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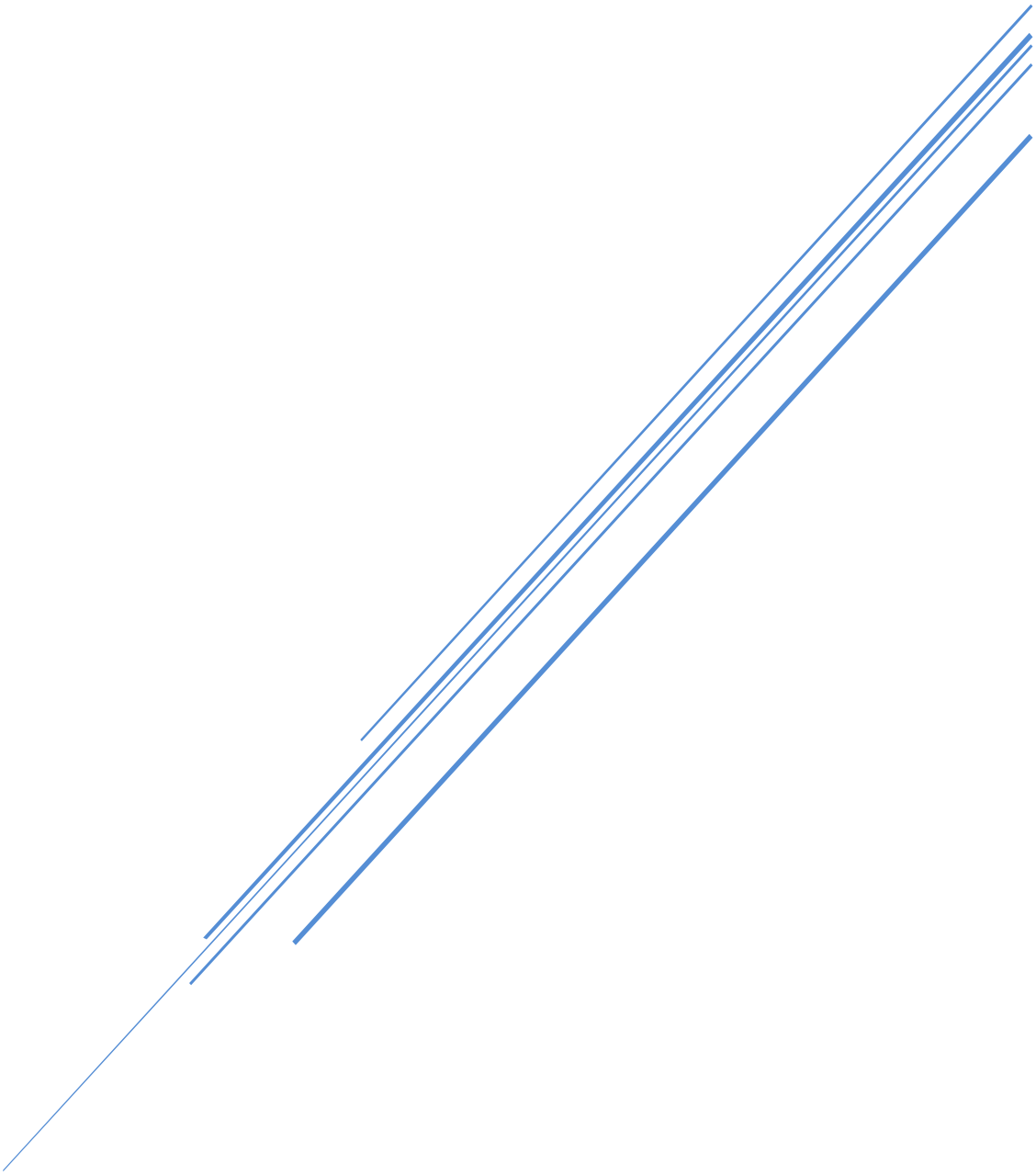
SUMMARY of National Reports

O1-A1 "State of Art Review"



Summarized by Information Technology Training Centre

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Introduction to the Go-Digital Project

EU study "Women in Digital Age" (2016) shows that women are under-represented in the digital sector as women represent only 21.5% of all workers. Furthermore, the gender gap between men and women's participation in the digital sector is growing. EU statistical data shows that 4.11% of women and 14.82 % of men have participated in digital jobs in 2015. In the partners' countries there is also a big gender gap in digital jobs: in Poland and Romania only 3.23% women in comparison with 16.17% of men; in Cyprus- 3.65% and 11.49% and in Lithuania- 4.63% and 16.17%. It shows a great need to motivate women, especially with disadvantaged backgrounds and fewer opportunities, to take part in learning towards getting employment in the digital sector.

The importance of the jobs in digital sector is increasing in EU during the last years; however, women are afraid to select jobs in the digital sector. Some of the reasons why women are not taking training to enter employment in the digital sector are defined as a lack of inspiration and role models. Partners' initial research in their national level shows that the Labour Exchange offices offer variety of the training program (formal and informal, for person with high education and for low-skilled adults) for re-qualification needed for digital jobs, however, the reality is mostly the same as was shown above- women took those courses 4 time less than men. Thus, encouraging women into this field and building a gender balanced digital sector plays an important role in order to boost innovation and bring economic benefits to the European Economy. In 2018, EC outlined strategy "***Women in Digital"*** to implement actions to facilitate an increase in the participation of women in the digital sector, including education to combat gender stereotypes, to enable, encourage and motivate females to participate in the digital sector of the labour market. Thus, the project Go-Digital seeks to implement the following EU recommendations:

- *Considering gender equality in the digital sector as an essential element of the Union strategy.*
- *Education and training should be at the centre of the strategy to achieve gender equality in the digital era.*

The Go-Digital project aim. Encourage recognition of adult educators' competences to be a coach for motivating disadvantaged women to get employment *in the digital sector*.

Main project's objectives:

- To develop adult educators' competences in motivating disadvantaged women to take part in learning towards employment in the digital sector of the labour market.
- To improve recognition and support validation of competences acquired through non-formal training course "Coach on female employment in the digital sector in order to promote gender equality in the labour market" by using the assessment tool and digital badge.
- To promote gender equality in access to learning and use of employment in the digital sector by female learners.

Direct target groups:

- 120 Adult educators-coaches;
- 72 women with disadvantaged backgrounds and fewer opportunities.

To achieve the project's aim and objectives, **three intellectual outputs** are produced:

- O1 – Training program for adult educators "Coaching for female employment in the digital sector in order to promote gender equality in the labour market".
- O2 – Assessment tool to recognise the adult educators-coaches competencies and provide them with the digital badges.
- O3 – Set of Open Educational Resources for women: "Why re-qualification for employment in the digital sector is important for me?"

Impact of the project envisaged on both target groups:

- at least 70% of adult educators increase the level of their competences to become coaches and get the digital badge;
- at least 60% of women with fewer opportunities and disadvantaged background, after getting high-quality coaching, are motivated to set up their learning goals and develop the actions' plan for further steps to enter the digital jobs.

The objectives and methodology of the State of Art Review

In order to start the development of Training program for adult educators "Coaching for female employment in the digital sector in order to promote gender equality in the labour market", it was necessary to know the State of Art.

The main tasks of the State of Art review are:

- To agree on the definition of the Digital sector of the labour market, which will be used in the project.
- To define the variety of jobs in the Digital sector, which could be suggested to women.
- To analyse the situation in partner countries on existing in the Labour Offices training programmes (formal and informal, for a person with high education and for low-skilled adults) for re-qualification needed for digital jobs.
- To define the main obstacles to disadvantaged women to enter the digital sector.
- To define the recommendations for the structure of the Training course for adult educators *"Coach on female employment in the digital sector in order to promote gender equality in the labour market".*
- To analyse and confirm the range of necessary adult educators' competences and soft skills in order to be able to motivate disadvantaged women to take part in learning towards employment in the digital sector of the labour market.

The methodology of the State of Art Review is be based on **Focus group** with participants from national local action groups (LAG). Polish partner *Danmar Computers Sp. z o.o. has invited 8 people, Lithuanian partners have invited 8 people, Romanian partner has invited 7 people, Cyprian partner has invited 6 members of LAG, and Spanish partner has invited 6 members of LAG* Thus, 35 adult educators have expressed their opinion about the topic. ITMC collected the summarized reports from project partners and prepared a common review – this document. The recommendations of this analysis is a basis for the development of the Curriculum (A2) and 3 Modules (A3, A4, A5) of O1.

Method: a ***focus group*** is a form of qualitative research in which a group of people is asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea. Questions are asked in an interactive group setting where participants are free to talk with other group members. A focus group is an interview, conducted by the

moderator among a small group of respondents. The interview is conducted in an informal and natural way where respondents are free to give views from any aspect.

Some tips for the moderation of the Focus group have been recommended:

- remind participants, that there are no right or wrong answers, only different points of view; free expressions and opinions are welcome;
- record the audio of the discussion with the permission from the participants;
- involve at least two people for organising the Focus group discussion: one taking note, the other talking with the members of the focus group.

Besides the group discussion, focus group participants were asked to fill in an individual questionnaire in order to collect data and precisely summarise their opinion and knowledge in very concrete questions, concerning the subject of the project.

The Focus group meetings at national levels have been organised according to the Agenda (see Annex 1).

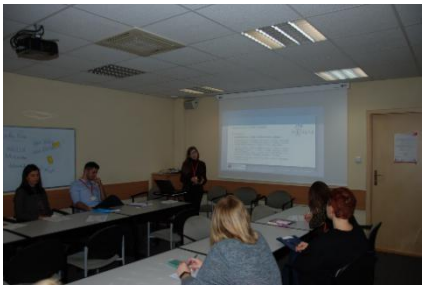
The main tasks for the Focus groups were:

- According to the prepared questionnaire (see Annex 2) to discuss the definition of 'digital sector' which will be used in the project, to collect and cumulate information about the situation in partners' countries on existing in the Labour Offices training programmes for re-qualification needed for digital jobs; to define the main obstacles to disadvantaged women to enter the digital sector as well as to give the suggestions for the Training course for adult educators to be a coach for disadvantaged women on their way to the digital sector of the labour market.
- To analyse and confirm the range of suggested six adult educators' competences, to discuss and define the most needed basic and specific coaching skills to the 6 Competences (Annex 3).

Information on the Focus Groups' meetings in the partners' countries

The focus groups by the partners were organized according to the Focus Group Meeting Agenda (see Annex 1) elaborated by the leading partner, ITMC, and they took place as follows:

Partner organization name: ***Danmar Computers Sp. z o.o.***
Date of the focus group meeting: 14.02.2020
Place of the focus group meeting: Rzeszów, Poland
Number of participants: 8



Partner organization name: ***Centre for Social Innovation***
Date of the focus group meeting: Monday, 10th of February 2020
Place of the focus group meeting: Nicosia, Cyprus
Number of participants: 6

Partner organization name: ***In Varietate Concordia***
Date of the focus group meeting: 13.02.2020
Place of the focus group meeting: Constanta, Romania
Number of participants: 7

Partner organization name: ***ITMC***
Date of the focus group meeting: 06.02.2020
Place of the focus group meeting: Kaunas, Lithuania
Number of participants: 8

Partner organization name: Magenta Consultoría Projects
Date of the focus group meeting: 16-20 March 2020
Place of the focus group meeting: Asturias, Spain
Number of participants: 6

The results of the national focus groups were used in the National reports on the State of Art Review (Poland, Cyprus, Romania, Spain, and Lithuania). The leading partner, ITMC, summarised the national reports and developed the current document – the Summary of National reports on "State of Art Review".

Summary Report from the Focus Groups Meetings in Cyprus, Poland, Romania, Spain and Lithuania

The participants of the focus groups in the partnership countries were mainly adult educators and professionals from the digital sector. The groups discussed (using the questionnaire – Annex 2) the situation in the digital sector and on existing in the Labour Office training programmes to join the digital sector with the special emphasis on training for women in their countries. Below, there is the summary of these discussions.

Defining the common to the project definition of the Digital sector

Theoretical background. *Spanish partner has done a desktop research in the field of the digital sector. According to Anna Sabadash (2012), when we talk about the digital sector of the labour market, we are talking about employment in digital-intensive sectors (Ex.: programming, cybersecurity…), employment in digital-intensive occupations (Ex.: e-commerce), and people employed with digital specific skills (as data processing with Office's Suite). This angle of approach to the Digital Sector of labour market allows us to capture digital-related labour whose taxonomy goes beyond the digital-producing sector and reflects the employment dynamics determined by the implementation of innovations associated with the economy-wide context.* The digital sector comprehends a wide range of jobs*. Nowadays almost every labour sector is changing and moving forward to a more connected world thanks to digitalization, so we can find from native digital activities and business (as the ones dedicated exclusively to digital activities such as programming or data processing) to more traditional activities that implement digital tools to improve connectivity, accessibility or efficiency.*

During the focus group meeting, it was very difficult to define the digital sector. The digital sector is relatively young, is one of the branches of the economy, and includes basic activities related to digitisation, ICT goods and services, Internet platforms and activities supported by them, such as sharing economy.

So, the common definition agreed between the partnership for using in the Go-Digital project is the following:

Digital sector is an extension of the ICT sector and includes the industries in which majority of activities are digital.

As an examples, the partners mentioned the following Digital sectors components: Manufacture of electronic components, Manufacture of computers and peripheral equipment, Wholesale of computers, computer peripheral equipment and software, Publishing, Software publishing, Computer programming, consultancy and related activities, Wired and Wireless telecommunications activities, Social media etc. However, this list could be extended during the project implementation.

Defining the variety of the possible jobs in the digital sector

Considering the definition of the digital sector presented above, the partners agreed that for this project will use the following definition:

The possible job positions in the Digital sectors the project want to promote for women, are those, which are 80% or more related with using of the digital facilities like personal computers, internet, robots, mobile phone applications etc.

Women, therefore, can start developing basic digital skills that allow them to enter the digital world without specializing in it, such as the management of information processing programs that facilitate text processing, accounting and finance calculation, different ways of communicating, information transmission and collaborative work and use of social networks. These basic skills allow women not only to non-specialized jobs but to re-enter in the modern labour market if they have had to leave it for a long time (due to having children, getting married, caring for an ill relative…). Some jobs may have been updated with new digital tools or work procedures that can leave women obsolete even if they have the knowledge and preparation necessary to perform the job.

Jobs that require more specialization and are highly demanded in the new digital era are cybersecurity consultants, business intelligence analyst, cloud computing… Jobs related in some way with programming knowledge and business digitalization. Other occupations that are primarily digital are the ones related to social media, such as Community Manager, Marketing, Producer of content for digital platforms… Job offer is large and with a wide variety of specialization.

According the opinion of participants, women have very high social (interpersonal), creative thinking and artistic skills alongside knowledge. They are also very motivated and ambitious. Therefore, the digital sector will be very good place for them. The possible digital jobs (Digital

Occupations) in the Digital sector are mentioned by the participants of the Focus groups as the following:

Working in Social Media, Illustrator, Animation Creator, Webmaster, E-Commerce Specialist, Programmer, Application Tester, Graphic, Web Designer, Wholesale of computers, computer peripheral equipment and software, Publishing, Software publishing, Computer programming, consultancy and related activities, Wired and Wireless telecommunications activities, Repair of computers and communication equipment, Data processing, hosting and related activities, Robotic process automation.

This list of the digital jobs is not a final one. During the project this list can be extended.

The situation in partners' countries on existing in the Labour Office training programmes to join the digital sector with the special emphasis on training for women

Partners' research in their national level shows that the Labour Exchange offices and adult education organisations offer variety of the training program (formal and informal, for person with high education and for low-skilled adults) for re-qualification needed for digital jobs, however, the reality is that women took those courses 4 time less than men. E.g. there are no specific programmes in Gijón, Spain with an emphasis on joining the digital sector for women, but there are some programmes to employ women and others that focus on digital skills. In Poland, many interesting and useful ICT courses are often very expensive. In Lithuania, the problem is that some training programs are organised by ICT companies during weekend and the Labour Exchange offices cannot buy these courses for unemployed women.

However, considering that the Focus groups included some representatives from the national/local Labour Exchange and Employment offices, the first very general list, summarising the training programmes to join the digital sector are the following:

- Computer Engineering
- Computer technology
- Computer systems
- Computer network administration
- Information Systems Technologies and Cybersecurity
- Information systems
- Smart Manufacturing Engineering
- Information Technology

- Programmable automation systems
- Robotics
- Java is Fun
- Meet, learn, use and love PHP
- Software Tester
- Java from Scratch
- Python training courses
- SQL training courses
- Courses for acquiring technology and computer skills
- Computer courses for women in rural areas, targeting women facing difficulties, offered in various languages
- Courses for acquiring digital skills
- Courses on databases, Excel, User ICT, Software technician
- Digital literacy
- Web development courses.

This list is the basis to produce the output IO3 "Compendiums of (re-)training programs for qualifications in digital sector of labour market to develop the competences needed for digital jobs". The project Go-Digital is innovative by promoting the idea, that women with disadvantaged backgrounds and fewer opportunities also could find jobs in the digital sector. So, the project will produce 5 national Compendiums of (re-)training programs for qualifications in digital sector of labour market to develop the competences needed for digital jobs. Each Compendium will provide clear and attractive descriptions of at least 20 different training programs in each country. Using of the Compendiums will encourage women to take up the re-qualification course offered by the Labour Exchange offices' nationally.

The main obstacles to disadvantaged women to enter the digital sector

In focus groups participants' opinion, the main obstacles to disadvantaged women to enter the digital sector are:

- lack of inspiration and role models to get motivated and inspired from other experiences, because of the low representation of women in relevant positions,

- stereotype concerning a woman's place in the labour market, including the public opinion that women should take care of their homes and families and therefore not to choose jobs in tech-related fields,
- nowadays domination of the digital sector by men,
- lack of equal opportunities and the existence of a gender difference,
- lack of family support,
- lack of interest and motivation,
- lack of knowledge of the possibilities in this sector,
- lack of mentoring in order to entice girls to pursue ICT studies and a career in information and communication-related fields,
- lack of some basic knowledge and digital education in the field,
- low self-esteem, lack of confidence,
- poor financial possibility,
- the lack of support from professionals in steering women to this career path,
- the multitude of family responsibilities,
- the need for continuous upscaling of skills; this can be difficult for women, who still tend to take most of the household responsibilities and therefore do not have time to engage in trainings outside office hours,
- some of nowadays digital programs and tools are in English, however, the statistics shows that disadvantaged women do not know any foreign language,
- nevertheless, nowadays almost every home has at least one computer, but women have higher poverty risk than men, hence some disadvantaged women may have problems to practice or study online at home.

Most of the participants of the Focus groups agreed that women, especially disadvantaged, need the coaches who will help them to overcome obstacles, will encourage to enter the digital sector. The participants agreed with the following definition.

The coaching for female employment in the digital sector is defined in this project as collaborating with women, including with disadvantaged background, in a thought-provoking and creative learning process that inspires them to maximize their personal potential to set the goals and develop the actions' plan for further steps to enter the digital jobs.

The importance of adult educators training and the range of necessary adult educators' competences

As the focus groups' participants said, there is a visible lack of knowledge about the possibilities of this sector, as well as a lack of support from specialists in directing women to this career path. So, training adult educators to become the coach is very important.

The good adult educator-coach should have:

- high level of knowledge of the digital sector
- excellent knowledge and understanding of women's difficulties
- knowledge of good methods and techniques of working with women and good communication
- knowledge of techniques of effective motivation

Most of the participants in the focus group discussions believe that adopting coaching as a training methodology should be at the centre of the strategies implemented to motivate women, empower them and achieve gender equality in the digital era. In addition, the participants agreed on the fact that the competences of adult educators to work with women learners must be constantly assessed and improved. Finally, they agreed on the competences that must be developed. The following 6 competences (two specific and four basic) were defined as the main competencies for adult educator-coach:

- Specific competences of the **coach** related to promoting gender balances in digital sector through education:
  1. *Understanding gender equality*
  2. *Understanding importance of women employment in digital sector*

- Basic **coaching** competences needed to become a coach for women in order to start the jobs in the digital sector:
  3. *Meeting ethical principles and professional standards in coaching of female learners*
  4. *Establishing a trust-based relationship with female learners*
  5. *Communicating effectively with female learners*
  6. *Facilitating learning and its results*

The confirmation of the rage of these competences is very important result of this research, as these competences will be the basis to develop the training course for adult educators

"Coaching for female employment in the digital sector in order to promote gender equality in the labour market". The training program will develop the core competences of adult educators to become the coaches.

The suggestions for the structure of the Training course for adult educators "Coach on female employment in the digital sector in order to promote gender equality in the labour market".

The participants of focus groups agreed that the defined 3 goals of the training course are good basis for creating its content. These very important goals are:

1. *To develop adult **educators' competences** in motivating disadvantaged women to take part in learning towards employment in the digital sector of the labour market.*
2. *To promote **gender equality** in access to learning and use of employment in the digital sector by female learners.*
3. *To **increase demand and take up of re-qualifications** of disadvantaged women into the digital sector of the labour market through effective coaching and motivation strategies*

There was some different opinion of the suggested for discussion the duration of the training course, like some of participants concluded that 60 hours is too much. They think that 30 a.h. of online training and 12 a. h. of 3 face-to-face sessions would be better. Another group of participants underlined the lack of free time and they mentioned that is not always easy to attend the face-to-face trainings. For this reason, they believe that is would be easier for adult educators to attend to reduce the duration of face-to-face sessions of the training course. However, most of the participants agreed with the suggested duration as the following: **60 academic hours** in total, including **42** a. h. of online training and **18** a. h. of 3 face-to-face sessions (kick-off, midterm, final). The participants agreed that it is important that this duration of the course is defined using the European Credit Transfer System in order to ensure that in each partner's country the learners will get **2 academic credits**.

Most of participants agreed that it is important to be assessed before training to understand the previous knowledge of participants, and even a continuous evaluation through short tests that allows the trainer to know if the trainees are understanding the concepts. Finally, after the final assessment, the trainees should receive the certificate, which will motivate students and recognise the acquired knowledge. Participants also agreed that the suggested in the project nowadays way of providing the certification by getting the digital badge is innovative solution.

Decisions on the list of the soft skills for 6 competences

During the discussion on the scope of the most necessary skills for coaches using the list of suggested above 6 competences, the participants were asked to range the importance of the suggested in advance skills (see Annex 3*)* and add more soft skills if necessary.

In the sheet below, the summaries ranges of the skills are presented. The participants agreed in advance that 5 skills for each of the 6 competences, which will have the higher rating, will be selected for the training program. The skills with the low rating is marked in red colour. These skills will not be selected. No one new skill was suggested as an additional, although it was suggested to improve the definitions of the soft skills, which are presented in the table below:

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
*Specific competence**: Understanding gender equality***							
1.	Awareness of discrimination by gender and multiple discrimination	2,00	1	4	1,57	5	2,71
2.	Demonstrating anti-discriminatory behaviour in the learning environment	3,88	4	2	2,29	3	3,03
3.	Understanding the benefits of work-life balance	4,75	2	3	4,86	1	3,12
4.	Understanding the barriers to equal participation of women in re-/training programmes	5,63	3	1	2,43	4	3,21
5.	Awareness on gender stereotypes in the labour market	2,13	5	5	4,71	2	3,77
6.	Understanding the necessity to combat with traditional roles of men and women in labour market	2,63	6	6	5,14	6	5,15

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
Specific competence: ***Understanding importance of women employment in digital sector***							
1.	Awareness of gender-based vertical and horizontal segregation in the labour market	1,63	5	6	2,29	7	4,38
2.	Understanding the ways to reduce gender pay gap in the labour market	1,38	4,00	1	6,29	1	2,73
3.	Capacity to motivate women's employment in digital sector	6,38	1	4	4,29	6	4,33
4.	Awareness of women's employment opportunities in digital sector	4,63	2	5	3,86	3	3,7
5.	Understanding of the importance to involve women into STE(A)M careers	4,00	7	7	2,71	5	5,14
6.	Capacity to empower women to tackle gender discrimination in the labour market, especially in digital sector	3,63	3	2	3,00	2	2,73
7.	Being able to raise awareness on the importance of women to be employed in the digital sector	6,38	6	3	5,57	4	4,99

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
Basic competence: ***Meeting ethical principles and professional standards in coaching of female learners***							
1.	Applying the appropriate ethical principles to female learners coaching	3,38	5	3	4,29	4	3,93
2.	Understanding professional coaching standards	1,25	1	1	4,00	2	1,85

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
3.	Understanding of distinguish between, consulting, mentoring and coaching	4,50	4	5	4,71	5	4,64
4.	Using the appropriate coaching techniques and methods in work with female learners	4,63	3	2	4,71	6	4,07
5.	Awareness of EU General Data Protection Regulation (GDPR)	1,75	6	6	1,00	1	3,15
6.	Respecting cultural diversity	5,50	2	4	2,29	3	3,36

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
Basic competence: ***Establishing a trust-based relationship with female learners***							
1.	Building on mutual respect and trust with female learners	4,63	1	1	2,43	5	2,81
2.	Showing genuine concern for the female learners' welfare and future	2,75	3	5	3,29	1	3,01
3.	Creating an open, flexible and confidence-based relationship with the female learners	1,88	4	4	2,86	4	3,35
4.	Meeting individual needs of female learners	4,38	2	2	4,00	2	2,88
5.	Using non-discriminatory language in work with female learners	1,25	5	3	2,43	3	2,94

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
Basic competence: ***Communicating effectively with female learners***							
1.	Ability to focus completely on what the client is saying and is not saying	3,63	6	7	4,14	4	4,95
2.	Analysing the needs and desires of female learners	7,38	5	1	5,00	3	4,28

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
3.	Active listening during the coaching process	4,50	1	6	7,29	5	4,76
4.	Encouraging self-expression of female learners	5,38	2	4	4,43	2	3,56
5.	Awareness of importance to provide the feedback during the coaching process	6,88	4	2	4,86	1	3,75
6.	Ability to ask interconnected questions	2,00	8	8	3,86	7	5,77
7.	Using non-verbal communication appropriately	2,63	3	3	2,29	8	3,78
8.	Ability to adjust the language of adult educator to the language of participant	3,63	7	5	4,14	6	5,15

No	Name of soft skill corresponding to the Competence	PL	CY	RO	LT	ES	Average
Basic competence: ***Facilitating learning and its results***							
1.	Understanding the key aspects of successful learning	5,38	2	1	4,71	4	3,42
2.	Applying the appropriate motivation methods encouraging women to learn	1,50	4	4	4,57	2	3,21
3.	Using different learning methods in accordance with female learner's abilities to learn	5,38	1	3	3,14	1	2,7
4.	Effective facilitation by using the role models and examples of good practices	3,25	3	2	4,00	5	3,45
5.	Capacity to encourage learners to develop actions plans in order to achieve their desirable results	1,75	5	5	2,57	6	4,06
6.	Ability to rise conclusions	3,75	6	6	2,00	3	4,15

FINAL CONCLUSIONS

Definitions to be used in the project, including the Curriculum, Training Program, Set of the OERs for Women

Digital sector is an extension of the ICT sector and includes the industries in which majority of activities are digital.

The possible job positions in the Digital sectors, which the project want to promote for women, are those, which are 80% or more related with using of the digital equipment like personal computers, internet, robots, mobile phone applications etc.

The coaching for female employment in the digital sector is defined in this project as collaborating with women, including with disadvantaged background, in a thought-provoking and creative learning process that inspires them to maximize their personal potential to set the goals and develop the actions' plan for further steps to enter the digital jobs.

The scope of the competences for adult educators-coaches

The following 6 competences (two specific and four basic) are defined as the main competencies for adult educator-coach:

- Specific competences of the **coach** related to promoting gender balances in digital sector through education:
    1. *Understanding gender equality*
    2. *Understanding importance of women employment in digital sector*

- Basic **coaching** competences needed to become a coach for women in order to start the jobs in the digital sector:
    3. *Meeting ethical principles and professional standards in coaching of female learners*
    4. *Establishing a trust-based relationship with female learners*
    5. *Communicating effectively with female learners*
    6. *Facilitating learning and its results*

The scope of the soft skills related to each of the competencies on the basis of the common rating

Soft skills related to the specific competence: ***Understanding of gender equality***

1. Awareness of discrimination by gender and multiple discrimination
2. Demonstrating anti-discriminatory behaviour in the learning environment
3. Understanding the benefits of work-life balance
4. Understanding the barriers to equal participation of women in re-/training programmes
5. Awareness on gender stereotypes in the labour market

Soft skills related to the specific competence: ***Understanding importance of women employment in digital sector Understanding of gender-based pay gap in the labour market***

1. Awareness of gender-based vertical and horizontal segregation in the labour market
2. Understanding the ways to reduce gender pay gap in the labour market
3. Capacity to motivate women's employment in digital sector
4. Awareness of women's employment opportunities in digital sector
5. Capacity to empower women to tackle gender discrimination in the labour market, especially in digital sector

Soft skills related to the Basic competence: ***Meeting ethical principles and professional standards in coaching of female learners***

1. Applying the appropriate ethical principles to female learners coaching
2. Understanding professional coaching standards
3. Using the appropriate coaching techniques and methods in work with female learners
4. Awareness of EU General Data Protection Regulation (GDPR)
5. Respecting cultural diversity

Soft skills related to the Basic competence: ***Establishing a trust-based relationship with female learners***

1. Building on mutual respect and trust with female learners
2. Showing genuine concern for the female learners' welfare and future
3. Creating an open, flexible and confidence-based relationship with the female learners
4. Meeting individual needs of female learners
5. Using non-discriminatory language in work with female learners

Soft skills related to the Basic competence: ***Communicating effectively with female learners***

1. Analysing the needs and desires of female learners
2. Active listening during the coaching process
3. Encouraging self-expression of female learners
4. Awareness of importance to provide the feedback during the coaching process
5. Using non-verbal communication appropriately

Soft skills related to the Basic competence: ***Facilitating learning and its results***

1. Understanding the key aspects of successful learning
2. Applying the appropriate motivation methods encouraging women to learn
3. Using different learning methods in accordance with female learner's abilities to learn
4. Effective facilitation by using the role models and examples of good practices
5. Capacity to encourage learners to develop actions plans in order to achieve their desirable results

Conclusions related to the Training program

The duration of the Training Program is **60 academic hours** in total, including **42** a. h. of online training and **18** a. h. of 3 face-to-face sessions (kick-off, midterm, final meetings). The duration is equal **2 academic credits** according to the European Credit Transfer System.

There will be assessment of skills before training to understand the previous knowledge of participants, and after training to recognise the acquired knowledge. The trainees will receive a digital badge "Coach on female employment in the digital sector in order to promote gender equality in the labour market".

References

1. Sabadash, Anna. 2012. ICT employment statistics in Europe: measurement methodology. European Commission Joint Research Centre Institute for Prospective Technological Studies. ftp://ftp.jrc.es/pub/EURdoc/JRC76385.pdf. Also available in print version.

Annexes for the summary report:

1) *Agenda of the focus group meeting (Annex1)*
2) *Questions for Discussion within Focus Group (Annex 2)*
3) *Soft skills for 6 competences (Annex 3)*

Annex 1

A G E N D A

Focus group meeting with 6-8 adult educators.

Date: [date of the meeting]
Place: [place of the meeting]
Organized by: [partner organization]

Expected duration of the focus group meeting is approximately 3 hours.

10:00	Welcome and Agenda
10:10	Introduction of the participants of focus group using Ice-breaking game
10:20	Presentation of the European project: Go-DIGITAL
10:30	Brainstorming about: 1) the definition of the digital market; 2) situation in partners' countries on existing training for adults on developing skills requested to the digital sector of the labour market; 3) the main obstacles to disadvantaged women to enter the digital sector (see Annex 3)
11:10	Importance of adult educators training to become a coach. To define the recommendations for the structure of the Training course for adult educators, duration and designing of MOOC (see Annex 3)
11:45	Coffee break
12:15	Discussion on the scope of the most necessary competences and skills for coaches using the list of suggested 6 competences and soft skills (in Annex 4).
13:00	Concluding of the meeting, information on further project activities

Annex 2

QUESTIONS for DISCUSSION within Focus Group

In the National report, it is suggested to summarise the answers for each set of questions in 4-5 lines.

1. **Defining the common to the project Definition of the Digital sector**.
   The explanation of the digital sector used in the proposal is based on the following research:

   > ***The digital sector is an extension of the ICT-sector****, in 2015, only 56.23 % of the* ***digital job*** *were related to ICT companies, and 46.77 % of digital jobs were in* ***other industries***.

   We would like to ask participants of the Focus group to discuss and write the DEFINITION of the digital sector of the labour market, which we could use in the Training program, like:

   > *The digital sector is an extension of the ICT sector and includes the industries in which digital jobs are an important part of the process.*

   You are welcome to brainstorm this Definition and to present your version of it.

2. **Defining the variety of possible jobs in the digital sector.**
   What kind of jobs and in which industries you could suggest for women-learners if you will be coaching them to join the Digital sector? Please, provide the list.

3. **Please analyse the situation in your country on existing in the Labour Offices training programmes to join the digital sector with the special emphasis on training for women.**

   Please, brainstorm on the known formal and informal training for persons with high education and for the low-skilled adults, and for re-qualification needed for digital jobs. Please provide the list of these training programs.

A short description of each program (*a title, a duration, a providing organization, prerequisites, formal/ unformal, etc.)* will be welcome:

Title	***Duration***	***Organisation***	***formal/ unformal***	***Prerequisites, level of education needed***

4. **What, in your opinion, are the main obstacles to disadvantaged women to enter the digital sector?**

5. **Please analyse the importance of adult educators' training to become the coach for disadvantaged women on their way to digital sector of the labour market.**
   - What is your experience in **coaching women** to choose the work in the digital sector?
   - Do you think that coaching could be a good learning/training methodology to motivate disadvantaged women to enter the digital sector?
   - Do you think that special training programs are necessary to develop adult educators' competences in motivating disadvantaged women to take part in learning towards employment in the digital sector of the labour market?
   - Please provide your feedback on the suggested in the proposal list of six necessary competences (Do you agree/disagree that these competences have to be developed? *In case of disagreement, provide your suggested competences).*
     - ✓ <u>Specific on gender equality:</u>
       1. Understanding of gender equality
       2. Understanding of importance for women to be employed in the digital sector
     - ✓ <u>Basic coaching competences</u>:
       3. Meeting ethical guidelines and professional standards
       4. Establishing a trust-based relationship with the women-learner
       5. Communicating effectively
       6. Facilitating learning and its results

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6. **Let discuss the possible structure of the Training course for adult educators *"Coach on female employment in the digital sector in order to promote gender equality in the labour market"*.**

The coaching for female employment in the digital sector *is defined in this project as collaborating with disadvantaged women in a thought-provoking and creative learning process that inspires them to maximize their personal potential to set the goals and develop the actions' plan for further steps to enter the digital jobs.*

- Could you give your feedback on three main provided below objectives of the training course as following: (if the provided objectives could be a good basis for creating the content of the training course?)
  4. *To develop adult **educators' competences** in motivating disadvantaged women to take part in learning towards employment in the digital sector of the labour market.*
  5. *To promote **gender equality** in access to learning and use of employment in the digital sector by female learners.*
  6. *To **increase demand and take up of re-qualifications** of disadvantaged women into the digital sector of the labour market through effective coaching and motivation strategies*

  Would you like to add some more objectives?

- Duration of the training course. What should be a balance between theory and practice?

Could you please provide your feedback on the suggested duration of **60 academic hours** in total, including **42** a.h. of online training and **18 a**.h. of 3 face-to-face sessions (kick-off, midterm, final). This duration of the course is defined using the European Credit Transfer System in order to ensure that in each partner's country the learners will get **2 academic credits**. Do you agree/disagree with the suggested timing? Please provide the comments in case of disagreement.

- Is it important to be assessed before/after training?
- Is it important to have a digital badge after training?
- Other suggestions?

Annex 3

Soft skills for 6 competences

*The training course is oriented to develop **six core competencies** of adult educators -couches, which are grouped into two clusters: specific and basic (see above in Annex 3).*
That is why it is important to define the main soft skills, which are corresponding to each of the competences, and which have to be developed during the training course. Please, analyse the suggested soft skills, rate them and add more soft skills if necessary.

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 6)
*Specific competence**: Understanding of gender equality***		
1.	Recognition of the discrimination by gender, especially in the learning environment	
2.	Understanding of equal opportunities and anti-discriminatory behaviour in the classroom	
3.	Understanding of work-life balance	
4.	Understanding the specific barriers of women to participate in the training program	
5.	Recognition and understanding of gender stereotypes	
6.	Understanding the necessity to combat with traditional roles of men and women in labour market	

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 7)
*Specific competence**: Understanding of importance for women to be employed in the digital sector***		
1.	Understanding of the pay gap at the labour market	
2.	Understanding of the segregation in labour market and the factors(causes) influencing it as well as consequences of vertical and horizontal segregation.	
3.	Understanding the motivation that women need to follow the path to digital sector of the labour market	
4.	Understanding of women's self-employment possibilities in digital sector of the labour market	
5.	Understanding of the importance to involve women into STE(A)M careers	
6.	Ability to see the discrimination cases while entering the labour market in the digital sector and in career advancement.	
7.	Being able to raise awareness on the importance of women to be employed in the digital sector	

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 6)
Basic competence: ***Meeting ethical guidelines and professional standards***		
1.	Understanding and following of coaching ethics and standards	
2.	Ability to apply coaching ethics and standards appropriately in all coaching situations	
3.	Ability to communicate clearly the distinctions between coaching, consulting, mentoring and other support professions	
4.	Coaching techniques and methods	
5.	Being aware of newest GDPR regulations	
6.	Understanding participants/learners background in order to respect cultural differences	

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 5)
Basic competence: ***Establishing a trust-based relationship with the women-learner***		
1.	Ability to create a safe, supportive environment that produces ongoing mutual respect and trust	
2.	Showing genuine concern for the client's welfare and future	
3.	Ability to be conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident	
4.	Ability to discuss the individual needs of participants of coaching	
5.	Ability to distinguish between harmful and appropriate vocabulary in coaching the women-learner and to use appropriate vocabulary	

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 8)
Basic competence: ***Communicating effectively***		
1.	Ability to focus completely on what the client is saying and is not saying	
2.	Ability to understand the meaning of what is said in the context of the client's desires	
3.	Having the skills of active listening in the coaching process	
4.	Ability to support client self-expression	
5.	Ability to provide the feedback during coaching process	
6.	Ability to ask interconnected questions	
7.	Ability to express clearly your thoughts and provide information	
8.	Ability to adjust the language of adult educator to the language of participant	

No	Name of soft skill corresponding to the Competence	Rating of importance (1 to 6)
Basic competence: ***Facilitating learning and its results***		
1.	Ability to motivate to learn effectively	
2.	Understanding of key points for success in learning	
3.	Ability to identify major strengths for learning and growth, and what is most important to address during coaching	
4.	Ability to use role models and examples of good practices during facilitating process	
5.	Ability to encourage participants to prepare/develop actions plans	
6.	Ability to rise conclusions	