



November 2024
Deliverable 5.3

Femme Forward

Future Tech Careers
Training and support for training providers

About Femme Forward

Femme Forward - *Fast-tracking women into new tech careers and supporting successful female-led start-ups* - is a two-year transnational project funded under the Erasmus+ Programme.

Through an innovative and comprehensive training programme, women with various backgrounds will be empowered to either start a career in tech or employ their experience and knowledge to set up a tech start-up.

Femme Forward will identify, develop and pilot high-quality digital education content to tackle the current gender gap in the digital economy, enabling at least 500 women to start on the track to tech employment or entrepreneurship.

Femme Forward will offer an easy-to-use and extensive repository of tested, high-quality educational materials, available in multiple languages and on a multi-device compatible learning platform: femmeforward.eu.

Project partners

The Femme Forward consortium comprises 15 partners led by SIMPLON.co, bringing together key industry, technology and education stakeholders in Europe.

Full partners

1. SIMPLON.CO (France)
2. TOP-IX (Italy)
3. ENGIM PIEMONTE (Italy)
4. Tech and Teach gGmbH (Germany)
5. BeCode (Belgium)
6. Big Blue Data Academy (Greece)
7. CYPRUS COMPUTER SOCIETY (Cyprus)
8. Asociatia ETIC (Romania)
9. Le Techspace (Belgium)
10. HOCHSCHULE HANNOVER (Germany)
11. Factoria F5 (Spain)

Associated partners

1. AMAZON WEB SERVICES EMEA SARL
2. RANDSTAD NEDERLAND BV
3. FUJITSU SERVICES LTD
4. DIGITALEUROPE AISBL

Subcontractors

Schuman SA

Revision History			
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Participation by all consortium partners implementing Future Tech Careers track

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Introduction

The Femme Forward Future Tech Careers Track was designed to empower women in training for jobs in the IT sector - in particular in cloud computing, addressing the gender gap in the industry. A crucial element of this initiative was ensuring that participating training providers had the necessary support and resources to successfully deliver the program. This included fostering collaboration on multiple levels: between training providers themselves as well as assisting individual trainers within training providers in preparing for their training, whether this be in adapting the training materials to their student base, helping with pedagogical concepts, or preoccupying oneself with training only to women.

The core objective of Deliverable 5.3 is to demonstrate how participating training providers actively supported one another in adopting and implementing the Future Tech Careers training Track as well as how training providers provided support to individual trainers in order to enable the best possible quality content to trainees. By sharing resources, methodologies, and practical solutions, the consortium created an ecosystem of mutual assistance, ensuring the training could be effectively tailored to diverse regional contexts and participant needs.

This report focuses on two key levels of support:

Consortium-Level Support: Participating providers collaborated to share expertise, refine training content, and solve practical issues such as recruitment and curriculum customization. By fostering an environment of knowledge exchange, partners collectively strengthened the program's implementation across all regions.

Local Partner Support: At the local level, training providers extended hands-on support to individual trainers. This included onboarding processes, specific training sessions for educators, and responsive problem-solving during course delivery. By providing trainers with the tools and guidance needed to succeed, local partners ensured that participants received a high-quality and impactful learning experience.

This report highlights the support mechanisms that were integral to the success of the Femme Forward Tech Careers Track. It underscores how collaboration between training providers and practical assistance to individual trainers contributed to the program's ability to empower female trainees across participating countries and ensure quality training by all partners within the consortium.

Consortium-level support

The following section provides insights regarding how partners collaborated and helped each other at a consortium level, helping set up the training as well as manage any difficulties that could arise from the implementation of the training itself.

The Femme Forward consortium is made up of a diverse selection of training providers. This diversity constitutes a real strength when it comes to developing the training content, helping us make sure that all areas are covered. At the same time, partners within the consortium therefore have heterogeneous levels of experience when it comes to some of the principal themes of the training, whether it be in terms of operational capacity, technical support, women-only courses, sourcing candidates etc.

Support tools and mechanisms

Depending on each partners' experience, different levels of support were required. For this reason, our objective was to set up a system whereby partners could easily access the support needed, whether it be from the whole consortium or from a particular partner. The consortium believes that the most effective way of providing this support is to multiply the various channels and tools available for partners in order to facilitate and normalise discussion and assistance.

The main tools and *forums* used by partners were therefore:

- **Consortium Meetings**

Firstly, the consortium decided to organise separate steering committees and consortium meetings. This allowed the steering committee to focus on technical aspects and progress of the project and for consortium meetings to be more geared towards group work and partner support for the operational side of the project. Further, the partners decided to increase the number of consortium meetings initially planned from 1 every two months to 1 each month. This recurring meeting ensured that all partners were catered for and helped maintain a constant presence of the consortium as a whole in helping partners with any problems that might arise within the project.

- **Consortium Discord**

For quicker and shorter questions that partners may have had, the consortium Discord was used in order to collaborate.

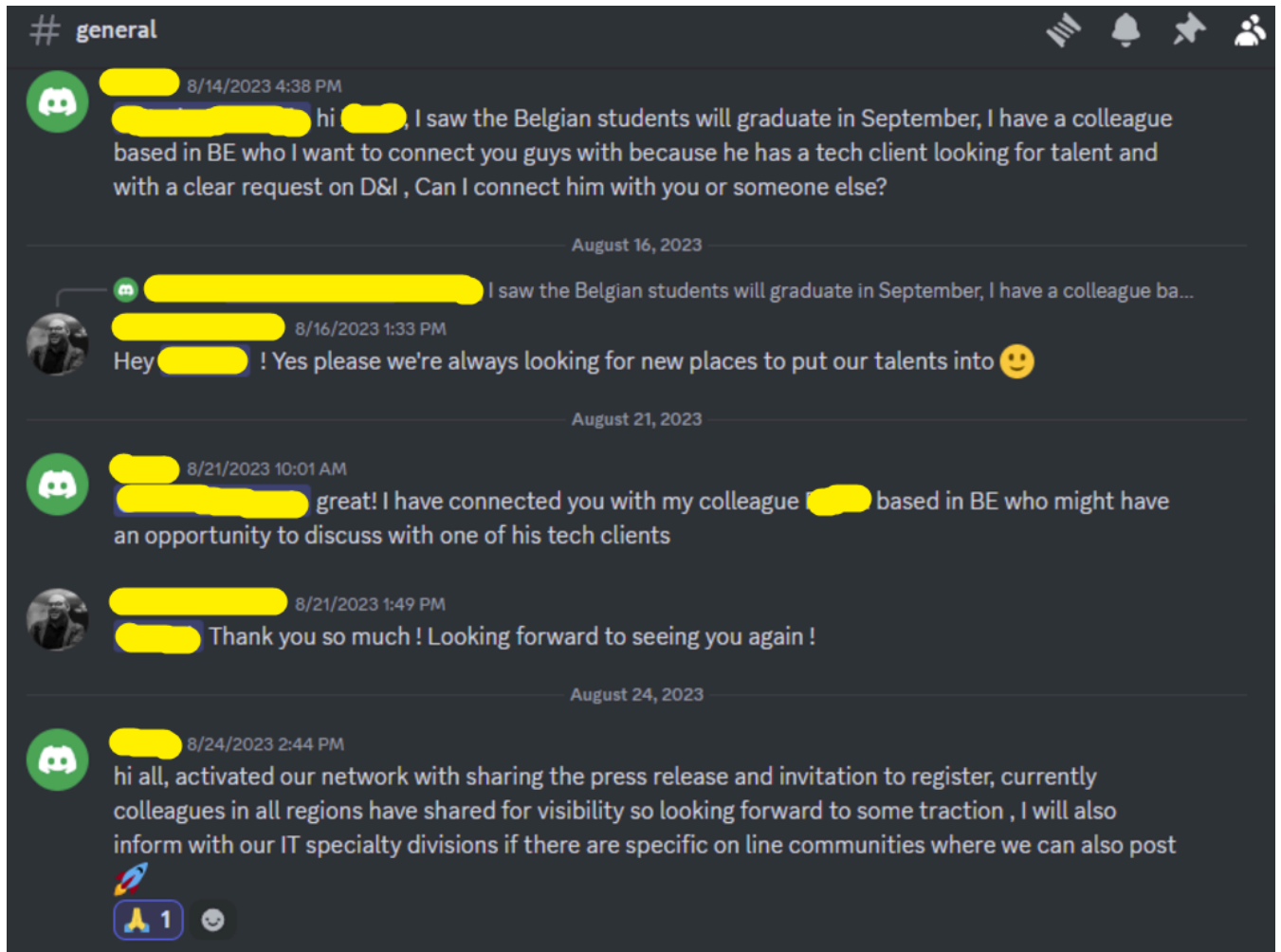


Image 1: An example of support provided by Associated partner Randstad to partner Bencode

- **Bilateral meetings**

When partners had a specific question which could be answered by another partner, bilateral meetings were organised. This allowed partners with similar situations or those with more experience on a particular question to provide support specifically to another partner in need.

- **Collaborative workshops**

Workshops between partners are key for multiple reasons. First and foremost, they foster collaboration between partners who are not necessarily used to working together. Secondly, workshops enable partners to develop new ideas or present good practices to other members which can then be implemented elsewhere. The Femme Forward consortium worked together on multiple workshops throughout the project - mainly online though also in person during the project kick-off. During the project kick-off for example, one of the groups worked on personas for the training, helping to identify the types of trainees we were aiming for in the project training. This allowed partners to focus on particular groups of people for the sourcing process.

The Miro board is a good such tool for the collaborative process, particularly online. Partners used it on multiple occasions throughout the project.

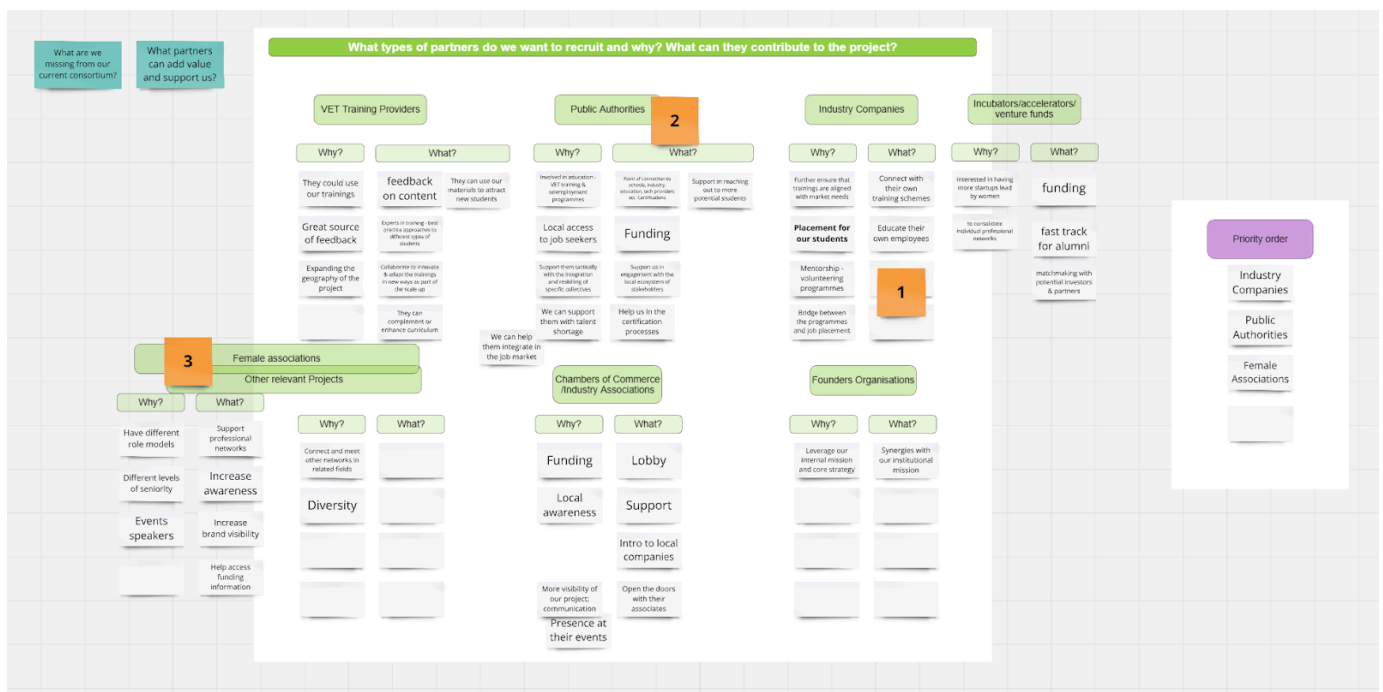


Image : An example of a collaborative workshop between consortium partners aimed at increasing the types and number of partners around the training which in turn helps increase the impact of training

- **Consortium Trainer Support**

One of the particularities of the Future Tech Careers Track was the technical level needed by trainers for providing the training, in particular when it came to preparing students for taking the AWS certification. For this reason, some specific Q&A sessions were set up for training providers on top of the consortium meetings, which allowed trainers to come together to ask specific questions they might have regarding the training.

Further, associate partner AWS provided specific training to specific trainers within the consortium for passing the Cloud Practitioner Certification, upskilling them and onboarding them and preparing them to help their own students take the final certification at the end of Femme Forward. 15 trainers from within the consortium took part in this extra training and support system set in place.

Examples of support by consortium members

The following section highlights examples provided by project partners in supporting each other throughout the project. These accounts showcase how partners helped each other on a variety of topics and how they tailored their methods to ensure effective delivery and address the specific needs of participants.

Becode - Country of delivery: Belgium

Dates of training: Start date: April 24, 2023- End date: October 27, 2023

External or internal trainers: Our trainers were Maxim Berge & Vanessa Rivera Quinones (both internal trainers)

Support received by other partners during the project in order to help implement the training:

We received support from the AWS team, granting us access to their knowledge about the certification process.

Information about the training content was also provided by Simplon.co on some topics.

Support provided to other partners in order to help implement the project:

We collaborated with Simplon.co on implementing as best as possible active learning and project based learning for our trainees during the course.

Further, the methodology used for sourcing students (we sourced female trainees from previous existing Becode training sessions) was provided to partners in consortium meetings.

AWS-run - Country of delivery: Germany

Dates of training: From June 12, 2023 to Sep 1, 2023

External or internal trainers:

External trainers hired specifically to deliver training on this cohort. However, they've had long-term experience on the subjects being taught.

Support received by other partners during the project in order to help implement the training:

During the project, support was received from other consortium members who generously shared best practices for training delivery. This included valuable insights on addressing specific challenges women might face and strategies to better integrate women into the training programs. Their guidance also emphasized how to effectively convey the empowering potential of a career change into tech, inspiring more inclusive participation.

Support provided to other partners in order to help implement the project:

Our organization provided support to partners by sharing best practices on onboarding and engaging new trainers to ensure effective training delivery. For example, we developed a comprehensive trainer onboarding guide that includes structured mentorship and shadowing opportunities. This approach was adopted by several partners, helping them build confident and well-prepared training teams to deliver high-quality sessions. Further, we provided support when it came to implementation of the certification process at the end of training (see trainer support described above).

Codingschule - Country of delivery: Germany

Dates of training: September 04, 2023 to November 30, 2023

External or internal trainers:

Specialized cloud trainers were brought on board around six months before the program's launch. To further enhance support for the students, an additional trainer was later hired to strengthen the team and ensure the cohort received the highest level of assistance.

Support received by other partners during the project in order to help implement the training:

During the project, we received valuable support from various partners that significantly enhanced our training implementation. Cloud specialists from our industry network were invited to showcase real-world examples of Cloud-related roles, providing participants with practical insights into the job market. Consortium members played a crucial role by generously sharing best practices for delivering effective training sessions, ensuring the quality of our program. Additionally, we sought mentorship and guidance from our network on strategies to integrate women into the training programs and support them in securing employment, fostering an inclusive and impactful learning environment. This collaborative effort greatly enriched the outcomes of the project.

Support provided to other partners in order to help implement the project:

Throughout the project, we actively supported our partners by sharing expertise and resources to ensure seamless implementation. This included collaborating on curriculum development, exchanging best practices, and providing tailored guidance to address challenges faced during training delivery. Additionally, we facilitated knowledge-sharing sessions to equip trainers with the tools and confidence needed to succeed in their roles.

Simplon.co - Country of delivery: France

Dates of training: October 2nd - December 20th 2023

External or internal trainers: Trainers for the course were external trainers

Support received by other partners during the project in order to help implement the training:

We received support from Bencode in particular when it came to ensuring that the training was as project-based as possible, in order to maintain our standards in active pedagogy for our students. This notably meant some co-creation of training materials between pedagogical managers.

Further, we received support from partners during the consortium meetings regarding sourcing of female trainees, which was particularly difficult for our course.

Support provided to other partners in order to help implement the project:

Principal support by Simplon.co to project partners was regarding the use of the training curriculum and adapting the curriculum to partners' needs in their training.

CCS - Country of delivery: Cyprus

Dates of training: From Oct 2, 2023 to Dec 22, 2023

External or internal trainers:

External trainers with huge experience on delivering cloud based training, both for technical and soft skills, hired specifically to deliver training on this cohort.

Support received by other partners during the project in order to help implement the training:

During the project, we received support from other consortium members who previously delivered this type of high-level cloud IT training, which was new for us. They shared their insights and best practices for delivering this training.

Support provided to other partners in order to help implement the project:

We shared our experience during consortium meetings, enlightening consortium members about our constant efforts to build up the team spirit and keep the team together (e.g. dinner with all trainees and CCS Board members for creating interpersonal bonding, event aiming to connect participants of Cyprus AWS re/Start Cohort with potential employers).

ETIC - Country of delivery: Romania

Dates of training: Training took place between January 15 and May 10, 2024.

External or internal trainers:

The trainers were collaborators engaged through project-based collaboration agreements.

Support received by other partners during the project in order to help implement the training:

Since this was the first time we implemented such training for adult women in our organization in Romania, the support from partners was really important throughout the project. We chose to start the program in 2024, using 2023 to learn from our partners' experiences. In consortium discussions, partners shared their processes and best practices, which helped us shape and adapt the training model for Romania.

We received valuable support in areas such as selecting and preparing trainers, registering and selecting participants, managing training sessions, providing support to participants, organizing non-technical support sessions, and preparing participants for employment. This input was necessary in designing and implementing the training effectively.

Support provided to other partners in order to help implement the project:

We contributed to the project by sharing ideas and suggestions during consortium discussions on various topics we addressed. Additionally, we presented our highly successful promotional model (sourcing of trainees), which helped us gather over 2,600 applications in Romania.

HSH - Country of delivery: Germany

Dates of training: 26.02.2024 - 24.05.2024

External or internal trainers: The trainers were external personnel.

Support received by other partners during the project in order to help implement the training:

During the project lifetime, we received significant support from our partner, Coding Schule, which greatly contributed to the successful implementation of our training program, Future Tech Careers.

As this was our first time conducting such a program, one of the major challenges we faced was finding suitable trainers. Coding Schule stepped in to provide us with qualified trainers, which was instrumental in ensuring the quality and effectiveness of the course. Their expertise and collaboration allowed us to deliver the program successfully from its start on February 26, 2024, to its conclusion on May 24, 2024.

This partnership not only helped us overcome a critical challenge but also laid the groundwork for a strong and impactful training experience for the participants.

Support provided to other partners in order to help implement the project:

As part of our contribution to the project, we provided several forms of support to our partners to help implement the project successfully.

Firstly, we conducted an analysis to refine the skills assessment process. Our insights and suggestions were shared with partners to further develop and enhance this critical

component of the project. This collaborative effort ensured that the assessment process was effective and aligned with the project's objectives.

Secondly, we managed and maintained the Gateway website, which served as a central hub for the project. By regularly updating and optimizing the platform, we ensured that partners had reliable access to resources and that participants could easily find and connect with the program. This digital infrastructure played a crucial role in supporting the overall implementation of the project.

Through these contributions, we worked to strengthen the collaborative framework and facilitate the project's success for all involved.

Factoria F5 - Country of delivery: Spain

Dates of training: From March 4 to June 14, 2024

External or internal trainers: The trainers of this course are employees of Factoría F5.

Support received by other partners during the project in order to help implement the training:

At the level of support from the other consortium partners, participation in meetings with the partners allowed us to learn about their training practices and their different ways of adapting the model. This knowledge has helped us to propose different ways of offering our training in this project, and to think and devise new ways of implementing our accompaniment, in the search for employment for the participants.

Furthermore, the AWS team provided support for certification questions for the trainees.

Support provided to other partners in order to help implement the project:

Factoría F5, like the rest of the consortium partners, has contributed in the permanent consortium meetings and in the exchange spaces, sharing the F5 work model applied in Spain for both training and support towards the employability of the participants.

Big Blue Data Academy - Country of delivery: Greece

Dates of training: 19.03.2024-07.06.2024

External or internal trainers: External trainers

Support received by other partners during the project in order to help implement the training:

Since this was the first time we implemented such training in our organization in Greece, the support from partners was really important throughout the project. In consortium discussions, partners shared their processes and best practices, which helped us shape and adapt the training model for Greece.

We received valuable support in areas such as selecting and preparing trainers, registering and selecting participants, managing training sessions, providing support to participants, organizing non-technical support sessions, and preparing participants for employment. This input was necessary in designing and implementing the training effectively.

Support provided to other partners in order to help implement the project:

We contributed to the project by sharing ideas and suggestions during consortium discussions on various topics we addressed.

Conclusions for consortium-level support

The collaboration among training providers within the project demonstrated a robust exchange of support, enabling effective training delivery and fostering innovation. Partners both received and provided assistance in areas critical to the project's success.

Training providers benefited significantly from the expertise and resources of their partners (some of which are available on the [project moodle website](#)). They gained insights into certification processes, active and project-based learning, sourcing trainees, and implementing inclusive strategies. Additionally, partners received guidance in trainer preparation, participant support, and managing training sessions, which helped address local challenges and ensured high-quality implementation.

In return, partners contributed their expertise to strengthen the collective effort. They provided resources for trainer onboarding, adapted curricula to fit diverse needs, and refined skills assessment processes. They also supported the project by sharing methodologies for sourcing participants, enhancing employability strategies, and managing digital platforms to facilitate communication and resource access.

Themes of collaboration

As the previous section shows, partners collaborated on a diverse variety of subjects. Here are the most common themes that partners collaborated on:

- **Trainer preparation and onboarding:** Sharing resources and strategies to recruit, train, and support trainers effectively.
- **Curriculum design and adaptation:** Co-creating and refining training materials to ensure relevance and alignment with project goals.
- **Active and project-based learning:** Implementing innovative pedagogical approaches to enhance participant engagement and learning outcomes.
- **Sourcing and supporting participants:** Exchanging methods for recruiting trainees, particularly women, and providing technical and non-technical support.
- **Certification processes:** Sharing knowledge and best practices for navigating certification requirements and preparing participants.
- **Employability strategies:** Developing approaches to connect trainees with potential employers and support their career transitions.
- **Inclusivity and engagement:** Addressing challenges related to diversity and creating inclusive learning environments.

Challenges

The main challenge faced by the partners was the very diverse needs of different partners when it came to helping implement the project. This meant that a large number of topics needed to be covered. Though this challenge was effectively countered by the partners by implementing the increased support during consortium meetings, this did mean that partners invested *considerable* time into the collaborative process for the project. Balancing the demands of delivering high-quality training with providing guidance to consortium members proved time-intensive and logistically complex.

Despite a shared curriculum, variations in local needs and contexts posed challenges in maintaining consistency. Partners had to adapt session content, schedules, and delivery methods to suit their regional cohorts, making it difficult to standardize the program fully while ensuring its relevance and effectiveness.

Local level support: onboarding trainers

The second level of support provided was that of training providers to the trainers running the actual courses. Here again, the diversity of makeup and experience of the different partners in the project meant that differing levels of support were necessary. Some

partners had extensive knowledge of providing highly-skilled IT training to students, for others the Femme Forward project was a first.

Properly onboarding trainers is an essential part of the success of the training, and partners paid particular attention to it. This is the case whether trainers are internal (employees) or externally sourced.

Below is a selection of examples given by partners for the onboarding process of trainees

Examples of support by consortium members

BeCode - Country of delivery: Belgium

External or internal trainers: Our trainers were Maxim Berge & Vanessa Rivera Quinones (both internal trainers)

Onboarding trainers to the project:

On the technical front, our trainers have obtained AWS certification, enhancing their expertise, which was primarily AI-focused, by incorporating cloud-related skills. From a pedagogical perspective, BeCode trainers participate in a “Train the Trainer” program, where they learn the fundamentals of active pedagogy and effective group management in technical training contexts. Additionally, weekly meetings are held with all BeCode trainers to foster mutual support and provide technical assistance to one another.

AWS-run - Country of delivery: Germany

External or internal trainers:

External trainers hired specifically to deliver training on this cohort. However, they had long-term experience on the subjects being taught.

Onboarding trainers to the project:

To onboard trainers to the project, a dedicated onboarding plan was developed to ensure they connected with key stakeholders within the organization and across the consortium. Trainers received technical onboarding on relevant topics and guidance on effectively teaching women, supported by best practices shared by experienced trainers. Additionally, trainers were given access to an online repository containing supplementary learning materials to enhance their preparation and teaching capabilities.

Some examples:

- The 6 hr [Cloud Practitioner Essentials digital course](#)
- The [Cloud Practitioner Exam Guide](#)
- AWS Certified Cloud Practitioner [Official Practice Question Set](#)
- Invitations to attend an [Exam Readiness Webinar](#)
- Invitations to watch an [On-demand training on Twitch](#)

Codingschule - Country of delivery: Germany

Dates of training: September 04, 2023 to November 30, 2023

External or internal trainers: Internal

Onboarding trainers to the project:

To integrate trainers into the project, a structured induction process was designed to familiarize them with essential team members within the organization and the wider consortium. Trainers were provided with technical guidance on relevant subjects and advice on delivering courses tailored to women, supported by insights shared by seasoned instructors. Furthermore, they were granted access to an online resource library containing additional educational materials to bolster their readiness and teaching effectiveness.

Simplon.co - Country of delivery: France

External or internal trainers: Trainers for the course were external trainers

Onboarding trainers to the project:

All trainers that integrate Simplon.co are onboarded by following a ToT (Training of Trainers), which focuses primarily on active pedagogy and supporting all trainees despite heterogeneous levels during the training. Furthermore, trainers are onboarded and supported throughout the training process by dedicated regional pedagogical teams as well as project managers. These weekly meetings allow for discussion of problems with trainees, whether they be technical or personal.

CCS - Country of delivery: Cyprus

External or internal trainers:

External trainers with huge experience on delivering cloud based training, both for technical and soft skills, hired specifically to deliver training on this cohort.

Onboarding trainers to the project:

To onboard trainers to the project, we had several meetings before the start date, Oct 2 2023, to ensure that everything was in place before the start of the training. CCS project manager, Mr Neofytos Xenofontos, attended all sessions and resolved any technical issues on the spot (e.g. communication challenges). A weekly meeting was held with the Head of the Training of PrimeTalent (who provided the trainers), for reviewing the upcoming week's training content and making sure that any issues/concerns that were communicated to CCS by the trainees were taken care of.

ETIC - Country of delivery: Romania

External or internal trainers:

The trainers were collaborators engaged through project-based collaboration agreements.

Onboarding trainers to the project:

We selected trainers from our network who had both the technical and social skills needed for this training. We also looked for trainers who had a strong personal motivation to contribute to the personal and professional growth of others, ensuring their dedication to the training's impact.

Throughout the project, we organized regular discussion sessions with the team and trainers to evaluate the activities, assess progress, and identify support needs. Based on these sessions, we adapted certain activities week by week to better align with the needs of the participants, ensuring a more effective and responsive training experience.

HSH - Country of delivery: Germany

External or internal trainers: The trainers were external personnel.

Onboarding trainers to the project:

To onboard our trainers to the project, we collaborated closely with our partner, Coding Schule, as they were responsible for providing the trainers.

The training sessions were conducted online, while our participants attended the course in person at Hochschule Hannover (HsH). They gathered daily in a lecture hall, where the trainers were streamed live onto a large screen. To ensure smooth execution, we assigned a dedicated facilitator from our team to be present throughout the sessions.

This facilitator provided ongoing technical support, such as setting up and managing the online streaming equipment, troubleshooting connectivity issues, and ensuring seamless communication between trainers and participants. Additionally, they created a supportive environment by helping the trainers adapt to the unique setup of delivering a women-only course with an in-person audience and remote instruction.

This collaborative approach enabled us to provide a high-quality, well-coordinated training experience for all participants.

Factoria F5 - Country of delivery: Spain

External or internal trainers: The trainers of this course are employees of Factoría F5.

Onboarding trainers to the project:

The onboarding of F5 Factory trainers in the project follows our internal onboarding protocol.

This protocol involves:

1. General induction on the principles, values and code of conduct of the entity, within the framework of our internal policy of “Best Place to Grow”, our data protection policy and our policy of protection and good treatment towards the users of our programs.
2. Induction meeting on the project and its implementation procedures.
3. Specific “trainer of trainers” course on active pedagogy.
4. Meetings with members of the team of trainers of the entity to learn the training model “in live”.
5. Meetings to contact and get to know the rest of the support areas linked to the training project (job placement team, project team, etc.).
6. Internal training session on the AWS Re/Start program.
7. Training session given by AWS staff on the use of the AWS training platform for the Re/Start program (canva).
8. Induction session on F5 Factory's quality model and our ISO 9001:2015 quality standard and its incident resolution processes during the project.

Big Blue Data Academy - Country of delivery: Greece

External or internal trainers: External trainers

Onboarding trainers to the project:

We provided technical support and educational tips for this course. We set the tone for the class for both trainers and trainees.

Conclusion of local support provided to trainers

The onboarding and support for trainers within the project reflected a well-coordinated and comprehensive effort across all partners. The main methods used emphasized

technical preparation, pedagogical development, and consistent ongoing support to ensure trainers were well-equipped for their roles.

Main methods used for onboarding trainers:

Partners widely employed structured onboarding protocols, which included initial induction sessions to familiarize trainers with the project's goals, values, and methodologies. Many partners, such as Simplon.co and Factoría F5, incorporated **"Train the Trainer" programs** focusing on active pedagogy and classroom management. Regular meetings, both pre- and post-training, were also a key feature, enabling trainers to address challenges, align with project expectations, and refine their approaches. Additional resources, such as online repositories and quality frameworks, were provided to enhance trainers' technical and pedagogical readiness, either directly from partners or through the Femme Forward gateway platform.

Main themes of trainer support:

- **Technical training and preparation:** Trainers were supported with technical onboarding to align with specific training content, such as AWS certifications or platform use.
- **Active and inclusive pedagogy:** Many partners prioritized equipping trainers with active learning strategies and tools for managing diverse and heterogeneous groups.
- **Ongoing collaboration and troubleshooting:** Weekly meetings and direct interaction with project managers provided continuous support for technical issues, curriculum alignment, and participant feedback.
- **Cross-consortium support:** Partners like Codingschule and CCS collaborated closely to source and support trainers, demonstrating the importance of inter-organizational assistance.
- **Tailored onboarding processes:** Custom protocols ensured trainers understood the project's specific goals, teaching methodologies, and quality standards.

A particular challenge faced was the technical knowledge needed for implementing the training. Whereas some partners internalised the training by upskilling their employees, most partners chose to use external trainers already skilled in the training content. Further, the decision to implement the AWS certification at the end of the training - though particularly useful for trainees - meant onboarding trainers specifically on that aspect. Luckily, the consortium members - including associated partners - provided extensive help and knowledge on this aspect.

Despite some challenges, this comprehensive approach to onboarding and supporting trainers fostered a high-quality learning environment, with partners working collectively to address both technical and pedagogical needs effectively. This highlights the success of

the project in regards to collaboration and spending the necessary time in ensuring quality training for our trainees.

Conclusions

The Femme Forward Future Tech Careers Track demonstrated the effectiveness of collaborative partnerships in preparing trainers to deliver consistent and high-quality instruction. By combining the expertise of consortium members with region-specific adaptations, the programme ensured partners and trainers were equipped to meet diverse participant needs.

The programme balanced a standardized framework with localized support. Structured onboarding methods, including "Train the Trainer" programs, technical certifications, and regular mentoring, helped align trainers with the project's objectives while addressing local variations. Weekly meetings, online resources, and cross-consortium collaboration provided additional opportunities for trainers to refine their approaches and resolve challenges.

Key areas of trainer support included technical preparation, active and inclusive pedagogy, and ongoing problem-solving. Partners also provided guidance on certification processes and managing women-only cohorts, ensuring a consistent approach to instruction across participating regions.

Though this collaborative approach was successful, it necessitated extensive time investment by all partners within the consortium, exemplified by the fact that partners organised double the amount of consortium meetings than initially anticipated in the project. That said, the diversity in training providers within the consortium constitutes its success.

Future programmes could better prepare for this diversity by including additional time within the project for specific themes of collaboration, therefore preparing in advance themes that will be the most important.

Collaboration guide for providing support to trainers

Introduction

Effective collaboration among partners is a cornerstone of successful training initiatives, especially in projects that aim to address diverse regional needs and bridge skills gaps, such as those in the tech sector. Based on the experience of the Femme Forward project detailed above, we aim to set out here a brief guide for future projects and consortiums similar to our own, notably projects with the following characteristics:

- Technical training in IT
- Consortiums with multiple countries implementing the project
- Partners with varying levels of experience in implementing training

The recommendations provided here focus on practical strategies to enhance communication, share resources, co-create training content, and address regional challenges collaboratively. By implementing these practices, training providers can create a unified, adaptable, and impactful collaborative ecosystem that supports all types of partners in implementing high-quality training and promotes long-term success.

1. Establish a Clear Collaborative Structure

- **Define roles and responsibilities:**
 - Create focus groups within the consortium on technical aspects, such as certification or curriculum development.
 - Delegate operational and support tasks to consortium members based on previous expertise on the subject matter, whether it be technical or operational.
- **Increase interaction frequency:**
 - Schedule regular consortium meetings (e.g., monthly) to maintain communication and address challenges promptly. It is important to organise meetings which are separate from regular steering committee meetings focused on implementing the project as a whole (work packages, deliverables etc.) in order to focus on operational aspects
 - Promote bilateral meetings between partners for targeted support.

2. Leverage Diverse Expertise

- **Recognize varying levels of experience:**
 - Identify the strengths and needs of each training provider early on within the project in order to meet their needs before a situation becomes too time-sensitive.
 - Pair experienced providers with those requiring additional support in specific areas, such as participant recruitment, curriculum design, or technical training.
- **Promote peer learning:**
 - Create opportunities for training providers to share best practices, success stories, and solutions for common challenges.

3. Utilize Effective Communication Channels

- **Multiple communication tools:**
 - Use real-time communication platforms (e.g., Discord/slack etc.) for day-to-day queries.
 - Maintain a centralized knowledge base or repository for shared materials, FAQs, and updates. Our project used a google drive and kept Miro boards from collaborative sessions
- **Document and share insights:**
 - Capture key decisions, lessons learned, and best practices during consortium meetings and make them accessible to all partners.

4. Co-Create and Refine Training Materials

- **Collaborative curriculum development:**
 - Organize workshops for partners to co-create course content or objectives for the training, ensuring alignment with project goals and local needs.
- **Iterative feedback processes:**
 - Regularly review and update materials based on trainer and participant feedback to improve quality and relevance.

5. Support and Empower Trainers

- **Shared onboarding practices:**
 - Pool resources to develop a standardized "Train the Trainer" program if possible, emphasizing specific needs for the planned training (active pedagogy, technical skills, soft skills, job placement etc.)
 - Provide dedicated sessions to ensure trainers are confident in delivering complex content (for example in the case of our project: certification of trainees).

- **Promote trainer-to-trainer meetings:**
 - Encourage experienced trainers to mentor new trainers across organizations to ensure consistency and quality
 - Facilitate meetings between trainers from different organisations to discuss specific operational issues between themselves, rather than going through project managers within the consortium

6. Address Regional and Contextual Needs

- **Adaptable frameworks:**
 - Develop modular training frameworks that partners can customize for their specific regional or demographic requirements.
 - Do not expect all training providers to implement exactly the same content or course.
- **Knowledge transfer sessions:**
 - Host regular sessions to share strategies for addressing local challenges, such as sourcing participants or managing diverse cohorts.

7. Plan for Scalability and Sustainability

- **Develop scalable support models:**
 - Ensure support mechanisms can accommodate growth, such as new regions or increased participant numbers.
- **Embed sustainability practices:**
 - Create processes that partners can independently replicate after the project concludes.