# RE~FEM

# Training Manual

## RE-FEM: Upskilling pathways for REsiliency in the post-Covid era for FEMale Entrepreneurs

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# Introduction

***Information about RE-FEM project***

RE-FEM aims to empower women entrepreneurs through need-based training for maintaining resilient businesses in the post-covid era. The project also wants to serve the needs of the trainers and mentors in business support and entrepreneurship working in the field of adult education by providing easily accessible, high quality and transformative training tools.

The project implements activities to gain **in-depth knowledge** on women entrepreneurs' situation and needs (comparative research), develop up-to-date, transferable **educational tools** (Training Manual, Online Course), create **networking opportunities** for the target groups and engage national, regional and EU-level policy-makers, decision-makers through **project activities** (inter/national multiplier events, international networking group) and aims to enhance the development of women entrepreneurship.

The project has **4 tangible results:** Research Report, Training Manual, Open Education Platform and Final Policy Study. The results will equip women entrepreneurs with digital competencies, higher resilience and crisis management capacity; provide trainers with non-formal and digital training methods and tools; improve project partners and other stakeholders capacity to better support adult education and reinforce cooperation of quadruple helix and interaction between practice, research and policy

***Scope of the Document***

Training Manual consists of innovative training materials and concepts. The training materials and concepts represent the basis of a complex set of project results aiming to support trainers/educators/mentors to train/mentor women entrepreneurs and provide them excellent opportunities to improve their skills and competencies for being able to answer the challenges the pandemic caused in business and work-life balance**.**

The Training Manual includes the concept (curriculum) for developing training, training materials, non-formal methodologies, self-reflection methods, case studies and training sample agenda collected during the pilot trainings that will be organised within the framework of RE-FEM.

The Training Manual is divided in three chapters:

- *Chapter 1* includes introduction, main conclusions and results from the research on the needs of women entrepreneurs, description of the concept of the training materials and the content of the Manual;

- *Chapter 2* of the document presents the structure of the 5 training modules;

- *Chapter 3* presents sample training and good practices , sample training schedules, evaluation of experience from pilot trainings.

***Goals of the Training Manual***

The main goal of the Training manual is to improve access to entrepreneurial skill development in adult education for women entrepreneurs, focusing on those with fewer opportunities. It will also enrich adult education on women entrepreneurship outside the partnership. Due to its complexity, transferability, and innovative aspects, it is unique as the training materials and concepts offered can be adapted to the local context which will allow project partners (PPs) to further improve their ongoing and future educational activities.

The specific objectives are:

1) provide the basis for the development of innovative, up-to-date training materials for adults' educators/trainers/mentors;

2) provide input for the online-course development;

3) enrich the knowledge in adult education within and outside of the partnership for supporting women entrepreneurs in facing the challenges that arose during and after COVID-19;

4) upskilling and empowering the project's two target groups, the trainers/mentors/adult educators and women entrepreneurs;

5) engage other stakeholders/trainers/mentors in the development phase and offering training for women entrepreneurs by the sustainable access to materials produced in the project.

# PART I: From theory to practice

## 1.1. Design Process

Design processes are always divided into steps and phases to make sure that checks and tests are carried out at the appropriate time to avoid any lengthy and costly time-consuming modifications at the end.

The methodological steps, followed for development of the Training Manual are divided in two main stages**:**

1. **Task analysis**
Preparation phase, during which are identified the target groups, their training needs and the involvement of the stakeholders. During this stage is prepared  the concept for the development of the Training manual, including planning and distribution of the tasks among project partners.

2. **Design of the training models**
Design of the training modules includes the preliminary work on: listing skills and knowledge to be included, developing of the structure and content of each module, design and development of the training materials, followed by pilot testing of the training

models and then the final steps – evaluation of the results, revision and finalisation of the training models.

The whole process for development of training models can be described into the following sequential steps:
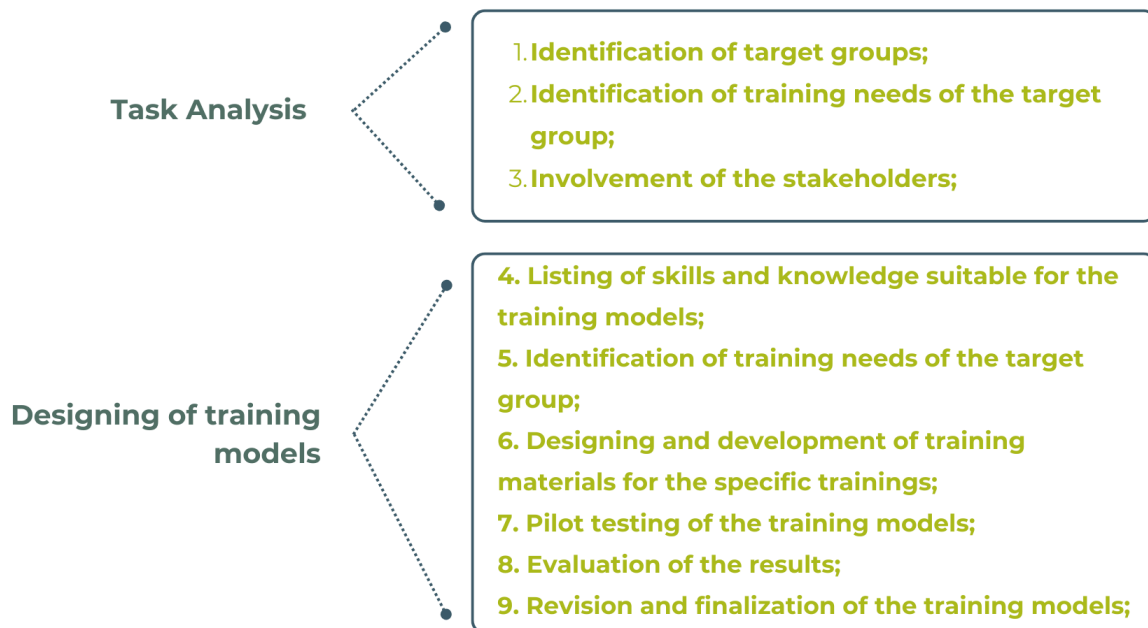
**Task Analysis**

1. **Identification of target groups;**
2. **Identification of training needs of the target group;**
3. **Involvement of the stakeholders;**

**Designing of training models**

4. **Listing of skills and knowledge suitable for the training models;**
5. **Identification of training needs of the target group;**
6. **Designing and development of training materials for the specific trainings;**
7. **Pilot testing of the training models;**
8. **Evaluation of the results;**
9. **Revision and finalization of the training models;**

**Figure 1: Steps for development of a training model**

## 1.2. Target Groups

Main target groups that will make use of the Training Manual are:

1) **Experts**: experienced in developing non-formal educational material, and experienced trainers/ mentors. The experts will be involved in the development of the training materials.
2) **Trainers/adult educators/mentors:** Trainers from organisations in business support and entrepreneurship active in adult education, local-level organisations working in the field of gender equality and women entrepreneurship. They will be involved in the 7 local pilot trainings.
3) **Women entrepreneurs** with special attention given to those with fewer opportunities, who are less equipped with digital competencies. They will benefit subsequently from the improved capacity for trainings in women entrepreneurship and will receive better access to specific knowledge related to entrepreneurship and improve their competencies on how to maintain resilient enterprises.

## 1.3. Training Needs and Gaps

Project RE-FEM was initiated as a response to the specific needs for support for women entrepreneurs, which emerged because of the COVID pandemic.

The research carried out during the preparation phase, showed that female-led businesses were disproportionately affected by the pandemic in several aspects:

- more likely to close than male-led ones;
- found that difficulty in securing finance and in obtaining support from state enterprise agencies;
- lack of knowledge/skills about starting and growing a business;
- limited business contacts and substantial caring obligations were the main obstacles they had to face during the pandemic;
- given the stronger representation of women enterprises in the sector of services, social distancing measures have negatively affected their businesses.

Even though WE have been hit harder by the pandemic, statistics show that women-led businesses received less public support, largely due to lack of targeted measures.

Social isolation during the pandemic led to an increased care burden to women in a larger extent compared to men and also negatively influenced their well-being. These are the reasons that proves the need for an online programme that should be accessible to women with care responsibilities.

Studies also suggest that women entrepreneurs proved their resilience in adapting to these new challenges through digital transformation (within the offer of goods and services as well as production processes), the reorganisation of business activities, offering additional services and products and in some cases adopting new business concepts.

Thus, in-formal education and mentoring designed and offered for women entrepreneurs would significantly help build their resilience through improving capacity for **creating new business plans and channels, finding new markets and applying digitalization**.

As a result of the conducted research during the proposal preparation stage, was suggested a list of topics, that will provide knowledge on all of the critical and practical aspects of entrepreneurship and around which to elaborate and organise the training programme: **business thinking, risk management, different sources of funding/investing in a business.** It also aims **to develop transversal competences, digital skills, relevant soft skills (multitasking, networking, pitching, leadership, teamwork and team building, entrepreneurship mindset, creative thinking, and tailor-made problem-solving skills.** In addition, a self-reflection method will be built into each of the modules to reflect on the female aspects of maintaining a business.

Originally it has been foreseen in the project that based on the results from the cross-country research (PR1 under *Work Package 2*) the topics might be changed, or new topics will be added to offer more up-to-date content.

The research with the participation of all project partners, aimed to reveal how crises impact women entrepreneurs by:

1) addressing the challenges the women entrepreneurs faced during the COVID-19 pandemic, then in the post-Covid era and energy crisis and

2) learning on the strategies and opportunities the women entrepreneurs' applied to face the challenges and difficulties.

The methodology consisted of a desk research, online survey distributed to women entrepreneurs, expert interviews, and semi-structured interviews with women entrepreneurs.

Five areas of skill and competency development emerged from the interviews in relation to providing support for women entrepreneurs to become more resilient in times of crises: **Mentoring, Networking, Financial literacy and awareness, Digital Literacy, Mental health and sustainable Green Practices.** Interviewees emphasised the importance of developing women entrepreneurs' skills and competencies, underscoring the need for state-level support programs tailored to their specific needs and availability. The mental health of women entrepreneurs is another concern. Coping with the pressures and challenges of entrepreneurship, especially in times of crisis, when the increased burden of care falls out not exclusively but to a great extent on women's shoulders. It was articulated that there's a **need for programs and resources to support the mental health** of women entrepreneurs.

While not a primary focus, some women entrepreneurs are considering expanding into international markets. This aspect presents both opportunities and challenges and could benefit from targeted support and training. There were also examples of women entrepreneurs expanding their target groups as a result of moving abroad.

Lastly, next to programmes on change management and crisis management, **adopting green and sustainable practices** appeared as a tool to empower women entrepreneurs in adapting to changing environments. Women entrepreneurs are increasingly interested in eco-friendly and energy-efficient approaches, which can be seen as an area of opportunity for development and support programs.

Based on the research results from PR1, were made recommendations for developing training and educational materials for supporting women entrepreneurs in becoming more resilient in times of crisis. Following a process of consultation and exchange of good practices among project partners, were provided recommendations for reshaping some of the topics and adding new ones.
As a result, the importance of the following topics was emphasised as areas that require attention when developing educational materials to support women entrepreneurs and enhance their resilience: **Networking; Financial literacy; Digital literacy; Mental health support; Green practices.**

Recommendations for developing training and educational materials, were centred around the following main areas:
- **Financial education:** Training in financial literacy (e.g.: pricing) and financial management skills tailored to the needs of women entrepreneurs; Providing up-to-date information and access to available resources, programmes, grants, and funding options at both the EU and national levels.
- **Crisis management:** Training/programmes to teach strategies for adapting to changing business conditions and maintaining sustainability during crises.

- **Self awareness and self-promotion:** Addressing gender-based stereotypes in the business world. Showcasing successful and inspiring women entrepreneurs as role models to inspire and motivate others. Self-brand management.
- **Mentorship programmes:** Building up mentorship and counselling programs for women entrepreneurs to provide personalised support, focusing on areas like business planning, financial management and stress management.
- **Networking and collaboration**: Building up mentorship and counselling programs for women entrepreneurs to provide personalised support, focusing on areas like business planning, financial management and stress management.
- **Digitalisation:** Building up mentorship and counselling programs for women entrepreneurs to provide personalised support, focusing on areas like business planning, financial management, and stress management.
- **Mental Health Support:** Identifying mental health issues. Addressing the importance of mental health support and the mental health aspects of being a women entrepreneur. Tools and strategies for coping with the pressures and challenges of entrepreneurship.
- **Greening Strategies:** How to apply eco-friendly and energy-efficient practices. Training on the adoption of sustainable business practices.

These recommendations are incorporated in the development of the **5 main modules** around which to be organised the training programme:
**1) Digital transformation and readiness;**
**2) Access to innovation, finance and local/international market;**
**3) Servitization and innovation;**
**4) Sustainability in time of crisis**
**5) Personal resilience, well-being and gender implications of being a woman entrepreneur.**

Detailed structure and content of the Training Modules is presented in Part II of the Training Manual.

## 1.4 Guidance for Training of the Trainers: A Curriculum

Under this chapter will be given guidance for trainers on how to use the Curriculum, key components for training, communication with trainees, operational planning, tips, etc.

The training of trainers curriculum is designed for approximately 18-22 participants per country. Trainees can use the material and exercises in this curriculum when designing future train of the trainers workshops.
The exercises that follow might also be used in refresher trainings. Once trained, trainers need continuing support, including further training. This provides a way to help trainers stay aware of new material and sharpen their training skills.
Many topics and techniques described in this curriculum are accompanied by training notes in the description of the modules. These provide information to help trainers understand why a topic is important or how specific techniques will contribute to the objectives of the women entrepreneurship education training of trainers.

**Key components of a training of trainers workshop**

Each training event will be unique and should be flexible enough to meet the needs of each group of participants. Even so, these trainings should include the following key components:

- **Rationale for training, including its benefits and barriers.** It is essential to ensure at the start of training that trainees not only understand the concept and benefits of this approach, but are also aware of its limitations or pitfalls.
- **Background knowledge about skills-based entrepreneurship education.** The training clearly goes beyond information sharing, into the realm of female business development.
- **Basic knowledge of the programme's technical content.** The participants need basic knowledge about the issues that the programme addresses.
- **Methodologies for skills building**, such as role play. Building skills is an essential part of pilot training.
- **Communication and group-work skills**.
- **Access to the open education platform and developed training materials**.

The overall objective of training of the trainers is to build capacity of the trainers/ educators/ mentors to design and deliver women entrepreneurship training programme.
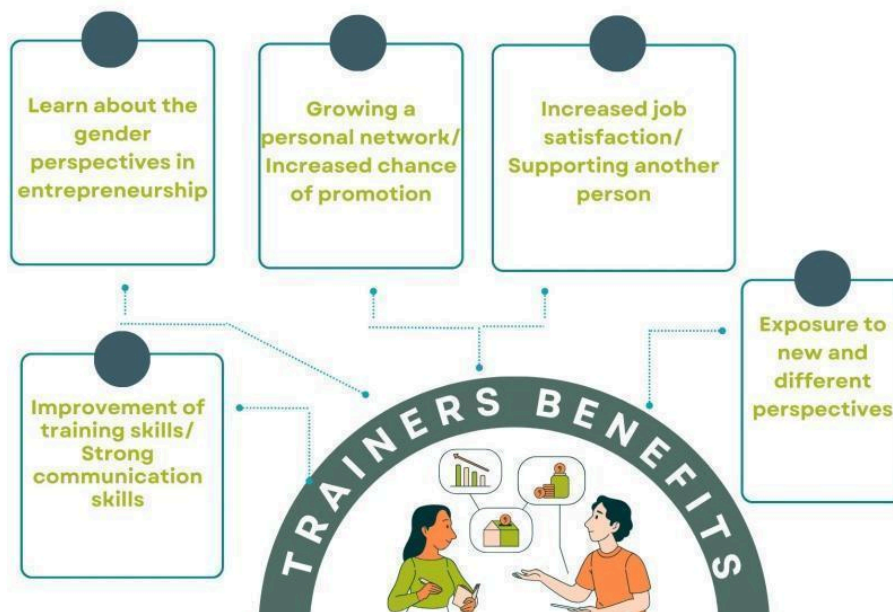


**Figure 2: Benefits for trainers**

The **benefits** for them from such participation are:
- Improvement of their training and presentation skills;
- Improvement of their communication skills;
- Access to new knowledge, tools, methods and training possibilities;
- Growing a personal network, including possibility to become a member of RE-FEM community a project ambassador;
- Possibility to attend further project activities and support WEs;

- Increasing the job satisfaction
- Exposure to new and different perspectives, such as the gender relevance of entrepreneurship.

# PART II: Training Modules

This section outlines the **five modules** designed to equip entrepreneurs with the necessary knowledge and skills to thrive in today's rapidly changing business environment. These modules focus on fostering resilience in times of crisis, emphasising both theoretical understanding and practical applications. The aim is to provide a comprehensive learning experience that addresses the key aspects of entrepreneurship, such as business strategy, risk management, servitization, digitalisation, etc.

A distinctive feature of this training collection is the integration of self-reflection exercises within each module, encouraging participants to consider the specific challenges and opportunities faced by women entrepreneurs. This reflective approach will help learners not only master the practical aspects of entrepreneurship but also address gender-specific issues in sustaining a business.

The modular design ensures that the content is adaptable and transferable to a wide range of training programs across institutions, organisations, and associations. Each module will cover a distinct, up-to-date topic, focusing on critical areas for entrepreneurial resilience and growth:

1. **Digital Transformation and Digital Readiness**
   Exploring the importance of digital tools and strategies to prepare businesses for the demands of the digital age.
2. **Access to Finance and Innovation**
   Examining various ways to access funding and opportunities in both local and global markets.
3. **Servitization and Innovation**
   Understanding how to innovate by transitioning from product-based business models to service-oriented ones.
4. **Sustainability in Times of Crisis**
   Learning how to build sustainable business practices that can withstand economic and social disruptions.
5. **Personal Resilience, Well-being, and Gender Implications of Being a Woman Entrepreneur**
   Developing personal resilience and addressing the unique challenges faced by women in entrepreneurship, including well-being and work-life balance.

## 2.1 Digital transformation and digital readiness

| **Module Title: Digital transformation and digital readiness** |
|---|

*Module Description:*

Empowering women entrepreneurs with crucial digital skills, exploring the synergy of technology and entrepreneurship to leverage advancements in digital technologies for business growth.

The Module includes # sub-topics:

1. **Digital marketing**
2. **Social media – how to ensure successful online presence**
3. **First steps in the cyber security**
4. **AI and digitalisation of women entrepreneurs**

Within the scope of **Sub-topic 1 Digital marketing** will be provided training content for women entrepreneurs about main channels for digital marketing, including website, email marketing, video marketing, content marketing, SEO, online advertising models, affiliate marketing, influencer and social media marketing, mobile marketing, online PR, conversational AI, web analytics. Main online ad types and formats are described and some useful tips for successful digital marketing.

**Sub-topic 2 Social media - how to ensure successful online presence** presents information about importance for using of social media, advantages of social media for female led-business, how to use facebook, instagram, tik-tok and youtube for female business, and finish with information about development of social media presence strategy for women entrepreneurs.

**Sub-topic 3 First steps in cyber security** provides practical information on ways to mitigate common threats, and how to protect the business against cyber security threats.

Last **Sub-topic 4 AI and digitalisation of women entrepreneurs** includes information about what AI is, why AI is important for business development, using AI for business, benefits for the female owned business, challenges faced and some examples for impact of AI to different sectors.

The content is developed with regard to the specific needs for women entrepreneurs.

| *Objectives* | *Learning Outcomes* |
|---|---|
| To improve the basic skills of WEs for digital transformation of their businesses and to prepare them for digitalisation of the companies. To ensure active online presence | 1. To learn about solutions for digital marketing;<br>2. To understand the need of social media;<br>3. To be prepared for digital transformation and how AI could be applied;<br>4. To understand about different methods for cyber security; |

*Methods of Learning:*

The process of learning starts with making presentations sub-topics after sub-topics to women entrepreneurs. The trainer has to provide examples in order to demonstrate practical aspects of digital marketing, social media, AI tools and cyber security.

After sub-topic 1, 2 and 3 the trainer has to provide a test for checking the level of obtained knowledge and if the information is understood by trainees.

After sub-topic 2 Social media will be organised as an exercise: Development of an advert for social media/ topic Digital marketing. The trainer will split the trainees in groups and will provide an introduction on the task that needs to be implemented. The guidance in Exercise 1 to be followed.

| Module Title: Digital transformation and digital readiness |
|---|

At the end of the training, the trainer has to organise 20 minutes group exercise - discussion among participants aiming to empower them to identify and match their specific needs with appropriate AI solutions, fostering practical understanding and preparedness for digital transformation. Trainers play a vital role in guiding discussions, facilitating learning, and ensuring each group actively engages in problem-solving. The guidance of Exercise 2 has to be followed.

| Resource/Assignment | 1. Presentations: |
|---|---|
| The module is composed of 4 short presentations (one for each of the subtopics) and 3 independent tests and two exercises. | 1.1 Digital Marketing;<br>1.2 Social media – how to ensure successful online presence;<br>1.3 AI and digital transformation;<br>1.4 First steps in cyber security.<br>**2. Exercises:**<br>2.1 Development of an advert for social media;<br>2.2 Women entrepreneurs and AI solutions for digital transformation.<br>***3. Video resources:***<br>*3.1* Webinar "Importance of Social Networks with Ivana Radic", 17.09.2020,<br>https://youtu.be/riqYQWS1z3U?si=zMgoT1zi1aN4sR_C<br>*3.2* Tech Talk: Women Entrepreneurs and the AI Advantage<br>https://www.youtube.com/watch?v=UXHniLywSO0 |
| **Form for reflection** | Checklist for each topic – questions up to 6-7, evaluation |
| **Total time needed:** 8 hours | |

## 2.2 Access to finance and innovation

| Module Title: Access to Finance and Innovation |
|---|

**Module Description:**

The "Access to Finance and Innovation" module is designed as a comprehensive training resource and focuses on empowering participants (Women Entrepreneurs) with essential knowledge and skills to navigate financial management, secure funding for innovation, and foster strategic decision-making. It covers key topics such as financial literacy, understanding legal documentation, credit assessment, profitability analysis, and effective pitching to investors. Key topics are divided into 14 sub-topics.

Through interactive workshops and practical exercises, participants gain insights into governmental initiatives, public-private partnerships, and policy recommendations tailored to support women in entrepreneurship. The training also addresses gender-specific

## Module Title: Access to Finance and Innovation

barriers, promoting innovative solutions to enhance access to finance and foster a supportive entrepreneurial ecosystem.

This module provides the tools and knowledge needed to overcome financial challenges, unlock funding opportunities, and drive business innovation, making it an essential resource for creating change in the entrepreneurial landscape.

*The Module includes # sub-topics:*
1. Introduction to legal documentation and financial statements for entrepreneurs;
2. Company Performance Evaluation (Financial Analysis and Basic Ratio Analysis);
3. Liquidity Ratios;
4. Credit Ratio;
5. Innovation funding for women's SMEs;
6. Training in pitching before investors;
7. Explore the concept of net working capital to manage your operational finances effectively;
8. Blockade Verification;
9. Certifications confirming the settlement of tax obligations;
10. Creditworthiness Assessment;
11. Conduct an assessment to determine the creditworthiness of your enterprise;
12. Profitability Analysis;
13. Perform a thorough analysis of your company's profitability;
14. SWOT Analysis.

### Objectives

To enable women entrepreneurs to improve access to finance through learning on basic financial management issues, available funds and procedures to apply for innovation funding. To provide them skills of pitching before the investors and learn by doing.

**Access to Finance:**
1. Understanding Financial Documentation;
2. Performance Evaluation
3. Financial Indicators;
4. Present available innovation funding opportunities for women's SMEs;
5. Training participants to effectively pitch before potential investors;
6. Explore net working capital to manage operational finances efficiently.

### Learning Outcomes
### Learning Outcomes
**Access to Finance:**
1. Improved Financial Literacy;
2. Effective Performance Evaluation;
3. Financial Awareness;
4. Pitching Skills;
5. Operational Efficiency;
6. Proactive Problem-Solving: Capability to identify and address potential business obstacles;
7. Compliance and Tax Management;
8. Credit Assessment Skills: Ability to determine the creditworthiness of the enterprise;
9. Strategic Insights: Obtaining strategic insights through profitability and SWOT analysis;
10. Informed Decision-Making;
11. Value Enhancement;
12. Financial Planning;
13. Awareness on innovation funding opportunities;
14. Advocacy for innovation funding.

## Module Title: Access to Finance and Innovation

7. Verification of potential business obstacles and proactive problem-solving;
8. Understanding and obtaining certifications confirming tax settlement;
9. Qualitative Analysis;
10. Creditworthiness Assessment;
11. Conducting profitability and SWOT analysis for strategic insights;
12. Understanding the cost of capital for informed decision-making;
13. Identifying key areas where value is generated and enhancing these processes;
14. Financial Planning and Investment Decisions;
15. Applying Ratio Analysis.

### Innovation
1. Innovation funding
2. Advocacy for innovation funding Creativity Stimulation
3. Strategic Innovation Effective Implementation

### Innovation
1. Improved ability to think creatively.
2. Capability to create a strategic plan for innovation.
3. Ability to implement innovative ideas effectively.

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***Methods of Learning:***

The methodology of these exercises is designed to simulate real-world decision-making processes in entrepreneurial finance and innovation. By combining quantitative and qualitative analysis with competitive pitching, participants gain hands-on experience in evaluating business strategies, financial health, and innovation potential. This approach fosters critical thinking, teamwork, and practical application of concepts in a dynamic and interactive environment.

**Exercise 1: Developing a Strategy for Access to Finance.** Participants perform both quantitative and qualitative analyses of businesses to evaluate their financial health:

- *Quantitative:* Analyse key financial ratios (Liquidity, Profitability, Debt-to-Equity, Inventory Turnover, Debt Ratio).
- *Qualitative:* Conduct a SWOT analysis and provide qualitative feedback on the entrepreneur's business activities. Each group votes on whether the business should receive funding, and the winning team is awarded. Following presentations, participants discuss the strengths and weaknesses of the proposed innovations, with a focus on those advocating for and against financing. This exercise presents a real-life competition scenario, where four companies compete for funding, but only one secures it.

| Module Title: Access to Finance and Innovation |
|---|
| **Exercise 2: Innovation Strategy.** Participants explore successful innovations and develop strategic action plans for their imagined businesses. The exercise includes: <br><br> • Brainstorming innovative solutions to business challenges; <br> • Crafting personal action plans for implementing innovations; <br> • Developing and pitching strategic innovation plans (3–5 minutes) for funding consideration. <br><br> Groups vote on the best innovation, and winners are rewarded. The post-presentation discussion involves critical feedback on the innovation's strengths and areas for improvement. The competitive nature of the exercise highlights the importance of quantitative analysis, qualitative feedback, and effective presentations in securing funding. |

| *Resource/Assignment* | *1. Presentation:* |
|---|---|
| Whole Group exercises - 20 minutes +20 minutes presentation of results +20 findings | PPT 1. Access to finance and innovation <br> PPT 2. Methodology for Assessing Innovation Capacity <br> **2. Exercise:** <br> Exercise 1: Developing a strategy of access to finance for entrepreneurial activities <br> Exercise 2: Innovation |
| *Form for reflection* | Group reflections are built in the end of each exercise and feedback is requested on the lessons learned from by the end of the training. |
| *Total time needed:* 8 hours | |

## 2.3 Servitization and innovation

| Module Title: Servitization and innovation | |
|---|---|
| *Module Description:* <br> The module helps to understand the concept of servitization and innovation. It strengthens skills of women entrepreneurs in the field of servitization and innovation and enables women entrepreneurs to find the opportunities to introduce servitization and innovation processes to their businesses. <br> *The Module includes 2 sub-topics:* <br>   1.  *Servitization* <br>   2.  *Innovation* | |
| *Objectives* | *Learning Outcomes* |
| • Provide information about the process of servitization and innovation; <br> • Encourage women entrepreneurs to implement the servitization and | • Understand the servitization and innovation process; <br> • Learn about tools and methods that support servitization and innovation process; |

| | |
|---|---|
| innovation initiatives and principles. | • Learn about good practices/case studies;<br>• Identify business opportunities arising from new technologies and principles. |

**Methods of Learning:** Presentation, watching of motivational video, interactive discussion, assignment, working in small groups, whole group discussion.

| | |
|---|---|
| **Resource/Assignment**<br>*In case of specific materials, below the table should be provided information about the methodology for them.* | **1. Presentation:**<br>• What is Servitization<br>• What is Innovation<br>**2. Exercise:**<br>• Discussing the possibilities of introducing servitization into trainees' businesses<br>• Innovation in practice<br>**3. Video resources:**<br>https://www.youtube.com/@re-fem/videos |
| **Form for reflection** | *Self-assessment test - for each sub-topic containing multiple choice questions..* |
| **Total time needed:** 8 hours | |

## 2.4 Sustainability in times of crisis

| **Module Title: Sustainability in times of crisis** |
|---|
| **Module Description:** *In this module we will learn about the importance of sustainability in business in its three facets, economic, social and environmental.*<br>**The module includes 2 sub-topics:**<br>**1. Sustainability plans, resilience and empowering women entrepreneurs**<br><br>*1.1. How to make a sustainability plan in a company step by step*<br>*1.2 Risk management*<br>*1.3 Women's business empowerment*<br><br>**2. Sustainability in business**<br><br>*2.1 Why is sustainability important in business?*<br>*2.2 Benefits of Sustainability in Business*<br>*2.3 How to Create a Sustainable Strategy*<br>*2.4 Corporate Sustainability Areas*<br>*2.5 Challenges in Business*<br>*2.6 Benefits of Sustainability in Business*<br>*2.7 The Role of Women in the World of Sustainability* |

| Objectives | Learning Outcomes |
|---|---|
| **Promote understanding of business sustainability**: Help participants understand the importance of sustainability in the business context, including its relationship to the Sustainable Development Goals (SDGs) and environmental stewardship<br><br>**Develop sustainable management skills**: Train professionals to implement sustainability strategies, identify opportunities to reduce environmental impact, Promote ethical practices and comply with social responsibility standards | - Understand the basic principles of sustainability in the business context.<br>- Deepen knowledge of the 2030 Agenda for Sustainable Development.<br>- Acquire knowledge of good governance, ethics and sustainable finance.<br>- Understand the role of entrepreneurship for sustainable development and related policies. |

| Methods of learning: |
|---|
| Cooperative learning. Harness the diversity of ideas, skills, and abilities to achieve joint goals. The heterogeneity of the group of students becomes an effective learning resource.<br>**Main learning methods:**<br>· Viewing videos;<br>· Scheduled reading;<br>· Creative exercises;<br>· Autonomous activities;<br>· Reflection on personal experiences. |

| Resource/Assignment | |
|---|---|
| In the case of specific materials, information on the methodology for them should be provided below the table. | 1. Presentation: Powerpoint<br>2. Exercise:<br>- DANONE<br>- Creating a Business Sustainability Plan |
| **Form for reflection** | Checklist questions |
| **Total time needed:** 8 hours | |

## 2.5 Personal resilience, Well-being and Gender Implications of Being a Woman

| Module Title: Personal resilience, well-being and gender implications of being a woman entrepreneur |
|---|
| **Module Description:**<br>This module emphasises the critical role of resilience and well-being in empowering women entrepreneurs to overcome challenges including gender-specific impediments to sustain their businesses and contribute positively to both their personal lives and the broader community. Participants will explore the following key aspects:<br>*The Module includes # sub-topics:*<br>**1. RESILIENCE and WELL-BEING** |

The RESILIENCE and WELL-BEING subtopic encompasses resilience definition and factors, *1)* resilience self assessment; *2)* Boosting resilience threshold; *3)* Crafting a personalised Resilience Action Plan to empower women entrepreneurs in navigating challenges and fostering their overall well-being.

**2. GENDER IMPLICATIONS OF ENTREPRENEURSHIP**

The GENDER IMPLICATIONS subtopic encompasses: *1)* women vs. men entrepreneurs: differences and stereotypes; *2)* factors impacting women entrepreneurship; *3)* gender inequality in entrepreneurship; *4)* Reflecting on inequality and achieving resiliency as women entrepreneurs.

| *Objectives* | *Learning Outcomes* |
|---|---|
| RESILIENCE and WELL-BEING<br>To strengthen the fundamental capacities of women entrepreneurs in fostering resilience and well-being, equipping them with essential skills to navigate challenges effectively and cultivate a sustainable and balanced approach to both their personal and professional lives. | RESILIENCY and WELL-BEING<br>1. Gain a comprehensive understanding of resilience, and to learn how to be resilient.<br>2. Develop heightened awareness of personal strengths and areas for improvement related to resilience, fostering a deeper understanding of individual capacities.<br>3. Strengthen self-awareness and enhance problem-solving skills crucial for navigating entrepreneurial hurdles.<br>4. Acquire practical strategies and tools to effectively bounce back from challenges, empowering participants to navigate setbacks with resilience and maintain overall well-being. |
| GENDER IMPLICATIONS<br>- To reflect on gender differences and social expectations towards women entrepreneurs and their implications for them;<br>- To learn and discuss gender stereotypes and their impact on women entrepreneurs' self-assessment and entrepreneurial success;<br>- To understand patterns of gender inequality. | GENDER IMPLICATIONS OF ENTREPRENEURSHIP<br>1. Increasing awareness on gender differences and their impact on women entrepreneurs;<br>2. Understanding the impact of societal-level factors, social norms, expectations, and stereotypes on women entrepreneurs;<br>3. Understanding gender gap and patterns of gender inequality. |

*Methods of Learning:*

RESILIENCE and WELL-BEING: The learning process begins with a presentation on resilience for women entrepreneurs, incorporating practical examples, followed by a resilience self-assessment questionnaire. Five exercises, introduced by the trainer, foster building and developing resilience skills. The learning sequence is structured as follows: Commencing with a presentation, participants engage in individual self-assessment, followed by exercises and interactive discussions, small group activities, and concluding with the trainer's summary highlighting the importance of resilience in maintaining mental and general wellbeing.

| GENDER IMPLICATIONS: Presentation, individual work (self-assessment), Interactive discussion, small group works, whole group discussion & activity. | |
|---|---|
| **Resource/Assignment**<br>The part RESILIENCE and WELL-BEING is composed of 1 presentation, and 5 exercises. | **RESILIENCE and WELL-BEING**<br>**Presentation**: Crafting Resilience for Wellbeing<br>**Exercises:**<br>**1. Assessing own resilience**<br>1.1 Resilience self-assessment<br>1.2. Resilient Traits Inventory<br>**2. Lift up your resilience limit!**<br>2.1. Learn Something New<br>2.2. Manage your energy effectively<br>**3. Create Resilience Action Plan** |
| The part 'Gender Implication' is composed of 1 presentation for the exercise titled 'Gender Gap and patterns of Gender Inequality in Entrepreneurship'.<br>6 exercises which can be applied independently or in the suggested role if sufficient time (e.g: one-day long training) is available for the training. | **GENDER IMPLICATIONS OF ENTREPRENEURSHIP**<br>*Presentation:* **Gender Gap and patterns of Gender Inequality in Entrepreneurship**<br>**Exercises:**<br>1. What is your opinion on…?<br>2. Women/Entrepreneurs are like…<br>3. Institutional Impact on Gender roles, Gender Stereotypes (expectations) in general<br>4. Gender Gap, and Patterns of Gender Inequality in Entrepreneurship<br>5. Influencing factors on Entrepreneurship<br>6. Discussing motivational videos on entrepreneurship and resiliency<br>Access to Motivational Videos:<br>*https://refem.eu/open-education-platform/videos/* |
| **Form for reflection** | **'RESILIENCY and WELL-BEING**<br>Resilience Threshold Action Plan<br><br>**GENDER IMPLICATIONS OF ENTREPRENEURSHIP**<br>- Trainer's reflections<br>- Small group reflections for sharing individual opinions, experiences, and group results |
| **Total time needed:**<br>RESILIENCY and WELL-BEING: 8 hours<br>GENDER IMPLICATIONS: 8 hours | |

RE-FEM project provides training materials linked to each training module on our Open Education Platform.

# PART III: Sample training and good practices

This chapter includes information about good practices, sample training schedules and evaluation of experience from pilot trainings that have been selected by the project partners to be analysed and used as inspiration for the design of training materials.

## 3.1 Sample training schedules and good practices

Training Manual consisting of innovative training materials and concepts. Taking into account its objectives as defined in the introductory part of this document, in this section special focus is put on collecting success stories from other training programmes, case studies and examples of good practices identified by the project partners, in order to learn from them and incorporate the lessons learned into the development of training materials.

In this way the Training Manual have aimed to contribute to enriching the knowledge in adult women's education, considering experiences outside the partnership that contribute to empowering the two target groups of the project, adult trainers/mentors/educators and women entrepreneurs; as well as offering women entrepreneurs sustainable access to both the materials produced in the project and these external good practices, supporting them in facing the challenges that arose during and after COVID-19.

For the purpose of collecting good practices in successful entrepreneurship training programs for adults, especially for women, a template was designed by AEFPA (Annex 4). The main findings are summarised in the table below, showing the countries in which the good practice has been implemented, the description of each of them and the main conclusions.

These summaries provide an overview of the various good practices aimed at empowering female entrepreneurs across different countries and contexts. The programs offer a range of support, including training, mentorship, digital transformation, and financial assistance, contributing significantly to the development and success of women-owned businesses.

**Table: Summaries of collected good practices from RE-FEM project partners**

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| I | *Ifempower handbook for Mentorship Programme Empowering Female Entrepreneurs* | *Austria, Germany, Hungary, Finland, Romania, Spain and Portugal* | *A project co-funded by the Erasmus+ Programme of the European Union, involving 9 partners from 7 European countries. It aimed to empower female entrepreneurs, particularly in SMEs, through a mentorship program.* | *ifempower Handbook for Mentorship Program brought knowledge to Higher Educational Institutes (Universities) that were project partner in ifempower, on how to implement the mentorship program.*<br>*Afterwards it can be applied by any university wishing to focus on the empowerment of female entrepreneurs and it is exportable to any training program.*<br>*It can be a useful tool for trainers and mentors, it can provide added value.* |
| II | *Gira Mujeres Coca Cola. (Coca Cola Women Tour)* | *Spain* | *A Coca-Cola initiative started in 2016 to support women entrepreneurs in Spain, offering training and advice to women with business ideas or existing businesses needing a new direction* | *GIRA Mujeres is a training journey that encourages women to make their business ideas a reality and to reinvent their projects already underway. Support for female talent and equal opportunities that, in a context like the current one, seems more relevant than ever.*<br>*Interesting for women who, in addition to training and support, can get financing.* |
| III | *VENLA-project (ESF-funded)* | *Finland* | *Aimed at supporting female entrepreneurs through a flexible coaching model combining personal sparring, workshops, and online coaching* | *Training material is available on five themes: Small data; Service design; Marketing; Sales; Values and Time Management*<br>*The VENLA training was implemented as part of the VENLA training online and wirelessly (ESF) project in 2019 - 2020. The online training was implemented in the project's Learning environment. At the end of the project, most of the content was made openly available in HAMK's own learning environment. HAMK=Häme University of Applied Sciences*<br>*This project and its training modules are similar to the RE-FEM approach and we can all learn from it.* |

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| IV | *Entrepreneurship for Sustainability and Wellbeing in an Era of Digitalisation -online course* | *Finland* | *Developed by researchers at Hanken School of Economics, focusing on sustainable entrepreneurship.* | *Women are a vital aspect of the entrepreneurial landscape and this five week course will encourage females to excel in sustainable entrepreneurship. They gain crucial skills and tools to help women to become an entrepreneur that supports sustainability and creates wellbeing in today's information age.* |
| V | *WINNOVATORS* | *Serbia, Romania, Slovenia, Italy, Estonia* | *An EU project funded by Erasmus+ aiming to empower young women in rural areas through innovative teaching and learning approaches.* | *The Association of Business Women in Serbia could offer expertise and best practices for a tailored training manual that caters to the specific needs of young women in higher education. This involves promoting empowerment and inclusivity to enhance skills, encompassing both academic and entrepreneurial capabilities. Their focus on encouraging entrepreneurship, fostering innovation, and advocating for gender-sensitive education among young women actively contributes to the establishment of a more equitable educational landscape within higher education institutions.* |
| VI | *FEMTECH for Resilience* | *Serbia* | *Supported by CIPE, the project targeted women-owned MSMEs and innovative start-ups during the COVID-19 crisis, focusing on digital transformation.* | *The Association of Business Women in Serbia could offer expertise and best practices for a tailored training manual with webinars, podcasts, mentoring sessions, pitching sessions with business angels, and lecture on workplace sexual harassment.* |

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| VII | *WOMEN IN BUSINESS. Fostering women entrepreneurship in the Danube Region* | *Austria, Bulgaria, Bosnia and Herzegovina, Croatia, Germany, Hungary, Moldova, Romania, Slovenia* | *An INTERREG Danube Transnational Programme project to stimulate young women with innovative ideas to start and develop their businesses* | *The concept of establishment and running of EWCs, including using the training modules, could be applied by academia, education and training centres, and business support organisations. The model is easy to transfer. EWC Quality Label ensures that certified organisations meet standards in terms of their service offering and performance.*<br>*The training modules could add value and support trainers and WEs.* |
| VIII | *EWA. Empowering Women in Agrifood* | *Bulgaria, Czech Republic, Estonia, Greece, Italy, Hungary, Latvia, Lithuania, Poland, Portugal, Serbia, Slovenia, Spain, Turkey, Romania and Ukraine* | *An annual program by EIT Food offering training, mentoring, business coaching, and networking opportunities for women in the agrifood sector.* | *EWA is an annual programme for training, mentoring, business coaching and networking opportunities for women entrepreneurs in the agrifood sector that is financed by EIT Food. EWA could provide a model for delivering the tailor-made training and mentoring programme to women entrepreneurs and in this sense to be useful for trainers.* |
| IX | *KOMPLEMENTOR Mentorship programme for women entrepreneurs* | *Romania* | *The Erasmus+ project "e-Advantage" targeted women aged 45+ to improve their career and entrepreneurship prospects through a peer-to-peer mentoring program.* | *A good question has already half an answer. By formulating the right questions and jointly considering the possibilities, the mentor support can be more helpful in setting meaningful goals, choosing the right path, and making good decisions. The specialty of the Komplementor team was that in mentoring relationships there was always a supervisor who helped the mentor-mentee relationship. Their strength was that they have a wide range of experience in a wide range of issues, so every mentee could find a suitable mentor.* |

| | | | The project, running from January 2020 to December 2022, utilised a digital platform to match mentors with mentees online. Post-project, the KOMPLEMENTOR program continued mentoring women, particularly those over 40, helping them start or grow their businesses. | |
|---|---|---|---|---|

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| | | | | |
| X | Transylvanian School of Entrepreneurship | Romania | Conducted under the Romanian Hungarian Economists Association, this training series aims to enhance entrepreneurial competences and foster relationships between innovative thinkers and start-up entrepreneurs. | Participation in the Transylvanian School of Entrepreneurship is a very good opportunity for women entrepreneurs. The programme is not only for women, but the organisers and participants together ensure a supportive community, open discussion of problems and difficulties, and a lot of learning from each other as well as professional development. |
| XI | Resilience and Training for SMEs RESTART: Resilience and Training for | Slovakia, Hungary, Italy, Belgium, Spain, Croatia | The Erasmus+ project RESTART developed innovative training to support SMEs and the European workforce in adapting to the | Modules and training including topics innovation, servitization, digitalization and emotional intelligence elaborated within the RESTART project can be used by trainers and women entrepreneurs in the educational process. It can also serve As a base for the preparation of the training adjusted for the special needs of women entrepreneurs. The |

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| | *SMEs Mainstreaming Guidelines* | | *post-pandemic socio-economic context.* | *RESTART Mainstreaming Guidelines provides a manual for the use of the RESTART training materials.* |
| XII | *THINGS+* | *Slovakia, Austria, Croatia, Czech Republic, Hungary Poland, Slovenia, Germany, Italy* | *THINGS+ project aims to enrich portfolio of companies with additional services that can increase value delivered to customers and improve their position on the market, by strengthening entrepreneurs' skills in service innovation management.* | *Project and developed methodology deal with the topic of servitization and can be useful for the training for women entrepreneurs.* |

| Nº | Title | Countries of implementation | Description | Conclusions |
|---|---|---|---|---|
| XIII | *SEED Foundation Mentoring Program* | *Hungary* | *This program aims to provide tailored development solutions for entrepreneurs, leveraging business opportunities identified through other SEED Foundation programs.* | *SEED Foundation considers mentoring primarily as a development process embodied in the collaborative work between mentor and mentee. As the programme is flexible and can be tailored to individual needs, it is an effective tool to develop the resilience of women entrepreneurs and their businesses.* |
| XIV | *Mentoring Supported Training Program* | *Hungary* | *Provided by the SEED Small Business Development Foundation, this program aims to transfer entrepreneurial knowledge* | *A successful mentoring -supported training program incorporates a personalised approach by selecting mentors based on individual strengths and needs, fostering a tailored learning experience. It also emphasises continuous evaluation and feedback, ensuring that the* |

| | | | and skills through personalised support and professional expertise. | program evolves to meet emerging needs and effectively contributes to participant development. This can also be used in RE-FEM. |
|---|---|---|---|---|

The details of each good practice with web sites links and other relevant materials are presented in Annex 4 of this document

## 3.2 The experience from RE-FEM pilot training sessions.

In designing this training manual, we took into account that the overall objective of RE-FEM is to decrease the gender gap in entrepreneurship with a particular focus on:

1) Exploring the challenges women entrepreneurs (WE) face in a post-Covid era and their needs for building resilient businesses;
2) Developing capacities of adult education in the field of women entrepreneurship;
3) Improvinge WEs' competencies to maintain resilient enterprises, with a special focus on those in vulnerable situations;
4) Improving access to specific knowledge related to entrepreneurship throughout Europe via online educational platform and international networking opportunities;
5) Building a strong cooperation, synthesising relevant knowledge and experience, and providing recommendations for policy and practice that stimulates the development of women's entrepreneurship.

To reach these objectives, RE-FEM analysed current needs of trainers and women entrepreneurs, especially those in vulnerable situations. The aim was to contribute to enriched knowledge about the challenges created by the COVID-19 crisis for women entrepreneurs, providing relevant information for experts and academics offering materials and tools with a strong focus on digital skills development, crisis management and increasing resilience to fulfil the newly raised needs, as the pandemic highlighted the need for women entrepreneurs to be resilient and adaptable in the face of uncertainty.

To test the materials developed by the project, the partners organised local pilot training events in order to attract and reach local trainers/adult educators/mentors and women entrepreneurs, trying to contribute to the inclusivity of the project.

The process and practicalities involving these specific target groups into pilot training events by partners were discussed and structured at the partnership. A common methodology was designed to write country reports for all project partners and local engagement plans (LEP) were developed to recruit participants, especially women entrepreneurs with fewer opportunities. After the 7 trainings, project partners created a country report in English to summarise their experiences and assessment results of the pilot training. These seven reports were summarised to improve the final state of the Training Manual and can be found as RE-FEM internal working documents.

Considering the short duration of the pilot training, it was suggested to each partner to provide the participants with some basic guidance before the event takes place, including the agenda, access to training materials, instructions for their participation in the training and the pre-training evaluation form.

During pilot 1, each partner presented to the trainers how to use the methodology, tools and approaches to deliver the training content developed in the 5 modules to women entrepreneurs. As for pilot 2, the women received the same training content directly from the trainers.

Each partner was free to organise its own programme and duration of the sessions, taking into account its own needs and the specific characteristics of the participants, although a sample programme was provided as an idea of the possible content and duration of the sessions, on a non-binding basis.

To assess if the project objectives were achieved, anonymous satisfaction questionnaires were distributed to collect feedback and reflect on the content and quality of the training materials, methodology and regarding personal skills development. Through the pilot training events, trainers/adult educators and women entrepreneurs were directly engaged in the project, their capacities were improved, and project results were disseminated. Developed results reinforced women entrepreneurs' soft and hard skills, including digital skills, entrepreneurial mind-set, resilience, and business concepts.

Based on the Country Reports on the Evaluation Results, the comments from both pilot trainings have been summarised in terms of:
- Recruitment of target groups;
- Organization of pilot trainings;
- Pre-test and post-test questionnaires;
- Feedback from participants after pilot testing – recommendations for improvement, and level of knowledge after testing.

The evaluation results of the 7 pilot trainings, will contribute to the further development and finalisation of an up-to-date Training Manual by providing feedback on the suitability for use in local contexts.

### Sample training for trainers and women entrepreneurs event:

| Activity | Duration | Description of the session |
|---|---|---|
| Opening session | 5' | Registration |
| | 10' | Welcome *(responsible PP should have presented shortly the project and achievement so far, the goal of the training, expected results from pilot testing for trainers)* |
| | 30' | Introduction of participants *(every participant should present shortly him/herself – 2-3', including what is their experience in supporting women entrepreneurs, and why they think that women's empowerment is important)* |
| | 5' | Completion of pre-training evaluation form |
| | 10' | Ice-breaking game |
| **MODULE 1** | | |
| Digital transformation and digital readiness | 45' | Presentation of the module Instructions for exercise Time for exercise |
| | 15' | Presentations per groups Q&A |
| **MODULE 2** | | |

| | | | |
|---|---|---|---|
| Access to innovation, finance and local / international market | 45' | Presentation of the module Instructions for exercise Time for exercise | |
| | 15' | Presentations per groups Q&A | |
| **MODULE 3** | | | |
| Servitization and innovation | 45' | Presentation of the module Instructions for exercise Time for exercise | |
| | 15' | Presentations per groups Q&A | |
| **MODULE 4** | | | |
| Sustainability in times of crisis | 45' | Presentation of the module Instructions for exercise Time for exercise | |
| | 15' | Presentations per groups Q&A | |
| **MODULE 5** | | | |
| Personal resilience, well-being and gender implications of being a woman | 45' | Presentation of the module Instructions for exercise Time for exercise | |
| | 15' | Presentations per groups Q&A | |
| **CONCLUSIONS** | | | |
| Brain-storming session | 30' | Why is important educating the women entrepreneurs – sharing of experience and good practices | |
| | 30' | Conclusions and wrap-up Completion of post-training evaluation form Award certificate and group photo | |

## 3.2.1 The experience from RE-FEM pilot training for trainers.

A Global Report has been written as an internal working document that incorporates the results of the feedback forms received from participants who attended testing training in different periods and countries. There has been a total participation of 89. 83 comments have been collected from a total of 89 attendees, 93,25%. The delivery formats have been predominantly in-person (4), followed by the hybrid format (2) and online (1), with a duration of 8 hours on average. Modules 1 and 5 have been the most analysed, both in 5

different countries, followed by the rest of the modules, 2, 3 and 4, which have been analysed in 4 countries. We conclude that this is a high number of modules analysed.

All participants in the pilot expressed their consent regarding data protection. The distribution by gender is as follows: of the 89 participants, 73 are women and 16 are men.

Pilot test events for trainers have been promoted in each of the project partner countries through their websites and social networks. Participants were contacted mostly by email or by phone.

Some ambassadors of the project, 3 specifically from Spain, Romania and Slovakia, participated in promotional activities and shared information about the event through their channels. The profile of attendees is very homogeneous in all participating countries. Trainers, Mentors, Coaches and Business Consultants are the profiles that have had the most presence, followed by adult educators and businesswomen, and there was also the presence of Human Resources Managers and journalists.

All participants from the different countries agree that the training has been productive for everyone, both in terms of the expected expectations and what was learned at the end. We refer to different assessments, thus BEFORE the training, in Bulgaria the aim of training is to acquire new knowledge or enrich what one has. In Serbia they were looking to form new networks or learn what entrepreneurship is like in Europe to compare it with their own country, such as in Finland. Comments are also common regarding AFTER training: Participants are very satisfied with the knowledge gained during the pilot and will apply it during their training/consulting and mentoring engagements in the future.

The pilot participants appreciated the opportunity to contribute to the results of the project and look forward to the results that they will be able to use in practice. Most participants valued the gender perspective that the RE-FEM team attempted to incorporate into the materials, as well as the opportunity to network and collaborate in the future with their peers.

All detailed information can be found in the overall assessment report, based on the country reports submitted by the partners.

## 3.2.2 The experience from RE-FEM pilot training for women entrepreneurs.

The pilot trainings for WE were organised in every country.

As explained in section 3.2.1, each partner was free to design its own agenda, although a sample model was provided.

Although 169 registrations were received from the seven countries, a total of 107 women entrepreneurs from the partnership were involved in the pilot training 2. In particular, the training was open to:

*a)* women who are already entrepreneurs and want to improve their capacity

*b)* those who were forced to interrupt their business or experienced severe difficulties due to the pandemic and want to become more resilient in crisis situations

*c)* women who want to be entrepreneurs.

*d)* Special focus was put on engaging women entrepreneurs with fewer opportunities, based on socio-economic background or geographical location, who are less equipped with digital competencies (or have access to digital tools) to use in their business and/or have fewer opportunities accessible to them for support and skill-development , including access to financial support.

In all 7 countries, we have placed special emphasis on targeting rural women or women from less developed areas. The participants fulfilling these characteristics have been 38.32% of the total number of attendees, therefore we have reached a group of women with fewer opportunities. In addition, 14% were unemployed women with aspirations to become entrepreneurs. It is noteworthy that this percentage of unemployed women also represents women with fewer opportunities, as well as, a severely disabled woman who has also participated in Spain, which has been another way of reaching out to other groups at risk of social exclusion.

It is notable that 98% of participants are very likely or quite likely to recommend the training, while only 2%) is unlikely to recommend the training to other women entrepreneurs.

Analysing the responses obtained in the satisfaction questionnaires, important lessons have been learned, as well as notable recommendations that should be taken into account to improve the contents of the training materials.

The pilot trainings were well-received, particularly for their focus on skill-building. Participants saw them as opportunities to gain new knowledge, support clients, explore business opportunities, and enhance professional and community activities. AI was a standout topic, answering many participant questions and providing tools to address future challenges. Participants reported significant improvement, gaining practical skills and perspectives they previously lacked.

Feedback indicated that the training boosted entrepreneurs' confidence, making them adaptable in business and personal life. It successfully met expectations, contributing to the promotion of female entrepreneurship and improving women's digital skills.

**Recommendations for improvement** include:
- Offering more advanced content, especially on AI;
- Providing in-depth AI workshops and regularly updated content;
- Including more real-life examples and practical materials;
- Enhancing group work dynamics and creating customizable content for diverse participants;
- Emphasising unique features to differentiate the training from other programs;
- Improving engagement strategies and notifying participants about new resources like the RE-FEM online course and LinkedIn group;
- Continuing in-person meetings for networking and engagement.

Despite these challenges, most participants found the course useful and we can say that in general they achieved the learning objectives. Anyway, recommendations should be taken into account to improve the contents of the training materials.

Please refer to all the detailed information contained in the overall assessment report, based on the national reports submitted by the partners, which can be found as a RE-FEM internal working document.

# PART IV: Annexes

## Annex 1 Example for Pre-training questionnaire

**Pre-training Questionnaire**

*Welcome to this training! We would like to know a bit about your background, training knowledge and skills level, and your expectations of and opinion about this training. There are no right or wrong answers. We are interested only in knowing your opinion. Please tick mark the appropriate box or fill in the blanks. Note that you do not need to give your name or address. Thank you!*

1. **Please indicate your education level completed**

   ☐ primary

   ☐ high school

   ☐ vocational training

   ☐ university – bachelor degree

   ☐ university – master and above

2. **Please mark your current status in entrepreneurship?***

   ☐ (co) owner of a company

   ☐ employed/ non-employed with the aspiration of becoming an entrepreneur

   ☐ other (please specify)

3. **Please indicate the level of your digital skills.***

   ☐ I have basic digital skills

☐ I have average digital skills

☐ I have advanced digital skills

4. **Do you use some digital tools in your business?** (e.g.: Microsoft Teams, Zoom, Sage Cloud accounting, Asana, Google Marketing Platform)**\*** (in case, you are not running your own business, please select the option - "I don't have a business")

☐ I don't have a business

☐ yes

☐ no

5. **Have you attended training for the improvement of your business and/ or digital skills in the last 5 years?\***

☐ yes

☐ no

6. **On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your expectations from the training:**

| | 1 – Strongly disagree | 2 – Disagree | 3 – Neither agree or disagree | 4 – Agree | 5 – Strongly Agree |
|---|---|---|---|---|---|
| I will improve my digital/ business skills | | | | | |
| I will get access to information which I don't have in my everyday life | | | | | |
| I will gain practical skills which I could apply in my business activity | | | | | |
| I will become more confident and resilient in doing business | | | | | |
| I will become more confident in starting my own business | | | | | |
| I will increase my knowledge on specific topics included under the training | | | | | |
| I will enhance my network with similar founders | | | | | |

7. **What are you hoping to get out of this training?**

    ....................................................................................................................................

    ....................................................................................................................................

**Thank you for completing this form!**

## Annex 2 Example for post-training questionnaire

**Post-training questionnaire**

Dear Participant,

As the very last activity of this training, we would like you to fill in this questionnaire. We will use this data to evaluate the training. You do not need to give your name or address. We encourage you to express yourself as honestly as you can. Thank you!

1. **Please indicate your education level completed**

    ☐ primary

    ☐ high school

    ☐ vocational training

    ☐ university – bachelor degree

    ☐ university – master and above

2. **Please mark your current status in entrepreneurship***

    ☐ (co) owner of a company

    ☐ employed/ non-employed with the aspiration of becoming an entrepreneur

    ☐ other (please specify)

3. **Please indicate which module you have been trained:**

    ☐ Module 1 Digital transformation and digital readiness

    ☐ Module 2 Access to innovation, finance and local/international market

    ☐ Module 3 Servitization and innovation

    ☐ Module 4 Sustainability in times of crisis

    ☐ Module 5 Personal resilience, well-being and gender implications of being a woman

4. **How likely is it that you will use the knowledge and skills learned in this training for your business activity?***

☐ Highly likely   ☐ Somewhat likely   ☐ Not likely   ☐ Unsure at this time

5. **Was the training relevant to your needs?**

☐ Highly likely   ☐ Somewhat likely   ☐ Not likely   ☐ Unsure at this time

6. **On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your satisfaction about:**

| | 1 – Strongly disagree | 2 – Disagree | 3 – Neither agree or disagree | 4 – Agree | 5 – Strongly Agree |
|---|---|---|---|---|---|
| Organization of the training (presentation of a course, the slides, the demonstrations, the discussions) | | | | | |
| Structure of the training (timing, content structure is clear and logical) | | | | | |
| Quality of the provided resources, e.g. materials provided at the training | | | | | |
| Usefulness of the content of the training materials for your business | | | | | |
| Improvement of your knowledge and skills relevant for business maintenance | | | | | |
| Activities that the trainer uses to deliver learning (clear, concise) | | | | | |
| Duration of the training | | | | | |

7. **On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your satisfaction about:**

| | 1 – Strongly disagree | 2 – Disagree | 3 – Neither agree or disagree | 4 – Agree | 5 – Strongly Agree |
|---|---|---|---|---|---|
| I improved my digital/ business skills | | | | | |
| I got access to information which I don't have in my everyday life | | | | | |
| I gained practical skills which I could apply in my business activity | | | | | |
| I became more confident and gained knowledge for being more resilient in doing business | | | | | |
| I became more confident in starting/maintaining my own business | | | | | |
| I improved my communication skills and knowledge | | | | | |
| I increased my knowledge on specific topics | | | | | |
| I enhanced my network with similar founders | | | | | |
| I became part of a community which could support me in starting/ developing my business | | | | | |

8. **Did you reach your learning objectives by participating in the training? If not, please explain why.**

_____

_____

9. **Which content did you find particularly useful?**

_____

_____

10. **Which training topic did you miss?**

_____

_____

11. **What did you like most in the training?**

_____

_____

12. **What would you like to change in this training? (content, organisation , etc)**

_____

_____

13. **How likely is it that you will recommend this training to other women entrepreneurs?**

☐ Highly likely   ☐ Somewhat likely   ☐ Not likely   ☐ Unsure at this time

**Thank you for completing this form!**

# Annex 3 Exercises per modules

The collection of the exercises to be found at RE-FEM's Open Educational Platform: **https://refem.eu/open-education-platform/resources/**

## Module 1 Digital transformation and digital readiness

**1. Presentations:**

PPT1: Digital Marketing

PPT2: Social media – how to ensure successful online presence

PPT3: AI and digital transformation

PPT4: First steps in the cyber security

**2. Exercises:**

| Title of the exercise: Development of an advert for social media/ topic Digital marketing | |
|---|---|
| **Methodology** | Group exercise (3-4 persons/ group) |
| **Duration** | 40 min |
| **Materials required** | Laptop, internet connection, presentation screen/ multimedia |
| **Pre-workshop preparation** | For the purpose of the exercise, the organisers have to select several photos illustrating female business activity/ company, etc. The photos should be with medium or high resolution. Some websites with free access to photos are listed in the Manual. Free access for using canva.com has to be ensured. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br><br>1. Provide clear instructions to trainees on how to carry out the exercise and indicate the time allocated;<br><br>2. Provide 2-3 photos per group;<br><br>3. Provide access to canva.com for each group.<br><br>4. During the exercise move among the groups to assist them with any queries and remind them about the time allocated for the task;<br><br>5. Display each group advert on the screen when it is giving its presentation;<br><br>6. Moderate Q&A session after each presentation. |
| | **Tasks for trainees:** |

| Title of the exercise: Development of an advert for social media/ topic Digital marketing | |
|---|---|
| | 1. Trainees discuss the photos within the group, as well as the text needed for to reach the targeted users; <br><br> 2. They have to made in canva.com the advert for to reach the targeted users/ customers; <br><br> 3. After completing the task they have to display the advert at the screen; <br><br> 4. They select 1 person from the to present the advert. |

| Title of the exercise: Women entrepreneurs and AI solutions for digital transformation | |
|---|---|
| **Methodology** | Workshop/ Group exercise (3-4 persons/ group) |
| **Duration** | half-day |
| **Materials required** | Laptop, internet connection, presentation screen/ multimedia, sticky notes or index cards for participants to write their business challenges, markers and flip charts for group discussions. Room setup: arrange setting in a way to allow arranging and working into groups. |
| **Pre-workshop preparation** | Step-by step description: <br> **AI Tools and resources:** Provide participants with the table with AI tools and resources, arranged for solving different types of business challenges **/in Annex I/** <br> Access to electronic devices and internet connection should be ensured. |
| **Conducting the exercise session and tasks for** | Task for Trainers: <br><br> **1. Explanation and Assignment:** <br> • Introduce the exercise, present the table of business challenges and corresponding AI solutions. Explain each challenge and the type of AI solution that applies. <br> **2. Challenge Selection and Group Formation:** <br> • *Individual Selection:* Distribute sticky notes or index cards and ask participants to write down the challenge they are most interested in addressing. <br> • *Group Division:* Collect the sticky notes/cards and sort participants into groups based on their selected challenges. Aim for balanced groups (3-4 participants per group). <br><br> **3. Moderation and Guidance:** |

| | |
|---|---|
| | <ul><li>Facilitate discussions within groups, guiding participants to analyse their shared challenges and brainstorm potential AI applications;</li><li>Offer advice and assistance in navigating the provided AI tool resources, aiding in the identification of relevant solutions;</li><li>Assist the groups to prepare their presentation;</li><li>Make a short summary after each presentation and a general summary after the workshop;</li><li>Make sure to keep the timing during the workshop;</li><li>Facilitate a Q&A session and encourage participants to share insights and feedback.</li></ul> |
| | Tasks for trainees:<br>**1. Work in group:**<br><ul><li>Trainees identify specific business challenges encountered in their own ventures and write them on sticky notes.</li><li>Participants divide into groups according to the type of challenge they have selected.</li><li>Trainees discuss and clarify the selected challenge within the group.</li><li>Assign roles (note-taker, presenter, etc.).</li><li>Review the relevant AI examples provided and discuss how they can address the challenge.</li><li>Apply one of the solutions and discuss the results. Make corrections if necessary and repeat to compare the results with the first try.</li></ul>**2. Outcome and Presentation:**<br><ul><li>Prepare a concise presentation (5 minutes) of the selected challenge, the type of AI solution that applies and the result of applying the solution.</li><li>Group participants comment on the result, emphasising potential benefits for their business and feasibility for implementation.</li><li>Engage in cross-group discussions to share insights and receive feedback on proposed solutions.</li></ul>By focusing on participants' real business challenges, this exercise aims to empower them to identify and match their specific needs with appropriate AI solutions, fostering practical understanding and preparedness for digital transformation. Trainers play a vital role in guiding discussions, facilitating learning, and ensuring each group actively engages in problem-solving. |

**AI tools and resources for solving business challenges:**

| Business Challenge | AI Solution Type | Relevant Example |
|---|---|---|
| Marketing and Content Creation | Text Generation | How to create AI Marketing Personas with 8 Powerful prompts, Copy.ai |
| International Market Expansion | Translation Tools | EC Digital Europe AI Based services |
| Visual Branding | Image Generation | AI for generating images (Stable Diffusion) |
| Text Processing and Quality Assurance | Text Quality Assurance, Text Summarization, Speech-to-Text Transcription, AI Content Detection | Grammarly, QuillBot text summarizer, Free AI detector, Basics of prompting |
| Business Surveys and Analysis | Prompt Generation, Market Research Tools | Basics of prompting, Google Trends, ChatGPT |

**3. Video resources:**

Webinar "Importance of Social Networks with Ivana Radic", 17.09.2020,

▶ Importance of Social Networks with Ivana Radic

Tech Talk: Women Entrepreneurs and the AI Advantage

https://www.youtube.com/watch?v=UXHniLywSO0

## Module 2 Access to finances and innovation

**1. Presentation:**

PPT 1: Access to finance and innovation

PPT 2: Methodology for Assessing Innovation Capacity

**2. Exercise:**

| Module Title: Developing a strategy of access to finance for entrepreneurial activities | |
|---|---|
| **Methodology** | Whole Group exercise |
| **Duration** | 20 minutes +20 minutes presentation of results+20 findings |
| **Materials required** | Examples of 4 "Balance Sheet", and "Income Statement" for the female dominated sectors/ activities: trade and services, IT, agriculture, production and processing,Paper, Pencils, Flip chart,Marker. |

| | |
|---|---|
| **Pre-workshop preparation** | Division of the participants in up four groups, each dedicated to one of the listed activities (trade and services, IT, agriculture, production and processing): <br>• Give to each group official example off "Balance Sheet" and "Income Statement" which are publicly available but not mentioning the name of the company (that information must be deleted); <br>• Suggestion is to prepare short scenarios for each listed activity; <br>• Explain the specifics of each entrepreneurial activity and its seasonality in generating income. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:** <br>**This exercise is based on** <br>• Quantitative analysis of each business (with formula for the next basic ratio analysis): <br>   ○ Ratio of Liquidity <br>   ○ Ratio of profitability, i.e., net margin <br>   ○ Debt-to-Equity Ratio <br>   ○ Inventory Turnover <br>   ○ Debt Ratio <br>• Qualitative analysis of concrete business: with use SWOT analysis as the start and then ask participants to give the basic qualitative opinion of the business activity of concrete entrepreneur <br>• Vote: members from other groups vote whether this entrepreneur should be financed or not? <br>• Collect the answers and award the winner with sweets <br><br>2. After the presentation, encourage all members of the other groups to express their opinions on whether the firm effectively presented the innovation on the path of innovation. What aspects are positive, and what aspects are negative? The discussion should involve opposing viewpoints: those advocating for funding and endorsing the innovation, and those scrutinising and evaluating it. <br>3 For every group we have a competition like in real life. There are four companies, but only one can secure funding. The question arises: what is the most crucial factor? Is its quantitative analysis (basic ratio analysis), qualitative analysis, or the effectiveness of the pitching presentation – or perhaps a combination of all three? Identifying what is most lacking in our approach, let's gather the responses and analyse the results. <br><br>**Tasks for trainees:** <br>1. Read the exercise and short discus with all team members; |

| | 2. The exercise is effective if all the participants participate in it; 3. Finish the exercise; 4. Present the key important information after exercise. |
|---|---|

| *Title of exercise: Innovation* | |
|---|---|
| **Methodology** | Whole Group exercise |
| **Duration** | 20 minutes + 20 minutes presentation of results + 20 findings |
| **Materials required** | Examples of 4 innovation, for the female dominated sectors/ activities: trade and services, IT, agriculture, production and processing, paper, pencils, flip chart, marker. |
| **Pre-workshop preparation** | Division of the participants in up four groups, each dedicated to one of the listed activities (trade and services, IT, agriculture, production and processing): <br>● Give to each group idea for innovation, and develop innovative thinking and implementing innovations in four key entrepreneurial activities (in which women prevailed); <br>● Discuss the challenges entrepreneurs face regarding innovations in each of the four activities; <br>● Encourage participants to identify specific challenges in their business contexts; <br>● Suggestion is to prepare short scenarios for each listed activity. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:** <br>**1.This exercise is based on:** <br>● Examples of successful innovations in each of the four representative entrepreneurs' activities (in which women prevailed); <br>● Strategic Innovation Planning; <br>● Road map from idea to realised innovation <br>● Innovation in Practice: <br>  ○ Organise a brainstorming session where participants generate ideas for innovations in imagined businesses; <br>  ○ Focus on solutions for previously identified challenges; <br>  ○ Invite participants to develop a personal action plan for implementing innovations in imagined businesses; <br>  ○ Development of strategic action plan for innovation; <br>  ○ Discuss how these innovations can improve the businesses. <br>● Pitching presentation of entrepreneur innovation 3-5 min for access to finance; |

| | |
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| | • Vote: members from other groups vote: will this Innovation be realised or not?<br>• Collect the answers and award the winner innovation with sweets.<br>2. After the presentation, encourage all members of the other groups to express their opinions on whether the firm effectively presented the innovation on the path of innovation. What aspects are positive, and what aspects are negative? The discussion should involve opposing viewpoints: those advocating for funding and endorsing the innovation, and those scrutinising and evaluating it.<br><br>3. For every group we have a competition like in real life. We have 4 companies and only one can get funds, and become the winner for the best innovation. Who will it be? What is most important? What is it that we miss the most, collecting the answers and results? |
| | **Tasks for trainees:**<br>1. Read the exercise and engage in a brief discussion with all team members.<br>2. The exercise is effective when all participants actively participate in it.<br>3.Conclude the exercise.<br>4. Present the key important information obtained from the exercise. |

## Module 3 Servitization and Innovation

**1. Presentation:**

What is Servitization

What is Innovation

**2. Exercise:**

| Title of exercise: Discussing the possibilities of introducing servitization into trainees' businesses | |
|---|---|
| **Methodology** | Workshop/Group exercise |
| **Duration** | 60 minutes (adjustable according to number of participants and size of the groups) |
| **Materials required** | Laptops, projector<br>Paper, pens, pencils, markers |
| **Pre-workshop preparation** | • The trainer encourages participants (trainees) to start thinking about the possibilities of introducing servitization into their businesses.<br>• The trainer provides an example of a successful implementation of servitization into business. As an inspiration, business cases describing the servitization projects can be found here. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>The trainer shares the table with questions/tasks for trainees. |

**Title of exercise: *Discussing the possibilities of introducing servitization into trainees' businesses***

| | |
|---|---|
| | **1.** Define your actual product/service and its financial relevance for the company based on income and profitability - What do you offer? |
| | **2.** Identify your customers – Who is your customer? |
| | **3.** Identify your competitors, workarounds, and key elements of its value proposition – Who are your competitors and why do customers choose them? |
| | **4.** Think about possible services you can introduce to your product/portfolio - How can you transform this into a service (servitize)? |

- The trainer explains the task and asks trainees to elaborate on the task separately considering their company.
- The trainer provides guidance to trainees during the task´s elaboration.
- After elaborating on the tasks, the trainer offers the trainees to share their answers and initiates the discussion. The trainees are encouraged to share their ideas and provide feedback/suggestions to other ones.
- There is also the possibility to divide the trainees in small groups (4-5 members). Trainer divides trainees into groups and they elaborate on the first three questions separately considering their company. After elaboration, every trainee presents answers within the group and other trainees share the ideas and suggestions for the answer to the last fourth question considering the presented company and provided answers to previous questions.
- It is also possible to modify the exercise. Trainees can work in groups (teams) and elaborate on the task considering the fictional company. The trainer provides basic specifications about the fictional company for each group. It may be the same company for each group, or each group can elaborate on the task considering different fictional companies. Each company will have time to elaborate on the tasks. Then will each group present the results, and the trainer will encourage the discussion when the other trainee provides the feedback.
- Recommendation: the trainer sets the time allocated for each task based on the number of participants and size of the groups.

**Tasks for trainees:**

| Title of exercise: Discussing the possibilities of introducing servitization into trainees' businesses | |
|---|---|
| | • Work individually and elaborate on the assigned task.<br>• Present results and actively participate in the discussion. |

| Title of the exercise: Innovation in practice | |
|---|---|
| **Methodology** | Workshop/Group exercise |
| **Duration** | 60 minutes (adjustable according to number of participants and size of the groups) |
| **Materials required** | Flipchart, paper, pens, pencils |
| **Pre-workshop preparation** | The trainer explains the importance of introducing innovation in business to participants (trainees). Then, the trainer distributes paper and pencils/pens to participants and introduces the exercise. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>• The trainer divides the participants into small groups (4-5 members). If possible, the trainer ensures diversity in groups mixing participants with different backgrounds, skills, and from different industries which can bring different perspectives during the exercise.<br>• The trainer asks participants in each group to identify common challenges they or their customers are facing. These can be various challenges ranging from market saturation, customer issues, product development, process inefficiencies, etc.<br>• The trainer asks trainees to prioritise the identified challenges and encourages cross-industry collaboration to create innovative solutions for max 2 first prioritised challenges. Cross-industry collaboration enables trainees to use different perspectives and expertise to tackle complex challenges and drive innovation across various sectors.<br>• The trainer asks the representative of each group to present the identified challenges and proposed innovative solutions. A trainer can write identified challenges and solutions on the flipchart to monitor whether the same/similar challenges/solutions have been identified within the groups.<br>• After the presentations, the trainer facilitates a feedback session where participants can provide input on the feasibility, scalability, and market potential of each solution. |

| | |
|---|---|
| | • Recommendation: the trainer sets the time allocated for each task based on the number of participants and size of the groups. |
| | **Tasks for trainees:**<br>Trainees work in groups and elaborate on the assigned tasks:<br>• identify challenges within the group<br>• prioritise the identified challenges<br>• brainstorm innovative solutions (for max 2 prioritised challenges) while trying to provide insights from different perspectives<br>• present results and actively participate in the discussion. |

**3. Video resources:**
https://www.youtube.com/@re-fem/videos

## Module 4 Sustainability in times of crisis

**1. Presentations:**
1) *Sustainability plans, resilience and empowering women entrepreneurs. PDF*
2) *Sustainability in Business. PDF*

**2. Exercise:**

| Title of the exercise:  Sustainable benefits  DANONE | |
|---|---|
| **Methodology** | Group exercise 10-15 persons |
| **Duration** | 45 min |
| **Materials required** | White board, Laptops, internet connexion, post-it<br>Pins, Paper. |
| **Pre-workshop preparation** | **Step-by step description:**<br>Students are provided with a fact sheet with information about a company that has implemented a sustainable practice in its business. In the fact sheet you can find information on the sustainable action they have implemented and the main results they have obtained. With this data, students are asked to analyse the benefits for the environment, the company and customers. |

| Title of the exercise: Sustainable benefits DANONE | |
|---|---|
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>**1.** Form small groups of up to three people. Give each group the generated exercise worksheet.<br>**2.** Instruct the groups so that once they have analysed the benefits generated by the incorporation of sustainable actions/activities/products/practices in the company, they analyse below:<br>● What are the benefits for the environment?<br>● How does business competitiveness increase with respect to Innovation, Risk Management, Cost Reduction and Company Reputation?<br>● What are the benefits for the customer?<br><br>**3.** Conduct a discussion and conclude. |
| | **Tasks for trainees:**<br>1. Work in small groups<br>2. One of the participant of each groups presents their work<br>3. Participate actively in discussions |

| Title of the exercise: Creating a Business Sustainability Plan | |
|---|---|
| **Methodology** | Group exercise 10-15 persons |
| **Duration** | 45 minutes |
| **Materials required** | Internet access and projector. Sheets of paper and pens for each participant. An inspirational video about business sustainability (it can be a short documentary, a success story, or a presentation of a sustainable company). |
| **Pre-workshop preparation** | Step-by step description: Before the workshop, gather information about the participants' companies. This will allow you to tailor the examples and discussions to their specific industries, making the workshop more relevant to them. Video Selection: Choose the inspirational video about corporate sustainability carefully. Make sure it's relevant to various industries and resonates with participants. You may want to consider using local case studies or testimonials from successful women entrepreneurs in implementing sustainable practices. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>1. Introduction (10 minutes): Shows the inspirational video on corporate sustainability. Facilitate a brief discussion to share the impressions and reflections that emerge after watching the video.<br>2. Identifying Impacts (10 minutes): Ask participants to reflect on the current impacts of their businesses on the environment, society, and the economy. Using sheets of paper, ask them to create a list of positive and negative impacts.<br>3. Stakeholder Analysis (10 minutes): Explain the importance of identifying and understanding stakeholders |

| | and then ask women entrepreneurs to identify stakeholders relevant to their business. |
| | 4. Sustainable Goal Development (10 minutes): Guide participants to set sustainable goals for their businesses. These should address the identified negative impacts and enhance the positive impacts. It fosters creativity and aspiration for ambitious but achievable goals. |
| | 5. Action Plan (15 minutes): Ask women entrepreneurs to design an action plan to implement the Sustainable Goals. They should consider specific steps, responsibilities, timelines, and resources needed. |
| | 6. Presentation and Feedback (20 minutes): Each participating group presents their sustainability plan. It encourages constructive feedback among participants, promoting the exchange of ideas and collaboration. |
| | 7. Personal Commitment (5 minutes): Invite each participant to personally commit to the implementation of the sustainable plan in their company. Ask them to share a specific action they will be taking in the coming months. |
| | **Tasks for trainees:** 1. Work in small groups; 2. One of the participant of each groups presents their work; 3. Participate actively in discussions. |

## Module 5 Personal resilience, Well-being and Gender Implications of Being a Woman

### 5.1 RESILIENCE and WELL-BEING

**Presentation**:

PPT1 : Crafting Resilience for Wellbeing

**Exercises:**

| Title of the exercise: 1.1. Brief Resilience Scale (BRS) | |
|---|---|
| **Methodology** | Individual work, self-assessment, reflection |
| **Duration** | **Total: 20 minutes** 5 min fill in (+ evaluation) + 15 minutes reflection /Group Discussion |
| **Materials required** | Paper, pen, the Brief Resilience Scale (BRS) printed or sent online. |
| **Pre-workshop preparation** | In preparation for the upcoming workshop, the trainer is tasked with preparing the Brief Resilience Scale (BRS) test. This test serves as a foundational element for this exercise and aims to gauge participants' understanding of their own resilience level. The pre-workshop preparation involves the following steps: **For In-Person Participants:** |

| | |
|---|---|
| | - The trainer prints multiple copies of the questionnaire for distribution among attendees who will be participating in person.<br>- Organise the printed questionnaires neatly for easy access and distribution during the workshop.<br>**For Online Participants:**<br>- Convert the questionnaire into a digital format suitable for online distribution.<br>- Have the participant's email addresses available. |
| **Conducting the exercise session and tasks for** | **Tasks for trainer:**<br>**Introduction to Brief Resilience Scale (BRS) test:**<br>Provide an overview of the Brief Resilience Scale (BRS) test and its purpose in assessing individual resilience levels.<br>Emphasise that the scale comprises 6 items, each rated on a Likert scale ranging from 1 to 5.<br>**Explanation of Likert Scale:**<br>Clarify the Likert scale points: 1- strongly disagree, 2- disagree, 3- neutral, 4 - agree, 5 - strongly agree.<br>Emphasise that participants should respond based on their current situation, and not what would be the ideal scenario.<br>**Privacy and Confidentiality:**<br>Reassure participants about the privacy and confidentiality of their responses.<br>Emphasise that individual scores will not be disclosed to others without explicit consent.<br>**Distribution of questionnaire:**<br>Provide instructions on how and when participants should fill in the questionnaire.<br>**Scoring and Interpretation:**<br>Add the scores for each of the six questions and divide by six to determine the overall BRS score:<br><br>TOTAL SCORE /6 = OWN BRS SCORE<br><br>**BRS score interpretation:**<br>1,00-2,99 – LOW RESILIENCE<br>3,00-4,30 – NORMAL RESILIENCE<br>4,31- 5,00 – HIGH RESILIENCE<br>**Completion Time:**<br>Provide a reasonable timeframe for participants to complete the questionnaire (5 minutes should be enough to fill in and evaluate).<br>**Encourage Reflection:**<br>Encourage participants to reflect on their responses and consider the real-life situations influencing their ratings.<br>Create a safe and supportive environment for participants to discuss their reflections.<br>**Group Discussion:**<br>Consider incorporating a group discussion where participants can share insights or experiences related to the assessment.<br>**Follow-up Support:** |

| | Provide information on support available for those who may find the self-assessment emotionally challenging. Reiterate the training's focus on personal growth and development. |
|---|---|
| | **Tasks for trainees:** Filling the questionnaire and doing the self-evaluation Following the trainer's instruction for reflection. Participate in the optional group discussion facilitated by the trainer. Actively listen to the experiences and reflections shared by fellow participants during the group discussion. |

| *Title of the exercise: 1.2. Resilience Traits Inventory* | |
|---|---|
| **Methodology** | Individual work, self-assessment, reflection |
| **Duration** | **Total: 30 minutes**; 5 min to complete the worksheet +15 minutes group discussion+10 large group discussion. |
| **Materials required** | Paper, pen, the Resilience Traits Inventory printed or sent online. |
| **Pre-workshop preparation** | The trainer is tasked with preparing the Resilience Traits Inventory worksheet. This worksheet serves as a foundational element for this exercise, where participants will gain insights into their perceived importance of various resilience traits, fostering self-awareness and promoting a deeper understanding of their personal strengths and growth areas. **For In-Person Participants:** <br> - Print multiple copies of the worksheet for distribution among attendees who will be participating in person. <br> - Organise the printed worksheet neatly for easy access and distribution during the workshop. **For Online Participants:** <br> - Convert the worksheet into a digital format suitable for online distribution. <br> - Have the participant's email addresses available. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:** **Introduction:** Introduce the Resilience Traits Inventory exercise, emphasising its purpose for self-assessment **Explanation of the traits:** Briefly explain each of the 20 resilience traits in the worksheet. **Reviewing instructions:** Instruct participants to read through the traits carefully. Invite them to choose five traits that resonate most with them—traits they believe are or would be especially important for their resilience in challenging situations, whether they already possess these traits or aspire to develop them. |

| | Once they have chosen their five traits, guide them to rank these traits based on their personal importance, with (1) representing the most important trait. |
| --- | --- |
| | Encourage participants to think about other resilience traits that are important to them. If they feel that any significant traits are missing from the list, they should feel free to add their own at the end. |
| | **Privacy and confidentiality:** |
| | Reassure participants about the privacy and confidentiality of their responses. |
| | Emphasise that individual scores will not be disclosed to others without explicit consent. |
| | **Time allocation:** |
| | Allocate 5 min time for participants to complete the marking, ensuring a thoughtful and considered assessment. |
| | **Group discussion:** |
| | Lead small group discussions where participants can share their insights, experiences, or any challenges they faced during the exercise. |
| | Then, bring everyone together for a full group discussion, encouraging participants to share their key takeaways. |
| | **Wrap-up:** |
| | Conclude the session by emphasising the importance of self-awareness and recognizing personal resilience priorities. Highlight how understanding these traits can help strengthen resilience in everyday life and challenging situations. |
| | **Tasks for trainees:** |
| | Reading and completing the worksheet. |
| | Following the trainer's instruction for reflection. |
| | Participate in the group discussion facilitated by the trainer. |
| | Actively listen to the experiences and reflections shared by fellow participants during the group discussion. |

| Title of the exercise: 2.1. Unlock your Potential: Learn Something New | |
| --- | --- |
| **Methodology** | Individual work, small group work |
| **Duration** | **Total 45 minutes:** 15 min to complete the worksheet + 20 minutes small group discussion + 10 min whole group discussion |
| **Materials required** | Paper, pen, the **Learn Something New** worksheet printed or sent online. |
| **Pre-workshop preparation** | The trainer is tasked with preparing the **Learn Something New** worksheet. This worksheet makes the participant aware of skills that may be missing in the current repertoire but are crucial for personal and professional advancement. This worksheet also serves to guide |

individuals through a thoughtful <u>process of selecting, planning, and initiating the learning of a new skill</u>. Furthermore, it encourages stepping out of the comfort zone, and <u>embracing the challenge</u> with enthusiasm.

**For In-Person Participants:**

- Print multiple copies of the worksheet for distribution among attendees who will be participating in person.
- Organise the printed worksheet neatly for easy access and distribution during the workshop.

**For Online Participants:**

- Convert the worksheet into a digital format suitable for online distribution.
- Have the participant's email addresses available.

| | |
|---|---|
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>**Introduction:**<br>Introduce the Learn Something New exercise, emphasising its purpose, making aware of essential missing skills and step out of the comfort zone. Bring personal examples of famous people.<br>**Distribute** "Learn Something New" worksheets to participants;<br>**Reviewing instructions:**<br>Instruct participants to carefully read through the questions provided on the worksheet. Emphasise the importance of thoughtful reflection and genuine consideration in their responses.<br>**Time allocation:**<br>Allocate 15 minutes for participants to work individually, answering the questions on the worksheet. Encourage them to delve into their thoughts and aspirations, fostering a sincere and introspective approach.<br>**Small group discussion:**<br>Following the individual work session, facilitate small group discussions. Encourage participants to share insights, experiences, or challenges encountered during the exercise. This collaborative discussion aims to provide a platform for diverse perspectives and mutual support.<br>Discussion point: Share the 3-5 skills they selected, discuss why these are specific skills, discuss how the entrepreneurial journey/ or daily life will change once they strengthen or acquire these skills etc.<br>Then, bring everyone together for a full group discussion, encouraging participants to share their key takeaways.<br>**Wrap-up:**<br>Recap the most important insights from the full group discussion, focusing on common themes, challenges, and strategies that emerged.<br>Provide a concise summary of the key takeaways from the workshop, reiterating the significance of stepping out of comfort zones for personal and professional development. |

| | Remind participants that the purpose of identifying and discussing these skills is to take concrete steps toward improvement. |
|---|---|
| | **Tasks for trainees:**<br>Read through the questions provided on the "Learn Something New" worksheet.<br>Spend 15 minutes answering the questions on the worksheet independently.<br>Engage in the small group discussions by sharing your responses and insights.<br>Pay attention to the reflections shared during the full group discussion and listen to the trainer's final summary. |

| *Title of the exercise: 2.2. Manage Your Energy Effectively* | |
|---|---|
| **Methodology** | Individual work, small group work |
| **Duration** | **Total 45 minutes:** 15 min individual work to complete PART A of the worksheet + 15 minutes small group discussion + 10 min to complete PART B of the worksheet + 5 min whole group discussion |
| **Materials required** | Paper, pen, the **Manage Your Energy Effectively** worksheet printed or sent online. |
| **Pre-workshop preparation** | The trainer is tasked with preparing to **Manage Your Energy Effectively** worksheet. The purpose of this exercise is to help individuals identify and manage their energy levels effectively throughout the day, enabling them to enhance resilience, confront challenges, optimise productivity, and prioritise vitality and regeneration.<br>**For In-Person Participants:**<br>- Print multiple copies of the worksheet for distribution among attendees who will be participating in person.<br>- Organise the printed worksheet neatly for easy access and distribution during the workshop.<br>**For Online Participants:**<br>- Convert the worksheet into a digital format suitable for online distribution.<br>- Have the participant's email addresses available. |
| **Conducting the exercise session and tasks for** | Tasks for trainers:<br><br>**Introduction:**<br>Introduce the **Manage Your Energy Effectively** exercise to assess and visualise the participants energy level on a normal working day. This exercise will help gaining insights into patterns, allowing them to make informed decisions about managing energy more effectively.<br><br>Distribute **Manage Your Energy Effectively** worksheets to participants and draw their attention that the worksheet consists of two parts: PART A and PART B. |

| | |
|---|---|
| | **Reviewing instructions:**<br>Instruct participants to carefully read through the instructions and questions provided in **Part A** of the worksheet. Make sure they understand the tasks before proceeding with the individual work. After processing PART A.<br>**Time allocation:**<br>**Individual work:** allocate 15 minutes for participants to work individually. Encourage them to delve into their thoughts and aspirations, fostering a sincere and introspective approach.<br>**Small group discussion:**<br>Following the individual work session, organise participants into small groups. Encourage participants to take turns sharing their experiences with the exercise. Guide the discussion toward handling energy drains by asking participants to share their list of energy-draining activities, relationships, or phenomena.<br>Explore strategies for reducing the impact of these drains and ask the group to provide suggestions or advice.<br>Have participants share the activities, things, or relationships that recharge their energy.<br>Encourage discussion on how they can strengthen these energy-recharging activities and find ways to incorporate them more into their daily routines.<br>**Individual work:**<br>Instruct participants to carefully read through the instructions and questions provided in **Part B** of the worksheet. Make sure they understand the tasks before proceeding with the individual work.<br>**Sharing and closing:** Facilitate group discussion with the whole group encouraging them to share the takeaways.<br>**Wrap-up:**<br>Provide a concise summary of the key takeaways from the workshop, reiterating the significance of understanding energy patterns. Recognizing these patterns is a crucial step in developing effective energy management strategies. |
| | **Tasks for trainees:**<br>Read through the questions provided on the **Manage Your Energy Effectively** worksheet.<br>**Individual Work:** Spend 15 minutes completing Part A and 5 minutes processing Part B of the worksheet exercise.<br><br>**Participate in Small Group Discussions:** Engage actively in the small group discussions, sharing your insights and experiences. Actively listen to the experiences and reflections shared by fellow participants during the group discussion. Pay close attention to the reflections and the trainer's summary during the closing discussion. |

| *Title of the exercise: 3. Resilience Action Plan* | |
|---|---|
| **Methodology** | Individual work, small group work |

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|---|---|
| **Duration** | **Total 45 minutes:** 15 min to complete the worksheet + 20 minutes small group discussion + 10 whole group discussion |
| **Materials required** | Paper, pen, the **Resilience Action Plan** worksheet printed or sent online. |
| **Pre-workshop preparation** | The trainer is tasked with preparing the **Resilience Action Plan** worksheet. The goal of this exercise is to empower participants to enhance their ability to navigate challenges by identifying, developing, and implementing specific resilience-building skills. <br> **For In-Person Participants:** <br> - Print multiple copies of the worksheet for distribution among attendees who will be participating in person. <br> - Organise the printed worksheet neatly for easy access and distribution during the workshop. <br> **For Online Participants:** <br> - Convert the worksheet into a digital format suitable for online distribution. <br> - Have the participant's email addresses available. |
| **Conducting the exercise session and tasks for** | Tasks for trainers: <br> **Introduction:** <br> Introduce the **Resilience Action Plan,** highlighting its goal to look into the process of reflecting on stressful past experiences, and to utilise these reflections for personal growth and resilience. In the journey of entrepreneurship, and particularly for women entrepreneurs who often navigate unique challenges, the ability to adapt, learn, and grow from past experiences is paramount. <br> **Distribute Resilience Action Plan** worksheets to participants. <br> **Reviewing instructions:** <br> Instruct participants to carefully read through the questions provided on the worksheet. Emphasise the importance of thoughtful reflection and genuine consideration in their responses. <br> **Time allocation:** <br> Allocate 15 minutes for participants to work individually, answering the questions on the worksheet. Encourage them to delve into their thoughts and aspirations, fostering a sincere and introspective approach. <br> **Small group discussion:** <br> Organise Participants into small groups. Encourage participants to share insights, experiences, or challenges encountered during the exercise. <br> Guide the group in discussing the actions participants plan to take over the next 72 hours to enhance their strengths or address areas for improvement. <br> Allow group members to offer feedback and suggestions to support each other. <br><br> **Wrap-up:** |

| | Providing a concise summary of the key takeaways, highlighting through reflective practices, goal setting, strategic planning, external evaluations, and iterative adjustments, the plan aims to foster improvements in personal and professional resilience. Remind participants of the importance of putting their resilience strategies into action. Emphasise the value of the support networks discussed and encourage participants to reach out to those resources when needed. Leave participants with a final reminder that resilience is a continuous journey and that small, consistent actions lead to meaningful progress. |
|---|---|
| | **Tasks for trainees:**<br>Read through the questions provided on the Resilience **Action Plan** worksheet.<br>Spend 15 minutes completing the worksheet, thoughtfully answering each question.<br>Actively participate in the group discussions, sharing insights and reflections.<br>Actively listen to the experiences and reflections shared by fellow participants during the group discussion.<br>Pay close attention to the reflections and summary provided by the trainer to gather final insights. |

### 5.2 GENDER IMPLICATIONS

**Presentation:**

PPT1: Gender Gap and patterns of Gender Inequality in Entrepreneurship

**Exercises:**

| Title of the exercise: What is your opinion on women and entrepreneurship? | |
|---|---|
| **Methodology** | Whole Group exercise |
| **Duration** | 30 minutes |
| **Materials required** | Statements and the facts relating to women entrepreneurs. The statements should be prepared in advance. |
| **Pre-workshop preparation** | Prepare questions starting with 'Do you agree with this statement or quote saying…'? Examples:<br>● Women have the same chances as men to start a business.<br>● Social expectations and prejudices continue to hinder women from becoming entrepreneurs compared to men.<br>● When women start a business, they have fewer financial assets.<br>It is also suggested to prepare statements/short scenarios/quotes from famous entrepreneurs/role models. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:** |

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| | **1.** Set up an imaginary scale on the floor, with one end representing the opinion of 'I completely agree' and the other end representing the opinion of 'I don't agree at all'. Explain to the participants how the scale works.<br>**2.** Ask the questions or read the statements aloud. After each statement, participants have the task of standing on one of the ends of the scale, or somewhere on the scale that most represents their opinion on the given question or statement.<br>**3.** For every question or statement, choose a few participants to share their opinions, explain their position on the scale, and discuss why they stand where they do. Then facilitate a small discussion, asking others whether they agree or not. Remind participants that this exercise is not a debate; they don't have to make any effort to change anyone's perspective, but it is possible that after each statement, someone may change their position.<br>**4.** Additional: Collect opinions and attitudes, and record them on the board. Create columns to collect answers, differentiating between 'men' and 'women'. Additionally, collect all the misconceptions that were revealed during the exercise and reflect on them. |
| | **Tasks for trainees:**<br>1. Preparing statements (5-6)<br>2.The exercise is effective if all the participants participate in it.<br>3.Participants' main task is to stand on the line representing their opinion, share their opinion and engage in a discussion with the other participants. |

| Title of the exercise: *Entrepreneurs are like … woman entrepreneurs are like* | |
|---|---|
| **Methodology** | Small group exercise with whole group discussion |
| **Duration** | 30 minutes |
| **Materials required** | Flipchart paper/large papers for participants<br>Markers, coloured pencils<br>Newspapers (if any) |
| **Pre-workshop preparation** | Prepare on the topic of gender stereotypes, gender roles. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>Note for instructor/trainer: Discussion on gender roles and expectations can be very controversial due to individual perception, values, socialisation, or the varying extent of personal experiences. Thus, the understanding of gender roles can differ greatly, leading to diverse views on the subject.<br>**1.** Arrange participants in small groups or two groups of 3-4 people. Provide each group with a sheet of flipchart paper, |

one labelled with the headline 'Entrepreneur' and the other with 'Woman entrepreneur' at the top.

**2.** Instruct the groups to discuss and write down anything they associate with being an 'entrepreneur' and a 'woman entrepreneur.' They can draw and write on their flip chart sheets (as well as use printed images if available).

**3.** Conduct group presentations.

**4.** Discuss the findings: explore similarities and differences, delve into the reasons behind them, and draw conclusions. Pose additional questions, such as 'Where do these expectations come from?', 'Who promotes and reinforces attitudes and expectations on women entrepreneurs?', and 'What are the effects of these expectations on women entrepreneurs?'"

| | |
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| **Tasks for trainees:**<br>1. Work in small groups<br>2. One of the participant of each groups presents their work<br>3. Participate actively in discussions | |

| **Title of the exercise:** *Institutional Impact on Gender roles, Gender Stereotypes (expectations) in general* | |
|---|---|
| **Methodology** | Small group exercise |
| **Duration** | 90 minutes |
| **Materials required** | Flipchart paper/large papers for participants<br>Markers, coloured pencils |
| **Pre-workshop preparation** | Prepare on the topic of gender stereotypes, and how institutional systems strengthen, reinforce gender roles, stereotypes and gender expectations. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>1. Ask participants to list institutions and systems that maintain, reinforce gender stereotypes (possible answers: family, educational system/universities, media, religion, government, law, communities)<br>2. Small group work: each group chooses one of the listed institutions/systems.<br>Their task is to discuss:<br>   1) stereotypical behaviours, practices, and policies in the chosen institution/system;<br>   2) how the chosen institution/system creates and maintains gender stereotypes;<br>   3) what changes need in the institution/system to initiate progress towards a gender-equitable society.<br>3. Small group presentations |
| | **Tasks for trainees:**<br>1. Work in small groups<br>2. One of the participant of each groups presents their work as a speaker |

| | 3. Participate actively in discussions |
|---|---|

| Title of the exercise: Gender Gap, and Patterns of Gender Inequality in Entrepreneurship | |
|---|---|
| **Methodology** | Presentation, group exercise |
| **Duration** | 90 minutes |
| **Materials required** | Laptop<br>Projector<br>PPT<br>Flipchart paper/large papers for participants<br>Markers, coloured pencils |
| **Pre-workshop preparation** | Familiarising and updating PPT if necessary |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>**1.** Ask the participants to share examples for gender inequality in general (depending on participants' prior knowledge, as a first step it can be raised whether gender inequality exists in their country).<br>**2.** The trainer writes down the collected examples/statements that explain why women do not share equal status with men in all spheres of society.<br>**3.** Trainers' presentation. Explain and discuss the following terms: Gender gap, gender equality, gender equity.<br>**4.** Whole group brainstorming: ask participants what consequences the inequalities have for the development of their entrepreneurship.<br>**5.** Small group work/Each group works on the same question: 'What would need to change to achieve gender equality?' (e.g.: changes in social and individual attitudes and relationships, changes in institutions and legal frameworks, changes in economic institutions, supporting frames, changes in political decision-making structures, changes in education.).<br>**6.** Small group presentations |
| | **Tasks for trainees:**<br>1. Work in small groups<br>2. One of the participant of each groups presents their work<br>3. Participate actively in discussions |

| Title of the exercise: What factors contribute to the success of women entrepreneurs? | |
|---|---|
| **Methodology** | Small group exercise with whole group discussion |
| **Duration** | 90 minutes |
| **Materials required** | Flip chart or large papers<br>Pens and pencils<br>Sticky notes |

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|---|---|
| **Pre-workshop preparation** | Prepare on the topic of processes/practices/factors impacting woman entrepreneurs' career development and their success in their business. |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>**1.** Form small groups up to three people. Provide each group with a large sheet of paper featuring a drawn image of a woman (entrepreneur). Or you can ask the participants to draw a picture or a symbol of a woman entrepreneur.<br>**2.** Instruct the groups to 1) define what is success for a woman entrepreneur, then 2) brainstorm and compile various factors influencing a woman entrepreneur's career, life, success, performance, income, etc. Encourage them to create charts, pictures, and diagrams, or make notes with bullet points.<br>Variation: assign different aspect-focused questions, such to the groups, such as:<br>• What factors contribute to the success of women entrepreneurs when starting a business?<br>• What factors contribute to the success of women entrepreneurs in running a business?<br>• What factors contribute to the success of women entrepreneurs in developing/improving/expanding their businesses?<br>**3.** Facilitate group presentations.<br>**4.** Conduct a discussion and conclude. |
| | **Tasks for trainees:**<br>1. Work in small groups<br>2. One of the participant of each groups presents their work as a speaker, others contribute<br>3. Participate actively in discussions |

| **Title of the exercise: *Discussing motivational videos on entrepreneurship and resiliency*** | |
|---|---|
| **Methodology** | Group exercise |
| **Duration** | 60 minutes |
| **Materials required** | Laptops, projector<br>Paper, pens, pencils |
| **Pre-workshop preparation** | The trainer has to be familiar with the video to be presented.<br>The aim of the discussion is to share knowledge and experiences, as well as to gain experience in collective thinking. It is the trainer's responsibility to facilitate the discussion and ensure that each participant can contribute to the conversation. Participants can be encouraged and supported to:<br>• Share their experiences related to the discussed topic<br>• Think critically |

| | |
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| | <ul><li>Talk about difficulties they encounter in learning and practising entrepreneurship</li><li>Come up with solutions, share ideas, etc.</li></ul>Recommended methodology for facilitating group discussions: https://p4c.com/ |
| **Conducting the exercise session and tasks for** | **Tasks for trainers:**<br>The steps recommended to facilitate discussion on the chosen video are as follows:<br>1. Watch the video<br>Links to access motivational videos produced within the RE-FEM project: https://refem.eu/open-education-platform/videos/.<br>2. Participants are given time to think and reflect on what they have seen—talk in pairs or write their thoughts down on a piece of paper.<br>3. Topic/Question formulation (In small groups, participants write a question on paper or a topic they want to discuss).<br>4. Question airing: Participants are asked to tell and explain the questions/topic to be discussed.<br>5. Question selection: A fair vote to choose the question/topic to be discussed (For voting, small sticks, sticky notes, or any small object can be used—participants place two small objects on the question/topic written on a paper they think is the first best one, and place one small object they think is the second best one).<br>6. Discussion part: The discussion can be built up in the following way:<ul><li>First thoughts/initial ideas on the issue/questions (in a round, in pairs, or written down; a template can be prepared for writing down the first thoughts).</li><li>Discussion on the chosen question in pairs/optional.</li><li>Group discussions.</li><li>Last thoughts, reflections (in a round, in pairs, on paper).</li></ul> |
| | **Tasks for trainees:**<br>1. Work individually<br>2. Work in pairs<br>3. Work in small groups<br>4. Participate actively in whole group discussion |

Access to Motivational Videos: *https://refem.eu/open-education-platform/videos/*

# Annex 4: Examples of good practices provided by project partners

**Table: Ifempower handbook for mentorship Programme**

| I | Content | Identified good practice: |
|---|---------|---------------------------|
| **1** | ***Name of the Good Practice or Sample Training Schedule*** | ***Ifempower handbook for Mentorship Programme Empowering Female Entrepreneurs*** |
| 2 | *Selected by* | *Andalucía Emprende* |
| 3 | *Country* | *Austria, Germany, Hungary, Finland, Romania, Spain and Portugal* |
| 4 | *Context in which the Good Practice is developed* | *ifempower is a project co-funded by the Erasmus+ Programme of the European Union, with 9 partners from 7 European countries.*<br><br>*ifempower worked to empower females to get engaged in self-employment and entrepreneurship especially in SMEs. Based on a preparatory research on the role of females in European SMEs, investigating the main roles, hindrances, gaps and market needs, the project elaborated a module for university students which could broaden their knowledge on entrepreneurship related topics, providing hands-on training to support their engagement in self-employment and entrepreneurship. This manual complemented the training courses and the summer and winter schools developed by the project.* |
| 5 | *Detailed description of the Good Practice* | *Ifempower mentorship handbook contributed to an understanding of mentorship and particularly of the role of mentors.*<br>*Before designing the mentorship program, the experts of ifempower analysed good practices of mentoring in all partner countries.* |

| | | |
|---|---|---|
| | | Universities used the handbook when implementing ifempower mentorship program for female students. |
| | | It was a helpful tool for university teachers who were responsible for the courses, but also for the ifempower Entrepreneurship Support Points and assisted students in finding mentors. |
| | | The basic mentoring program showed students how successful female entrepreneurs master their daily business life. |
| | | The handbook showed that the mentorship program could be combined with an internship or with project work. It was recommended to add such components to the mentorship program. |
| | | Universities provided support to ensure that students find suitable mentors. A database of available mentors was created. |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *ifempower Handbook for Mentorship Program brought knowledge to Higher Educational Institutes (Universities) that were project partner in ifempower, on how to implement the mentorship program.* |
| | | *Afterwards it can be applied by any university wishing to focus on the empowerment of female entrepreneurs and it is exportable to any training program.* |
| | | *It can be a useful tool for trainers and mentors, it can provide added value* |
| 7 | *Website, Links, Images...* | https://bit.ly/3R2Qvkk |
| | | www.ifempower.eu |
| 8 | *Contact details* | info@ifempower.eu |

**Table: Gira Mujeres Coca Cola**

| II | Content | Identified good practice:: |
|---|---|---|
| *1* | ***Name of the Good Practice or Sample Training Schedule*** | ***Gira Mujeres Coca Cola. (Coca Cola Women Tour)*** |

| 2 | Selected by | Andalucía Emprende |
|---|---|---|
| 3 | Country | Spain |
| 4 | Context in which the Good Practice is developed | Society is experiencing rapid changes, which pose a challenge to equal opportunities. For this reason, at GIRA Coca Cola they support women entrepreneurs with training and advice.<br><br>GIRA Mujeres is the Coca-Cola program that supports women who want to embark on a new professional path. It is a community that promotes entrepreneurs with a business idea or who already have one up and running but need to give it a new direction.<br><br>Started in 2016, GIRA Mujeres is open to women residing in Spain, between 18 and 67 years old, employed or unemployed, from cities and towns throughout Spain. |
| 5 | Detailed description of the Good Practice | They offer two training itineraries: the first aimed at entrepreneurs with a business idea that is in a very initial phase and the second aimed at women with businesses who need a new direction or boost. Both have online training, group mentoring and individualised support that help define a business plan or reconvert an existing business project.<br><br>Once the training sessions and the mentoring and advice are finished, a jury specialised in entrepreneurship chooses four winners and each one receives 8,000 euros of seed capital to materialise their dreams or make them grow.<br><br>The project continues with GIRA Mujeres Comunidad. A space where participants can keep up to date with everything related to the world of entrepreneurship, continue training with experts and hold online meetings in which to |

| | | strengthen ties, generate alliances and give each other support. |
|---|---|---|
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | GIRA Mujeres is a training journey that encourages women to make their business ideas a reality and to reinvent their projects already underway. Support for female talent and equal opportunities that, in a context like the current one, seems more relevant than ever. Interesting for women who, in addition to training and support, can get financing. |
| 7 | *Website, Links, Images…* | https://www.cocacolaep.com/es/gira-mujeres/ https://www.cocacolaep.com/es/gira-mujeres/#e7778 |
| 8 | *Contact details* | https://www.cocacolaep.com/es/contacto/ |

**Table: VENLA-Project**

| III | Content | Identified good practice: |
|---|---|---|
| 1 | **Name of the Good Practice or Sample Training Schedule** | **VENLA-Project (ESF-funded)** |
| 2 | Selected by | Brand-Sofi |
| 3 | Country | Finland |
| 4 | Context in which the Good Practice is developed | Female entrepreneurs need support to develop business and services, but a special challenge is finding time for renewal. In the VENLA – Training online and wirelessly (ESR) project, solutions have been sought with a diverse coaching model, which is a combination of personal sparring, joint workshops for female entrepreneurs and online coaching. Customer experience has been studied |

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| | | *halfway through the project, and based on the results, the coaching model has been further developed.* |
| 5 | *Detailed description of the Good Practice* | *VENLA – online and wireless training*<br>*VENLA coaching offers women entrepreneurs the opportunity to flexibly develop their own business online (in Finnish).*<br>*In the project, two operational model pilots has been implemented:*<br>*1) Agile training package, i.e. VENLA training (HAMK)*<br>*2) Pocket School of Digital Business (LAB)*<br>*VENLA training offers the opportunity to develop your own business flexibly online. In the training, you get to know the subject areas that support development. Networking events and personal sparring are organised to support working online. The training materials have been made openly available in HAMK's learning environment. Topics include small data, service design, marketing, sales, and values and time management.* |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *Training material is available on five themes: Small data, i.e. meaningful information; Service design; Marketing; Sales; Values and Time Management.*<br>*The VENLA training was implemented as part of the VENLA training online and wirelessly (ESF) project in 2019 - 2020. The online training was implemented in the project's Learning environment. At the end of the project, most of the content was made openly available in HAMK's own learning environment.*<br>*HAMK=Häme University of Applied Sciences*<br>*I think this project and its training modules are similar to the RE-FEM approach and we can all learn from it.* |
| 7 | Website, Links, … | [https://www.hamk.fi/projektit/venla/](https://www.hamk.fi/projektit/venla/)<br><br>[https://www.hamk.fi/projektit/venla/](https://www.hamk.fi/projektit/venla/)<br><br>[https://learn.hamk.fi/course/view.php?id=1426](https://learn.hamk.fi/course/view.php?id=1426) |

| 8 | Contact details | marjo.vaalgamaa@hamk.fi |
|---|---|---|
| | | joanna.vihtonen@lab.fi |

**Table: Entrepreneurship for Sustainability and Wellbeing in an Era of Digitalisation**

| IV | Content | Identified good practice: |
|---|---|---|
| **1** | **Name of the Good Practice or Sample Training Schedule** | **Entrepreneurship for Sustainability and Wellbeing in an Era of Digitalisation-online course** |
| 2 | Selected by | Brand-Sofi |
| 3 | Country | Finland |
| 4 | Context in which the Good Practice is developed | Hanken is a School of Economics in Finland, Vasa Campus. Man Yang and Eva-Lena Lundgren-Henriksson are researchers in the topic "female sustainable entrepreneurship". This course is based and developed on their new research. |
| 5 | Detailed description of the Good Practice | In her research, Man Yang starts from an entrepreneurship approach to investigate research topics such as sustainability, internationalisation, and ecosystem strategy. Eva-Lena Lundgren-Henriksson's research focuses on identities and the existential questioning that can arise when our view of ourselves is challenged as a result of changes in life and society. Summary of the course content: Learn how to become a sustainable entrepreneur In our increasingly digital world, there are many opportunities and challenges for sustainable entrepreneurship. In this five-week course, you'll gain crucial skills and tools to help you become an entrepreneur that supports |

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| | | sustainability and creates wellbeing in today's information age.<br><br>You'll discover what it means to become a sustainable entrepreneur and gain valuable insights from real-life entrepreneurs based in Finland's Vaasa region. This practical guidance will help shape your professional journey.<br><br>Gain key entrepreneurial skills<br><br>The main aim of the course is to equip you with the knowledge and skills necessary for a successful career as a sustainable entrepreneur.<br><br>You'll develop a creative entrepreneurial mind-set and master essential self-management and self-awareness skills from a sustainability perspective.<br><br>Next, you'll examine how entrepreneurship and personal wellbeing are interconnected. This knowledge will empower you to navigate the digital age's impact on your career and understand how to leverage its potential for your growth.<br><br>Explore the significant role of female entrepreneurship<br><br>Delving into interviews with accomplished female entrepreneurs from Vaasa, you'll gain insights into the journey of a female entrepreneur.<br><br>This exploration will showcase how women are a vital aspect of the entrepreneurial landscape and will encourage females to excel in sustainable entrepreneurship.<br><br>Understand entrepreneurial activity in the information age<br><br>Finally, you'll uncover the features of the information age contrasted with those of the industrial age, and why and how this influences sustainable entrepreneurial choices.<br><br>By the end, you'll know how to create ideas for sustainable entrepreneurship for wellbeing and be on your way to career success. |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | Man Yang is an Assistant Professor (tenure track) from the Department of Management and Organisation at Hanken School of Economics Vasa Campus.<br><br>Eva-Lena Lundgren-Henriksson an Assistant Professor (tenure track) at the Department of Management and Organisation at Hanken School of economics Vasa Campus<br><br>Both are passionate about entrepreneurship and sustainability. I know both well. I have arranged a seminar with them in spring 2023 and we got good feedback, also in the media the seminar was noticed. for example  in |

| | | Vasabladet (regional newspaper in Ostrobothnia): https://www.vasabladet.fi/Artikel/Visa/664033 |
|---|---|---|
| 7 | Website, Links, … | https://www.futurelearn.com/courses/entrepreneurship-for-sustainability-and-wellbeing-in-an-era-of-digitalisation |
| 8 | Contact details | https://www.futurelearn.com/register?return=9xwxd26n |

## Table: WINNOVATORS

| V | Content | Identified good practice: |
|---|---|---|
| 1 | **Name of the Good Practice or Sample Training Schedule** | **WINNOVATORS** |
| 2 | Selected by | Association of Business Women in Serbia |
| 3 | Country | Serbia, Romania, Slovenia, Italy, Estonia. |
| 4 | Context in which the Good Practice is developed | WINNOVATORS is an EU project funded by Erasmus+ programme. Its main goal is to co-develop and implement innovative teaching and learning approaches to concrete policies for capacity building in the digital, entrepreneurial, STEM/STEAM innovation and sustainability fields, from which young women from rural areas and Higher Education students would benefit. The WINnovators project focuses on empowering young women in higher education institutions through: |
| | | Skills Promotion: Digital, entrepreneurial, STEM/STEAM, and sustainability skills. |

| | | |
|---|---|---|
| | | *Teaching Innovations: New methods involving students and rural women as learners.* |
| | | *Teamwork Capacity-Building: Cross-cultural teamwork skill development.* |
| | | *Participant Skills Enhancement: Gamified e-training for interactive learning.* |
| | | *Community Building: WINnovator community via social media for collaboration.* |
| | | *Policy Impact: International policy seminar for gender-sensitive education guidelines.* |
| *5* | *Detailed description of the Good Practice* | *Winnovators platform offers online courses designed for young women under 35 in rural areas or marginalised communities, aiming to empower potential or beginner entrepreneurs. In Serbia, there were 15 teams, each composed of two young women, including aspiring entrepreneurs and students, who found success. Thirteen teams completed the initial pilot phase, and six are moving on to the second phase, focusing on creating business-oriented websites. During the first phase, each team, guided by mentors, developed a business plan with the goal of applying for funding. Adriana Mančić, an entrepreneur from Pirot with Roma descent, and her team members underwent additional Winnovators training in massage and website creation. Adriana successfully applied for and received subsidies, using the funds to purchase equipment, showcasing the project's success. Stories like hers and that of another participant, Zdravka Simić from Smederevska Palanka, who also started her own company, can be found on the Winnovators YouTube channel.* |
| *6* | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *The Association of Business Women in Serbia could offer expertise and best practices for a tailored training manual that caters to the specific needs of young women in higher education. This involves promoting empowerment and inclusivity to enhance skills, encompassing both academic and entrepreneurial capabilities. Their focus on encouraging entrepreneurship, fostering* |

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| | | innovation, and advocating for gender-sensitive education among young women actively contributes to the establishment of a more equitable educational landscape within higher education institutions. |
| 7 | Website, Links, ... | https://poslovnezene.org.rs/en/2022/03/18/winnovators-project/ https://www.youtube.com/@winnovatorsproject7635 https://www.winnovators.eu/ |
| 8 | Contact details | cirnt@pupin.rs |

## Table: FEMTECH for Resilience

| VI | Content | Identified good practice: |
|---|---|---|
| 1 | **Name of the Good Practice or Sample Training Schedule** | **FEMTECH for Resilience** |
| 2 | Selected by | Association of Business Women in Serbia |
| 3 | Country | Serbia |
| 4 | Context in which the Good Practice is developed | The "FEMTECH for Resilience", is financially supported by CIPE - Centre for International Private Enterprise, targeted micro, small, and medium enterprise owners, and innovative start-up women's companies, emerged within the challenging context of the COVID-19 crisis. Association of Business Women in Serbia (ABW Serbia) strategically positioned itself to support its member companies, particularly women entrepreneurs. The crisis created an urgent need for accelerated digitalization as a means for businesses to adapt and thrive in the face of unprecedented challenges. The project was conceived as a response to the evolving circumstances, aiming to empower women-owned enterprises with the tools and knowledge necessary to navigate the digital landscape |

| | | |
|---|---|---|
| | | *effectively. The overarching goal was not only to mitigate the immediate impact of the crisis but also to position women entrepreneurs for long-term resilience through digital transformation.* |
| 5 | *Detailed description of the Good Practice* | *"FEMTECH for Resilience" successfully empowered women entrepreneurs amid the COVID-19 crisis through digital transformation. Utilising webinars, podcasts, mentoring, and various communication channels, the project addressed crucial aspects such as digital strategy, employee engagement, and the role of ICT in business resilience. Activities included 5 webinars, 5 podcasts, mentoring sessions, pitching to business angels, and a lecture on workplace sexual harassment. The project's impact was evident in raising awareness about the vital role of ICT in crisis resilience for women-owned businesses. The diverse communication channels ensured widespread outreach. Practical insights and role models presented in podcasts inspired participants, contributing to tangible digital transformation. Furthermore, the initiative improved access to finance and networking for ICT-focused female companies through a development program and pitch opportunities with female business angels. "FEMTECH for Resilience" effectively empowered women entrepreneurs by increasing awareness, building capacity, showcasing role models, and enhancing access to finance and networking during the challenging times of the COVID-19 crisis* |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *The Association of Business Women in Serbia could offer expertise and best practices for a tailored training manual with webinars, podcasts, mentoring sessions, pitching sessions with business angels, and lecture on workplace sexual harassment.* |
| 7 | *Website, Links, …* | [https://poslovnezene.org.rs/2022/03/01/femtech-za-odrzivost-femtech-for-resilience/](https://poslovnezene.org.rs/2022/03/01/femtech-za-odrzivost-femtech-for-resilience/) <br><br> *Webinars and podcasts recorded as part of the project can be found on the website of the Association of Business Women of Serbia, YouTube channel and listened to on Podcast.rs, Spotify,* |

| | | Deezer, Apple Podcasts, and Google Podcasts platforms. |
|---|---|---|

**Table: WOMEN IN BUSINESS**

| VII | Content | Description to be provided by PPs for identified good practices: |
|---|---|---|
| 1 | *Name of the Good Practice or Sample Training Schedule* | *WOMEN IN BUSINESS. Fostering women entrepreneurship in the Danube Region* |
| 2 | Selected by | Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV) |
| 3 | Country | Austria, Bulgaria, Bosnia and Herzegovina, Croatia, Germany, Hungary, Moldova, Romania, Slovenia |
| 4 | Context in which the Good Practice is developed | WOMEN IN BUSINESS is a project under INTERREG Danube Transnational Programme 2014-2020. It aims to stimulate young women (YWE) with innovative ideas to start and develop their own business in order to achieve market success through different approaches for increasing their competences for business and social innovations, through establishment of Women Entrepreneurship Centres (EWC) and development of innovative training models. The project consortium consists of 14 project partners from 9 Danube region countries and brings together national and regional, public and private organisations and universities. |

| | | |
|---|---|---|
| 5 | *Detailed description of the Good Practice* | *Within WOMEN IN BUSINESS the project partnership focused on the design, develop, test, validate, exploit, disseminate and sustain the EWCs which are created in Bulgaria, Romania, Hungary and Bosnia and Herzegovina for to promote YWE and to improve the skills & competencies of YWEs.*<br><br>*Experiences gained during project implementation are being consolidated and the information integrated in the transnational training models, which are diffused through the project online learning platform for training of YWE under EWCs.*<br><br>*Depending the duration of the experience of YWEs are developed training models for 3 categories:*<br><br>*Beginners level - YEWs with zero business experience or up to 1Y*<br><br>*Intermediate level - YWE who have started their own enterprise, but are at the very start of their entrepreneurial path: 1 – 3Y.*<br><br>*Advanced level - YWE who have entrepreneurial experience but need support in networking, expanding business, changing their business models, reaching new markets, etc: 3Y+*<br><br>*The training modules are focused on 3 main groups of skills: soft, business and digital skills.*<br><br>*Developed training modules were pilot tested in 2 separate editions. All 4 EWCs were involved, 243 trainees all over the Danube region, 10 trainers, 6 face- to-face workshops and 35 webinars.* |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *The concept of establishment and running of EWCs, including using the training modules, could be applied by academia, education and training centres, and business support organisations. The model is easy to transfer. EWC Quality Label ensures that certified organisations meet standards in terms of their service offering and performance.*<br><br>*The training modules could add value and support trainers and WEs.* |
| 7 | *Website, Links, Images...* | *https://www.interreg-danube.eu/women-in-business* |
| 8 | *Contact details* | *petkova@rapiv.org* |

## Table: EMPOWERING WOMEN IN AGRIFOOD

| VIII | Content | Identified good practice: |
|---|---|---|
| 1 | **Name of the Good Practice or Sample Training Schedule** | **EWA. Empowering Women in Agrifood** |
| 2 | Selected by | Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV) |
| 3 | Country | Bulgaria, Czech Republic, Estonia, Greece, Italy, Hungary, Latvia, Lithuania, Poland, Portugal, Serbia, Slovenia, Spain, Turkey, Romania and Ukraine |
| 4 | Context in which the Good Practice is developed | EWA is an annual programme for training, mentoring, business coaching and networking opportunities for women entrepreneurs in the agrifood sector that is financed by EIT Food. More than 260 female entrepreneurs have received support, mentoring and training from EWA between 2020-2022; almost 400.000 EUR are granted in prizes to best in class entrepreneurs during final pitching competitions. The networking events (+25) connected start-ups, solopreneurs, corporates, investors and the agrifood ecosystem in general, creating new partnerships and opportunities for stakeholders. More than 12M Euros attracted by EWA entrepreneurs/start-ups on investment. Entrepreneur's feedback and monitoring process reveal the satisfaction with the programme (over 8 out of 10) and the level of business growth achieved during those 6 months, proven by new agreements with investors, first clients and employees and confidence in communicating to stakeholders. The Open online platform gathers now over 500 female entrepreneurs and mentors in the agrifood sector that are benefiting from resources, contacts and training. On the territory of Bulgaria, EWA 2021 and 2022 editions are provided by RAPIV. |

| 5 | Detailed description of the Good Practice | 10 selected entrepreneurs per country benefit from 6 months tailor-made training on specific business topics and access to resources to improve their skills. More than 20 hours of personalised mentoring, from experts in business, agrifood and successful entrepreneurs. Participation in networking events with high-level stakeholders. All beneficiaries have access to EWA Community and benefit from a network which provides direct access to over 500 mentors and female entrepreneurs within the agrifood ecosystem. Beneficiaries have the chance to win up to 15,000 euros per country, discover other EIT Food programmes and access investors, and corporates to take their businesses to the next level. |
| 6 | Conclusions (personal opinion of the person who provides the practice) for the Training Manual | EWA could provide a model for delivering the tailor-made training and mentoring programme to women entrepreneurs and in this sense to be useful for trainers. |
| 7 | Website, Links, Images... | https://www.eitfood.eu/projects/ewa-empowering-women-in-agrifood |
| 8 | Contact details | office@rapiv.org |

**Table: KOMPLEMENTOR**

| IX | Content | Identified good practice: |
|---|---|---|
| 1 | Name of the Good Practice or Sample Training Schedule | KOMPLEMENTOR. Mentorship programme for women entrepreneurs |
| 2 | Selected by | Sapientia |
| 3 | Country | Romania |

| 4 | *Context in which the Good Practice is developed* | *The 24 months long Erasmus+ project named e-Advantage was creating an opportunity for women aged 45+ to improve their career and entrepreneurship prospects by taking part in a peer to peer mentoring programme. In a world that has rapidly changed in response to the Covid 19 crisis, we are learning new ways of learning and working and are excited that at the heart of our project is a new digital platform to match women mentors to mentees online. E-advantage offered a programme of e-Mentoring, e-Learning, e-Resources and e-Networking with other like-minded women.* |
|---|---|---|
| | | *With partners in 5 European countries, e-advantage was passionate about helping their e-mentors and e-mentees turn their experience into career and enterprise advice. e-Advantage was tested and developed in our 5 partner countries UK, Spain, Italy, Czech Republic and Romania. During the project they trained 40 women aged 45+ as Peer-to-Peer e-Mentors, and recruited 160 women aged 45+ as mentees who will receive 10+ hours of free mentoring. Both these groups were involved to develop and test their digital mentoring platform.* |
| | | *e-Advantage was co-funded by the European Union ERASMUS+ programme with partners in the UK, Italy, Romania, Spain and Czech Republic. The project runs from January 2020 – December 2022.* |
| | | *After the completion of the project, the mentors participating in the program started a program called KOMPLEMENTOR (supplement + mentoring) with the Women Entrepreneurs in Transylvania group, with which they ensured that the mentoring does not stop or end even after the project has ended. In tandem, a two-person mentoring pair provided mentoring to a beginning or uncertain female entrepreneur, mainly over 40, or to a woman who wants to start a business.* |

| 5 | *Detailed description of the Good Practice* | *2x10 female mentors are mentoring 10 (future) women entrepreneurs. 40 women applied, 10 were selected. The program was for free. The mentors were defined 6 situation in which a mentee might need help:* |
|---|---|---|
| | | ● *If you need a spark that inspires you, presents a new challenge, or simply motivates you.* |
| | | ● *If you know what you want, but it would be nice to expand your network, you need a connection or advice.* |
| | | ● *If you know where you want to go, but in the meantime you are lost in everyday tasks and need guidance.* |
| | | ● *If you need a safe, supportive space where you can come up with ideas in an empathetic environment, where you are listened to, where your diverse ideas can be anchored* |
| | | ● *If you want to learn from someone who is more experienced than you, you would acquire knowledge and skills from someone who has walked the same path before you.* |
| | | ● *If you would like to clarify the basics before you set off or if you would like an external, unbiased eye to monitor your progress.* |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *A good question has already half an answer. We believe that by formulating the right questions and jointly considering the possibilities, the mentor support can be more helpful in setting meaningful goals, choosing the right path, and making good decisions. The specialty of the Komplementor team was that in mentoring relationships there was always a supervisor who helps the mentor-mentee relationship. Their strength was that they have a wide range of experience in a wide range of issues, so every mentee could find a suitable mentor.* |
| 7 | *Website, Links, …* | *https://sec.ro/en/page/242/e-advantage* *https://komplementor.ro/* |
| 8 | *Contact details* | *Katalin Czirjék. czirjekkati@gmail.com* |

**Table: Transylvanian School of Entrepreneurship**

| X | Content | Identified good practice: |
|---|---------|---------------------------|
| *1* | *Name of the Good Practice or Sample Training Schedule* | *Transylvanian School of Entrepreneurship* |
| 2 | Selected by | Sapientia |
| 3 | Country | Romania |
| 4 | Context in which the Good Practice is developed | The training series is run under the umbrella of the Romanian Hungarian Economists Association. The training will strengthen and develop the entrepreneurial competences of the participants to maximise their potential. But developing, strengthening and building the relationship between innovative thinkers and the most promising start-up entrepreneurs is just as important. |
| 5 | Detailed description of the Good Practice | The 15 most promising entrepreneurs are selected for the training. 4 training weekends, with the following topics: entrepreneurship skills development, finance, investment, communication, marketing, recruitment/HR, networking, personal mentoring.. The progress and further development of the outcomes is interpreted jointly by the stakeholders involved in the process. The process is concluded with the mentor's approval. |
| 6 | Conclusions (personal opinion of the person who provides the practice) for the Training Manual | Participation in the Transylvanian School of Entrepreneurship is a very good opportunity for women entrepreneurs. The programme is not only for women, but the organisers and participants together ensure a supportive community, open discussion of problems and difficulties, and a lot of learning from each other as well as professional development. |
| 7 | Website, Links, ... | https://www.rmkt.ro/erdelyi-vallalkozoi-iskola/ |
| 8 | Contact details | - |

## Table: Resilience and Training for SMEs RESTART

| XI | Content | identified good practice: |
|---|---|---|
| 1 | **Name of the Good Practice or Sample Training Schedule** | **Resilience and Training for SMEs RESTART: Resilience and Training for SMEs Mainstreaming Guidelines** |
| 2 | Selected by | SBA |
| 3 | Country | Slovakia, Hungary, Italy, Belgium, Spain, Croatia |
| 4 | Context in which the Good Practice is developed | The core of the ERASMUS + project RESTART is to develop innovative training to equip the European VET ecosystem with demand-driven training content to accompany Small & Medium-sized Enterprises (SMEs) and the European workforce in the "resilience journey" of restarting in a post-pandemic socio-economic context. |
| 5 | Detailed description of the Good Practice | The RESTART project developed training materials available online in several different topics relevant in the post-COVID era, to be used not only by existing MSME leaders and staff but very importantly by the VET training system. The key topics elaborated include innovation, servitization, localization, new business models for MSMEs, as well as digitalization, cybersecurity and sustainability trainings and also lesson on emotional intelligence provided in order to help MSMEs improve their internal HR structures, communication with staff and clientele and also support MSME leaders in fighting the challenges of not only the post-pandemic socio-economic environment but increase their capacity to cope. Guidelines contain features of the RESTART training, guidelines regarding the usage and mainstreaming of the training materials prepared in the framework of the project and the online platform that caters the needs of online |

| | | learners as well as the description of the training modules. |
|---|---|---|
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *Modules and training including topics innovation, servitization, digitalization and emotional intelligence elaborated within the RESTART project can be used by trainers and WE in the educational process. It can also serve as a base for the preparation of the training adjusted for the special needs of women entrepreneurs. The RESTART Mainstreaming Guidelines provides a manual for the use of the RESTART training materials.* |
| 7 | *Website, Links, …* | *https://www.restartproject.eu/ https://www.restartproject.eu/pdf/RESTART_PR04 _Mainstreaming_Guidelines_EN.pdf* |
| 8 | *Contact details* | *mp@sbagency.sk blizman-servilova@sbagency.sk gavalcova@sbagency.sk cikatricisova@sbagency.sk* |

**Table: THINGS +**

| XII | Content | Description to be provided by PPs for identified good practices: |
|---|---|---|
| *1* | ***Name of the Good Practice or Sample Training Schedule*** | ***THINGS+ (Introducing Service Innovation into product-based manufacturing companies)*** ***THINGS+ Service Innovation Methodology*** |
| 2 | *Selected by* | SBA |
| 3 | *Country* | Slovakia, Austria, Croatia, Czech Republic, Hungary Poland, Slovenia, Germany, Italy |

| 4 | *Context in which the Good Practice is developed* | THINGS+ project aims to enrich portfolio of companies with additional services that can increase value delivered to customers and improve their position on the market, by strengthening entrepreneurs' skills in service innovation management. The project created a methodology for the improvement of entrepreneurs' skills on the development of product-based services. |
|---|---|---|
| 5 | *Detailed description of the Good Practice* | THINGS+ is a project focused on the development of the methodology needed for the introduction of service innovations into product manufacturing companies whose business was so far based on selling a final product. |
| | | Existing methodologies on product servitization and related needs were analysed in collaboration with European experts. Subsequently, learning materials and guidelines for future trainers and a methodology for introducing product servitization into the portfolio of manufacturing companies were developed. Based on these materials, training and seminars were conducted for the selected companies. At the end of the project, pilot actions were carried out to introduce innovative practices aimed at servitization of their products into the portfolio of these selected companies. |
| | | Within the project, the set of free tools and methods to be used during the Service Innovation Methodology implementation were developed and also the Guidelines on Service Innovation Learning System was prepared. |
| | | The project also offers an e-catalogue containing best practices about how servitization techniques & tools helped SMEs expand & uplift their services, as well as overall business. |
| | | THINGS+ project also managed to create a certified course for experts to become servitization managers. |

| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | Project and developed methodology deals with the topics of servitization and can be useful for the training for women entrepreneurs. |
|---|---|---|
| 7 | Website, Links, … | https://www.interreg-central.eu/Content.Node/THINGS-.html |
| 8 | Contact details | mp@sbagency.sk<br>blizman-servilova@sbagency.sk<br>gavalcova@sbagency.sk<br>cikatricisova@sbagency.sk |

**Table: SEED Foundation Mentoring Program**

| XIII | *Content* | *Identified good practice:* |
|---|---|---|
| *1* | ***Name of the Good Practice or Sample Training Schedule*** | ***SEED Foundation Mentoring Program*** |
| 2 | *Selected by* | *SEED Foundation* |
| 3 | *Country* | *Hungary* |
| 4 | *Context in which the Good Practice is developed* | *The objective of the Mentoring Program is to provide a complex development solution tailored to the individual skills and to the business' specificity of the target group. The operational objective of the mentoring program is to exploit the business opportunities identified through other development programs offered by the Foundation (e.g. Dobbantó, Pick a Bag).* |
| 5 | *Detailed description of the Good Practice* | *The Mentoring Program consists of seven interlinked sub-processes.*<br>*(1) The process starts with the application of the mentee-candidate, formulating the needs of the business.* |

| | | |
|---|---|---|
| | | *(2) The next step is the assessment (input assessment) of the candidate with a state of entrepreneurship interview, resilience test, which identifies the strengths and the needs of the candidate and the areas to be developed during the mentoring process.*<br>*(3) The selection of the mentor based on the results of the assessment and engaging in the mentoring process.*<br>*(4) Developing the tailored mentoring plan with the agreement of the mentoring supervisor and the mentee.*<br>*(5) Mentoring contract is signed and mentoring begins.*<br>*(6) The mentoring process starts. During the mentoring process, the supervisor monitors the compliance of the mentoring with the mentoring plan monthly. If discrepancy is detected, the supervisor performs the root cause analysis to identify the nature of the discrepancy, modifies the mentoring plan or address the mentee's stagnation.*<br>*(7) Closing the mentoring process*<br>*At the end of the mentoring process, the experience will be reviewed, and the output assessment will be carried out. The progress and further development of the outcomes is interpreted jointly by the stakeholders involved in the process. The process is concluded with the mentor's approval.* |
| 6 | *Conclusions (personal opinion of the person who provides the practice) for the Training Manual* | *SEED Foundation considers mentoring primarily as a development process embodied in the collaborative work between mentor and mentee. As the programme is flexible and can be tailored to individual needs, it is an effective tool to develop the resilience of women entrepreneurs and their businesses.* |
| 7 | *Website, Links, …* | www.seed.hu |
| 8 | *Contact details* | *seed@seed.hu*<br>*zsuzsanna.lukacs.lakatosne@seed.hu*<br>*cfarkas@seed.hu* |

**Table: Mentoring Supported Training Program**

| XIV | Content | Identified good practices: |
|-----|---------|----------------------------|
| *1* | *Name of the Good Practice or Sample Training Schedule* | *Mentoring Supported Training Program* |
| 2 | Selected by | SEED Foundation |
| 3 | Country | Hungary |
| 4 | Context in which the Good Practice is developed | The comprehensive goal Mentoring Supported Training Program provided by the SEED Small Business Development Foundation is to transfer entrepreneurial knowledge and skills to participants in line with their individual preparedness, providing support tailored to their unique development focus for successful operation. The multifaceted developmental program is built on the transfer of knowledge from professionals with expertise in business development and entrepreneurial experiences. This involves continuous communication opportunities with the professionals within predefined contact frameworks. |

| 5 | Detailed description of the Good Practice | The Mentoring Program consists of seven interlinked sub-processes: (1) The process starts with the application of the mentee-candidate, formulating the needs of the business. (2) Within the process, the application materials undergo a preliminary evaluation by four experts based on a predefined set of criteria (Motivation, commitment, and goal-oriented mind-set etc.), leading to the creation of a ranking and formation of the team. (3) Within the process, potential mentors (3 in total) are selected based on the strengths, challenges, and developmental needs emphasised by the applicants. (4) A mentoring plan that aligns with the characteristics of the group is developed. (5) Implementation of a guided training program. The group participates in theoretical and practical sessions in six key areas of business operation (identification of business development direction, building a business plan, marketing/online marketing, financial management/taxation, business management, sales/business communication). During these sessions, two highlighted horizontal perspectives are taken into account: the use of digital applications in business operations and the development of collaboration skills (6) Closing the mentoring process: (1) participants in the program present their business plans; (2) The professional team evaluates the effectiveness of contributing to the participants' development. |
|---|---|---|
| 6 | Conclusions (personal opinion of the person who provides the practice) for the Training Manual | A successful mentoring-supported training program incorporates a personalised approach by selecting mentors based on individual strengths and needs, fostering a tailored learning experience. It also emphasises continuous evaluation and feedback, ensuring that the program evolves to meet emerging needs and effectively contributes to participant development. This can also be used in RE-FEM. |
| 7 | Website, Links, … | www.seed.hu |
| 8 | Contact details | seed@seed.hu<br>zsuzsanna.lukacs.lakatosne@seed.hu<br>cfarkas@seed.hu |

**RE-FEM**