2019

Entrepreneurial Skills For Woman In A Digital World

LEARNING CONCEPT

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This project was funded with support from the European Commission. This is a KA2 Erasmus+ Strategic Partnership with reference 2018-1-LT01-KA204-047019. This report and its content reflect the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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1 Introduction

This document presents the learning concept for improving digital and entrepreneurial skills of women and educators from adult non-formal education institutions who actively work with women and help them to find an educational pathway to better employment opportunities.

This learning concept responds to the needs of upskilling women in reaction to inevitable changes in the labour market and the digital transformation of the economy. It provides an approach to how adult non-formal education institutions can facilitate and support women in continues learning. In this document, the overall concept and structure of the training plan are provided, along with references to all relevant materials. It is believed that the training program provided by trained educators working in non-formal educational settings would improve the skills of women and their opportunities for greater participation in the labour market.

The learning concept has been developed within the project Entrepreneurial Skills for Women in a Digital World, which is funded by the Erasmus+ strategic partnership programme and implemented in Lithuania, Germany, Slovenia and Greece.

1.1 Importance of entrepreneurial and digital skills for women employment

Today woman represent more than 50% of the European Union population. Unfortunately, they have been more affected by unemployment than men and underrepresented in the labour market. According to the Eurostat data, the EU28 unemployment rate was 6.5% in January 2019 (more than 16 million men and women in total). The labour market participation of women in the EU28 remains at about 11.5 % lower than that of men. Among the member states, the lowest unemployment rates among women were recorded in the Czech Republic (2.5%), Germany (2.8%) and the highest unemployment rates were observed in Greece (23.7%), Spain (16.2%).[1]

Despite recent progress in decline with unemployment rates in the EU, women are still a long way off achieving full economic independence. In comparison to men, women still tend to be employed less, are employed in lower-paid sectors, take more career breaks, work fewer hours because of looking after children or incapacitated adults, face fewer or slower promotions, rarely reach the highest management positions and are paid less for the same job.

To contribute to the above-mentioned problem solving this document suggests developing the skills for women that are the most demanding in the workplace.

Today the job market is increasingly focused on the importance of entrepreneurial skills. Employers frequently list teamwork, collaboration, communication, critical thinking, problem solving, and creativity competences as highly valuable yet hard-to-find qualities in potential new hires.

[1] https://ec.europa.eu/eurostat/documents/2995521/9628005/3-01032019-BP-EN.pdf/fdee8c71-7b1a-411a-86fa-da4af63710e1

On the other site, the digital transformation of the economy has created a rising demand for skilled workers that are able to keep up with innovations and technical developments. It is a fact that almost all jobs in modern economies require a certain level of digital skills.

Considering that in the next few years it is expected that 85% of jobs will require basic digital skills and entrepreneurial skills will play significant importance in the labour market up skilling women is a crucial factor for increasing their employability or ensure better career choice.

2 Aims of the learning concept

2.1 General aim of the learning concept

The Learning concept aims to describe the process of how to support disatvantaged women and educators working in non-formal adult learning institutions to enchance their skills for the current labour market. It covers the parts of how learning take place, what skills need to be developed, which target groups are involved, what are roles of educators and decription of curriculum for the training.

2.2 Overarching learning objectives of the training

The overarching learning aims of the training are:

- to enable participants to combine effectively the understanding of technology, project management and entrepreneurship;
- to choose a project-based approach for the promotion of skills relevant to the labour market in a cross-disciplinary way irrespectively of the type of project (technological or other);
- to improve the awareness for women's educational needs in todays labour markets.

The above-described objectives will be met through the learning strategy described in section 5 "Framework for the competence training" that promotes a hands-on, pragmatic approach for strengthening entrepreneurial skills of educators and women.

3 Target group of the learning programme and requirements to participate

In many countries, adult non-formal education institutions like public libraries, social care centres, telecentres, community centres, different NGOs or training centres play an important role as gateways to knowledge and inclusion in the local communities. They provide a wide range of services for a population of all ages and from all social groups. In many cases, this type of organizations are places where under-presented or disadvantaged women (unemployed, lonely mothers, disabled, living in remote areas) are seeking for an advice or support related to employability, entrepreneurship, self-employment. Through this learning concept the adult learning institutions and educators working there will get acquainted with new educational opportunities, materials for

women in obtaining entrepreneurial skills and will be able to continue developing new services that offer chances for innovation, integration and inclusion as well.

3.1 Educators of non-formal adult learning institutions

The target audience of this learning concept includes representatives of non-formal adult learning institutions such as libraries, community centres, social workers, telecentre, training centre, women NGOs employees or volunteers.

Educators who want to teach women by using training materials have to meet the following criteria:

- Employed or volunteer teachers in non-formal adult learning institutions (e.g. public libraries, NGOs, community centres);
- Experience in training adults with diverse backgrounds;
- Intermediate (at least level 4 in DigComp 2.1) digital skills;
- Willingness to improve their own teaching competences and updating their professional know-how in the employment sector;
- Willingness to pass on the aquired skills to disadvantaged women.

3.2 Disadvantaged Women

Another target group addressed by the learning concept are disadvantaged women. As European Institute for Gender Equality defines, disadvantaged woman means a person that experiences a higher risk of poverty, social exclusion, discrimination and violence than the general population, including (but not limited to) women from ethnic minorities, migrants, women with disabilities or living isolated (often elderly).[2] With a view to the above-described requirements of a labour market under the conditions of increasing digitalisation, the definition of disadvantaged can be broadened to long-time unemployed women with insufficient skills in the three subject areas of the training.

To be included in the training women have to meet the following criteria:

- Member of a disadvantaged group, such as unemployed, migrants, members of ethnic minorities, single mothers or other;
- Need to find a job, advance in their careers or grow their business;
- Aged above 30;
- Basic digital skills and willingness to further develop their digital skills;
- Willingness to work with recommended tools and applications and creating own accounts when needed;
- Willingness to improve their project management and entrepreneurial skills.

[2] https://eige.europa.eu/thesaurus/terms/1083

3.3 Adapting the training programme to the needs of disadvantaged women and other target groups

Very often people do not realise that they do not know something or if they understand they are not aware of opportunities and ways to develop desired skills. Therefore, adult non-formal learning institutions dealing particularly with women in their communities know the realities, problems faced by unemployed, migrant, belonging to ethnic minority and vulnerable persons. They see the competence gaps and by knowing concrete needs they can offer training programmes aimed at changing skills, attitudes and increasing awareness of specific topics.

The educators may involve women in this training programme in different ways. For instance, by talking individually or inviting women from his/her community for an informal talk, hanging an advertisement in a public place, posting a web survey on an institution website. He/she explains the purpose of training, learning process and expected results.

It is also important to mention that the learning concept and training materials can be applied not only to disadvantaged women but a large number of diverse groups of people such as youth, governmental officials, people working in private sector, etc. Topics provided in the training curriculum are relevant for everyone who is interested in gaining or improving skills needed for today's labour market.

4 Framework for the competence training

4.1 The pedagogical approach for development of digital and entrepreneurial competencies

There is no single way of developing competences. There are many approaches, which can interact with each other. Typically, it depends on the preferences of the organizations, the situation and availability of resources, which one fits best and is chosen.

In this document project-based learning as an educational technique was chosen because it is proven to be a profound learning strategy where learners engage with issues and questions relevant to their lives. The learners are involved in the design, problem solving, decision-making, and communication activities. It allows learners to work in groups, to think in original ways, come up with ideas and realistic solutions to real-world problems.

Since project-based learning provides a vehicle for integrating multiple subjects and allows connection across different content areas this learning strategy integrates three subjects: project management, digital literacy and entrepreneurship.

To teach project management, digital literacy and entrepreneurship have been chosen due to the following reasons:

- It is believed that the linking chain between the project-based learning, project management, digital literacy and entrepreneurship contains the primary aim of

teaching-effective learning of a person who faces challenges at work of the 21st century;

- Project management today has ever-growing importance and most of the economic activity appears in form of the projects. Moreover, project management and entrepreneurship share similar issues. For instance such competences as creativity, planning and management, working with others are included in both fields.
- Digital literacy is a cross-cutting topic which can be easily integrated and adapted in any discipline. Moreover, there is a growing need for digital education as the European skills and jobs survey (ESJS) shows that 85% of all EU jobs need at least basic digital skills.
- Entrepreneurial mindsets and skills can be effectively built by real-life experiences, and project work. Like digital skills, entrepreneurship can be taught across all subjects as an independent topic or combined with another.

The synthesis of project management, digital literacy, entrepreneurship and a combination of different elements from these subjects is what makes this learning strategy innovative and unique. Rather than teach the three topics as separate subjects, this strategy integrates them and forms a coherent whole, which is based on real-world problem solving.

The learning of all three mentioned subjects occurs through:

- Formal training: All learning topics and materials are presented in modules to provide a structured manner for the set-up of the training course. In total, participants have an opportunity to receive 25 hours of face-to-face training. The face-to-face training is accompanied by a further up to 15 hours of self-study.
- Practical experience: This part emphasizes on participants learning with and from each other, sharing experiences, knowledge. Participants are divided into small groups to develop projects, are responsible for sharing insights and experiences while working with others together by following step-by-step tasks set out in learning modules provided.

4.2 Topics of the competence training

As described above, the learning strategy links three competence areas together: digital skills, entrepreneurial and project management. The topics of the competence training were defined on the basis of available competence frameworks and accepted standards in the three thematic fields.

- **Project management:** There is a long list of project management methodologies like Scrum, Kanban, Lean, Waterfall, PRINCE2, PMBOK and others. However, in this learning strategy project management is introduced as a system of practices, techniques, procedures and rules in a simple and general manner.
- **The European Digital Competence Framework for Citizens (DigComp 2.1):** The European Digital Competence Framework for Citizens (DigComp 2.1) is used to define which digital competences and which proficiency level will support the development of the learning concept and training materials. It has been chosen

to strengthen digital competences in five competence areas derived from DigComp 2.1: information and data literacy, communication and collaboration, digital content creation, safety, problem solving.

- **The European Entrepreneurship Competence Framework (EntreComp):** By using the European Entrepreneurship Competence Framework (EntreComp) a number of competences were examined to determine which competences could be chosen for training.

As a number of competences in the three areas are quite high, only relevant skills and those that fitted the concept of the training have been chosen.

The following table shows the topics to be addressed within the training.

Project management knowledge addressed	**Digital Skills addressed (based on DigComp 2.1)**	**Entrepreneurial skills addressed (based on EntreComp)**
• Key characteristics of a project. • Project life cycle. • Role and responsibilities of a project manager, team and stakeholders. • Generating and choosing an idea for a project. • Identification of project boundaries by using W questions. • Project management plan (Scope, Objectives, Schedule, Cost, WBS, Resources). • Project communication. • Teamwork.	**Communication and collaboration** • Interacting through digital technologies (2.1)[3] • Sharing through digital technologies (2.2) • Collaborating through digital technologies (2.4) **Digital content creation** • Developing digital content (3.1) • Integrating and re-elaborating digital content (3.2) • Copyright and licences (3.3) **Problem solving** • Identifying digital competence gaps (5.4)	**Ideas and opportunities** • Spotting opportunities (1.1)[4] • Creativity (1.2) • Vision (1.3) • Valuing ideas (1.4) • Ethical and sustainable thinking (1.5) **Resources** • Self-awareness and self-efficacy (2.1) • Motivation and perseverance (2.2) • Mobilizing resources (2.3) • Mobilizing others (2.5) **Into action** • Taking the initiative (3.1) • Planning and management (3.2) • Working with others (3.4) • Learning through experience (3.5)

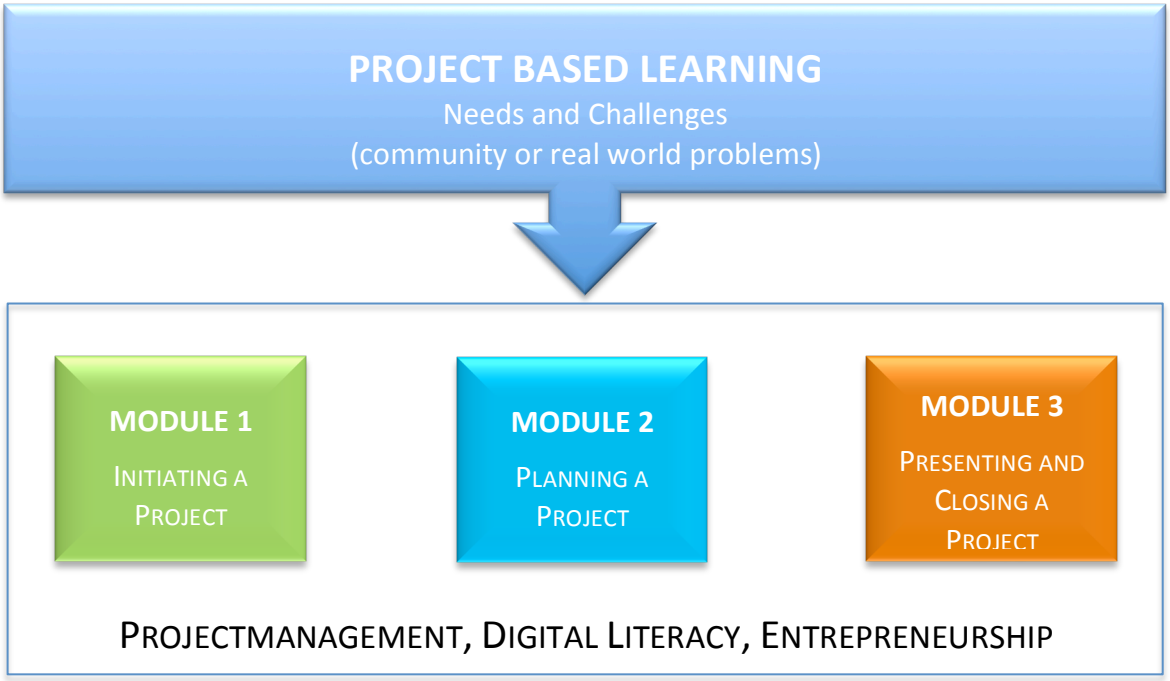
[3] The numbers refer to DigComp 2.1 framework.

[4] The numbers refer to EntreComp framework.

4.3 Structure of the training

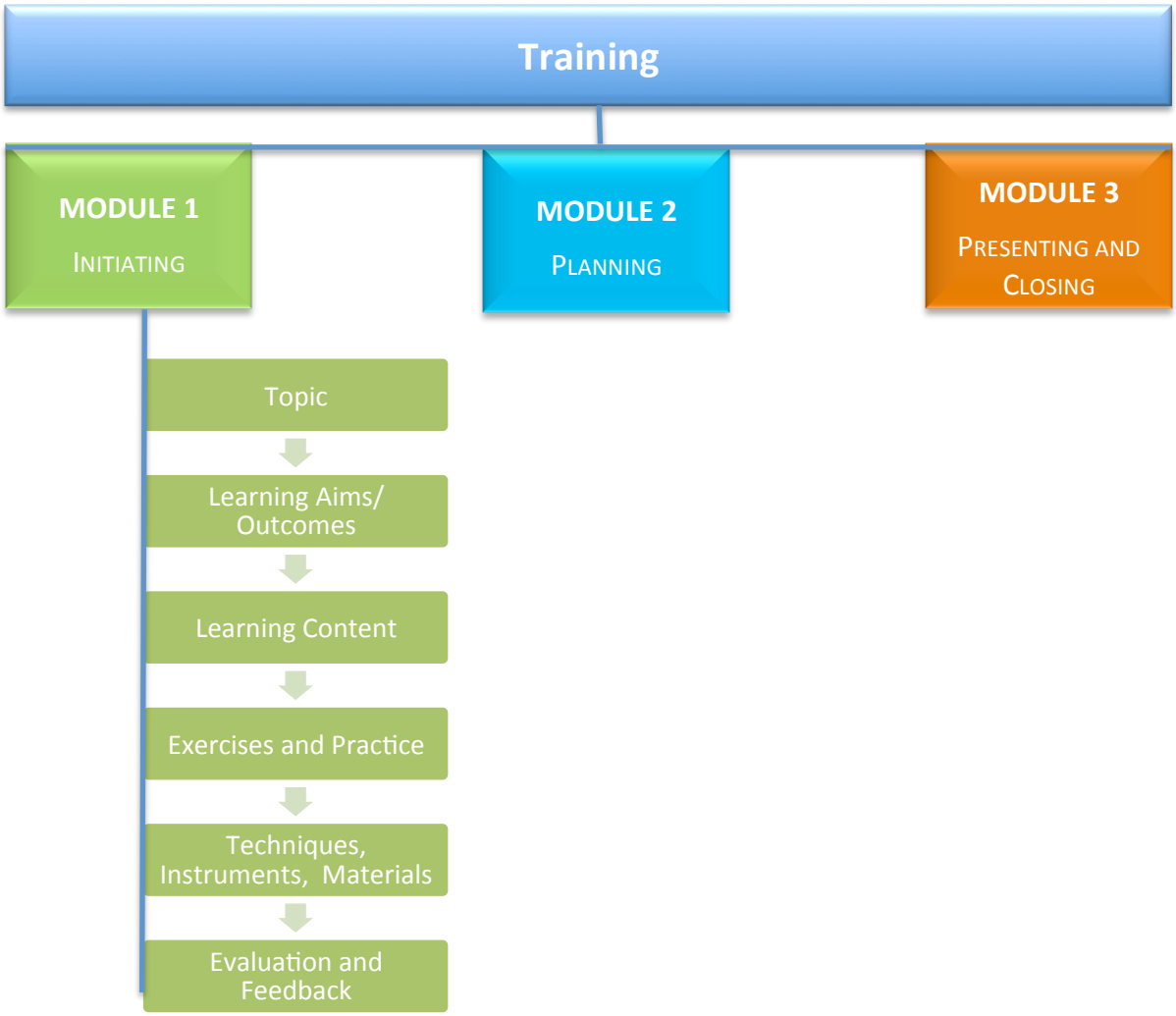
The face-to-face training method was chosen because learners can be actively involved in learning, develop specific skills that can be transferred to the job, they communicate with other, establish trust and motivation by working in small groups to develop projects. They are responsible for sharing insights and experiences while working with others together and by following step-by-step tasks set out in learning modules provided.

All learning topics and materials are presented in modules to provide a structured manner for the set-up of the training course. The modules follow the logic of the project management life cycle. Each module includes corresponding content (theory and practical exercises) of three key subjects: project management, digital literacy and entrepreneurship.



4.4 Components of the modules

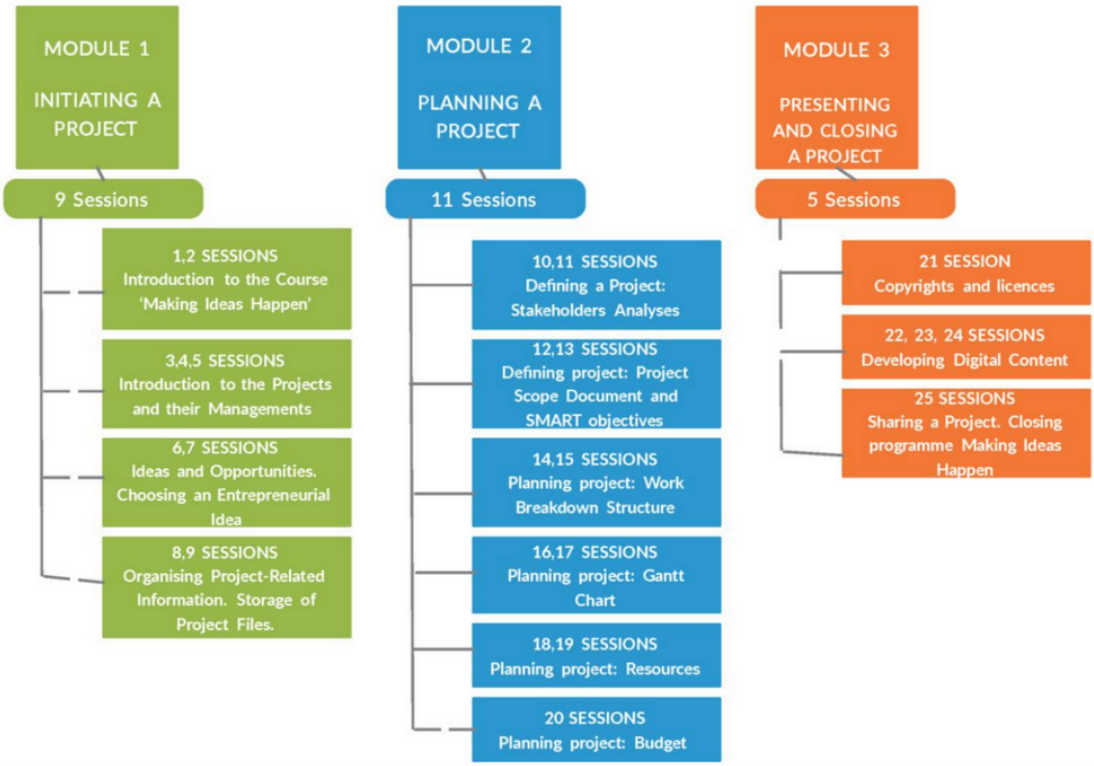
The table below illustrates the components of each module. Based on this scheme the curriculum has been developed (see Annex 1).



4.5 Timeline of the training

The following timeline shows the chronological structure of the complete learning course. The course is structured in three modules according to the thematical focus area. The training takes 25 academic hours to complete and it is delivered face-to-face. In addition participants spent about 12 – 15 hours with self-study, exercises and individual work on their projects between the training sessions.

25 HOURS FACE-TO-FACE TRAINING (+ 12 – 15 HOURS SELF-STUDY)



4.6 General conditions for training

This learning concept suggests a face-to-face traning which occurs in regular intervals. It must be made clear what are the learning objectives of the training. Because the training is repeated regularly, it should be well prepared and adjusted if necessary. The recommended group size is six – eight people.

Preparation:

- The teacher should prepare the space with computers for learning;
- The teacher should make sure that there is a good Internet connection for all participants;
- Since the training is repeated regularly, the teacher should consider in advance in which intervals this happens and set or agree on certain dates with participants (e.g. every first Friday of the month).
- The teacher should prepare presentations to introduce the learning content. Also, he/she should plan tasks and further materials for all the participants.

4.7 Role of the educator

Educators play an important role in motivating women to take part in training course designed for them, in guiding and supporting women in the learning activities.

That is why educators need to meet required criteria and have a range of skills that will help them during the training.

The main role of the educator is to accomplish the objectives established at the beginning of the training according to the expectations of the women and their capacity to fulfil all the activities developed within the course.

To achieve good results and create a comfortable enviroment for women, educators should use following important elements that are required in adult non-formal education: create a motivating enviroment, to encourage group participation, discuss real life problems, treat with respect and provide support in the learning process.

5 Modules of the Project-Based Competence Training

5.1 Module 1 - Initiating a project

As the learning concept is based on the idea of real-life entrepreneurial activity, in Module 1 participants will choose an idea for their project which they will be working on during the training.

In Module 1 participants are introduced to the training program, key objectives and the whole learning process. They will understand the importance of competence development in the project management, digital literacy and entrepreneurship areas. Specifically, the participants learn key characteristics of the project life cycle, will learn how project idea is chosen, how to set up project boundaries and how to prepare project business case. This module corresponds to a large extent with entrepreneurial competences such as creativity, spotting opportunities and valuing ideas. As from digital literacy part, participants will learn how to find, collect, manage and share data for their projects.

Practical exercises and tasks for the learners will play a significant role in this module. For example, they will learn how to define problems and develop ideas by using creativity techniques like brainstorming or methods for selecting best ideas and how to use digital tools to support these processes.

Learning outcomes for Module 1 – Initiating a project (Duration: 9 hours of face to face learning)		
Project management knowledge	**Digital skills**	**Entrepreneurial competences**
Having completed this module participants: 1. Can explain what is project and project managementKnow key characteristics of the project life cycle and important elements of	Having completed this module participants: 3. Can organise folders to store files on their digital devices 4. Know different (portable or cloud-based) storage services and how to	Having completed this module participants: 5. Can develop multiple ideas that create value for others 6. Can explore and define problems 7. Can develop a vision to

project management Know the role of project manager and team members 2. Know how to choose a project idea.	organise files on them	turn ideas into action 8. Can assess the consequences and impact of ideas, opportunities and actions (including ethics and sustainability)

5.2 Module 2 – Planning a project

In Module 2 participants will plan their projects, form a team and take responsibility for the tasks according to their interests but also to identified strenghts.

This module consists of those key processes performed to establish the scope of the project, define and refine project objectives and develop the course of action required to attain those objectives. Learners will explore all the aspects of project management plan such as scope, time, costs, quality, communications, human resources and risks. They will learn how to develop schedule that presents project activities with planned dates, duration, milestones and resources and how to determine the budget. Learners will learn how to increase the efficiency and effectiveness of their work with different usage of IT tools (for planning as well as communicating and collaborating). From the perspective of entrepreneurship planning and management skills as well as mobilising resources are in the main focus of this module, but also the awareness of own strengths and weaknesses.

Learning outcomes for Module 2 – Planning a project (Duration: 11 hours of face to face learning)		
Project management knowledge	**Digital skills**	**Entrepreneurial competences**
Having completed this module participants: 1. Know how to identify and involve stakeholders in the project 2. Can develop a project management plan 3. Can establish the scope of the project 4. Can define and refine project objectives 5. Know how to set project boundaries 6. Can develop the course of action required to attain project objectives 7. Are able to prepare a Work Breakdown	Having completed this module participants: 10. Can identify their digital competence gaps 11. Can use different tools for planning their projects 12. Know different tools for communication and collaboration in project teams	Having completed this module participants: 13. Can identify and reflect on their strengths and weaknesses 14. Are able to find out how to improve competences (including technical, legal, tax etc) 9. Understand the importance of networks 10. Are able to define action plans 11. Learners know how to use SMART Objective(s) technique for their entrepreneurial idea

Structure 8. Can create Gantt chart schedule 9. Know what is usually shown in a project budget and how to create it		

5.3 Module 3 – Presenting and closing a project

Since the limited training time does not allow the participants to carry out their projects, the idea for Module 3 is that participants develop a presentation for their projects as if they needed to present the project idea to a potential sponsor. Module 3 includes communication activities (plan communications management, manage communications, control communications), principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content and programme will be closed by presenting a project and doing an evaluation of the training programme.

From the perspective of entrepreneurship, this module is dedicated to increasing the ability to work in a team and to take responsibility for tasks being part of a team. As from digital literacy part, this module is focused on digital content creation but also includes communication and collaboration with team members through digital technologies.

Learning outcomes for Module 3 – Presenting and closing a project (Duration: 5 hours of face to face learning)		
Project management knowledge	**Digital skills**	**Entrepreneurial competences**
Having completed this module participants: 1. Understand the key characteristics of project communication 2. Understand key elements of the project team	Having completed this module participants: 3. Understand the concept of digital content and its different forms 4. Understand the importance of digital content for their projects 5. Know how to create digital content 6. Understand the principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content 7. Are aware of free databases of digital photos and other digital content	Having completed this module participants: 9. Understand the importance of networks 10. Are able to work together and co-operate with others 11. Take responsibility for tasks 12. Can identify sources of help when having difficulty to achieve their goals (including teachers, peers and mentors) 13. Are able to make creative presentation of business ideas 14. Can recognize the impact of their project ideas on

	8. Understand the importance of social media, photos and multimedia in the content creation process	individuals, communities and environments

6 Evaluation

For the evaluation of the training programme and the competences aquired by participants a combined approach has been choosen: An initial assessment of competences experiences and expectations is complemented by a summative assessment of learning outcomes as well as an overall evaluation of the learning programme.

6.1 Initial assessment of competences, experiences and expectations

The purpose of the initial assessment is to become a better picture of participants taking part in the training. Furthermore, the results of the initial assessment form the basis for later evaluation of learning outcomes as well as the training programme, methods and materials. The assessment will be carried out through an online-questionnaire and consists of the following parts:

1. Participants will be asked about their experience in project work and project-based learning.
2. Participants will be asked about their motivation to participate and expectations for the training.

The data gained from the preliminary survey will allow the trainer to get a better picture about participants' needs and to better adapt the training to those needs, for example to set priorities for specific contents or to prepare exercises tailored to strengths and weaknesses of participants.

6.2 Summative evaluation of learning outcomes and the learning programme

Since the training programme tackles relevant needs and preferences of the target groups, the learning concept is designed to contribute to their skills gaps and produce a positive impact. Besides the descriptions of training modules and topics, chapter 7 also defines a set of expected learning outcomes per module. This allows to evaluate the competencies acquired by the participants during the training.

In addition to the evaluation of learning outcomes, also feedback on training methods and materials should be collected at the end of the training period. In that way, there will be the possibility to learn from experience and improve the training.

For this purpose, a second questionnaire will be handed out to participants after completing the course. It will consist of:

1. Assessment of the fulfilment of expectations;
2. Feedback on used training methods and materials.

6.3 Open Badges

Many NGO or adult learning organizations are issuing certificates to the participants because either they completed training program, participated in an event, were awarded as a winner of something, etc. Within the project partner consortium has decided to use digital badges, known as 'Open Badges'.

'Open Badges is the world's leading format for digital badges. Open Badges is not a specific product or platform, but a type of digital badge that is verifiable, portable, and packed with information about skills and achievements.' (https://openbadges.org/)

The project partners designed three uniqe bages, one for each module, for participants as acquisition of entrepreneurial skills and visual representation of learning outcomes in the training:

- The Badge for Module 1 demonstrated that learner possesses the skills required to understand key concepts relating to projects and to use ICT tools in the project.
- The Badge for Module 2 demonstrated that learner possesses the skills required to understand key planning principles of the project and how different ICT tools are applied in the planning stage of the project
- The Badge for Module 3 demonstrated that learner possesses the skills required to present the projects to the potential sponsors by using communication and collaboration tools.

Having that Badges which visualize a learning progress and learning outcome learners will be able to share achievements with the outside world and anywhere on web, social media platforms, Linkedin, their own web-sites. This could lead to new job opportunities or unlock new possibilities.

7 Learning Management System 'Moodle'

To provide the learning material sustainable a online platform on basis of the open source learning platform 'moodle' was initiated. Moodle is a collaborative learning plattform free of charge which could be adapted in many national context.

Each module of the training is represented in moodle with the description for the trainer and working papers they can use in working with disadvantaged woman. Furthermore moodle offers the possibility to asses the knowledge of the learners. After each module learner can test their knowledge. This self assesment is connected with the 'Open Badges' (6.3). To use the moodle platform it´s necessary to create a guest login during the project lifetime. After project is over the moodle platform will be avalable without registration by following the link: https://www.culturalmediators.eu/elearning/course/index.php?categoryid=3

8 Annex I

8.1 MODULE No.1 – Initiating a Project (9 Sessions, 45 min/each)

Duration	Topic/ Title	Learning aims/outcomes	Learning content	Exercises and practice	Techniques, instruments, materials	Evaluation and feedback
1, 2 SESSIONS **90 min.**	**Introduction to the Course** **'Making Ideas Happen'**	Learners get familiar with the training course, it's aims and structure; Get familiar with other participants; Get acquainted with Internet tools; know how, for what purpose to use them.	During these two sessions it is very important not only to present a programme for learners, to explain what kind of competences they will acquire, how often and for what purpose they are going to meet, how the sessions and workshops are going to be organised but also create a relaxed atmosphere and help participants enjoy the sessions.	Interactive exercises to help to create team spirit and engage learners to participate in the programme. Sharing expectations for the course by using Padlet or Dotstorming;	Free of charge Internet tools; Ice breaking/team building games; Stationary; Computers/smart phones/tablets.	Discussion and debate.

3, 4, 5 SESSIONS **120 min.**	**Introduction to the Projects and their Managements**	Learners can explain what is a project; Know key characteristics of the project life cycle and important elements of project management; Know the role of project manager and team members; Get acquainted with Internet tools; know how, for what purpose to use them.	During these three sessions trainer plays active role as he has to present the topic and explain learners why projects and their management is important for today's labour market. Also trainer presents key characteristics of the project life cycle and explains important elements of project management.	Drawing concept map. The activities to understand the importance of project boundaries, triple constraint concept and project lifecycle. Online quiz by using Internet tools (Kahoot or Quizizz). A personality test.	Powerpoint presentation; Team building educational games; Stationary; Free of charge Internet tools; Computers/smart phones/tablets.	Discussion and debate.

6, 7 SESSIONS **90 min.**	**Ideas and Opportunities. Choosing an Entrepreneurial Idea**	Know how to conceptualize and create ideas; Know how by using certain techniques to choose a specific project/entrepreneurial idea. Get acquainted with Internet tools and know how, for what purpose to use them.	During these sessions it is explained where project ideas come from. Learners will explore and define problems, needs according to their experiences, and knowledge from personal, social, economic life. By using specific techniques and working in teams will choose a project idea that is feasible, impactful, creative. The chosen entrepreneurial/project idea will be the one that learners will work with for rest of the course.	A brainstorming exercise to list ideas. An exercise of choosing idea for a project by using affinity diagram technique or Internet tools (MindMup, Xmind, Bubble, MindMeister).	Powerpoint presentation; Team building educational games; Stationary; Computers/smart phones/tablets.	Discussion and debate.
8, 9 SESSIONS **90 min.**	**Organising Project-Related Information. Storage of Project**	Learners can organise their project- related information and	The purpose of these sessions is two-folded: it should address the	Learners choose the cloud to store project related information,	Powerpoint presentation; Online free-of-	Discussion and debate.

	Files.	store files on their digital device/computers or in a cloud; Learners will be able to use participatory tools, project management tools.	storage and organisation of project-related files on learner's digital devices or computers and it should introduce cloud as a way of storing in a remote location that also enables sharing the files with the project team members.	organise their information in files and folders on devices they are going to use, share them within team members. Google Drive, Dropbox, OneDrive, Trello, Meistertask, Slack, Basecamp.	charge tools Computers/smart phones/tablets.	

8.2 MODULE No.2 – Planning a Project (11 sessions 45 min/each)

Duration	Topic/Title	Learning aims/outcomes	Learning content	Exercises and practice	Techniques, instruments, materials	Evaluation and feedback
10, 11 SESSIONS **90 min.**	**Defining a Project: Stakeholders Analyses**	Learners understand the importance of defining a project correctly;	In the Module 1 learners spent most of their time to understand key characteristics of the project, its management, how	Stakeholders identification; Stakeholder analyses for chosen project by using ICT tools (Beeye,	Powerpoint presentation; Stationary; Computers/smart phones/tablets;	Discussion and debate.

		Know how to make stakeholder analyses and define strategies to manage stakeholders' needs. Know how to use ICT tools for communication and collaboration.	to use different digital tools in the working process as well as chose the ideas for their projects. In the Module 2 learners will be involved in planning of the project in greater depth. In these two sessions learners will learn who are stakeholders, how to conduct stakeholders analyses and define strategies to manage stakeholders' needs for their entrepreneurial project.	Groupmap).	Internet tools.	
12, 13 SESSIONS **90 min.**	**Defining project: Project Scope Document and SMART**	Learners are able to prepare a Project Scope Document;	At these sessions learners will continue to work on defining of	An excercise of Smart goals concept; An exercise to	Powerpoint presentation; Free of charge	Discussion and debate.

	objectives	Learners know how to use SMART Objective(s) technique for their entrepreneurial idea; The learners are able to identify what kind of digital tools they need to use for their projects.	project stage. They will learn how to define SMART objective and will review the must have document for this stage - Project Scope Document. In this sessions trainer will introduce a variety of ICT tools that learners will use to plan their project.	prepare Project Scope Document for the chosen project idea in teams (Microsoft Word).	Internet tools; Team building educational games; Stationary; Computers/smart phones/tablets.	
14, 15 SESSIONS **90 min.**	**Planning project: Work Breakdown Structure**	Learners understand the key principles of effective project planning; Learners are able to prepare a Work Breakdown Structure for their entrepreneurial idea;	In defining a project part learners came up to an agreement on what they will do with their project idea. As from these sessions planning a project part starts. In this session learners will learn how to make Work	An exercise to prepare a WBS for the chosen project in teams. ICT tools (Beeye).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	

		Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams;	Breakdown Structure (WBS).			
16, 17 SESSIONS **90 min.**	**Planning project: Gantt Chart**	Learners know how to make Gantt chart; Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams.	The aim of this session is to teach learners to plan a project schedule called Gantt Chart.	An exercise to make Gantt chart for projects. ICT tools (Planio, GoodDay, Team Gantt, GanttPRO).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
18-19 SESSIONS **90 min.**	**Planning project: Resources**	Learners learn how to develop and cultivate self-awareness and increase self-advocacy; Learners			Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart	Discussion and debate.

		understand how to stay focused in order to achieve personal or group aims; Learners learn how to identify necessary resources (material, non-material, digital etc.).			phones/tablets.	
20 **SESSION** **45 min.**	**Planning project: Budget**	Learners know how to determine a budget for the projects; Know how to manage project risks. The learners are able to identify what kind of digital tools they need to plan their project.	In this session trainer explains key aspects for determine the project budget. The members of the team use online sharing tool for collaboration (Google Spreadsheet) to simultaneously work on the Gantt chart.	An exercise to prepare a budget for the chosen project in teams (Microsoft excel, Google Sheets). An exercise to upload developed project-related files on chosen cloud store program.	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.

8.3 MODULE No.3 - Presenting and closing a Project (5 Sessions, 45 min/each)

Duration	Topic/Title	Learning aims/outcomes	Learning content	Exercises and practice	Techniques, instruments, materials	Evaluation and feedback
21 SESSION 45 min.	**Copyrights and licences**	Learners understand the principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content.	Trainer will briefly present the importance of copyrights on the Internet and Creative Commons license. Trainers will present the free licences that enable learners to access digital content.	An exercise of searching options for either Google, Flickr Creative Commons license and learning how to use it properly.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate
22,23,24 SESSIONS 120 min.	**Developing Digital Content**	To develop digital skills that will help learners to create digital content (videos and presentations); To gain an ability to prepare and give	The aim of the sessions is to teach learners to present their planned project, while at the same time develop digital skills that will help them to create digital content	Mapping a presentation plan; Making a presentation (Adobe Spark, Prezi, Google Slides);	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.

		presentations on planned projects.	(videos and presentations).	Preparing for a presentation.		
25 **SESSION** **45 min.**	**Sharing a Project. Closing programme *Making Ideas Happen***	Learners will know how to make creative presentation of their project idea. The programme *Making Ideas Happen* will be evaluated by the learners for its usefulness and appropriateness.	Videos or presentations presenting a project will be shared with other groups. Feedback forum will be organized where learners will be invited to share their impressions of the programme *Making Ideas Happen,* say good buy to the other participants and the trainer. Learners will be asked to evaluate	Sharing a presentation or video of developed projects.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate.

			the content and structure of the programme *Making Ideas Happen* and their own learning process by filling in an online questionnaire.			