-confidence. A recommendation was made to ensure the continuity of the mentoring process, as the mentoring does not stop with the graduation of the training program, in many cases mentoring would be needed also through the first months after graduation and entering the employability phase.

Another important aspect was the surrounding community and empowerment of other women - a recommendation on community building was noted as beneficiaries emphasized the importance of being surrounded by women in a similar situation - participants noted feeling supported and empowered during the training program.

The experience of the project showed that employers' maturity and understanding of investments in potential labor force development are different. Therefore, it is essential to continue close cooperation with employers by talking about the benefits, opportunities, and success stories to encourage more and more individuals to get involved in such projects as WOMEN4IT. It is essential to show that such activities help employers to address labor

shortages, plan and develop human resources in the long term, help to address issues of diversity and gender equality, and allow attracting people from different social groups who are at risk of unemployment.

Annexes

Annex 1 Survey template

Annex 2 Focus group questions mentors/trainers

Annex 3 Focus group reports from piloting partner countries

Women4IT post-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 theWomen4IT 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. 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

Your name surname
*

Country *   [▼]

Course attended *   [▼]

Age *   ○ 18-20   ○ 21-24
                    ○ 25-29   ○ [Other]

How did you get to know about Women4IT project?   ☐ Social Network
                    ☐ From SEA consultant

☐ From friends or acquaintances

☐ In the regional training center

☐ Other

What motivated you to apply for this training? *

Trainer's name

Mentoring

1.   I have communicated with mymentor through the following modes of communication: *

☐ Online Video Call   ☐ Email

☐ Telephone   ☐ Face to face

☐ Other

1.   Please answer the belowquestions in the hereunder table, and rate (by ticking) on a scale from 1 to 5,with 1 being low value and 5 being the highest value: *

	1	2	3	4	5
The time between taking the Job Profile Quiz and the first contact with me was adequate.	○	○	○	○	○
The Mentor has proved to be available and accessible throughout	○	○	○	○	○
The Mentor helped me to choose the training programme that suits me best	○	○	○	○	○
The Mentor had knowledge of my progress or difficulties in the training course	○	○	○	○	○
The Mentor facilitated the use of the profiling tool	○	○	○	○	○
The support of the Mentor has helped me to achieve my goals during the training	○	○	○	○	○
The Mentor has given me feedback to improve during my training progress	○	○	○	○	○
The Mentoring process has helped me to clarify ideas and resolve doubts	○	○	○	○	○
The Mentoring process has helped guide my expectations and interests	○	○	○	○	○
I consider the communication between my Mentor and myself very good and effective	○	○	○	○	○
I managed to write a great CV thanks to my Mentor	○	○	○	○	○
In general, I have felt listened to and accompanied by my Mentor	○	○	○	○	○

Regarding empowerment workshops, to what degree do you agree with the statements below?1=Not at all - 5=Very Much *

	1	2	3	4	5
The workshops made me feel connected with the other participants in a supportive environment	○	○	○	○	○
I have acquired a better understanding of the opportunities and challenges in today's world of labor	○	○	○	○	○
I have acquired a better idea about my strengths and weaknesses	○	○	○	○	○
I feel more confident in setting and achieving my goals	○	○	○	○	○
I have acquired a better understanding of job searching strategies	○	○	○	○	○
I feel I have more knowledge on how to can make better choices regarding my career	○	○	○	○	○

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

Course structure and content

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

	1	2	3	4	5
Rate the quality and flow of content	○	○	○	○	○
There was a clear distinction between the course's units	○	○	○	○	○
I felt equally engaged in each course unit, even though it was held online	○	○	○	○	○
Course content and assignments were appropriate for the course level	○	○	○	○	○
Courses content used an inclusive language	○	○	○	○	○
I have had the opportunity to see the real examples of women developing these professional profiles	○	○	○	○	○
It was easy to access the online classes and materials	○	○	○	○	○
During online training I felt I received the same support as a face to face course	○	○	○	○	○

I found the course: * ○ Easy   ○ Moderate   ○ Dificult

Any reasons:

Delivery

Select the method of training delivery: *

☐ Face to Face   ☐ Online   ☐ Blended

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

	1	2	3	4	5	Not applicable
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?	○	○	○	○	○	○
Where there any opportunities for you to practice the knowledge acquired?	○	○	○	○	○	○
Where there opportunities to interact with the Trainer /Tutor?	○	○	○	○	○	○
Do you consider the duration of the training appropriate?	○	○	○	○	○	○

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

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

	1	2	3	4	5
The Tutor was well prepared and organised for every session.	○	○	○	○	○
The Tutor used an inclusive language	○	○	○	○	○
A variety of instructional methods were used to reach the course objectives	○	○	○	○	○
The feedback provided by the Trainer / Tutor was timely and informative	○	○	○	○	○
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

Please answer the below questions in the hereunder table, and rate (by tickling) on a scale from 1 to5, with 1 being low value and 5 being the highest value: *

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

From your training list two positive aspects of the training: *

From your training list two negative aspects of the training:

Save   Submit

WOMEN**4IT**

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 Organization] Report

1. Participants

Please, list the names of the participants

Name	Organization/Role	Contact info

1.1. 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?

3. Appendix

3.1 Questions in local language

Interview Questions (in national language)

1. How did trainees perform in the training? (e.g. average, high?)
2. What was learners' reaction to training?
3. In your opinion what are the most valuable skills trainees gain during the training?
4. Which training methods worked with which topics?
5. Which methods did not work with which topics?
6. What specific problems occurred?
7. Do you have any suggestions?

- -

Project implemented by:

WOMEN**4IT**

Focus group/interview report with mentors and peer mentors

(The aim is to assess and demonstrate the effectiveness of the proposed empowerment workshops and identify good practices and recommendations for improvement. Duration 40-60 minutes.)

[Partner Organization] Report

Date:	07.07.2022
Venue:	Online
Country:	Latvia
Moderator:	Vita Vītola-Lapiņa

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Ieva Šica	Mentor	sica.ieva@gmail.com

1.1. How many mentors and how many peer mentors participated?

Mentors: ____1___

Peer Mentors: _____

1.2. Average mentees per mentor

In Latvia we had one main mentor working with the young women, she organized the Empowerment seminars and invited specialists to talk on the respective topic of the seminar. Mentor, helped individually with consultations and fallow up after the seminars. She was working as a single contact point for all participants and on specific questions invited additional specialists to consult on the topc based on need.

1.3 How often were mentees contacted?

Once a week in Teams, on demand in emails, WhatsApp or calls.

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

The mentor describer the experience very positively, it was a really satisfying job being able to help participants which their development and growth.

2.2.   How committed and engaged were the mentees to the mentoring process?

Mentees were engaged, sometimes bit shy and silent when it comes down to group discussions, but when it was one to one discussion & conversation they were really involved. Of course it varied from person to person but overall the engagement was high.

2.3.   What were the needs of your mentees? What did they want to learn more about?

Mentees needed support, understanding, they wanted to share their stories. And of

> course they wanted to gain more skills. Being surrounded by women in similar situation they felt supported and empowered.

2.4. What was the biggest obstacle/ fear of your mentees for their professional life?

> Fear of not knowing that to do next (how and where to move forward) and sometime lack of confidence in their abilities.

2.5. What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

> For communication teams, emails, menti.com, for sharing Facebook group, for one group also Instagram profile (QA - testing group).

2.6. How helpful to the mentoring process were the empowerment seminars?

> Very helpful, it provided a framework and structure to the mentoring process and the schedule and plan of the session provided a positive routine.

2.7. What were the 3 best practices that you used as a Mentor?

> 1)Help them with a Passion
> 2)Understand them with Openness
> 3)Support - Sharing is caring

2.8. What was the best advice you gave to your mentees to help plan their career?

> Can't choose between two of them:
>
> "Even in such technical lines as engineering, about 15% of one's financial success is due one's technical knowledge and about 85% is due to skill in human engineering, to personality and the ability to lead people."
> "You'll never be criticized by someone who is doing more than you. You'll always be criticized by someone doing less. Remember that."

2.9.   What was the adding value for you and for your mentees?

I just love to see how they are transforming, even if a bit but they gained their confidence! "A comfort zone is a beautiful place, but nothing ever grows there."

2.10.   What was the biggest challenge you faced during the mentoring process?

My personal issues, almost forced me to quit the program (but my colleagues from Riga helped me to continue and move forward). Life is life, you can't predict such a life 'event'!

2.11.   If you could change one thing about the mentoring process, what would it be?

Would like to organize graduation or final celebration in face to face format.

2.12.   Additional notes, comments, suggestions:

Thank you for the opportunity.

3. Appendix

3.1 Questions in local language

Focus Group Questions (in national language)

1.   Are you a Mentor or a Peer Mentor?
2.   How many mentees did you have?
3.   How often did you contact your mentees?
4.   How would you describe the whole experience of mentoring?
5.   How committed and engaged were the mentees to the mentoring process?
6.   What were the needs of your mentees? What did they want to learn more about?
7.   What was the biggest obstacle/ fear of your mentees for their professional life?
8.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)
9.   How helpful to the mentoring process were the empowerment seminars?
10.   What were the 3 best practices that you used as a Mentor?
11.   What was the best advice you gave to your mentees to help plan their career?
12.   What was the adding value for you and for your mentees?
13.   What was the biggest challenge you faced during the mentoring process?
14.   If you could change one thing about the mentoring process, what would it be?

3.2 Pictures from the event

WOMEN**4IT**

Focus group/interview report with mentors and peer mentors

BETI Report

Date:	2022-08-16
Venue:	Online
Country:	Lithuania
Moderator:	Greta Volodzkaitė

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Indrė Urbonavičienė	INPUT/Head of the association	info@inovatyvus.eu
Nerijus Jankauskas	BSSIT/Director	nerijus.jankauskas@bss.biz
Inga Želvienė	BETI/HR coordinator	inga@beti.lt
Genutė Valiukėnienė	KTU/ administrator, HR coordinator	genute@distance.ktu.lt

1.1. How many mentors and how many peer mentors participated?

Mentors: 4
Peer Mentors: _____

1.2. Average mentees per mentor

> **One mentor was assigned to each trainings group of girls, so mentor had about 13 mentees.**

1.3 How often were mentees contacted?

> **Mentor contacted with girls at least once in a week via emails, online calls and etc. If there were specific questions, the communication more frequent.**

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

> **All the mentors agreed that the experience was amazing, it was such a good feeling to know that you guided girls to new career paths and to get positive feedback and thank you letters from the girls created a unique feeling.**

2.2. How committed and engaged were the mentees to the mentoring process?

> **Mentees were really engaged, asked for advice regarding various questions. There were a lot of girls that liked to discuss about their possible career paths and which road they should take and where to concentrate.**

2.3. What were the needs of your mentees? What did they want to learn more about?

> **They wanted to learn more about mentors life, experience, expertise in various fields, their career paths. As they got the knowledge in their field of interest during the trainings, the most important need from the mentors was knowledge for getting the first job in a new field.**

2.4. What was the biggest obstacle/ fear of your mentees for their professional life?

> **The biggest fear was taking the first step towards a new profession or a new perspective in the ICT field. There were a lot of girls that were lacking confidence in themselves and their knowledge.**

2.5. What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

> **For the main information mentors used emails, for the online calls – Zoom and sometimes phone calls.**

2.6.   How helpful to the mentoring process were the empowerment seminars?

The empowerment seminars were an amazing addition to the mentoring process and really helped to guide girls in the right direction.

2.7.   What were the 3 best practices that you used as a Mentor?

Open communication
Celebrate even small wins
Establish goals and share lessons learned

2.8.   What was the best advice you gave to your mentees to help plan their career?

"Do not be afraid to take a leap for your future"
"Even if you do not have confidence, act like you do"
"If you can dream about it, you can do it"
"Even with small steps you are walking to your goals"

2.9.   What was the adding value for you and for your mentees?

The mentors were encouraged by the interest of the girls to learn and get involved in the ICT field.

The mentees felt welcomed to the ICT field with open arms and became more confident in seeking a career in this field.

2.10.   What was the biggest challenge you faced during the mentoring process?

The most challenging thing for the mentors is to give the girls their best knowledge and experience and equip them with more confidence and skills in such a short period of time.

2.11.   If you could change one thing about the mentoring process, what would it be?

All mentors agreed that if would be amazing to meet girls face to face and have a chat with them.

2.12.   Additional notes, comments, suggestions:

-

Project implemented by:

WOMEN**4IT**

Interview with trainers

BETI Report

1. **Participants**

Name	Organization/Role	Contact info
Gintaras Arbutavičius	Vilnius Business College / Lecturer	
Gitana Čechamirienė	VilniusTech / Lecturer	gitana.cechamiriene@vilniustech.lt
Andrius Jarašiūnas	Trainer of NLP	andrius@ajarasiunas.lt
Nikė Aleksandra Matijošaitienė	MOG / Administartor	nikole@mog.lt

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

> **Each training course was 160 hours long. At the start the groups' division was like this:**
> **Data Analyst – 16 girls**
> **Customer Success Specialist – 13 girls**
> **Project Manager – 13 girls**
> **Junior Website Developer – 8 girls**

2. **Results from the interview questions**

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

> **All trainers agreed that the majority of the girls were very motivated, ready to gain new knowledge and start their careers in the ICT field. However, a small group of**

girls lacked such high excitement for new knowledge and that reflected on their low performance.

2.2 What was learners' reaction to training?

The trainers answered that girls were really motivated and ready to start learning. All trainers agreed that the majority of girls showed commitment to the learning process and willingness to gain new knowledge.

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

Data Analyst - to work with a data processing program, how to describe diagrams, statistical tables, to solve the raised hypotheses.
Customer Success Specialist – most important skill is communication and how to deal with different stressful situations.
Project Manager – secrets of successful teamwork, how to plan time, works and finances of the project.
Junior Website Developer – the most important foundations for their future careers were set were set when girls learned basics of HTML, CSS and JavaScript

2.4 Which training methods worked with which topics?

There were two main methods during trainings that worked the best – group work and practical tasks. During the group work, trainees get to known each other better, had an opportunity to share their knowledge and help each other. The practical tasks were really helpful to put into use the theoretical knowledge their gain during the presentations of the topics. The girls were really interested in the tasks that were some soft of simulation of job shadowing. These tasks were presented from real life situations and trainers asked for the girls to solve the problems. Girls also really liked the gamification elements used during the lectures, like knowledge tests created with Kahoot.

2.5 Which methods did not work with which topics?

Presenting a lot of theoretical information without some small practical tasks that would help to keep girls interested and entertained. It was hard to develop a thinking like programmer mindset for the girls to better understand how programming languages work and how to work with them. Trainees did not like the tasks where they had to read the material and answer questions about it.

2.6 What specific problems occurred?

At the start it was hard to get verbal answers from the girls during the online lessons, it took some time for them to get comfortable and fully engaged in the trainings. Not all girls were at the same knowledge level so it was not so easy to differentiate the tasks for girls.

2.7 Do you have any notes, comments, suggestions?

-

Project implemented by:

WOMEN**4IT**

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.)

LIKTA Report

1. Participants

Please, list the names of the participants

Name	Organization/Role	Contact info
Jānis Koklačs	Project Coordinator Trainer/BDA	Janis.koklacs@gmail.com
Edgars Zeltmanis	Tester Trainer/BDA	zeltmanis@gmail.com
Annija Graustiņa	Digital Media specialist Trainer/BDA	annija.graustina@gmail.com
Anna Gintere	Tester Trainer/BDA	anna.gintere@if.lv
Alisa Zurmutaī	Tester Trainer/BDA	a.zurmutai@gmail.com

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

> All groups in the beginning started with approximately 18 trainees. The length of the training course was 160 h. Tester group training was divided between 2 trainers Alisa and Anna.

2. Results from the interview questions

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

The answers varied from different groups – for Project Coordinator Most of trainees were highly interested in the subject and actively contributed during practical exercises. Digital Media specialists started with very low or non-existent previous knowledge, but were very motivated and showed good results. There was high progress and good performance noted by the trainer. Both Tester groups and all 3 trainers working with the testing students noted lack of student involvement and not a lot of engagement in the first part of studies, after the first weeks tester group had the highest dropout rate, but the young women who continued studies, showed good results and high performance of the second part of the studies.

2.2 What was learners' reaction to training?

Testing:
They seemed interested but extremely quiet, were hardly asking any questions. Otherwise, they seemed fine. They were not aware of how much learning was needed. Poorly managed their time, rarely sent in their homework's on time. It looked that trainees were satisfied with presentations and activities during online sessions.

Digital media specialist:

Highly motivated and engaged, actively involved in discussions and asked questions during the lesions and after. All the practical and individual tasks were done on time.

Project coordinator:
Open and interested to take part in training. Motivated to apply knowledge during professional development.

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

Testing:
- Knowledge about manual QA work routines, important terms, etc.
- I hope the most valuable skill that they learned was skill to "learn". Research, find necessary information.

- Do not be afraid to speak-out, ask questions, ask for help; understanding that the world of QA is very diverse and there is no tester who knows everything; curiosity, ability to systematically tackle a question.

Digital media specialist:
Main goal was to provide a deep understanding of digital marketing processes, as well as to provide specific knowledge and skills within various topics. In digital marketing, market research is essential, defining goals, creating and implementing a tactical plan, as well as analyzing results - these are also the skills what need to be to emphasize. It is especially valuable that, within the framework of the training program, these skills were included in a unified final thesis, where a simplified digital marketing strategy had to be developed and presented.
It is important to mention that the technological capabilities of various tools are constantly evolving, therefore one of the acquired skills is the ability to navigate in the midst of digital marketing and to be aware of ways to follow trends.

Project coordinator:
Communication, presentation, cooperation with a team.

2.4 Which training methods worked with which topics?

Testing:
- Definitely group activities in online sessions and homework as well. Especially activities which were closer to daily life. For example, we learned Agile grooming process by estimating recipes. Kahoot was good as well. Both methods worked well with all topics.
- Practical learning method worked well. I set up real "on the job" tasks, they had to perform various exercises.
- Girls generally seemed to like when there were practical works during the classes. Seemed to enjoy group tasks.

Digital media specialist:
The training program is designed in such a way that the applied methods allow you to successfully learn all topics. So I can't single out any theme that worked or didn't work.

Project coordinator:
Practical exercises in groups worked the best and were used for all topics.

2.5 Which methods did not work with which topics?

Testing: Generally, solo homework's did not work too well. Not all the girls actually did them well. Also it was hard to get verbal answers from some of the trainees. Only if they were asked directly they gave answer. Giving homework to read and learn basic theoretical things that are necessary to perform their work, this did not work well. Students did not manage time, had lot of excuses and rarely were ready for next lecture.

2.6 What specific problems occurred?

Testing: Students were not mentally prepared to learn. They expected that learning a new skill like testing will be easy. So once they had to learn some harder things, they quit.

Project coordinator: Schedule adaptation to personal life priorities, but this does not cause any specific problems.

2.7 Do you have any notes, comments, suggestions?

Testing:
- This was great opportunity for me as a trainer to come forth with various ideas for activities during online activities and for homework as well. As for organizers all was organized nicely and there were no problems. For myself I would say that I would like to find better way to engage trainees more actively in online sessions (have some ideas already).
- Perhaps, to check personality traits and detect whether people are introvert or extravert prior to classes and make groups that have a certains number of people who will be like local group leaders and can energize other students as well. Make some psychological trainings to make them less scared of asking questions.
- Explain more that they will have to dedicate time and effort to learn something new. It is not easy, it takes time and effort. Try to prepare them better on what is coming for them.

Digital media specialist:

> Everything is fine, the program is organized perfectly. Maybe there could be even better direct communication between the coordinators and the participants.
>
> Project coordinator: May be some pre-course preparation activity could be helpful to avoid technical challenges.

- -

Project implemented by:

WOMEN**4IT**

Focus group/interview report with mentors and peer mentors

(The aim is to assess and demonstrate the effectiveness of the proposed empowerment workshops and identify good practices and recommendations for improvement. Duration 40-60 minutes.)

[Partner Organization] Report

Date:	07.07.2022
Venue:	Online
Country:	Latvia
Moderator:	Vita Vītola-Lapiņa

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Ieva Šica	Mentor	sica.ieva@gmail.com

1.1. How many mentors and how many peer mentors participated?

Mentors: ____1___

Peer Mentors: _____

1.2. Average mentees per mentor

In Latvia we had one main mentor working with the young women, she organized the Empowerment seminars and invited specialists to talk on the respective topic of the seminar. Mentor, helped individually with consultations and fallow up after the seminars. She was working as a single contact point for all participants and on specific questions invited additional specialists to consult on the topc based on need.

1.3 How often were mentees contacted?

Once a week in Teams, on demand in emails, WhatsApp or calls.

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

The mentor describer the experience very positively, it was a really satisfying job being able to help participants which their development and growth.

2.2.   How committed and engaged were the mentees to the mentoring process?

Mentees were engaged, sometimes bit shy and silent when it comes down to group discussions, but when it was one to one discussion & conversation they were really involved. Of course it varied from person to person but overall the engagement was high.

2.3.   What were the needs of your mentees? What did they want to learn more about?

Mentees needed support, understanding, they wanted to share their stories. And of

> course they wanted to gain more skills. Being surrounded by women in similar situation they felt supported and empowered.

2.4.   What was the biggest obstacle/ fear of your mentees for their professional life?

> Fear of not knowing that to do next (how and where to move forward) and sometime lack of confidence in their abilities.

2.5.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

> For communication teams, emails, menti.com, for sharing Facebook group, for one group also Instagram profile (QA - testing group).

2.6.   How helpful to the mentoring process were the empowerment seminars?

> Very helpful, it provided a framework and structure to the mentoring process and the schedule and plan of the session provided a positive routine.

2.7.   What were the 3 best practices that you used as a Mentor?

> 1)Help them with a Passion
> 2)Understand them with Openness
> 3)Support - Sharing is caring

2.8.   What was the best advice you gave to your mentees to help plan their career?

> Can't choose between two of them:
>
> "Even in such technical lines as engineering, about 15% of one's financial success is due one's technical knowledge and about 85% is due to skill in human engineering, to personality and the ability to lead people."
> "You'll never be criticized by someone who is doing more than you. You'll always be criticized by someone doing less. Remember that."

2.9.   What was the adding value for you and for your mentees?

I just love to see how they are transforming, even if a bit but they gained their confidence! "A comfort zone is a beautiful place, but nothing ever grows there."

2.10.   What was the biggest challenge you faced during the mentoring process?

My personal issues, almost forced me to quit the program (but my colleagues from Riga helped me to continue and move forward). Life is life, you can't predict such a life 'event'!

2.11.   If you could change one thing about the mentoring process, what would it be?

Would like to organize graduation or final celebration in face to face format.

2.12.   Additional notes, comments, suggestions:

Thank you for the opportunity.

3. Appendix

3.1 Questions in local language

Focus Group Questions (in national language)

1. Are you a Mentor or a Peer Mentor?
2. How many mentees did you have?
3. How often did you contact your mentees?
4. How would you describe the whole experience of mentoring?
5. How committed and engaged were the mentees to the mentoring process?
6. What were the needs of your mentees? What did they want to learn more about?
7. What was the biggest obstacle/ fear of your mentees for their professional life?
8. What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)
9. How helpful to the mentoring process were the empowerment seminars?
10. What were the 3 best practices that you used as a Mentor?
11. What was the best advice you gave to your mentees to help plan their career?
12. What was the adding value for you and for your mentees?
13. What was the biggest challenge you faced during the mentoring process?
14. If you could change one thing about the mentoring process, what would it be?

3.2 Pictures from the event

WOMEN**4IT**

Interview with trainers Report

Plan International Spain Report

1. Participants

Please, list your name

Name	Organization/Role	Contact info
Mónica Arana	BeJob trainer – Digital Media Specialist	monica_arana@hotmail.com
Ángel García Lupiáñez	BeJob trainer – Junior Web Developer	

1.1. How many trainees did you have during the training and what was the length of the training (in hours) they delivered on average?

160 hours each training. Ángel had 12 students and Mónica had 8. 5 of Monica's students successfully finished the training and 9 of Angels' students

2. Results from the interview questions

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

High. Both groups were highly motivated, and although their initial level wasn't the same, they collaborated with each other to finish each task.

2.2 What were the learners' reactions to training?

They were scared at first as Web developer is something completely new and it's a new language but slowly they understood that with effort, things were getting easier. Regarding digital marketing they were eager to create as they were already familiarized with the platform they wanted to get creative.

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

They gained the confidence to learn new things, languages, programs, etc.

2.4 Which training methods worked best and which topics?

The fact that classes were live but also recorded encouraged them to connect on time and participate by interacting with us and with the other students but it also allowed them to watch the classes on their own if they couldn't join or re-watch it in case they had doubts and that is something they did a lot.
Giving them the option to create their own projects on the topics of their interest was something that helped with motivation.

2.5 Which methods and which topics did not work?

The flipped classroom is a methodology that requires a lot of autonomy and it was better to check out the contents together and then give them time to practice on their own and realize their doubts.

2.6 What specific problems occurred?

Monica's group had a lot of participants that were watching the classes later on the day so there were group dynamics/ discussions that didn't take place.

2.7 Do you have any notes, comments, suggestions?

The quality of the contents and the bond created with each student help them appreciate our efforts.

WOMEN**4IT**

Focus group report with mentors

Plan International Report

Date:	29.09.2022
Venue:	Plan International Office in Spain
Country:	Spain
Moderator:	Agustina Gansievich

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Andrea Alcobendas	Plan International Spain / Project Implementation	Andrea.alcobendas@plan-international.org
Mar Martin	Plan International Spain / Project Implementation	Mar.martin@plan-international.org

1.1. How many mentors and how many peer mentors participated?

Mentors: 2
Peer Mentors: 0

1.2. Average mentees per mentor

Andrea had one group and Mar had the other two. The average was 14.5 participants per mentor.

1.3 How often were mentees contacted?

> The mentees had weekly meetings for their empowerment workshops. Besides that, the communication was fluent via WhatsApp and email where they had the chance to ask about personal doubts regarding the content of the workshops and their own journey.

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

> The overall experience is very rewarding as we clearly see the learning progress in the young woman's journey. With the empowerment workshops, we cover topics that are very much needed to find a job but there are not offered in schools or universities, and when these young women have to look for a job they don't know where to start.

2.2.   How committed and engaged were the mentees to the mentoring process?

> As in every project, there are people who are more interested and engaged than others in their own process. The truth is that we have designed the workshops to be as participants and engaging as possible with an extra effort to adapt to every individual situation.

2.3.   What were the needs of your mentees? What did they want to learn more about?

> Their common interest was how to build the right resume and defend it on interviews and social networks such as Linkedin. In order to design the best CV for each case, it was necessary to work on oneself and identify personality traits.

2.4.   What was the biggest obstacle/ fear of your mentees for their professional life?

> Overall it is a matter of getting started in a field where they don't know people and don't have specific role models to follow. Sometimes it was also related to the courage of changing career paths and understanding that it is possible. As well as having a closer look at understanding what it is done in each specific job.

2.5.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

At Plan International, we run the virtual meeting on Zoom. We communicate by email and we also have a WhatsApp group with the participants that allow them to connect with each other and build new support networks.

2.6.   How helpful to the mentoring process were the empowerment seminars?

They were very helpful, as it allowed them to engage in their own process and reflect on things that they don't usually do. They had the chance to work on specific tasks in their own time which helped them focus on their main goal. We then connected them with professionals that currently work in the field.

2.7.   What were the 3 best practices that you used as a Mentor?

Constant communication with them, engaging workshops, and developing an individual workbook for them to do on their own time.

2.8.   What was the best advice you gave to your mentees to help plan their career?

Get to know yourself and identify what is your professional goal and what's the reason for it. Once that is clear you can identify the best person to help you in the process. Be honest with yourself and organize your time and effort.

2.9.   What was the adding value for you and for your mentees?

As an organization, it is great to work directly with people who are in their own process of finding a job to identify firsthand what the current needs are and design material adapted for it.

2.10.   What was the biggest challenge you faced during the mentoring process?

Running online workshops and individual processes has a lot of benefits but one of the biggest challenges is to get to know the participants in a better way and help them to connect with each other. Another big challenge is the immediate need for work which makes some of the participants reduce their engagement in the empowerment workshops in order to work on temporary jobs.

2.11.   If you could change one thing about the mentoring process, what would it be?

If we would have the chance to modify something of the mentoring process it would be to have more freedom regarding the number of sessions and their content in order to adapt it to the participant's needs and availability.

2.12.   Additional notes, comments, suggestions:

Nothing. It relies on the participant's interest and commitment with the process

3. Appendix

3.1 Questions in the local language

Focus Group Questions (in national language)

1.   Are you a Mentor or a Peer Mentor?
2.   How many mentees did you have?
3.   How often did you contact your mentees?
4.   How would you describe the whole experience of mentoring?
5.   How committed and engaged were the mentees to the mentoring process?
6.   What were the needs of your mentees? What did they want to learn more about?
7.   What was the biggest obstacle/ fear of your mentees for their professional life?
8.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)
9.   How helpful to the mentoring process were the empowerment seminars?
10.   What were the 3 best practices that you used as a Mentor?
11.   What was the best advice you gave to your mentees to help plan their career?
12.   What was the adding value for you and for your mentees?
13.   What was the biggest challenge you faced during the mentoring process?
14.   If you could change one thing about the mentoring process, what would it be?

QUESTIONS IN SPANISH:
1.   ¿Es usted un Mentor o un Mentor de pares?
2.   ¿Cuántos alumnos ha tenido?
3.   ¿Con qué frecuencia contactó con sus alumnos?
4.   ¿Cómo describiría la experiencia completa de la tutoría?
5.   ¿Qué grado de compromiso y participación tuvieron los alumnos en el proceso de tutoría?
6.   ¿Cuáles eran las necesidades de sus alumnos? ¿Sobre qué querían aprender más?
7.   ¿Cuál era el mayor obstáculo/temor de sus alumnos para su vida profesional?
8.   ¿Qué fuentes específicas utilizó para informar, conectar o crear redes con los alumnos? (etc. blogs, artículos, informes de investigación para informar/ medios sociales (por ejemplo, viber) para conectar/ o zoom para interactuar con otros profesionales)
9.   ¿En qué medida fueron útiles para el proceso de tutoría los seminarios de empoderamiento?

10. ¿Cuáles fueron las 3 mejores prácticas que utilizaste como Mentor?

11. ¿Cuál fue el mejor consejo que dio a sus alumnos para ayudarles a planificar su carrera?

12. ¿Cuál fue el valor añadido para usted y para sus alumnos?

13. ¿Cuál fue el mayor reto al que se enfrentó durante el proceso de tutoría?

14. Si pudiera cambiar algo del proceso de tutoría, ¿qué sería?

3.2 Pictures from the event

WOMEN**4IT**
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Focus group report with mentors and peer mentors

EOS Foundation Report

Date:	16.09.2022
Venue:	online
Country:	Romania
Moderator:	Andrada Beloia

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Nicu Zegheanu	Individual trainer	nicu@nicuzegheanu.ro

1.1. How many mentors and how many peer mentors participated?

Mentors: ____1___
Peer Mentors: ____0___

1.2. Average mentees per mentor

Around 30 mentees in each of the 9 sessions

1.3 How often were mentees contacted?

> **We had 9 online sessions. They were contacted multiple times before each session for reminders, information.**

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

> **If I would refer only to mentees feedback, I would say that was an experience with great added value for them, especially regarding how to self-evaluate and prepare for a job application**

2.2. How committed and engaged were the mentees to the mentoring process?

> **About 15-20% of the mentees were engaged in all the sessions we`ve had.**

2.3. What were the needs of your mentees? What did they want to learn more about?

> **What I`ve felt - without any need analysis- is that the main need was for guidance in preparing for an application, but in the background, the problem was of self-evaluation and self-esteem. They wanted to learn more about how to be self-confidence and pro-active and how to present themselves.**

2.4. What was the biggest obstacle/ fear of your mentees for their professional life?

> **The biggest fear was that a lot of companies are looking for a higher technical skill than the ones they have.**

2.5. What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

> **Basically, I used three platforms with the mentees: one for spreading information – Discord, one for the online sessions with them - Google Meet and the other one for searching information, statistics, jobs - LinkedIn.**

2.6.   How helpful to the mentoring process were the empowerment seminars?

Complementarity is the word that cross my mind.

2.7.   What were the 3 best practices that you used as a Mentor?

The best 3 practices are in fact 3 major skills that a mentor should have: active listening, empathy, and ability to ask good questions. All these skills are very helpful for a good guidance process.

2.8.   What was the best advice you gave to your mentees to help plan their career?

A very good self-evaluation of both technical and interpersonal skills along with a clear career objective.

2.9.   What was the adding value for you and for your mentees?

The added value for me was an upgraded mentor skill. As for the mentees, I felt that the fact that they were listened by someone who gained their trust was helpful.

2.10.   What was the biggest challenge you faced during the mentoring process?

The lack of motivation and interest for some girls.

2.11.   If you could change one thing about the mentoring process, what would it be?

I wouldn`t change anything.

2.12.   Additional notes, comments, suggestions:

-

3. Appendix

3.1 Questions in local language

1. Sunteți un mentor sau un mentor de la egal la egal?

2. Câte cursante ați avut?

3. Cât de des le-ați contactat pe cursante?

4. Cum ați descrie întreaga experiență de mentorat?

5. Cât de implicate au fost cursantele în procesul de mentorat?

6. Care au fost nevoile cursantelor dumneavoastră? Care au fost subiectele despre care au vrut să afle mai multe?

7. Care a fost cel mai mare obstacol/ teamă a cursantelor tale pentru viața lor profesională?

8. Ce surse specifice ați folosit pentru informarea, conectarea sau crearea de rețele cu mentoreații? (etc. bloguri, articole, rapoarte de cercetare pentru informare/rețele sociale (de exemplu, viber) pentru conectare/sau zoom pentru a interacționa cu alți profesioniști)

9. Cât de utile pentru procesul de mentorat au fost seminariile de abilitare?

10. Care au fost cele 3 bune practici pe care le-ați folosit ca Mentor?

11. Care a fost cel mai bun sfat pe care l-ai dat cursantelor tale pentru a-și planifica cariera?

12. Care a fost valoarea adăugată pentru tine și pentru cursantele tale?

13. Care a fost cea mai mare provocare cu care te-ai confruntat în timpul procesului de mentorat?

14. Dacă ai putea schimba un lucru despre procesul de mentorat, care ar fi acesta?

Focus Group Questions (in national language)

1. Are you a Mentor or a Peer Mentor?

2. How many mentees did you have?

3. How often did you contact your mentees?

4. How would you describe the whole experience of mentoring?

5. How committed and engaged were the mentees to the mentoring process?

6. What were the needs of your mentees? What did they want to learn more about?

7. What was the biggest obstacle/ fear of your mentees for their professional life?

8. What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

9.   How helpful to the mentoring process were the empowerment seminars?

10.   What were the 3 best practices that you used as a Mentor?

11.   What was the best advice you gave to your mentees to help plan their career?

12.   What was the adding value for you and for your mentees?

13.   What was the biggest challenge you faced during the mentoring process?

14.   If you could change one thing about the mentoring process, what would it be?

Project implemented by:

WOMEN4IT

Interview with trainers Report

EOS Romania Foundation Report

1. Participants

Please, list your name

Name	Organization/Role	Contact info
Alin Mocrii	IT School / Trainer Tester group 1	alin.mocrii@itschool.ro
Mihai Postu	IT School / Trainer Tester group 2	mihai.postu@itschool.ro
Cornel Cibotaru	IT School / Trainer Web Development group	cornel.cibotaru@itschool.ro

1.1. How many trainees did you have during the training and what was the length of the training (in hours) they delivered on average?

> The Romanian training consisted of 3 groups. 2 groups trained by 2 different trainers on Software Testing and 1 group for Web development.
> Alin Mocrii is a trainter for the **Tester group 1** and he had 20 trainees and aproximately 125 hours on average of training.
> Mihai Postu is a trainer for the **Tester Group 2** and had 19 trainees and approximately 128 hours of training on average.
> Cornel Cibotaru is a trainer for the **Web Development Group** and had 16 trainees which he trained during approximately 115 hours on average.

2. Results from the interview questions

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

> **Tester group 1** - I consider that I had students in each category: High, Average and Low performers.
> **Tester Group 2** – The performance of the majority of trainees was high. The rest of the trainees performed towards the average.
> **Web Development** - Varied from trainee to trainee. Some performed very well, while others struggled.

2.2 What were the learners' reactions to training?

> **Tester Group 1** - I think it was a good reaction because my main focus was to make the training look easy and logical (I hope that was their impression too).
> **Tester Group 2** – The students were very excited and eager to learn to work with any tool, platform, but also different techniques and types of testing
> **Web Development** - Some subjects were easier than others.

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

> **Tester Group 1** - Finding bugs
> **Tester Group 2** – At the end of the course, the students managed to test web and mobile platforms, from basic to medium level, applying multiple testing techniques and also managed to make test reports, planning and estimating test duration
> **Web Development** – Thinking like a programmer.

2.4 Which training methods worked best and which topics?

> **Tester Group 1** - Best training method: after I showed them an example and then they had to do the same for a similar example and also puting questions with higher difficulty and give them hints in order to find the right answer. Topics: Testing types
> **Tester Group 2** – The best training method was practical exercise. The students also liked it a lot when we used tools and platforms that help the testing team
> **Web Development** – Practical exercises and games.

2.5 Which methods and which topics did not work?

> **Tester Group 1** - Worst training method: giving them tasks without helping them, assuming that they read the courses we did before (not necessarily related to a specific topic); The test automation chapter didn't work out as I'd planned; but I expected that because you need some programming knowledge before-hand in order to work on automation.

> **Tester Group 2 –** I didn't have a method or a topic that the students didn't agree with. From the beginning, we combined the theoretical part with the practical part, focusing especially on the practical part
> **Web Development –** Most struggled to understand programming.

2.6 What specific problems occurred?

> **Tester Group 1** – nothing in particular
> **Tester Group 2 –** There were no problems during the course
> **Web Development -** Mihaela Halip presented a project likely copied from somewhere. She used techniques I deliberately left out because they're deprecated.
> - Some seem to struggle with basic concepts like files and folders.

2.7 Do you have any notes, comments, suggestions?

> Thank you for what you are doing through this program and keep it up!

WOMEN4IT

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 Organization] Report

1. Participants

Please, list the names of the participants

Name	Organization/Role	Contact info
Nikos Argiriou	Trainer in Digital Media Specialist and Project Coordinator profiles	nickargi@gmail.com
Grigoris Petropoulos	Trainer in Project Coordinator profile	petropoulos.greg@gmail.com

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

> In Project Coordinator (PC) there were, in the beginning, 25 trainees and in the Digital Media Specialist (DMS) 37 trainees. 40 participants completed the training. The length of the training in both profiles was 160 hours, in 4-hours sessions. The Project Coordinator training was taught by both trainers.

2. Results from the interview questions

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

Trainees in both groups thought, in the beginning, that training would be very easy, requiring little involvement, as they were accustomed to lecture type learning, and then they realized that the trainings included a lot of exercises and some of them in group context. So, in the beginning of the training they were somehow reserved until they got familiarized with the teaching method and content. For the DMS profile trainees had an idea and knew, to a some extend, what to expect, but for the PC they knew very little about. However, most trainees did their best and especially in the PC training, although they had a slower improvement in the beginning, at the end they exhibited a remarkable improvement, and they seem to appreciate this job profile more. The use of the training sessions' video recordings facilitated better understanding of the taught subjects.

2.2 What was learners' reaction to training?

Because both trainers had participated in last year's training, comparisons were unavoidable. They reported that the online condition, although it had its limitations, was appreciated because of the easiness to participate both for the girls living in Athens, as the ones living in the periphery, who in addition were more content that they were given this chance. However, all realized that a f2f condition would allow for more interaction between all members and could include a social aspect which was now lacking to a considerable degree. There was also evident a difference in the way trainees interacted: last year's beneficiaries were more open and talkative and there were more "leaders" in the class. This year, the girls were more passive although their performance did not differ. Maybe last year girls show in the courses an opportunity to "meet", even virtually, with other people, since social distancing measures were implemented at the time. Both trainers believe that girls were introduced to job profiles in a quite fast, but comprehensive way and they managed to acquire new knowledge that it was considered important and useful.

Trainees also discussed with the trainers on topics regarding employability in the subjects and practical work aspects.

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

Trainees acquired a basic knowledge in both profiles but in addition they were shown how both subjects could be implemented in real life. So, they acquired not only technical skills but also skills necessary for performing the job in the chosen

work positions such as teamwork, communication, and using the new technologies and applications to collaborate in a virtual environment. Both groups improved their problem-solving abilities and realized the use of creativity to approach work problems as well as the use of empathy/emotional intelligent in team building and communication. DMS trainees were also taught how to use emotional intelligent to engage the target group.

2.4 Which training methods worked with which topics?

A method mostly appreciated was the use of case studies and real-life examples, especially from Greek companies that were known to the trainees. Because a 4-hours session was tiresome after a while, trainers tried to divide the training session and use the first half for theoretic knowledge and the second half for practical exercises or group exercises which also allowed the girls to connect and interact.

2.5 Which methods did not work with which topics?

Lecture type training was the least effective, and trainees wanted to know from the beginning in which case the knowledge acquired will be useful. So, on many occasions instead of an introduction, a question or a problem was introduced and trainees were prompt to supply ideas and suggestions on how to solve it. Then, trainers used their answers as a starting point and elaborated on them.

2.6 What specific problems occurred?

The trainees were not very responsive and special efforts had to be made to persuade them to participate more actively. Group assignments facilitated interactions but still to those necessary.

2.7 Do you have any notes, comments, suggestions?

In some trainings assessing prior knowledge is important to better plan the lessons, but in PC and DMS it was not considered so important, thus the emphasis was placed in motivating for participation in the virtual condition in which the dynamics are different than in class training, e.g. the level of interaction is less. Trainers focused more on presenting practical examples and real-life problems to show the connection of what is taught to situations that the trainees will face in the actual job position. Mentoring was considered very important to improve interaction and

connection between the girls so maybe some ice-breaking and team building exercises could be useful especially for a training that lasts for so many hours.

3. Appendix

3.1 Questions in local language

Interview Questions (in national language)

1. Πώς απέδωσαν οι εκπαιδευόμενες στην εκπαίδευση; (π.χ. μέσος όρος;)

2. Ποια ήταν η αντίδραση των μαθητών στην εκπαίδευση;

3. Ποιες είναι κατά τη γνώμη σας οι πιο πολύτιμες δεξιότητες που αποκτούν οι εκπαιδευόμενοι κατά τη διάρκεια της εκπαίδευσης;

4. Ποιες μέθοδοι εκπαίδευσης λειτούργησαν με ποια θέματα;

5. Ποιες μέθοδοι δεν λειτούργησαν με ποια θέματα;

6. Ποια συγκεκριμένα προβλήματα προέκυψαν;

7. Έχετε κάποιες προτάσεις;

- -

Project implemented by:

WOMEN**4IT**

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

1. Participants

Please, list the names of the participants

Name	Organization/Role	Contact info
Glenn Dalli	Tutor	79251829
Jason Farrugia	Tutor	77147105

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

> Each class was filled by 2 or 4 students with duration for 3 hours per session

2. Results from the interview questions

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

Average, some trainees who were very keen did very well. Others had to be constantly motivated

2.2 What was learners' reaction to training?

Some were very happy that they had the opportunity to undertake the training for free as this provided them with a good qualification which is sought after

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

Discipline to study, digital skills, commitment to the program

2.4 Which training methods worked with which topics?

The Training involved a blended learning approach, the fact that they could pace their study helped a lot

2.5 Which methods did not work with which topics?

Blended learning worked with all topics as it allowed students to follow the topics at the pace they desired from the comfort of their home. When needed they had the comfort to engage with the trainer and be guided for the exam.

2.6 What specific problems occurred?

Mainly students who started the program but failed to be completely committed. Possibly as the course was free.

2.7 Do you have any notes, comments, suggestions?

It would make sense to take a deposit to ensure students who start are committed to finish the program.

- -

Project implemented by:

WOMEN**4IT**

Focus group report with mentors and peer mentors

[Partner Organization] Report

Date:	23.06.2022
Venue:	Discussion was held right after the Empowerment Sessions
Country:	Malta
Moderator:	Fiona Tesi, Charmaine Buttigieg

1. Participants

Please, list the participants of the event.

Name	Organization/Role	Contact info
Bridget Mamo	JobsPlus	bridget.m.mamo@gov.mt
Ylenia Vella	JobsPlus	ylenia.vella@gov.mt
Ediana Guillaumier	Digital Mentor	Ediana.Guillaumier@mt.ey.com.

1.1. How many mentors and how many peer mentors participated?

Mentors: ____2____
Peer Mentors: ___1____

1.2. Average mentees per mentor

Audience for all the 9 sessions was very small (around 5) and so the group was kept

together, except for when they had to attend their mock interview exercise.

1.3 How often were mentees contacted?

To encourage participation and their positive expectation, together with the State Employment Agency, we held an online Webinar. Webinar was held a week before, and a phone call followed a couple of days before the Scheduled sessions.

2. Results from the focus group

2.1 How would you describe the whole experience of mentoring?

It was a positive experience, as most of the girls felt comfortable discussing with an advisor who could provide them with feedback on what they need to improve so as to be selected for the job applied.

2.2. How committed and engaged were the mentees to the mentoring process?

Overall, all the girls interacted well during the sessions held. Initially they were slightly held aback, but then, after a couple of icebreaker games, the situation improved for the best.

2.3. What were the needs of your mentees? What did they want to learn more about?

The girls were not well sure of what they really wanted for their future. These sessions served them the exact purpose as the were guided how to get their very best out of of themselves. They helped build their self-esteem and self-confidence, which qualities are essential so as to build a strong and reliable character.

2.4. What was the biggest obstacle/ fear of your mentees for their professional life?

Looking for a job at a young age, employers ask for experienced employees, and so are disqualified for the job applied.

2.5.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)

Webinars held were on MS Teams Platform.
For dissemination, the social media pages were used (facebook, linkedin, Instagram).
Girls were contacted by telephone, to encourage them proceed with their training.

2.6.   How helpful to the mentoring process were the empowerment seminars?

Extremely helpful, as for a couple of girls, it rightly addressed their 'fears'.

2.7.   What were the 3 best practices that you used as a Mentor?

Reassurance – their participation is purely for their own benefit and not because they are disadvantaged
Listening – wait to hear what they have to say and ask you
Inquisitive – help them bring out what they would like to achieve in their life.

2.8.   What was the best advice you gave to your mentees to help plan their career?

Girls were encouraged to keep an open mind and to learn from mistakes made, so as not to repeat them in the future.

2.9.   What was the adding value for you and for your mentees?

At the end of the sessions, Girls had more confidence and trust in themselves. It was not easy, but they seemed to have overcome this issue.
As for the mentors, it felt rewarding knowing that the sessions left an impact on the girls.

2.10.   What was the biggest challenge you faced during the mentoring process?

Retain 'some' of the participating girls attentive throughout. Being a small group, one student easily disrupted the others, hence, continuous conversing with the girls had to be ongoing to minimize such situations.

2.11.   If you could change one thing about the mentoring process, what would it be?

The mentoring process was fine. The methodology developed addressed all the relevant aspects.

2.12.   Additional notes, comments, suggestions:

No further comments or suggestions to add.

3. Appendix

3.1 Questions in local language

Focus Group Questions (in national language)

1.   Are you a Mentor or a Peer Mentor?
2.   How many mentees did you have?
3.   How often did you contact your mentees?
4.   How would you describe the whole experience of mentoring?
5.   How committed and engaged were the mentees to the mentoring process?
6.   What were the needs of your mentees? What did they want to learn more about?
7.   What was the biggest obstacle/ fear of your mentees for their professional life?
8.   What specific sources did you use for informing, connecting, or networking with the mentees? (etc. blogs, articles, research reports for informing/ social media (e.g. viber) for connecting/ or zoom for interacting with other professionals)
9.   How helpful to the mentoring process were the empowerment seminars?
10.   What were the 3 best practices that you used as a Mentor?
11.   What was the best advice you gave to your mentees to help plan their career?
12.   What was the adding value for you and for your mentees?
13.   What was the biggest challenge you faced during the mentoring process?
14.   If you could change one thing about the mentoring process, what would it be?

3.2 Pictures from the event