

DIGIWAY

DIGITAL WAY TO WOMEN EMPLOYMENT

PR.2 WOMEN LEARNING JOURNEY GUIDELINES

A2. VALIDATION TOOLS FOR TRAINERS AND RECRUITERS

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APPENDIX

PR.2 WOMEN LEARNING JOURNEY GUIDELINES

A2. VALIDATION TOOLS FOR TRAINERS AND RECRUITERS

SURVEY REPORT

1. Introduction

PR (2) creates a comprehensive career guidance package of tools and training plans for guiding careers in digital women. These resources will be designed to empower adult trainers and career guidance facilitators to find the right kind of information that will benefit the women in their communities as well as facilitate their long-term career planning in the digital sector and entry into the job market.

First, five different career areas are determined in the digital sector which are:

- Coder/developer
- Digital Designer
- Digital marketing specialist
- E-business entrepreneurs
- Social media expert.

For each career area two guides are determined as below:

A) **Occupational profile cards of different digital professions** and formulate their past, present, and future through the eyes of women working in these professions (the role models selected in R1). Separate occupational profile cards will be dedicated to the different jobs, outlining the specific steps needed to be taken are determined as:

- Specific jobs for each career area,
- Level of education,
- Type of education,
- Competencies (workplace-related, task-related, and personal competencies),
- Self-study tools (both English and national language),
- Courses/training programs,
- Networking,
- Hints and advice

Moreover, competency descriptions are given at the end of the guide as well.

B) **Professional development for women’s trainers and career guidance facilitators:** Resources are determined under the three frameworks, then the guidance is prepared for each resource. The resources are as below:

- Guide for Facilitation and Administration Skills
- Guide for Training road maps/session plans for five career areas that are Coder/developer, Digital Designer, Digital marketing specialist, E-business entrepreneur, and Social media expert.
- Guide for monitoring and evaluation stages.

2. Validation Tools Description

There are two surveys for each profession, one is about profiles for different occupational groups, and the other is for trainers. The detailed information for validation tools is as below:

- The validation tool (survey) of each "Occupational profile card" and "trainer/facilitator guide" is separately designed for five different professions.
- Women's journey guides can be validated by recruiters, Human Resources Specialists, or an expert on digital careers.
- Trainers' guides can also be validated by the same person, also, they can be applied independently by facilitators, trainers, or experts.
- Each of the two validation tools has two sections. The first section is its respective guide, the second section is the survey (its related profession's validation questionnaire).
- There are also three open-ended questions at the end of the profile validation survey, there is no open-ended question in the trainers/facilitator validation tool.

This report provides the followings: after the introduction sections, the results of two validations based on the five different occupational groups are explained. The last section concludes the results of validation. Moreover, in the appendix the validations for experts/trainer (surveys) are provided. The below-mentioned table demonstrates from which country, and which professions are validated, the table shows two sections because follow-up will be easy. The last line shows the exact numbers.

Countries	Malta		Spain		Turkey		Bulgaria		Total
	Trainers	Experts	Experts	Profiles	Trainers	Experts	Trainers	Experts	
Coders/Developers					1	1	1	1	4
Social Media Experts			1	1	1	1			4

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Digital Marketers			1	1	1	1			4
e-business entrepreneurs	1	1	1	1			1	1	6
Digital designers	1	1					1	1	4
Total	2	2	3	3	3	3	3	3	22

3. Validation Results for Specific Occupational Groups

3.1. Trainer Validation

Trainers from partner countries respond the validation for each specific occupational group. In total –11- surveys are collected. This section of the report explains the trainers' responds validation (survey).

3.1.1. Coders/developers

Trainers from Turkey and Bulgaria responded to the survey for coders/developers. It is clear that both responders agree/strongly agree on the criteria for coders/developers mentioned in the guidance. In more detail, both strongly agree on management skills, training contents, and monitoring and evaluation criteria for coders/developers.

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5
The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

3.1.2. Social Media Experts

Trainers from Turkey and Spain responded to the survey for Social media experts. It is clear that both responders strongly agree on management skills, training contents, and monitoring and evaluation criteria for social media experts mentioned in guidance.

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5
The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

3.1.3. Digital Marketers

Trainers from Turkey and Spain responded to the survey for Digital Marketers. It is clear that both responders agree/strongly agree on management skills, training contents, and monitoring and evaluation criteria for digital markets mentioned in guidance. They also indicate the role of digital marketing budget plan, and growth hacking tools and plan in open-ended questions.

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5
The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

3.1.4. e.business Entrepreneurs

Trainers from Malta, Spain and Bulgaria responded to the survey for e.business entrepreneurs. It is clear that both responders agree/strongly agree on management skills, training contents, and monitoring and evaluation criteria for e.business entrepreneurs mentioned in guidance. In open-ended questions, they also indicate the role of product/service quality standards, and an associated QA and QC plan, compensation plan, profit sharing and variable remuneration system, sustainability plan.

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5

The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

3.1.5. Digital Designers

Trainers from Malta, and Bulgaria responded to the survey for digital designers. It is clear that both responders strongly agree on management skills, training contents, and monitoring and evaluation criteria for digital designers mentioned in guidance.

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5
The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

3.2. Experts Validation

Experts from partner countries respond the validation for each specific occupational group. In total –11- surveys are collected. This section of the report explains the experts' responds for validation.

3.2.1. Coders/Developers

Experts from Turkey and Bulgaria responded to the survey for coders/developers. It is clear that both responders agree/strongly agree on the criteria for coders/developers mentioned in profile card. In more detail, both strongly agree on specific occupational groups, task-related, and personal competencies and self-study resources. Moreover, they disagree on the -3- most important training programs. The results can be shown below:

Overall Evaluation for CODERS/DEVELOPERS.

Criteria	evaluation				
1.1. Specific occupational groups are well-defined.	1	2	3	4	5
1.2. Types of education have been determined as suitable.	1	2	3	4	5
1.3. The level of education has been determined as suitable.	1	2	3	4	5

1.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
1.4.2. Task-related competencies are correctly defined	1	2	3	4	5
1.4.3. Personal competencies are defined correctly.	1	2	3	4	5
1.5.1 Self-study resources in the English language are appropriate resources.	1	2	3	4	5
15.2. Self-study resources in the national language are suitable resources.	1	2	3	4	5
1.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
1.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
1.8. Hints/Advice are sufficient for entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Question Results

- 1) Which is the most important -3- of the training programs specified for Coders/Developers.

Coding languages, cyber security, python, javascript, R.

- 2) If you have any suggestions for networking formations recommended to enter this profession, please indicate.

- Attend relevant events, both online and in person, both for networking purposes and for finding new trends and opportunities
- Attend new courses
- Build your own network and expand it gradually

- 3) If you have any suggestions for the entry and advancement of women in this profession, please indicate.

Connect with other women in the sector, attend events targeted at women in the digital sector, join relevant women's networks and look for advice and mentorship. Depends on the programming/coding language.

3.2.2. Social media expert

Experts from Turkey and Spain responded to the survey for social media experts. In general, both responders agree on the criteria related to social media experts. In more detail, both strongly agree on task-related competencies and networking mentioned in the profile card. Moreover, they also indicate the importance of networking, communication and following social media accounts as well. The results can be shown below:

Overall Evaluation for SOCIAL MEDIA EXPERTS.

Criteria	evaluation				
5.1. Specific occupational groups are well defined.	1	2	3	4	5
5.2. Types of education has been determined as suitable.	1	2	3	4	5

5.3. The level of education has been determined as suitable.	1	2	3	4	5
5.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
5.4.2. Task-related competencies are correctly defined	1	2	3	4	5
5.4.3. Personal competencies are defined correctly.	1	2	3	4	5
5.5.1. Self-study resources in the English language are appropriate resources.	1	2	3	4	5
5.5.2. Self-study resources in national language are suitable resources.	1	2	3	4	5
5.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
5.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
5.8. Hints/Advices are sufficient for the entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Questions

- 1) Which is the most important -3- of the training programs specified for Social Media Experts.
Communication, following the social media platforms, competition analysis, and Social Media Management.
- 2) If you have any suggestions for networking formations recommended to enter this profession, please indicate.
Maybe actually follow the role models mentioned above in Social Media.
- 3) If you have any suggestions for the entry and advancement of women in this profession, please indicate.
Attending online courses, managing their own social media accounts. I think having your own presence is very important, because it becomes like your presentation letter, it speaks of your experience.

3.2.3. Digital Marketer

Experts from Turkey and Spain responded to the survey for Digital Marketer. In general, both responders agree on most of the criteria related to digital marketer. In more detail, both strongly agree on all competencies (task-related, job-related and personal), networking formations and the importance of hints and advices mentioned in profile card. The results can be shown below:

Overall Evaluation for DIGITAL MARKETER

Criteria	evaluation
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3.1. Specific occupational groups are well defined.	1	2	3	4	5
3.2. Types of education has been determined as suitable.	1	2	3	4	5
3.3. The level of education has been determined as suitable.	1	2	3	4	5
3.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
3.4.2. Task-related competencies are correctly defined	1	2	3	4	5
3.4.3. Personal competencies are defined correctly.	1	2	3	4	5
3.5.1. Self-study resources in the English language are appropriate resources.	1	2	3	4	5
3.5.2. Self-study resources in national language are suitable resources.	1	2	3	4	5
3.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
3.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
3.8. Hints/Advices are sufficient for the entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Questions

- 1) Which is the most important -3- of the training programs specified for Digital Marketing Specialists.
Digital marketing, Shopify, e-commerce
- 2) If you have any suggestions for networking formations recommended to enter this profession, please indicate.
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- 3) If you have any suggestions for the entry and advancement of women in this profession, please indicate.
Patent, producing, hardworking

3.2.4. e.business Entrepreneurs

Experts from Malta, Bulgaria and Spain responded to the survey for e.business entrepreneurs. In general, both responders agree on the level of education, task-related, job-related competencies, hints and advice mentioned in the profile card. Moreover, they indicate the importance of networking, social media platforms and entrepreneurship related training programs. The results can be shown below:

Overall Evaluation for e-BUSINESS ENTREPRENEURS.

Criteria	evaluation				
4.1. Specific occupational groups are well defined.	1	2	3	4	5
4.2. Types of education has been determined as suitable.	1	2	3	4	5
4.3. The level of education has been determined as suitable.	1	2	3	4	5
4.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
4.4.2. Task-related competencies are correctly defined	1	2	3	4	5
4.4.3. Personal competencies are defined correctly.	1	2	3	4	5
4.5.1. Self-study resources in the English language are appropriate resources.	1	2	3	4	5
4.5.2. Self-study resources in national language are suitable resources.	1	2	3	4	5
4.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
4.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
4.8. Hints/Advices are sufficient for the entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Questions

- 1) Which is the most important -3- of the training programs specified for e-business entrepreneurs?

Digital marketing, e-commerce management, cybersecurity, entrepreneurship specialization (Coursera), innovation: from creativity to entrepreneurship specialization (Coursera), how to build a start up (Udacity).

- 2) If you have any suggestions for networking formations recommended to enter this profession, please indicate.

Attending industry events, building a personal network, always keep learning. Social media platforms such as LinkedIn, Facebook, Instagram and Tick Tock can be very helpful in establishing a great networking outlet. Today our clients are not solely contained to our country of residence but worldwide.

- 3) If you have any suggestions for the entry and advancement of women in this profession, please indicate.

Mentorship and networking,

3.2.5. Digital Designers

Experts from Malta and Bulgaria responded to the survey for Digital Designers. In general, both responders agree on most of the criteria related to digital designers. In more detail, both strongly agree on task-related competencies, self-study resources and recommended courses/training programs mentioned

in profile card. Moreover, they indicate the importance of networking, and developing the skills. The results can be shown below:

Overall Evaluation for **DIGITAL DESIGNERS**.

Criteria	evaluation				
2.1. Specific occupational groups are well defined.	1	2	3	4	5
2.2. Types of education has been determined as suitable.	1	2	3	4	5
2.3. The level of education has been determined as suitable.	1	2	3	4	5
2.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
2.4.2. Task-related competencies are correctly defined	1	2	3	4	5
2.4.3. Personal competencies are defined correctly.	1	2	3	4	5
2.5.1. Self-study resources in the English language are appropriate resources.	1	2	3	4	5
2.5.2. Self-study resources in the national language are suitable resources.	1	2	3	4	5
2.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
2.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
2.8. Hints/Advices are sufficient for the entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Questions

- 1) Which is the most important -3- of the training programs specified for Digital Designers.
User interface design, design theory, InDesign, Graphic design tools, mobile app design.
- 2) If you have any suggestions for networking formations recommended to enter this profession, please indicate.
Forums, events and networks dedicated to graphic designers and digital skills development
- 3) If you have any suggestions for the entry and advancement of women in this profession, please indicate.
Develop and upgrade your skills; Stay up to date with new trends and development of the professions and the sector in general; network with professionals from the sector, having a mentor etc.

4. CONCLUSION

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In general, two different validation tools (survey) experts, and trainers are prepared to evaluate each specific professions that are digital marketer, digital designer, coder/developer, social media experts and e.business entrepreneurs. Each specific professions are validated by two project partners, only e.business entrepreneurs are validated by three partnering countries.

First, the trainer validation results show that the trainers are agree/strongly agree on the criteria for management skills, training contents and monitoring/evaluation criteria that are mentioned in the guides for each specific group. Secondly, it can be said that the experts' validation results indicate that respondents mainly neutral/agree/strongly agree on profile validation criteria. In more detailed, they mainly on specific occupational groups and competencies. Additionally, there is only one disagree idea which is indicated in e.business entrepreneurs.

Thus, the overall results for both validation tools explain that the experts and trainers mainly agree/strongly agree in most criteria mentioned in guides and occupational profile guides as well.

Appendix.1. Profile Validation

Overall Evaluation for CODERS/DEVELOPERS.

Criteria	evaluation				
1.4. Specific occupational groups are well defined.	1	2	3	4	5
1.5. Types of education has been determined as suitable.	1	2	3	4	5
1.6. The level of education has been determined as suitable.	1	2	3	4	5
1.4.1. Job-related competencies are correctly defined.	1	2	3	4	5
1.4.2. Task-related competencies are correctly defined	1	2	3	4	5
1.4.3. Personal competencies are defined correctly.	1	2	3	4	5
1.5.1 Self-study resources in the English language are appropriate resources.	1	2	3	4	5
15.2. Self-study resources in national language are suitable resources.	1	2	3	4	5
1.6. Recommended courses/ training programs are sufficient.	1	2	3	4	5
1.7. Recommended networking formations are suitable for entry into this profession.	1	2	3	4	5
1.8. Hints/Advices are sufficient for the entry and advancement.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**

Open-ended Questions

- 3) Which is the most important -3- of the training programs specified for Coders/Developers.
- 4) If you have any suggestions for networking formations recommended to enter this profession, please indicate.
- 5) If you have any suggestions for the entry and advancement of women in this profession, please indicate.

Appendix.2. Trainer Validation

Criteria	evaluation				
The management skills of mentors and experts who will take part in the employment of women in digital sectors have been determined as appropriate.	1	2	3	4	5
The training contents for the relevant occupational group have been determined correctly.	1	2	3	4	5
Monitoring and evaluation criteria have been determined appropriately for the relevant occupational group.	1	2	3	4	5

* **-1- indicates strongly disagree while -5- indicates strongly agree.**