

# *wom@n*

*Entrepreneurial Skills For Woman In A Digital World*

# *MAKING IDEAS HAPPEN!*

**Implement the programme 'Making Ideas Happen' through these simple guidelines with tips and tricks your organisation needs to know.**

Co-funded by the  
Erasmus+ Programme  
of the European Union

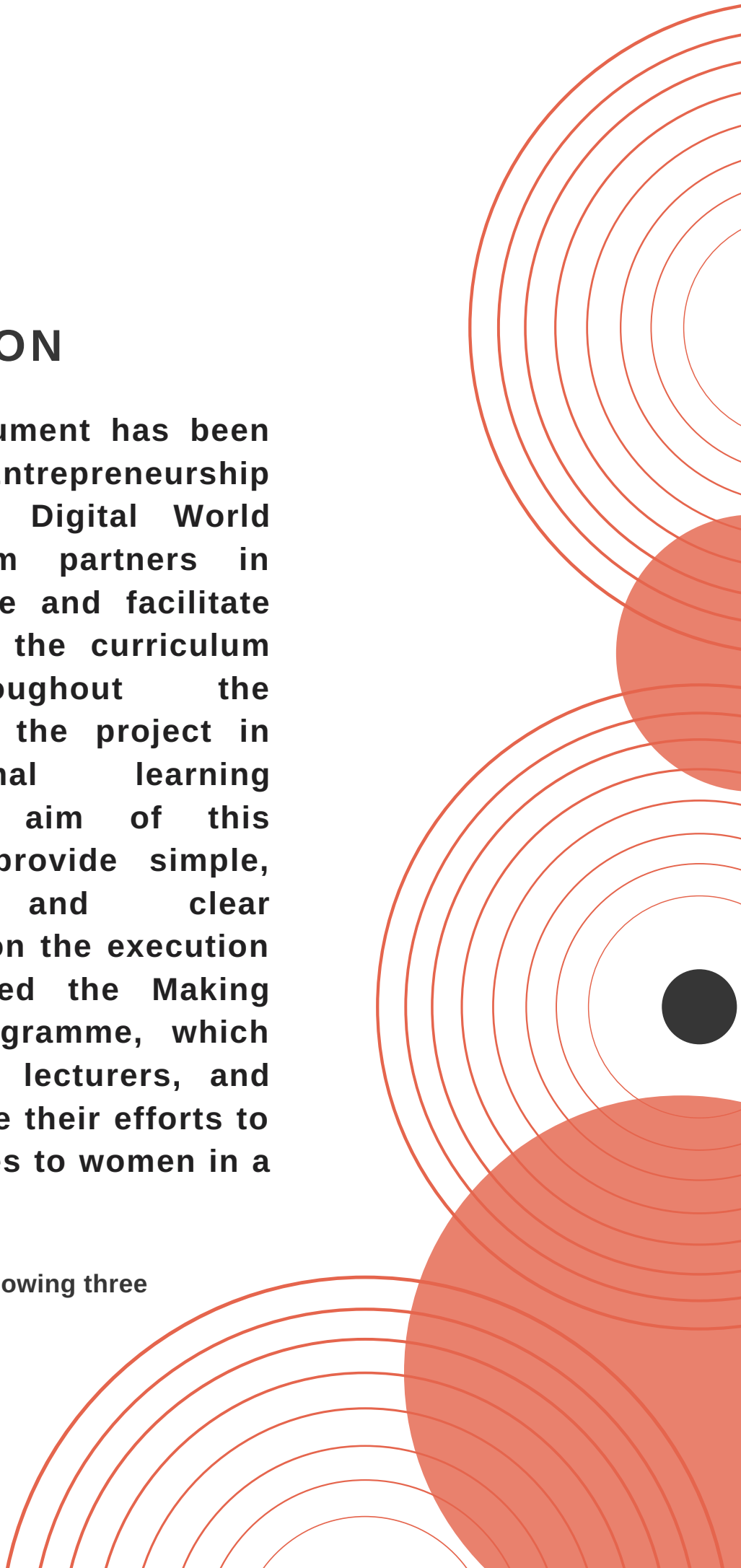


# Hello!

## A SMALL INTRODUCTION

The following document has been prepared by the Entrepreneurship for Women in a Digital World project consortium partners in order to encourage and facilitate the application of the curriculum developed throughout the implementation of the project in other non-formal learning institutions. The aim of this document is to provide simple, straightforward and clear guidelines, based on the execution of newly developed the Making Ideas Happen programme, which will help trainers, lecturers, and other staff, navigate their efforts to further opportunities to women in a digital world.

Let's take a look at the following three chapters!



# Chapter One

The reasoning behind the implementation of guidelines is explained. It will help the users understand why the Making Ideas Happen programme is important in the first place, and how they can make an impact on their communities by following the guidelines prepared.



## Chapter Two

Describes the basics of the Making Ideas Happen programme, offers a clear outline of the curriculum that has been developed, as well as advice on the procedure and best practices in organising the programme, finding instructors and trainees, on programme evaluation, assessment of skills and open badges.

## Chapter Three

Offers insight into the practical implications of Making Ideas Happen through personal insights of trainees who have finished the Making Ideas Happen programme. What is more, it also provides guidelines on how to integrate and implement the programme in other adult learning institutions.

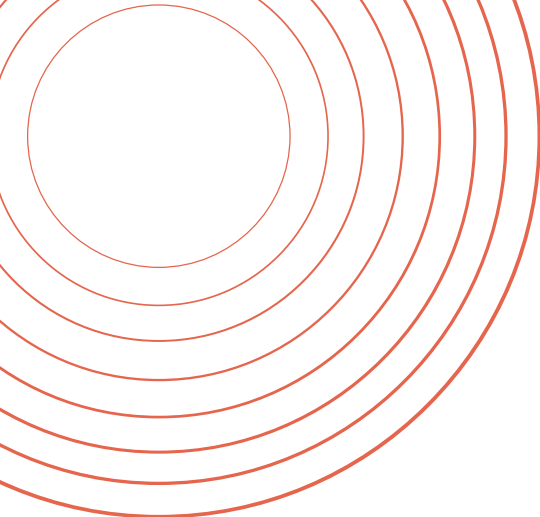
# CHAPTER 1

## Why is the Programme Important?

Nowadays, most employment opportunities require high skills as the economy develops towards a knowledge-based model. Skills such as leadership, communication, creativity and digital competences are what makes people competitive in the job market. However, data shows that although our society and economy are changing, the educational systems across Europe fail to keep up – not only are they not providing key skills for employability, but they are also not providing learning experiences close to the reality of working environments. These skills mismatches are growing concern of European industry's competitiveness (Industrial Policy Communication Update COM (2012 582).

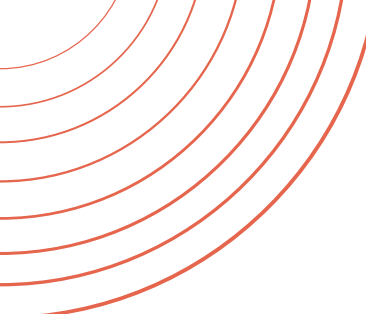
One of the groups affected the most by these factors are women – although they represent more than 50% of the European population, they have been traditionally more affected by unemployment than men and underrepresented in the labour market. Especially today when we are faced with an unprecedented crisis with the COVID-19 pandemic, which again disproportionately affects women.



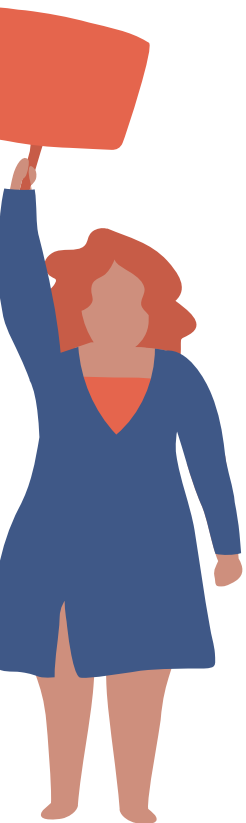


In May 2020, which represents the third month of containment measures for COVID-19, the unemployment rate in the EU was 6.7%, which represents an increase from 6.6% in April 2020. Meaning roughly 14.4 million men and women were unemployed in the EU in May 2020. If we look at the statistics by gender, we can observe that the unemployment rate in the EU for women was 7.2% in May 2020, which increased from being 6.9% in April 2020, whilst the unemployment rate for men was 6.4% in May 2020 and remained stable compared to April 2020.





If we look at the statistics by gender, we can observe that the unemployment rate in the EU for women was 7.2% in May 2020, which increased from being 6.9% in April 2020, whilst the unemployment rate for men was 6.4% in May 2020 and remained stable compared to April 2020. A disproportionate effect on women is visible also in the fact that sectors with high female employment rates are especially vulnerable in these times, since a lot of these jobs depend on travel and physical interaction with customers, which is severely limited right now, and are encountering bigger job losses as a result.

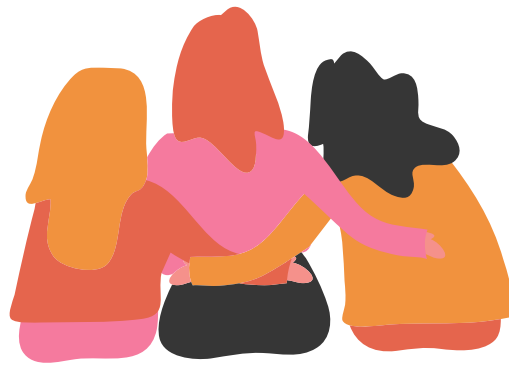




Among them being air travel, tourism, retail activities, accommodation services (e.g. hotels), and food and beverage service activities (e.g. cafés, restaurants, and catering). Statistically, across OECD countries, women represent around 47% of employees in air travel, 53% in food and beverage services, 60% in accommodation services and 62% in retail, the number even rises to 75% in Latvia, Lithuania and Poland. Even if women were employed in less “at risk” industries, a disproportionate pressure was put on them with schools and day-cares being closed. There were increased childcare needs, which made it hard for women to balance work and additional care responsibilities.



If we look at the situation in general, When compared to men, women are not only employed less, but are, most crucially, 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. Furthermore, as the digitalisation of economy and society progresses, women will face another obstacle in their way – the demand for digital competences and ICT knowledge. It is expected that in the next few years 85% of jobs will require basic digital skills and entrepreneurial skills, and in order to overcome these challenges and contribute to the employability of women in an ever-developing job market, Making Ideas Happen will help them develop skills that are needed in a contemporary workspace.



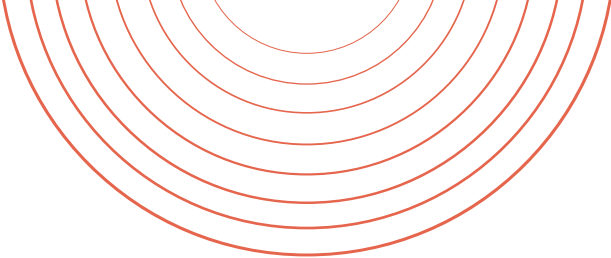
Although numerous institutions already provide places where under-represented or disadvantaged women seek advice or support related to employability, there is still a noticeable lack of practical learning. This is just one of the ways the programme Making Ideas Happen differs from other predominant programmes – it uses practical experiential learning models and real-life entrepreneurial activity. Learning is implemented by using project-based approaches integrated with ICT use at adult learning institutions, which promotes a pragmatic approach for strengthening entrepreneurial skills. By encouraging active participation throughout all stages of the project, the women will be able to practically determine and design their own projects and ideas



Even after the project is executed, the women will benefit from its activities and results. By gaining new skills and enhancing others, they will also be empowered to overcome social exclusion and fully participate in the digital economy as well as society. Thus, the reach of the project is not only limited to the participant, but the community they reside in. Through detailed and practical learning, our participants will develop all skills that are necessary to carry out their ambitions in practice, contributing to the development of their surrounding environment and giving back to the community. The realisation of a project or a business idea will include a wider local population, providing opportunities to other disadvantaged populations as well as further development. This provides for long-term sustainability and dissemination of knowledge.







The educators who will participate in the execution of this programme will gain all necessary competences to promote entrepreneurial learning at their respective institutions independently, even after the financial aspects of the project are no longer offered. Furthermore, these educators will not only be able to provide their beneficiaries with support that is needed to develop entrepreneurial skills but will also be more competitive on the job market due to the increase in their own skills in the process. Beyond this, the project partners wish to influence the wider concept of vocational education and programme in the participating countries by developing the curriculum and these guidelines.



Through the implementation of the project's outputs and the implementation of the developed qualification offer, the project partners will orient non-formal education towards a practical oriented approach. It is expected that the learning concept can be implemented in national education structures, as stakeholders (adult non-formal education institutions and organizations) have been included already in the implementation phase. Their opinions, needs and expectation have been taken into account, creating a thorough approach which encompasses all stakeholders. Thus, the quality of education services delivered to society will be increased.

Lastly, through developing programme materials and a learning concept, adapted to the current developments in society, the project partners will also raise the profile of non-formal adult learning institutions in the countries. By offering fresh educational courses, based on the needs and expectation of the modern and digitalised society, these institutions will be able to accompany the trends in societal development, increasing their audience and positive contributions to society.





## CHAPTER 2

# What is Making Ideas Happen about?

Although many adult learning institutions already play an important role in their communities, some are still ill-equipped in dealing with disadvantaged women in the fields of entrepreneurship and ICT skills. Though women may go to institutions such as NGOs, libraries and community centres to find help and advice, the project partners seek to improve the skills of employees at institutions working with disadvantaged women to be able to meet their needs. By providing new materials and educational opportunities to this target audience, they will further be able to develop their services according to the needs of our changing society, offering opportunities for innovation, inclusion and integration.



This programme aims to achieve three overarching goals:

- to enable women 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 today's labour markets.



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 participate in the programme 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 acquired skills to disadvantaged women.

Von der Idee zum Projekt (Freigabe) - Adobe Connect

Meeting Layouts Pods Audio

Modul 1

Zeichnen Freigabe beenden

### Beispiel Concept Map

Freeware: <http://ommap.jhmc.us>

Schreibzentrum und Interdisziplinäres Kolleg Hochschuldidaktik der Goethe-Universität Frankfurt a. M.

Synchronisation

Chat (Alle)

angeklickt

Sandra Liebender: Hm, komisch.

Ich glaube Angela, du musst dir unter den Link, den Sandra dort oben geschickt hat, die App kurz noch installieren

ja

Höre gut, kann das Mikro nicht umstellen

Sandra Liebender: Nicht Wundern. Ich werde jetzt die Aufnahme aktivieren. Wir hatten ja gesagt, das wir zu internen Evaluationszwecken die Sitzung aufzeichnen. Eure Namen werden nicht als Klarnamen gespeichert. Adobe anonymisiert sie automatisch.

Maria gibt ein...

Alle Niloufar Maria Katrin

Niloufar

Sandra Liebender

Moderatoren (0)

Teilnehmer (7)

Another target audience of this learning is disadvantaged women. As European Institute for Gender Equality defines, disadvantaged woman is 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). 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 subject areas of the programme. To be included in the programme 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 18;
- 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.





The curriculum which developed for the programme Making Ideas Happen combines three key fields: project management, digital literacy and entrepreneurship. The programme duration is 25 hours and consists of three interconnected modules. Each of the modules focuses in some way on each respective field, and includes learning objectives which range from the basics of project management, planning a project, finding stakeholders and evaluating ideas, to more technical skills such as the use of different methods and techniques of planning and executing projects. Each of the sessions in every module also include an ICT component, which encourages constant learning and acquirement of ICT skills throughout the course of the .



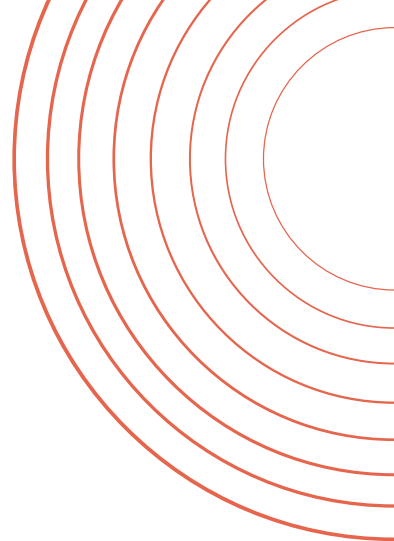
# What are curriculum's basic characteristics and specialities?

## Short summary of the programme

The curriculum of the programme Making Ideas Happen is split in three basic modules, each covering a part of the programme process, combining components of ICT programme, entrepreneurship and innovation learning, as well as project management skills acquirement.



In Module 1 women are introduced to the programme, 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, women will learn what is a project and project management, 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, women will learn how to find, collect, manage and share data for their projects.

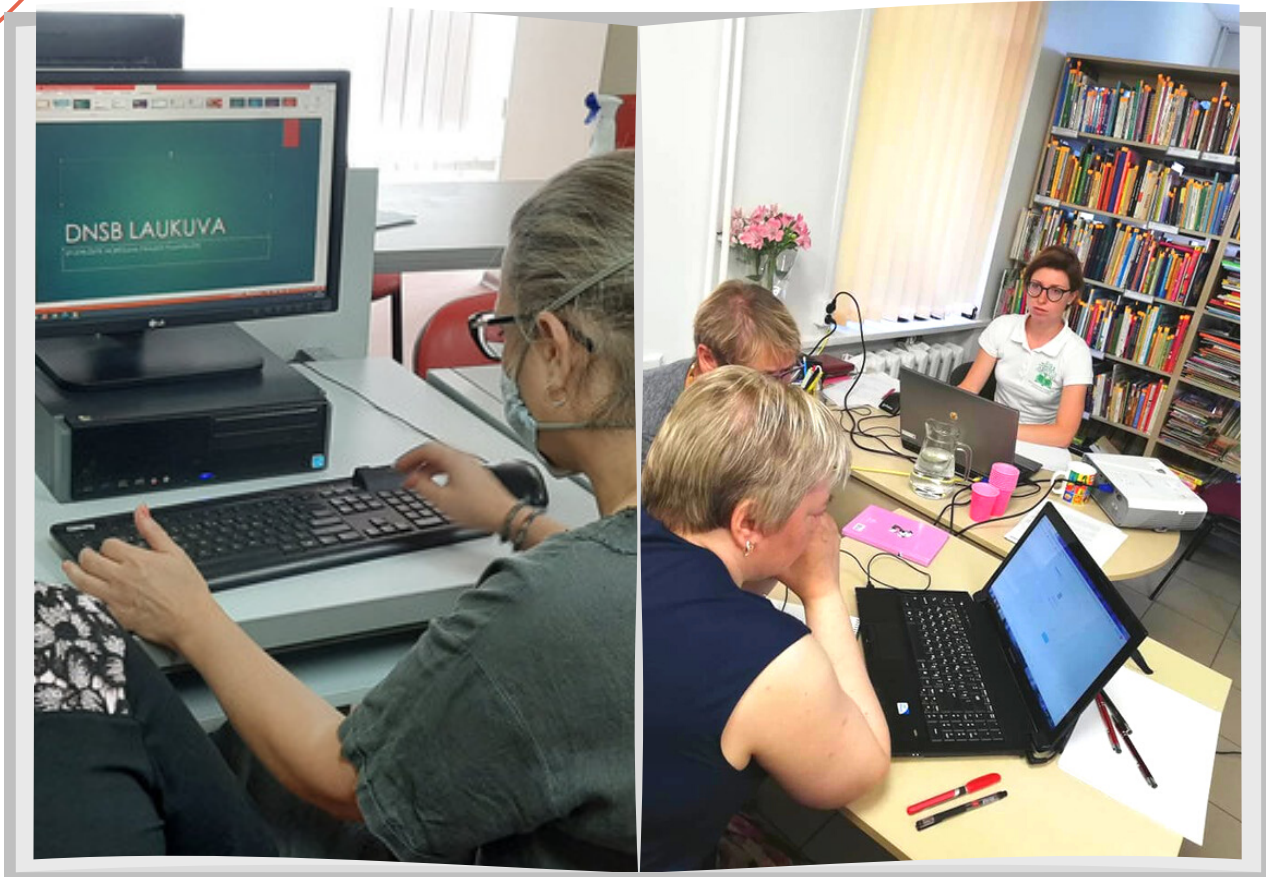




Module 2 consists of those key processes performed to establish the scope of the project, define and refine project objectives and develop the course of action required to attain those objectives. In Module 2 learners will be involved in planning of the project in greater depth. Learners will explore all aspects of the project management plan and will learn how to conduct stakeholders' analyses, to prepare a Project Scope of Work Document, Gantt chart, WBS, budget for their chosen project/entrepreneurial idea. Learners will learn how to increase the efficiency and effectiveness of their work with different usage of ICT tools. 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.



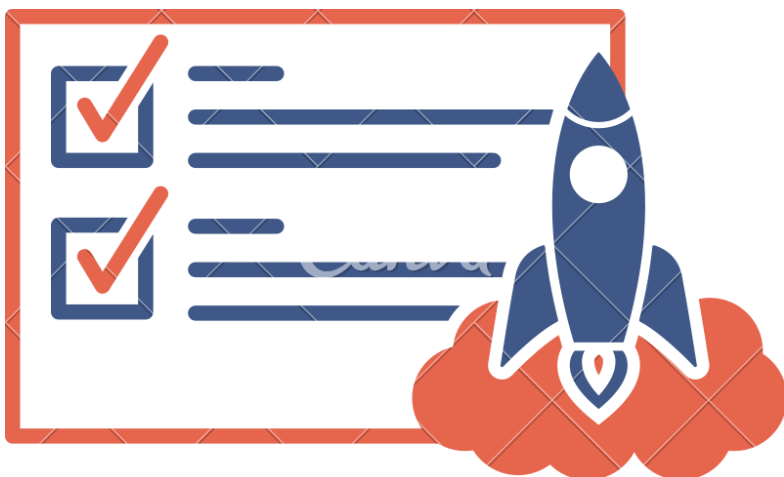




Since the limited programme time does not allow women to carry out their projects, the idea for Module 3 is that women develop a presentation for their projects as if they needed to present the project idea to a potential sponsor. Module 3 includes communication activities (plan communications management, 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 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.

# Essential organisational elements of Making Ideas Happen

The course is based on face-to-face programme in order to guarantee the highest possible level of participation and involvement of the learners in the educational process. This way, women will be able to develop specific skills that can be transferred to the actual work environment, namely communicating and socialising with others, teamwork, and developing trust and motivation by working in small groups to develop projects. Because of the high level of participation of learners in the process, the time of each sessions can vary greatly based on their specific needs, demands, etc., meaning that the trainers will also have to follow and closely monitor the process of programme implementation, making right adjustments in each case.





Throughout the programme, the learners are receiving open badges, offering online feedback and self-assessment opportunities, introducing game-like solutions to make the process more interactive and dynamic. By having an open badge, the participants will be able to share their achievement and progress with the outside world as well as on the web, social media platforms and their own websites. When the learners complete the programme, they will be awarded a grand certificate.

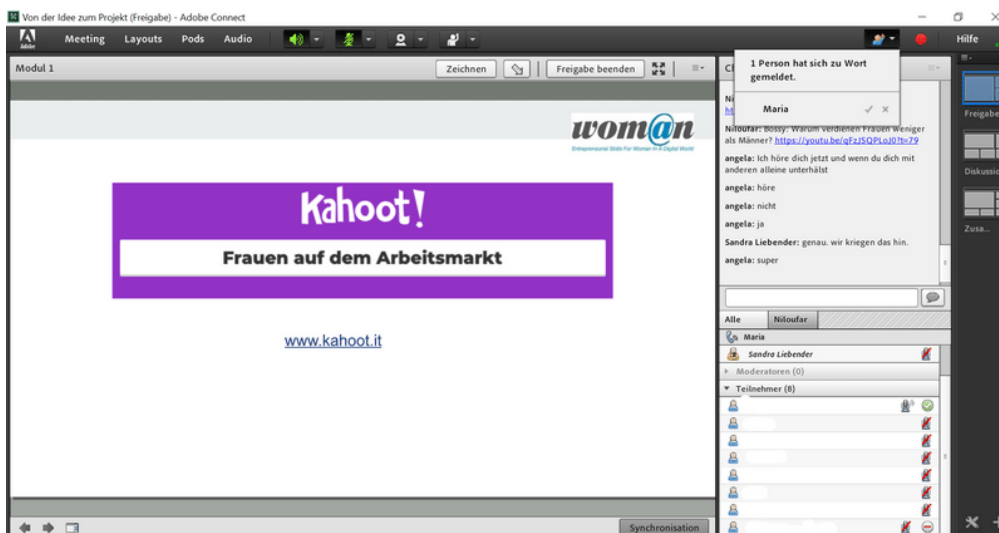
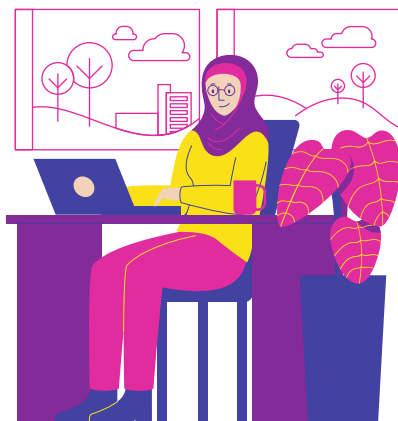
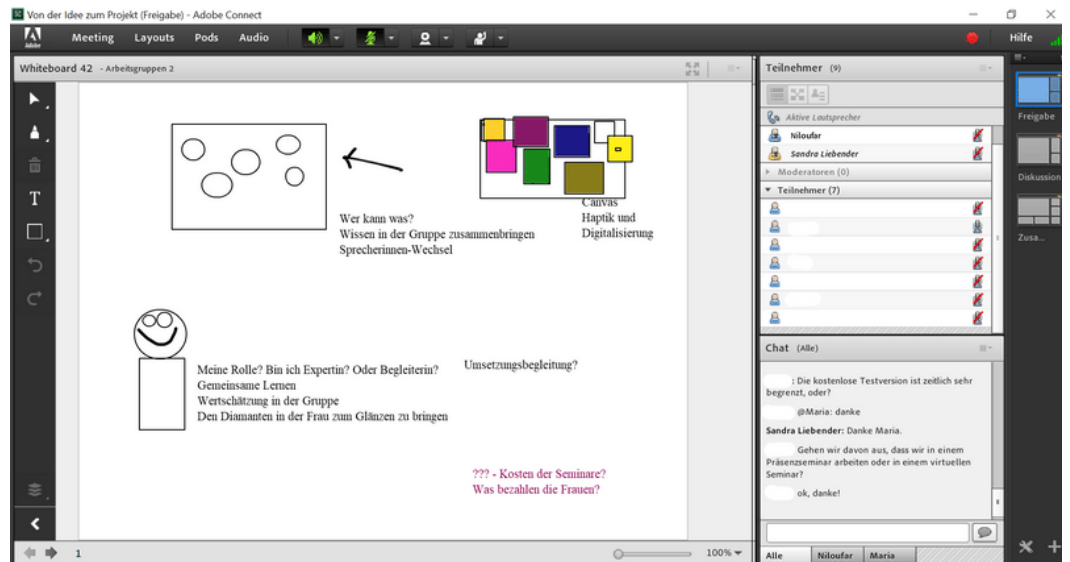
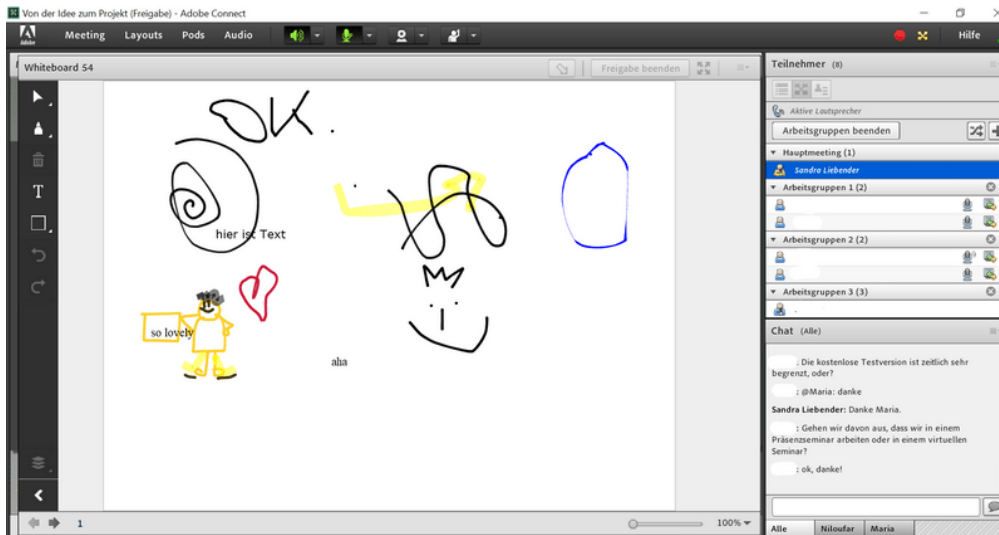




Everything within the programme is done online, in order to facilitate the development of digital skills. Learning materials for the modules, as well as the evaluation and self-assessment opportunities, are offered in a Moodle classroom which the project partners developed specifically for this programme. For each learning session, there are materials uploaded - learning materials which are taught by the trainer, as well as annexes, which contain practical exercises. At the end of each module, the women take a short online quiz in order to assess what they have learned. The online classroom can be found here:

- Introduction
- Module 1
- Module 2
- Module 3

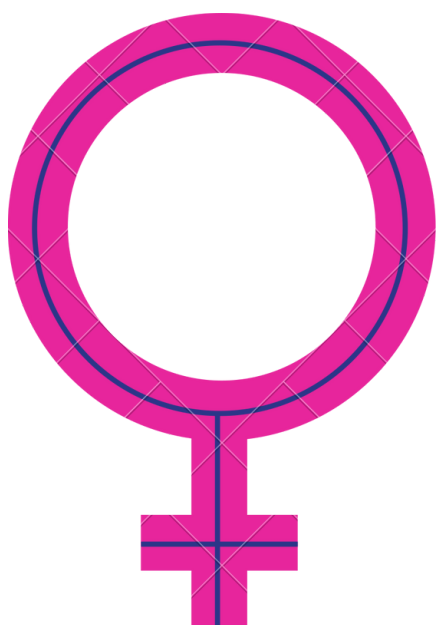




# CHAPTER 3

## Making It Happen!

### Testimonials



**Nuša, 24 years, a student of social education - Slovenia (educator)**

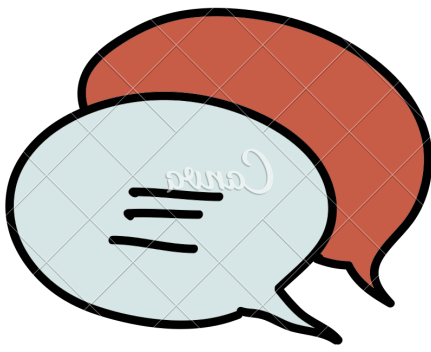
I attended the course with the wish of gaining new knowledge and experience, and the experience exceeded my expectations. Although I was confronted with an abundance of new information, the program was well-designed both time and content-wise. I gained a great deal of new knowledge that I will be able to share with my community.

**Petra, 35 years, a secretary at a NGO - Slovenia (educator)**

I attended the course because of personal and career growth, as well as gaining new competences. The programme was well-executed, it is appropriate and encouraging for attendees who want to expand their horizons, improve digital literacy and efficient transfer of knowledge. I recommend the program to everyone, who is happy to take on a new challenge and upgrade their existing skills. A big thank you to the lecturers as well.







**Angela Feibel, 8b Consulting Agency,  
Potsdam - Germany (educator)**

My life motto is - don't dream your life, but live your dream. In order to make your dream (your project) come true, this training material is not only easy to implement, but also very valuable. Step by step and with great exercises participants are guided through the process from an idea to a project. This does not only train digital and entrepreneurial skills, but also strengthens the self-esteem of each individual.





**Marianthi Katsika, Business Consultant - Greece (Educator)**

I found interesting the concept of combining three areas; entrepreneurship, digital skills and project management in a single course. Working for years as a business consultant and as an educator in adult learning institutions, I think that «Making ideas Happen» provides not only materials but a real educational opportunity for women.



**Evi Koutsouki, Economist – Greece (Educator)**

**Working in educational**

programs for disadvantaged people, mostly women, I was looking for an opportunity for new knowledge and competences in the field. And I found it in this program. What I liked most is that «Making ideas Happen» in only a few sessions can actually deliver results. The program achieves its goals and I believe it will be a useful tool for disadvantaged women who want to attend.





**Machi Vaiou, manager in the tourism sector - Greece (trainee)**

Holding a degree in Tourism Units Management and working for many years in the tourism sector in Greece, I found myself this summer without my usual job due to the pandemic. I decided to attend "Making ideas happen" which really provided me with fresh ideas and digital tools. I highly recommend the program not only because I gained new knowledge but also because I really had fun through the educational process at a difficult period for all of us.



**Meni Dachmiri, manager in SMEs - Greece (trainee)**

After a long period of economic crisis followed by the pandemic, the situation in the labor market in Greece, especially for women in the periphery, is not very good. I decided to attend the program hoping to update my knowledge in project management in SMEs and to learn useful digital tools. "Making ideas happen" offered me more. It offered an opportunity for networking and a boost to look into - why not- setting up my own small company instead of running other people's businesses at a period when only a few paid employment opportunities are offered.



# Stories

**Lina Dubauskienė,**  
**Panevėžys public library**  
**Lecturer**

*"I joined the project Entrepreneurial Skills for Women in a Digital World after finding invitation on the Internet. I am currently conducting various training in Women's Prison in Panevėžys. This is a particularly socially vulnerable group of women. Their opportunities to successfully participate in labour market are limited not only by temporary social exclusion, lost skills, low self-esteem, but also by the stigmatized attitude of employers and society.*

*The training program Making Ideas Happen was attended by different age of women with different life experiences and skills. At the beginning of the training I was afraid that I would have to speak alone, because during the first sessions, women took more of the listener position. However after the practical part of the sessions, all participants got involved, communicated willingly, shared thoughts, ideas and past experiences.*

*Empowered  
Women  
Empower  
Women*



*During the training, the most difficult thing was to initiate and refine the project idea. After moving to the planning process, the work went smoothly, caused a lot of different discussions, and all women were involved in the process. In summary, it can be said that training for the older participants, it was an update of knowledge, and for the younger ones, it was a new experience, new skills."*



**Viktorija Žilinskaitė**

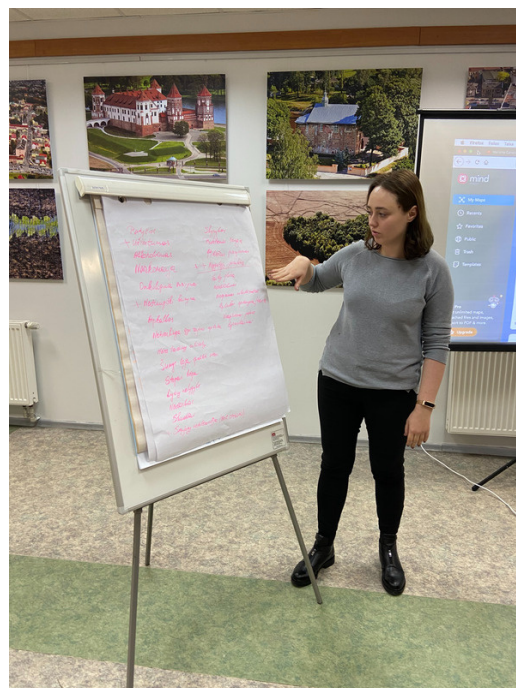
**Klaipėda county Ieva Simonaitytė Public Library**

**Employee**

*Together with my colleague Zita I invited six women to participate in training of newly created programme Making Ideas Happen this summer.*

*During the training, we tried to encourage women to explore and define problems, needs according to their experiences and discuss issues they see around and would like to solve it. The participants identified social exclusion and lack of community collaboration as the biggest problems and step-by-step began to look for project ideas that could contribute to problem solving. In order to make these dreams come true during the practical tasks, we introduced women how to prepare a plan for the implementation of their idea, how to manage teamwork, explore the competitive environment and potential challenges, as well as create an inclusive presentation of the idea to persuade potential investors. The enthusiasm and energetic involvement of women has shown that even the most complex ideas can be implemented with companion and basic knowledge of project management, entrepreneurship and digital literacy.*

*The most gratifying thing was the perception, which formed in the teams of the training participants that challenges are a natural part of any job, and leaving comfort zone provides a wider range of meaningful activities.*






## **Niloufar Behradi-Ohnacker**

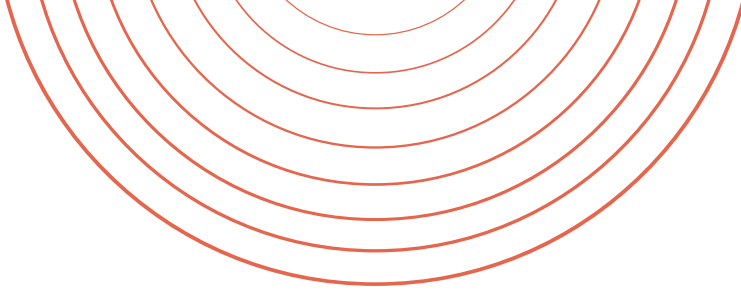
### **Educator**

Niloufar Behradi-Ohnacker has been blogging about music and culture since 2007 and is co-founder and author of [www.Blogrebellen.de](http://www.Blogrebellen.de). Since 2018 she has been working as a media coach and media educator. In the fields of music and culture or more specifically in career guidance, she focuses on teaching digital skills to women. Niloufar teaches young women, female career changers and women who want to expand and consolidate their skills in their current jobs.

*"Women are disadvantaged professionally in a specific manner compared to men. This is connected to economic, social and cultural reasons. I notice that in my trainings, too. Often it doesn't matter how well educated the women are. In the end self-doubt and a reluctant approach to technology and digital services are very dominant, so they do not dare. That must not be. All of us, regardless of gender and background, may and must be allowed to try out the new possibilities, because - in my experience - there is a great deal of potential for independent, professional development here.*

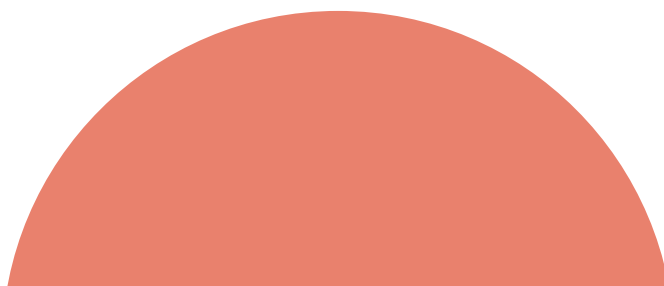
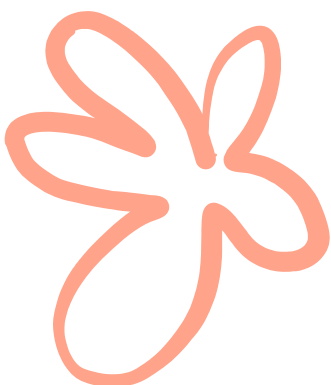
*The training material "Making Ideas Happen!" supports my approach perfectly. It is very well structured and organized. It has helped me to quickly set up and offer a teaching concept. I was able to convince the Adult Education Centre Berlin-Reinickendorf directly to offer a semester with that concept in 2021."*





Educator Statement from Niloufar Behradi-Ohnacker

*It is often the little things that make a whole world accessible. Again and again I see in my training how new digital tools help people to quickly turn their ideas into concrete pictures and projects. Low entry barriers and the courage to try something new enables creativity and motivation.*



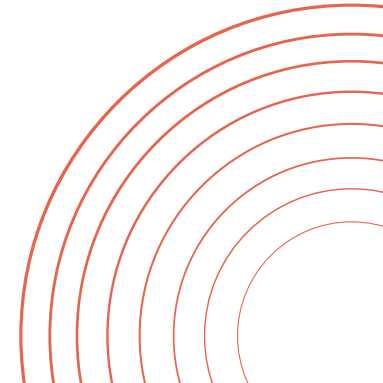




# How can your institution implement Make Ideas Happen?

From the beginning of the project, various stakeholders have been engaged in the process of adapting and implementing the activities, including policy makers, public authority representatives, media, civil society organizations, citizens throughout the project. The engagement of these stakeholders is one of the important ways to increase visibility of the project and get approval of the project and support.

Furthermore, these guidelines have been designed with the implementation process in other adult learning institutions in mind. They include all tips and tricks necessary for the transfer of the Making Ideas Happen approach to numerous other environments. By following the basic idea behind the development and implementation of this project, combining three crucial areas and encouraging active participation, any other institution will be able to take the curriculum developed and adapt it to its own needs and expectations. Created learning materials and the face-to face-programme course could be adapted not only within the project target groups but with other audiences such as young people, employees of business enterprises, government institutions, and others.





Making Ideas Happen aims to empower women as well as enable educators to acquire necessary skills for further teaching. What is offered here are the basics of designing any programme, such as the preparation for the course, setting the objectives, designing practical implications - in order to ensure the inclusion of all women into the digital world.



Von der Idee zum Projekt (Freigabe) - Adobe Connect

Meeting Layouts Pods Audio

Modul\_2

Zeichnen Freigabe beenden

### SWOT Analyse

[https://www.camx.com/0ta\\_desigrame/swot-analyse/](https://www.camx.com/0ta_desigrame/swot-analyse/)

**Struktur** Notizen Sachen

Einzelteil	Dauer
SMART-Methode	00:05
3. Projektstrukturplan...	00:05
Projektstrukturplan	00:05
Aufschlüsselung des P...	00:05
Gant-Diagramm erstell...	00:05
Folie 20	00:05
SWOTAnalyse	00:05
Budgetplanung	00:05

Restdauer: 0 Minuten 20 Sekunden

**Teilnehmer (9)**

Veranstalter (2)

- Niloufar
- Sandra Liebender

Moderatoren (0)

Teilnehmer (7)

**Chat (Alle)**

„Zum Thema Agilität: Ich habe kürzlich diese Seite kennengelernt. <https://agathe-hilt.de/> Ich habe da noch nicht viel ausprobiert, aber vielleicht als kleiner Impuls zu agilem Projektmanagement.

„Danke Maria!

„keine Fragen

„bis gleich

„wieder da

Synchronisation



Von der Idee zum Projekt (Diskussion) - Adobe Connect

Meeting Layouts Pods Audio

Freigabe 4 - Niloufar

Bedienung anfordern

### Momay Group of Companies

## Employee SWOT Analysis

**Strengths**

- Highest member of the Marketing Team
- Experience in advanced design software
- Strong background in print and online marketing materials
- Proven ability to adapt to changes in client needs

**Weaknesses**

- Could be more proactive in building client relationships
- Improve delegation and group coordination

**Opportunities**

- Grow in mindsets and abilities to enhance added
- Explore a few related aspects of the line, such as photography, illustration, etc.

**Threats**

- The use of new design software
- Competition with other research-oriented companies

**Teilnehmer (9)**

Veranstalter (2)

- Niloufar
- Sandra Liebender

Moderatoren (0)

Teilnehmer (7)

**Chat (Alle)**

Seite kennengelernt: <https://agathe-hilt.de/> Ich habe da noch nicht viel ausprobiert, aber vielleicht als kleiner Impuls zu agilem Projektmanagement.

„Danke Maria!

„keine Fragen

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# CONCLUSION - key takeaways

## Short summary and key takeaways that need emphasis

The Making Ideas Happen programme aims to develop the necessary skills and competences of educators in non-formal adult education institutions, with this also empowering under-represented and deprived women. As we move towards a digitalised society, what needs to be kept in mind that although this offers great opportunities, it can also cause further social exclusion. This programme has been designed in order to offer the basis for further education of women in entrepreneurship skills, project management and ICT competences. With these guidelines, the project partners hope to provide a clear and concise document which will facilitate further dissemination and implementation of the programme elsewhere, empowering a wide range of women and educators.

What we need to emphasise is that it was not all so easy to implement the programme in practice. Here are some of our takeaways and best practices:

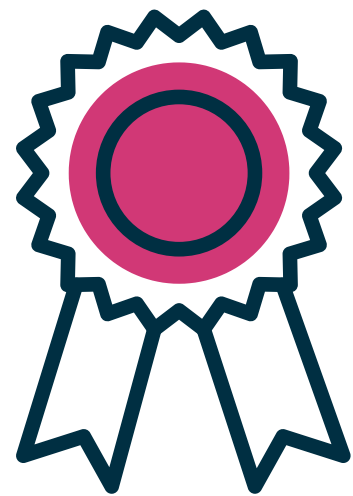


## Best practices

1. None of the partners in the piloting programme implemented lessons where more than 13-15 students would be present.

2. Each student needs attention and the slowest one should be the one leading the pace of the course. Getting to know each other through ice-breakers is a crucial point for making the programme interesting and fun for the participants.

3. In Slovenia, we trained both women who had their own entrepreneurial project idea and those who invented it. At the end we even had a real business developed! - a van dog beauty saloon that took care of little fur friends during the covid-19 crisis by our 62-year old trainee.





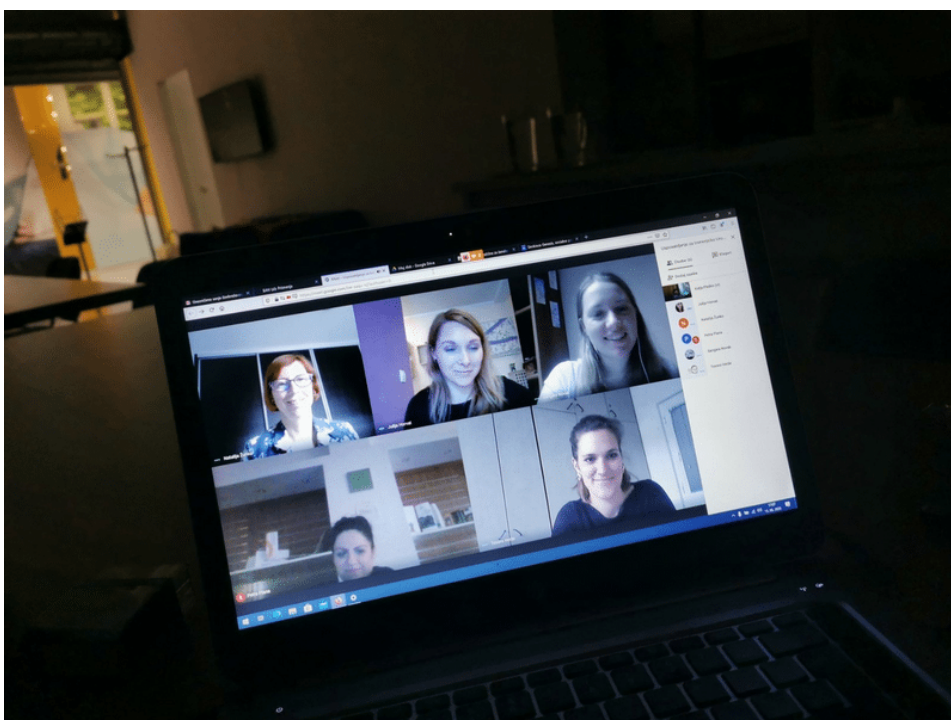




## Special addition: Covid-19 crisis takeaways

As we live in times of a pandemic there are some specific points that need to be mentioned in order to facilitate the training.

1. Educators can be taught online, but the students (disadvantaged women) cannot.
2. However, it has to be emphasized that not all people possess necessary equipment (laptop, internet connection) needed to follow the training. If possible, the training institution should provide a safe space for those individuals.
3. There is a possibility to make the course a hybrid one: experience from Slovenia shows that a two/three day face-to-face learning programme and an online Q&A session after the trainers study the materials carefully can work very well.



# **Entrepreneurial Skills For Woman In A Digital World**

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