DIGIGEN

Professional career guidance for women in management positions in the field of digital competence

TRAINER MATERIAL

Didactical framework of the up-skilling programme

Co-funded by the European Union

CONTENT

1 CONCEPTION OF THE UP-SKILLING PROGRAMME

This report presents the didactical framework for the up-skilling programme of the Erasmus+ project "DIGIGEN – Professional career guidance for women in management positions in the field of digital competencies". It includes the description of developing the curriculum and creating resource packages with a trainer's guide, presentation slides, and participants' material.

As a result, there is a scientific-based, accreditable, field-tested, and adaptable up-skilling programme for HR practitioners and career counsellors. It is based on current international standards and the results of DIGIGEN's initial needs analysis (see also "Needs Analysis Summary" and "Literature Review Summary"). The curriculum contains five topics, differentiating in their content, learning styles and taxonomies. Accreditation/certification of the programme was not planned for the project; however, this can be applied by the respective implementing organisations as the basis for this has been laid.

The curriculum development process is based on Kuhlmann and Sauter's (2008) concept development cycle and is summarised in Figure 1.

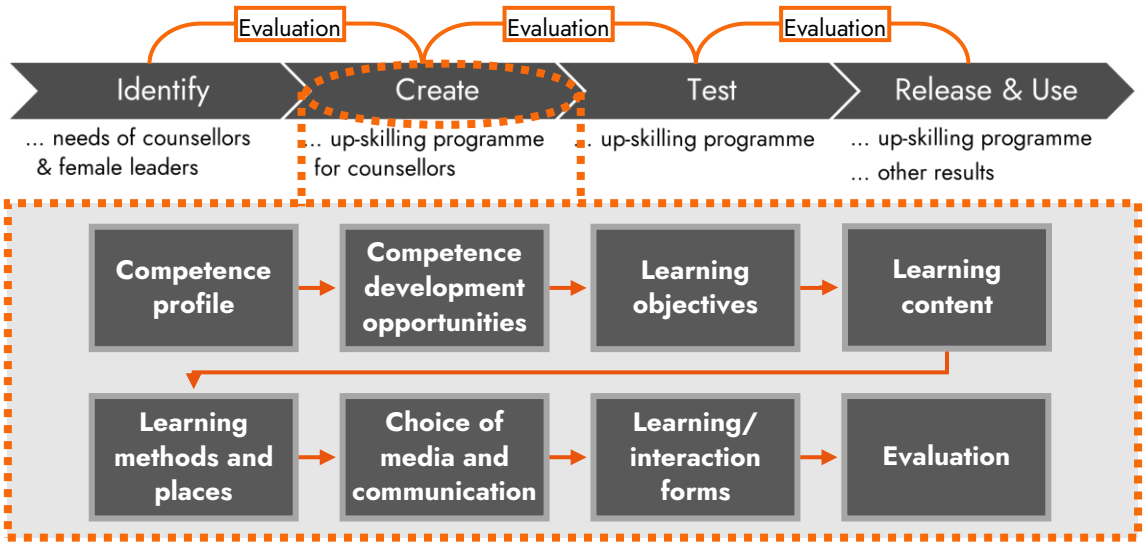

Figure 1: Phases of DIGIGEN and the circle of concept development (Kuhlmann & Sauter, 2008).

1.1 Objectives of the project

Many years of experience in national and international projects show that counselling approaches for women in management positions in the field of digital competence do not yet exist in career guidance. For this reason, the main objective of DIGIGEN is developing, piloting, and evaluating an up-skilling programme for guidance professionals regarding the needs of women in management positions in terms of digital competencies. All project partners have clearly confirmed the need for such an up-skilling programme for HR practitioners and career counsellors. Based on career development and counselling theories, counselling approaches for women in management positions are to be integrated into the programme, which makes it possible to offer professional counselling. Here, the counsellors must be able to recognise the individual life plans and personality traits of the indirect target group with a view to digital competencies.

Following this primary objective, improving the personal career chances of women in management positions adds up as an indirect additional objective. This will be achieved through satisfying the vital need for professional counselling. Professional counselling will be available to support women in management positions in developing and growing the competencies required to be effective managers in the current and future world of work.

1.2 Target groups of DIGIGEN

The **direct target group** of DIGIGEN is HR practitioners and career counsellors (further referred to as guidance professionals). It can be presumed that most guidance professionals are familiar with the standard methods of supporting someone regarding their personal career pathway. Nevertheless, guidance professionals might lack specific knowledge on supporting (future) female leaders and their needs regarding digitalisation. This is why this up-skilling programme is addressed to guidance professionals directly.

The **indirect target group** – and therefore end-user group – of DIGIGEN are (future) women in management positions who need and ask for special digital skills. Those women can either already be, soon will be or want to be in a leading position.

1.3 General conditions of the up-skilling programme

The up-skilling programme is implementable by any educational or other organisation that wishes to train guidance professionals in counselling (soon-to-be) female leaders in terms of digital competencies. Therefore, DIGIGEN's outcomes need to be implemented in a way that those organisations can create a training, download necessary resources and find information on adapting the training to their needs. However, some guidance professionals might not have any nearby organisation offering an up-skilling programme. These guidance professionals might themselves look for information about DIGIGEN's resources on counselling (soon-to-be) female leaders. Eventually, female leaders might check on DIGIGEN's resources themselves if they require guidance but cannot find any nearby guidance professional. Figure 2 shows the interleaving of those three perspectives.

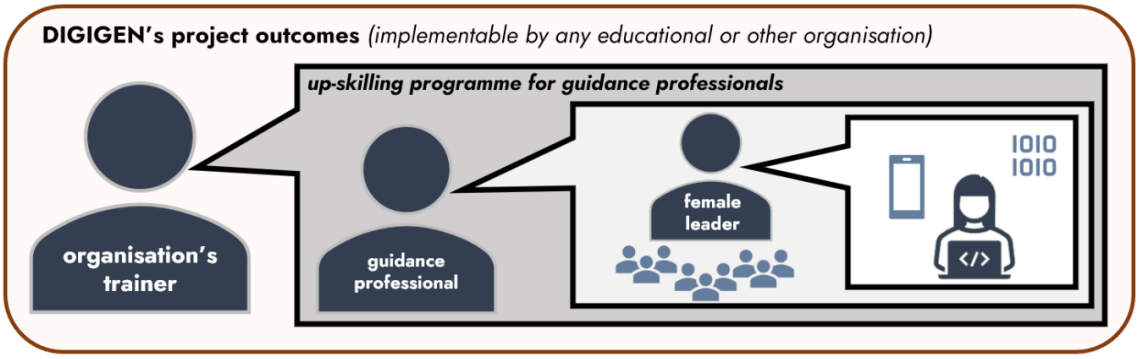

Figure 2: General conditions of the up-skilling programme and interested parties.

As a consequence of these perspectives, the up-skilling programme addresses (1) the implementing organisation (with trainer's resources and materials for a face-2-face training), (2) guidance professionals (with EITHER the f-2-f up-skilling programme OR a self-directed online course), and (3) female leaders (with EITHER guidance OR selected content of a self-directed online course). More information on this can be found in Chapter 3 of this report.

1.4 Creating content for the up-skilling programme

Improving the labour market situation of women in general and women in management positions is a prominent topic in politics, science and daily life. As such, many reports, political papers and scientific research focus on the chances and burdens for women in/entering

management positions. Additionally, female leaders themselves and guidance professionals have a great insight into their needs and requirements.

Therefore, in the first phase of DIGIGEN ("Identify", cp. figure 1), a needs analysis was elaborated based on (1) a literature review, (2) half-structured interviews with guidance professionals, and (3) half-structured questionnaires with female leaders. The combination of these results provided valuable insight into the needs of guidance professionals and (future) female leaders.

1.4.1 Results of the literature review

Three summarising literature reviews in Hungary, Germany and the Netherlands collected transnational data on counselling approaches for women in management positions regarding digitalisation. Data were collected regarding the following aspects: changes in leadership due to digitalisation, laws/programs to promote female leadership, digital competencies for leaders, qualification measures to learn digital skills, and counselling approaches for digital female leaders. For detailed information, please check DIGIGEN's report "Literature Review (full report)".

The following summarised results were found:

- *Changes in leadership due to digitalisation:* There are changes in leadership due to digitalisation. More female-associated competencies and new forms of leadership might be a chance for female leadership.
- *Laws/programs to promote female leadership:* There are laws and programmes to support female leadership, but so far, the leadership gap has continued.
- *Digital competencies for leaders:* Many different concepts differentiate digital competencies, such as tool-specific skills and contextual and core competencies.
- *Qualification measures to learn digital skills:* There are measures to support acquiring digital skills, but those are gender-non-specific and barely competence-centred.
- *Counselling approaches for digital female leaders:* To the author's knowledge, no specific counselling approaches combine the abovementioned aspects.

No difference between Germany, Hungary and the Netherlands could be found.

1.4.2 Results of the needs analysis

The results of the questionnaires and interviews gave insight into the thoughts and needs of guidance professionals as well as female leaders. In total, 51 guidance professionals provided answers in the half-structured interview, and 104 female leaders responded to the half-structured questionnaire. For detailed information, please check DIGIGEN's report "Needs Analysis (full report)".

Clustered by the main aspects of the DIGIGEN project, the results are the following:

DIGITAL LEADERSHIP: There is an awareness of the changes impacted by digitalisation *(both)*. *Female leaders* thereby focus primarily on digital tools, while *guidance professionals* focus mainly on skills.

FEMALE LEADERSHIP: Most participants know about laws supporting female leadership and female careers in their respective countries *(both)*. However, the awareness of specific support programmes is low. If such programmes were mentioned, they were primarily local or company-specific *(both)*. *Guidance professionals* see no differences between men and women but observe that prejudices are being brought on the subject. *Female leaders* see a difference in gender in the sense that women focus more on interaction and explaining, whereas male leaders are more open to digital solutions and techniques.

COUNSELLING APPROACH: Participants wish for an individual, tool-specific, and hands-on counselling approach *(both)*. Furthermore, *female leaders* prefer women-to-women mentoring, while *guidance professionals* see great potential in the usage of methods of positive psychology in their counselling.

1.4.3 From needs analysis to up-skilling

Combining the literature review and the results of the data analysis, a clear picture of the up-skilling programme emerges. The following table (cp. Table 1) shows the integration of findings of the needs analysis (questionnaires, interviews) and the theoretical background (literature) creating the topics and content for DIGIGEN's up-skilling programme.

	LITERATURE REVIEW	NEEDS ANALYSIS	UP-SKILLING PROGRAMME'S TOPICS
/	/	- little awareness of the integration of female leadership and digitalisation	**Introduction** *Teasing the content of the up-skilling programme and creating awareness of the "issue's" importance*
Digital Leadership	- female-associated competencies - new forms of leadership - few competence-centred approaches	- little knowledge of digital competencies of leaders (apart from digital tool management)	**1 Female leaders with digital competencies** *Knowing about the chances of digitalisation, necessary competencies and leadership styles*
	- tool-specific competencies are required in a digital surrounding	- wish to learn about digital tools and feel more confident	**2 Female leaders in a digital context** *Knowing how to utilise digital tools and how to advise female leaders in this regard*
Female Leadership	- ongoing leadership gap - self-stereotyping of women	- self-underestimation of female leaders in adaptability to digital change	**3 Female career development and empowerment** *Supporting women's self-concept and learning about techniques to foster female career development*
	- ongoing leadership gap	- mostly local/company-specific support programmes	**4 Organisational development and support** *The impact on organisations when supporting female leadership; strategies to help the organisation cope*
Counselling Approach	- no specific counselling approaches addressing DIGIGEN's topics	- no knowledge of specific counselling approaches, but ideas at hand - need for guidance on the practical implementation of DIGIGEN's input	**5 Professional Counselling** *(Scientific and practical approaches)* *Introduction to counselling as a science and problem-based learning; Practical application and integration of career counselling, coaching and mentoring*
	/	/	**Final Reflection** *Selected aspects of a counsellor's context and summing up and reflecting the content of the up-skilling programme.*

Table 1: The connection between the literature review, the needs analysis, and the up-skilling programme's topics. For detailed information on the content, see Chapter 2.

2 TOPICS AND CONTENT

DIGIGEN's up-skilling programme is a *module or seminar* consisting of subsidiary *topics* with their specific learning *content*. The overall objective of the module/seminar is to enable its participants (guidance professionals) to design their counselling approach (according to their professional situation), incorporating current scientific findings in counselling and digital female leadership. Therefore, the up-skilling programme addresses the three main aspects of DIGIGEN (digital leadership, female leadership, and counselling approach) and, within this, the content gathered in the competence profile research (cp. Table 1).

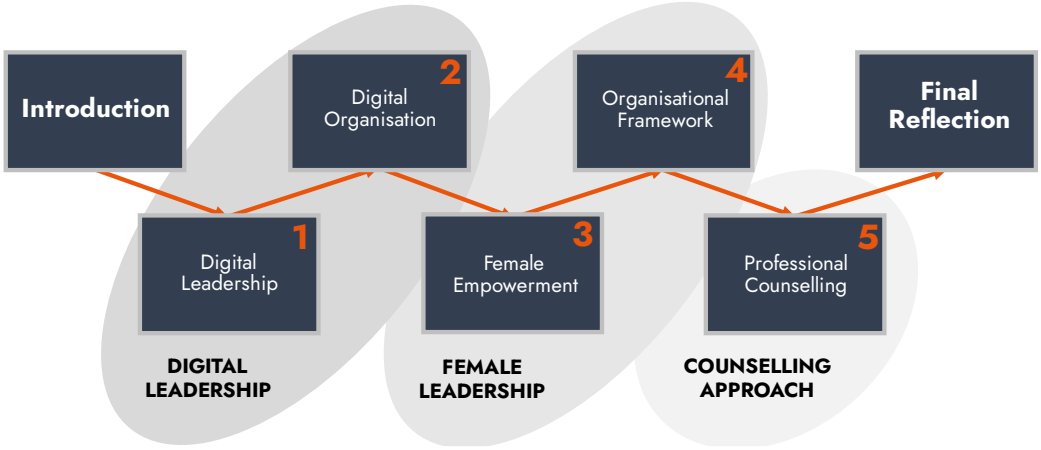

Figure 3: Overview of the topics of the up-skilling programme.

This section gives an overview of the factual content within each topic of the up-skilling programme. Even more detailed information on the content, the methods and the material of each topic can be found in DIGIGEN's "Trainer Material – Structural Handbook".

In total, five different topics are framed by an introduction and a conclusion (cp. Figure 3).

The **Introduction** teases the whole up-skilling programme, gives insight into the content of each topic, and creates awareness of the importance of counselling female leaders on the issue of digital competencies. Participants are to be motivated to engage in the subject matter and get an overview of up-to-date trends in female digital leadership development.

Following the introduction, the next two topics deliver knowledge on the framework of digital leadership, focussing on female leaders with digital competencies and female leaders in a digital context.

The topic of **Female leaders with digital competencies (1)** closely examines the skills needed for leadership. More specifically, skills to manage new or disruptive businesses alongside digital leadership skills are zoomed in on. In this sense, new forms/ styles of leadership are also subject to this topic.

The topic of **Digital Management Tools (2)** focuses on addressing the changes that impact organisations under the influence of digitalisation. It teaches guidance professionals how to advise female leaders regarding digital management tools and tool-specific skills.

The following two topics are about learning how to empower women in such a digitalised environment. They focus on female career development and empowerment and the surrounding organisational development and support.

The topic of **Female career development and empowerment (3)** takes a closer look at unconscious biases and stereotypes, methods of empowerment, and women's positions in the management of organisations.

The topic of **Organisational development and support (4)** considers the organisational environment of a female leader and the impact of empowering women on a company's behaviour. Change management theories, such as Kotter's model, give insight into possible organisational reactions and prejudices towards female empowerment. In terms of HR practitioners being guidance professionals, this topic also focuses on the facilitating role of an HR practitioner in designing career pathways.

The last topic of **Professional counselling (5)** gives insight into scientific and practical approaches to career counselling. Additionally, it takes a closer look at the practical skills of the HR- and career professional in a counselling setting. Participants actively work with case studies to find problem-based solutions for counselling female digital leaders.

Lastly, the **Final Reflection** sums up the overall up-skilling programme and gives its participants the opportunity to integrate the learned content into their own approach to counselling female leaders in terms of digital competencies. The topic also provides information on a guidance professional's context.

3 DIDACTICS OF THE UP-SKILLING PROGRAMME

The topics of DIGIGEN are embedded in a framework of accreditable didactical methods to ensure the best learning outcome for guidance professionals undergoing the up-skilling programme. Therefore, learning objectives and learning outcomes were defined, taxonomies of knowledge and learning were implemented, and learning methods (with interaction forms, communication forms and learning conditions) were elaborated on.

3.1 Definitions and Preconditions

DIGIGEN aimed to create an accreditable, field-tested, and adaptable up-skilling programme where guidance professionals learn under national and international standards.

One way of ensuring good learning standards for a learning concept (such as DIGIGEN's up-skilling programme) is accreditation or, in the case of a stand-alone seminar, certification (FIBAA, 2022). Such a learning concept can address various levels of degrees in which it might be certified. The German Association for University Continuing and Distance Education (DGWF) differentiates degrees into master's programmes, bachelor's programmes, certificate studies, modules within study programmes or stand-alone seminars. DIGIGEN's up-skilling programme settles for a stand-alone seminar or a module within a study programme, depending on the needs of the implementing organisation. This seminar/module comprises a total workload of 125 hours; i.e. equivalent to 5 Credit Points in the ETCS system.

According to the European Qualifications Framework (EQF), this up-skilling programme is on EQF level 7. Following the standards of this level, participants will acquire the following knowledge, skills, and responsibilities (europa, 2022):

- **Knowledge:** Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research & critical awareness of knowledge issues in a field and at the interface between different fields.
- **Skills:** Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and integrate knowledge from different fields.

- **Responsibility and autonomy:** Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

To ensure acceditability/certifiability, the following criteria were taken into account while creating the up-skilling programme (ESG, 2015):

- **Strategy and objectives:** logical and transparent objectives of the programme (cp. chapter **Fehler! Verweisquelle konnte nicht gefunden werden.**); design by involving the learner's opinions (cp. Chapter 1.4.2); targeted learning objectives and outcomes (cp. chapter 3.2)
- **Programme design:** coherent and transparent structure of the curriculum (cp. chapter 2); logical and transparent subjects/contents (cp. chapter 2); student-centred learning with various delivering and pedagogical methods (cp. chapter 3.4).
- **Resources:** number and qualification of the teaching staff; access to various learning materials (cp. chapter 3.4.3).
- **Quality assurance and evaluation:** systematic integrations of quality assurance of the overall programme; systematic quality improvement. (cp. chapter 4)

The programme was also field-tested to ensure the quality of DIGIGEN's up-skilling programme and that it meets the guidance professional's needs. Field-testing serves as "quality assurance and evaluation" (see above) and was/will further be achieved with methods described in detail in chapter 4 of this report.

Lastly, DIGIGEN's up-skilling programme is adaptable to the specific needs of different implementing organisations. For example, it is possible to define a new target group (e.g. female managers) and train them on a selection of topics. Detailed information on adaptability can be found in chapter 3.4 of this report.

3.2 Learning objectives and learning outcomes

Learning objectives generally describe what the educator aims to teach. In contrast, *learning outcomes* describe what the learner is able to do (has learned) as a result of completing a learning experience. Learning outcomes are designed in a student-centred, measurable, understandable and achievable way. To create objective and outcome statements, taxonomy levels were considered (cp. chapter 3.3).

In the case of DIGIGEN's up-skilling programme, learning objectives are defined for the up-skilling programme in general, not each topic separately. Those learning statements are in DIGIGEN's "Trainer Material – Structural Handbook".

3.3 Level of taxonomy and categories of knowledge

Taxonomy levels define the cognitive level at which content is processed. For DIGIGEN's up-skilling programme, the simplified taxonomy system of Miller (1990) with four taxonomy levels will be sufficient because it provides a more practical orientation and responds better to vocational education and "professionalising career guidance" (Cedefop, 2009). It should be emphasised that the transition between the taxonomy levels is fluid and not always distinct.

In ascending order, the levels of taxonomy are (Miller, 1990; Banka & Ertelt 2005):

1 **Knows (Acquisition of theoretical knowledge)**
Being able to reproduce the knowledge of theories

2 **Knows How (Understanding of the theoretical knowledge)**
Being able to explain how the theories function

3 **Shows How (Transferring of the theoretical knowledge)**
Being able to put the theory into a new context and influence reality

4 **Does (Problem-solving)**
Being able to use the theories as intervention skills for professional guidance

The higher the requirement level, the more time the acquisition of knowledge and know-how takes. Nonetheless, it is essential to include a variety of taxonomy levels to keep the participant's attention and enhance the acquisition process. Therefore, prior knowledge of the

participants and overall time management was considered while determining each topic's scope and taxonomy when designing the up-skilling programme.

The first taxonomy level, "Know", is about acquiring the essential knowledge for a given subject. Krathwohl (2002, p. 214) describes four different knowledge categories, which help to classify the content of each module:

1 **Factual Knowledge**
refers to the "knowledge of terminology and of specific details and elements"

2 **Conceptual Knowledge**
covers "knowledge of classification, categories, principles, theories and structures"

3 **Procedural Knowledge**
describes "knowledge of subject-specific skills, techniques and criteria for determining an appropriate procedure"

4 **Metacognitive Knowledge**
is "strategic as well as self-knowledge, and the knowledge about cognitive tasks"

Table 2 overviews the conjunction of topics, knowledge category, and taxonomy level.

UP-SKILLING PROGRAMME'S TOPICS	KC	TL
Introduction	Factual Knowledge	Knows How
1 Female leaders with digital competencies	Factual Knowledge; Conceptual Knowledge	Knows; Knows How
2 Female leaders in a digital context	Conceptual Knowledge; Metacognitive Knowledge	Knows
3 Female career development and empowerment	Conceptual Knowledge	Knows
4 Organisational development and support	Procedural Knowledge; Metacognitive Knowledge	Knows; Shows How
5 Professional counselling	Conceptual Knowledge; Procedural Knowledge; Metacognitive Knowledge	Knows How; Does
Final Reflection	Factual Knowledge; Metacognitive Knowledge	Knows

Table 2: Conjunction of topics, knowledge category (KC), and taxonomy level (TL).

3.4 Learning method

The appropriateness of the teaching-learning form depends not only on the taxonomy level but also on the internal learning conditions of the addressees: Prior knowledge, motivation/interest, learning ability and learning style (incl. media habits). In the context of DIGIGEN's up-skilling programme, special attention must be paid to the heterogeneity of these internal learning conditions given the expected high demands of the direct target group of experienced guidance professionals. These demands form the basis for the design of the learning setting (external learning conditions).

A sensitive point might be the combination of face-to-face teaching, self-learning phases and a self-directed online course. An empirical study in Switzerland on distance learning in higher education provides insight (Carcault et al. 2019). Students were offered three alternative learning forms: attendance study, self-study and online streaming. The results reflect clear preferences: (1) "Students use the streaming service only rather rarely, about 10% of the times they have access"; (2) "offering the service has small effects on attendance in class, approximately 8 students out of 100 do not go to class"; (3) "attending classes on the live streaming platform has positive effects on exam grades for high-ability students and negative effects for low-ability ones."

Therefore, the up-skilling programme of DIGIGEN is a face-to-face training (f2f training) with additional opportunities for a self-directed online course (SDC):

- **Face-to-face training:** a stand-alone up-skilling programme in a face-to-face setting that is implementable by any educational or other institution in their course programme, as described by this report.
- **Self-directed online course:** supplementary distance learning platform providing content for (1) implementing organisations and their trainers, (2a) guidance professionals who participated in the f-2-f training and want to search for further resources, (2b) guidance professionals who did not participate in the f-2-f training but are interested in the topic, (3) female leaders who are interested in the topic, and (4) everyone interested.

3.4.1 Face-to-Face training

Learning settings in the face-to-face (f2f) format are particularly appropriate where behavioural competence is to be achieved at the taxonomy levels *3 – Transferring the theoretical knowledge* and *4 – Problem-solving*. Social learning (sensu Bandura) plays an important role here, if possible, in a dynamic group setting (Handke & Schäfer, 2012).

In the f-2-f training, the following teaching-learning formats can be distinguished:

- **Expository teaching methods:** This method of teaching is prevalent in higher education, esp. in the so-called lecture, which aims to give participants a well-structured, comprehensive and self-contained overview of a scientific field in a relatively limited time.
- **Expository-developmental teaching methods:** This is a lecturer-centred method as the lecturer is the central organiser of learning processes, but the participant should actively follow and critically evaluate the learning content.
- **Developing teaching models:** These methods actively involve participants; some examples are the *question-related (socratic) teaching method,* the *discovery learning approach*, and the *Nexus Research-Teaching* by Healy (2005).
- **Problem-Based Learning:** Problem-based learning (PBL) is central to teaching solution-oriented skills and is embedded in topic *5 – professional counselling*. Participants create their own solutions to a counselling problem depending on their specific professional context. The method of PBL is explained in "Trainer Material – Structural Handbook".

Following this line of reasoning, DIGIGEN's f-2-f training focuses not only on lecturing the theoretical background of career development and digitalisation but also on the practical application of the presented knowledge in a consulting situation.

Learning new content and connecting it with one's knowledge is generated through networks, meaning that a lot of knowledge is not inherited and generated by a single person but by exchange (Kuhlmann & Sauter, 2008, p. 131). Therefore, fostering joint discussions and interactions among the participating guidance professionals during the overall face-to-face setting is intensely integrated into the up-skilling programme's design. See the Trainer Material "Structural Handbook" and "Step-by-Step Instructions" for more information.

3.4.2 Self-directed online course

The self-directed online course (SDC) is a form of distance learning where interested parties can independently inform themselves on the topics of the DIGIGEN project. The SDC is a freely accessible platform on the project's website (https://digi-gen.eu), presenting the resources of the up-skilling programme (cp. chapter 3.4.3). It is not meant as a thoroughly stand-alone supplement for the face-to-face training but rather as an independent resource to deepen the knowledge acquired in the face-to-face training or get an overview of (counselling) digital female leadership.

Distance learning transfers the central didactic functions from the lecturers to non-personal media. On the one hand, this creates autonomy since learning becomes independent from classroom settings and timed schedules; learners can adjust their learning time, learning style and self-control according to individual wishes. On the other hand, the learning process is stimulated, controlled and supported by non-personal media, e.g. study instructions, material collections, and correspondence letters. Those non-personal media must ensure the learner's engagement in the same way the face-to-face training does.

To engage the learners, their internal learning conditions are taken into account, and the external learning conditions are designed as follows:

- **Introduction:** Following the f-2-f training's structure, an introduction activates previous knowledge, presents the learning objectives and motivates learning.
- **Teaching elements:** (Design-)Elements that lead through the SDC and shape the learning process. This includes examples and additional resources.
- **Summaries:** Elements that fix knowledge and create competence.
- **Tasks with solutions:** Self-testing elements and the option of self-control.

The SDC is created with the software tool *H5P,* which offers a range of freely available features to implement the content and resources of DIGIGEN's up-skilling programme. Thereby, interested learners can click through the presentation slides of the face-to-face training, download resource packages, and find small self-examination units to test their knowledge.

3.4.3 Resource Packages

As stated earlier in this chapter, face-to-face training can be implemented and taught by any interested organisation, and on the SDC platform, any interested persons might independently inform themselves on the topics of DIGIGEN. In this context, the SDC serves not only as a supplementary distance learning platform but also provides all the stakeholders with custom-fit resource packages:

- **Implementing organisation:** instructions on the f-2-f training (Trainer Material – Step-By-Step Instructions); detailed description of DIGIGEN's topics with hints on literature and resources (Trainer Material – Structural Handbook); ready-to-use presentations (Power-Point format); participant's material and background for trainers (Reader on each topic); evaluation template for quality measures
- **Guidance professionals:** content of the presentations (embedded on the website and as PDF download); participant's summary of the theories and content with hints on literature and resources (Reader on each topic); self-examination units
- **Female leaders:** content of the relevant presentations excluding the topics on counselling skills (embedded on the website and as PDF download); participant's material (Reader on topic 1, topic 2, and topic 3)
- **Other:** *no adjustments (therefore equal to the implementing organisation's package) so that the interested persons can choose according to their needs*

4 ASSESSMENT AND EVALUATION

What has been done:

Several quality measures were undertaken during the design process of DIGIGEN's up-skilling programme. This section describes the assessing and evaluating the up-skilling programme's success, especially regarding the participant's learning progress.

Firstly, structured documentation of the designing process, as well as the up-skilling programme itself, the procedure, background, and methodology, was conducted in an understandable and transparent manner.

Second, the curriculum and the didactical framework were evaluated by two independent experts, who gave feedback on the design process and its outcomes.

Third, in three pilot sessions – one in Germany, one in Hungary and one in the Netherlands – teaching experts evaluated the overall structure of the up-skilling programme.

Fourth, six face-to-face sessions – two in Germany, two in Hungary and two in the Netherlands – gathered feedback from the direct target group, the guidance professionals, while teaching parts of the up-skilling programme.

Lastly, the DIGIGEN consortium's repeated evaluation loops contributed to the continuous revision and improvement of the up-skilling programme. For the expert's feedback, the piloting outcomes and the face-to-face session's results, see the report "Evaluation of the up-skilling programme".

What could be done further:

It needs to be added that the implementing organisations might themselves carry out quality measures by means of evaluation. For this purpose, the DIGIGEN website provides a template for evaluating the implemented up-skilling programme.

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