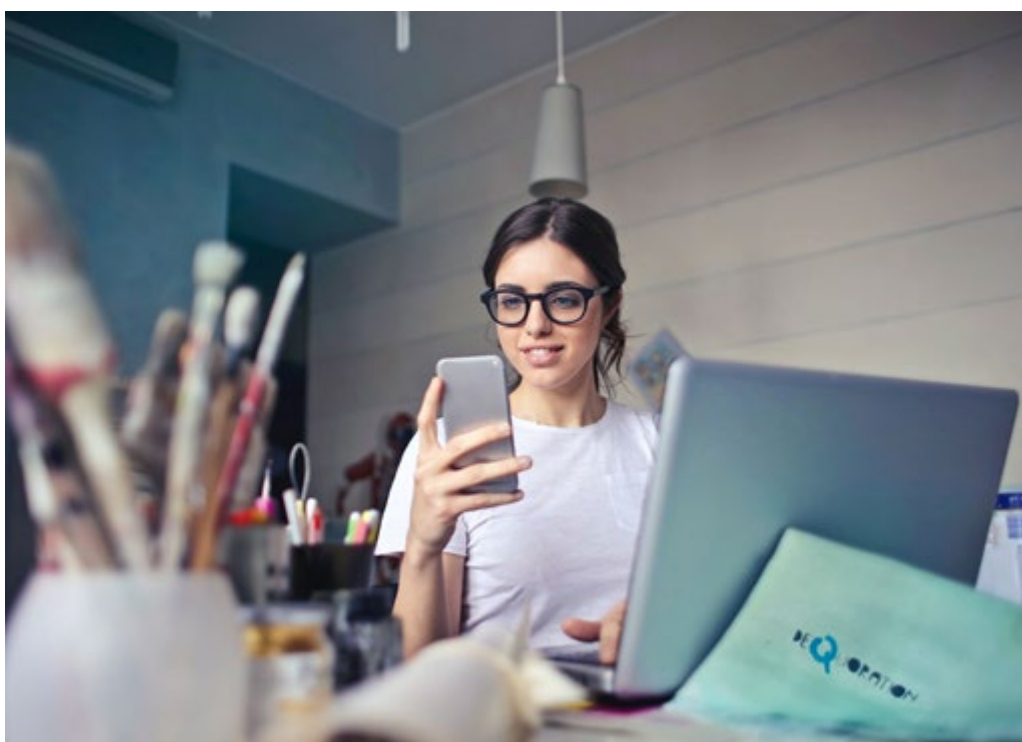


# PR4- GUIDELINES FOR FURTHER UPTAKE



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## 1- Introduction

### 1.1 Purpose of the document

These "Guidelines for further uptake" have been developed with the specific purpose of guiding and supporting stakeholders in the field of education and training who wish to implement the DEW (Digital Entrepreneurship Women) Guidelines in their respective organizations. The primary objective of this document is to provide practical information, recommendations, and advice to facilitate the dissemination, adoption, and integration of the DEW Guidelines within a wide range of educational, training, NGOs, and entities involved in empowering women in the field of digital entrepreneurship.

These guidelines aim to support the mission of the DEW project, which is to promote female digital entrepreneurship in Europe. By focusing on practical and pedagogical aspects, they provide stakeholders with tangible tools to develop and implement training programs that meet the specific needs of female entrepreneurs or potential entrepreneurs in the digital domain. By providing a solid foundation and practical guidance, this document aims to enhance the positive impact of the DEW project and contribute to creating an enabling environment for female digital entrepreneurship in Europe.

### 1.2 Context of the DEW Guidelines

The DEW (Digital Entrepreneurship Women) Guidelines are the result of close collaboration between a consortium of European partners committed to promoting gender equality and supporting women's economic empowerment in the digital entrepreneurship field. These partners have pooled their expertise and resources to develop a set of guidelines aimed at improving women's access to the world of digital entrepreneurship and strengthening their skills as digital entrepreneurs.

The DEW project is situated within a broader European context that recognizes the importance of female digital entrepreneurship as a driver of economic growth, innovation, and gender equality in the digital sector. It aims to address the challenges faced by women aspiring to create and develop their own businesses in the digital domain, particularly those who have encountered social and economic barriers in their career paths.

The DEW Guidelines result from an evidence-based approach, incorporating best pedagogical practices and lessons learned from the execution of the DEW project in the PR3 region. They are designed to be a valuable tool for anyone seeking to promote female digital entrepreneurship in Europe and to promote women's economic empowerment in the digital field by aligning their actions with the objectives of the DEW project.

### 1.3 Scope and relevance

The DEW (Digital Entrepreneurship Women) Guidelines represent a comprehensive set of recommendations and best practices aimed at supporting and strengthening female digital

entrepreneurship in Europe. The scope and relevance of these guidelines are broad, covering a wide range of domains and actors in the fields of education, training, entrepreneurship, and gender equality. This section highlights the essential scope and relevance of these guidelines.

### Scope

- **Training and Education:** The DEW Guidelines are specially designed for training providers, educators, trainers, teachers, and coaches involved in training women entrepreneurs in the digital domain. They cover the design of training programs, pedagogical methods, learning resources, and more.
- **Organizations and Businesses:** The guidelines are also intended for businesses, professional organizations, and entrepreneurship support organizations. They provide information on creating an environment conducive to female digital entrepreneurship and how to support and encourage women entrepreneurs in their activities.
- **Policies and Governance:** The DEW Guidelines are relevant to policymakers and government actors. They provide guidance on creating policies and programs that promote female digital entrepreneurship, as well as how to measure and evaluate progress in this area.

### Relevance

- **Addressing Current Needs:** The DEW Guidelines are highly relevant in the current context, where digital entrepreneurship is constantly evolving, and gender equality remains a major challenge. They are tailored to meet the needs of women who want to engage in digital entrepreneurship and provide practical guidance for addressing the specific challenges they may face.
- **Alignment with European Objectives:** The guidelines align with the goals of the European Union in terms of economic growth, innovation, and gender equality. They actively contribute to achieving these objectives by promoting female digital entrepreneurship.
- **Flexibility and Adaptability:** The DEW Guidelines are flexible and adaptable, making them relevant for a variety of contexts and actors. They can be customized to meet the specific needs of users, making them applicable in a wide range of situations.

In summary, the DEW Guidelines are a versatile and relevant tool for anyone striving to promote female digital entrepreneurship in Europe. Their scope encompasses many areas of activity, and their relevance derives from their ability to address current needs and contribute to European gender and economic development goals.



## 2- Overview of the DEW Guidelines

### 2.1 Overview of the DEW Guidelines

The DEW (Digital Entrepreneurship Women) Guidelines constitute a comprehensive set of guidelines developed to support and encourage women's digital entrepreneurship in Europe. They were developed as part of the DEW project, a collaboration of European partners committed to promoting gender equality and the economic development of women in the digital domain.

These guidelines offer a structured and practical approach to training, support, and skill development for female entrepreneurs in the digital sector. They are designed to be accessible and adaptable, making them easy for a variety of stakeholders to use, including educators, trainers, businesses, professional organizations, entrepreneurship support organizations, and policymakers.

### 2.2 Importance of women's entrepreneurship

Female entrepreneurship holds fundamental importance in the economic and social landscape of Europe. It serves as a crucial catalyst for economic growth, innovation, job creation, and sustainable development. Understanding the importance of female entrepreneurship is essential for contextualizing the need for the DEW (Digital Entrepreneurship Women) Guidelines and their effective implementation.

- Contribution to Economic Growth

Female entrepreneurship stimulates economic growth by creating new businesses, generating income, and promoting market expansion. Women entrepreneurs make a significant contribution to diversifying the European economy and enhancing resilience during economic changes.

- Promotion of Innovation

Women entrepreneurs play a key role in innovation. Their perspectives and innovative ideas contribute to the creation of products, services, and solutions that meet the changing market needs. By encouraging the participation of women in the digital sector, the DEW Guidelines promote the emergence of innovative technologies and products.

- Reduction of Gender Inequalities

Female entrepreneurship is a powerful means of reducing gender inequalities by providing women with economic opportunities, strengthening their financial independence, and helping them overcome traditional barriers. The DEW Guidelines align with this perspective by creating learning and professional growth opportunities for women.



- Creation of Jobs and Social Value

Women-led businesses contribute to job creation, which is essential for economic and social stability. They also generate social value by strengthening community bonds, serving as role models for future generations, and promoting a more inclusive entrepreneurial culture.

- Alignment with European Objectives

Female entrepreneurship aligns perfectly with the goals of the European Union in terms of economic growth, innovation, and gender equality. It contributes to the achievement of the Europe 2020 strategy, the Digital Agenda for Europe, and the EU Strategy for Gender Equality.

In summary, female entrepreneurship is a powerful driver of economic, social, and technological progress in Europe. The DEW Guidelines have been developed to support, promote, and strengthen this vital dimension of the European economy by providing practical and educational tools for women aspiring to become entrepreneurs in the digital sector. They fit within a broader perspective of women's empowerment, innovation, and sustainable growth for Europe.

### 2.3 The role of the DEW Guidelines in the education and training ecosystem

The DEW Guidelines play a central role in the education and training ecosystem in Europe. They are part of a broader context of promoting lifelong learning, developing digital skills, and advancing gender equality.

Their role is multifaceted:

- Pedagogical Tool: The guidelines provide essential resources for educators, trainers, and teachers to design quality training programs focused on female digital entrepreneurship.
- Practical Guide: They offer practical guidance to organizations and businesses to support the development of female digital entrepreneurship, whether by providing learning resources or creating inclusive work environments.
- Policy Instrument: The DEW Guidelines can serve as a strong foundation for the development of policies and programs aimed at promoting female digital entrepreneurship at the national and European levels.

The DEW Guidelines play a crucial role in creating an ecosystem conducive to women's digital entrepreneurship. They contribute to women's empowerment, innovation, and economic growth in Europe while strengthening women's position in the digital sector.



### 3- DEW Guidelines on the basis of PR3 Results and Experiences

#### 3.1 Collecting results and findings

The collection of results and findings during the pilot sessions of the DEW (Digital Entrepreneurship for Women) project provided crucial information for evaluating the effectiveness and relevance of the training content. The pilot sessions, which gathered a total of 129 participants, were a success, and learner feedback was generally positive.

This phase of collecting results and findings during the PR3 of the DEW project was a critical step in assessing the pedagogical value, accessibility, and relevance of the DEW project's training kit. Here are the main conclusions from this collection phase:

- Demand for Program and Relevance

The test and validation sessions attracted a significant number of participants, even exceeding the project's initial goals, indicating a strong demand for non-accredited training programs targeting female entrepreneurship.

Participants described the topics covered, the quality of information provided, and the range of online learning formats as "Very Good."

No participant reported a fundamental lack in the delivery of training.

It is recommended to highlight the popularity of the toolkit as indicated by the participation rates in the dissemination efforts of the DEW project.

#### **Program Application Potential**

Participants recognized that the DEW training had significant real-world application potential, covering all stages of the entrepreneurial process, from ideation to change management, as well as interpersonal and practical skill development.

Trainers and educators also acknowledged the value of the program and its potential for integration into their own teachings.

It is recommended that facilitators be prepared to guide participants to local practical training opportunities, as this is likely to be necessary after participation in this program.

#### **Open Educational Resources (OER) Platform**

Feedback on the OER platform was very positive, with participants finding it easy to navigate and engaging.

The structure of standalone units was well understood, offering participants the freedom to choose their entrepreneurial path.



It is recommended to explain the concept of Micro Learning and the toolkit concept more clearly in the program introduction.

It is recommended to review the presentation and format for consistency.

### **Language Use and Content Depth**

The DEW training was designed to be accessible while adaptable to female entrepreneurs from different backgrounds and motivations.

Clarity of expression was prioritized, and content depth was adjusted for an introductory level.

This approach was highly appreciated by participants.

It is recommended to target migrant entrepreneurs and support organizations more in the project's dissemination efforts.

### **EntreComp Competence Framework**

The EntreComp Competence Framework informed the creation of the DEW project's training offering and added credibility.

It is recommended to explain more clearly the role of the EntreComp Competence Framework in the training offering.

### **Recognition and Certification**

Although it is a non-accredited training program, some participants highlighted the value of the provided limited certification.

It is recommended to revise the certificate design and explicitly promote the importance of intrinsic reward.

### **Participant Interaction**

It is recommended to offer a range of additional interactive materials to potential facilitators to help shape the program for local delivery.

Providing videos and expert visits as training elements for added value is suggested.

It is recommended to replace the "Best Practice" header with "Good Practice."

### **Imagery**

It is recommended to reevaluate the use of imagery in the program, especially in the "Case Studies" and "Best Practice" sections.





## Various Practical Suggestions

It is recommended to improve the audio flow.

Adding a screen reader function for accessibility is recommended.

It is recommended to explain the feedback form and community function more clearly.

Grammar and language use in unit headers should be reviewed.

It is recommended to explain the role of the EntreComp Competence Framework in the toolkit.

It is recommended to revise the certificate design and promote intrinsic reward more explicitly.

These recommendations are based on participant feedback and experiences during the test and validation phase of the DEW project and aim to improve the future implementation of the program.

### 3.2 Lessons learned from partners

During the testing and validation phase of the DEW project, each partner was able to draw valuable lessons from their experience. The results and lessons learned from this phase have helped to enrich our understanding of the DEW programme and its potential impact. Here is an overview of the main lessons learned by the partners involved in this transnational initiative:

Partners:	Lessons learned:
LWL (Ireland)	<p><b>Demand for the programme and relevance:</b> There was strong community demand for targeted training programmes of this nature. Participants unanimously praised the relevance of the topics covered and the quality of the information provided.</p> <p><b>Potential application of the programme:</b> Participants highlighted the opportunities for practical application of the skills acquired in the DEW programme, from personal development to change management and interpersonal skills.</p> <p><b>OER platform:</b> The OER platform received positive feedback for its user-friendliness and easy navigation. However, it was recommended that the presentation and format be made more consistent.</p>
MU/IRL/LWL (Ireland)	<p><b>Demand for the programme:</b> None of the partners experienced any major difficulties in recruiting participants, indicating a strong community demand for non-accredited entrepreneurial learning of this type.</p> <p><b>Programme demand and relevance:</b> Participants widely praised the relevance of the topics, the quality of the information and the range of learning formats provided.</p> <p><b>Potential for programme application:</b> The DEW programme was recognised as having strong potential for real-world application, from idea development to change management, as well as in the development of interpersonal and practical skills.</p>

	<p><b>OER platform:</b> The OER platform was described as engaging, motivating and easy to use. The structure of self-contained units was understood and appreciated, although the concept of microlearning was still new to many participants from a traditional learning background.</p> <p><b>Certification:</b> Some participants expressed interest in the limited certification provided by the DEW programme, suggesting a potential for intrinsic reward.</p>
IHF (Belgium)	<p><b>Demand for the programme:</b> Participation in the test and validation phase was motivated, and participants showed great interest in the DEW programme.</p> <p><b>Programme demand and relevance:</b> Participants rated the topics, information and learning formats as "very good", confirming the relevance of the programme.</p> <p><b>Potential application of the programme:</b> Participants identified several opportunities for practical application of the skills learned, both at individual and teaching level.</p>
IDP (Italy)	<p><b>Demand for the programme:</b> Participants showed great interest in the DEW programme and highlighted its relevance to their day-to-day work.</p> <p><b>Programme demand and relevance:</b> The programme content was seen as easily replicable and transferable to different training contexts and target groups, including older people, NEETs and migrants.</p> <p><b>OER platform:</b> The OER platform was described as easy to navigate and attractive. However, it was recommended that the concept of microlearning be explained further and that the presentation be consistent.</p>
IWS (Spain)	<p><b>Demand for the programme:</b> Participants showed a constant and active interest in the DEW programme, describing it as necessary, relevant and applicable to their daily activity.</p> <p><b>Demand for the programme and relevance:</b> Participants appreciated the testimonials, case studies and practical examples included in the programme, considering them to be inspiring.</p> <p><b>Potential application of the programme:</b> Participants expressed their intention to apply various skills learned in their daily work, including self-confidence, communication skills, leadership, creative thinking and coaching for female entrepreneurs.</p>
Silversap (France)	<p><b>Demand for the programme:</b> Trainers, coaches and women entrepreneurs actively participated in the testing and validation phase, showing an interest in the DEW programme.</p> <p><b>Demand for the programme and relevance:</b> Participants expressed great satisfaction with the content and presentation of the programme, as well as the relevance of the topics covered.</p> <p><b>Potential application of the programme:</b> Trainers and educators recognised the value of the DEW programme and its potential to be integrated into their own teaching.</p>

Overall, the lessons learned from the testing and validation phase of the DEW project indicate a strong demand for this type of training, a perceived relevance among participants, a real



potential for application and a positive appreciation of the OER platform. These lessons reinforce confidence in the future dissemination and implementation of the DEW programme.

### 3.3 Learner Comments and Feedback

During the testing and validation phase of the DEW project, learners were actively engaged to gather their comments and feedback on the program. Their opinions are essential for assessing the effectiveness and relevance of the DEW training offering. Here is a summary of the main learner comments and feedback from this testing phase:

**Demand and Relevance:** Learners expressed a keen interest in the DEW program, indicating a strong demand for this type of training. They praised the relevance of the topics covered and described the quality of information and resources as "very good."

**Ease of Use of the OER Platform:** The OER platform developed as part of the DEW project was well-received by learners. They appreciated its user-friendliness and ease of navigation. The structure of standalone units was understood and deemed helpful for self-directed learning.

**Application Potential:** Learners identified numerous opportunities to apply the skills acquired through the DEW program in their daily lives and entrepreneurial projects. This includes the development of self-confidence, communication skills, leadership, creative thinking, and change management.

**Certification:** Although the DEW program is non-accredited, some learners appreciated the option to receive a limited certification upon completing the modules. They suggested improving the design of certificates to make them more informative.

**Interaction and Active Content:** Some learners recommended increasing the level of interaction in the program, including quizzes, drag-and-drop exercises, and other interactive activities. They also suggested including more video content to enhance engagement.

**Case Studies and Best Practices:** Learners appreciated the case studies and best practices included in the DEW program. However, some suggested including more videos and witness visits to illustrate concepts and practical skills.

**Images and Visual Content:** Learners emphasized the importance of images and visual content for better understanding and retention of information. They recommended including more images while respecting copyright.

**Facilitator Training:** Although the DEW program was designed for self-directed learning, learners recognized the importance of facilitators and champions to guide and personalize the learning experience. They recommended creating guidelines for facilitators.

**Language and Content Depth:** Learners praised the use of accessible language and introductory-level content. This was particularly appreciated by migrant entrepreneurs, suggesting potential applicability to this target group.

**EntreComp Framework:** Although the EntreComp Competence Framework was used to inform the DEW program, many learners were not familiar with its existence. It was recommended to better explain the role and relevance of the EntreComp Framework in the program.

**Rewards and Certification:** Some learners highlighted the value of the limited certification provided by the DEW program. It was recommended to place more emphasis on intrinsic reward and the opportunity to showcase their experiences within the OER.

**Contact and Clarity:** Learners recommended including a contact page on the DEW platform to enhance user trust. Some also suggested improving the clarity of the feedback form and community functionality.

**Consistency and Format:** Some learners noted inconsistencies in the presentation and format of program content. It was recommended to revise these elements to ensure overall consistency.

**Additional Comments:** Various other comments were collected, including suggestions to improve audio flow, add features for screen readers, provide clearer explanations of the "Assessment" feature, and label content correctly.

These learner comments and feedback play an essential role in the continuous improvement of the DEW program and in preparing for its future deployment. They reflect the learners' commitment and their desire to contribute to the evolution of the program to best meet their needs in digital entrepreneurship.

### 3.4 Guidelines for the adoption of training resources, materials and tools

One of the cornerstones of the DEW project is the availability of clear guidelines for the adoption of training resources, materials, and tools. These guidelines have been meticulously crafted to ensure that facilitators and participants have access to a wealth of valuable educational materials.

#### Recommendations for Facilitators:

Facilitators should familiarize themselves with the provided training resources, materials, and tools. We recommend exploring the DEW platform to access these materials easily. By gaining a deep understanding of these resources, you'll be better equipped to guide participants effectively.

Support participants in navigating the DEW platform and utilizing the available materials. This may include helping them find specific modules, resources, or content that align with their interests or needs.

Encourage participants to share their experiences with these materials. Collect feedback and suggestions to continually improve the adoption process.

### 3.5 Detailed instructions on operational and managerial aspects

#### 3.5.1 *Delivery mechanisms*

The success of the DEW project also hinges on the effectiveness of its delivery mechanisms. Facilitators are instrumental in ensuring that the delivery of training is smooth, engaging, and accessible to all participants.

#### Recommendations for Facilitators:

Ensure that you are well-versed in the various delivery mechanisms available, which can include in-person sessions and online webinars. Familiarize yourself with the technology and tools required for these modes of delivery.

Adapt your delivery approach to the preferences and needs of your participants. Some may thrive in in-person settings, while others may prefer online interactions. Be flexible and open to accommodating these preferences.

Leverage technology and innovative teaching methods. Consider using tools like [mentimeter.com](https://www.mentimeter.com) or [padlet.com](https://www.padlet.com) to encourage interactivity during online sessions. In in-person settings, promote discussion and group activities that enhance the learning experience.

#### 3.5.2 *Other operational aspects of training*

Beyond delivery mechanisms, there are several operational aspects of training that facilitators need to address to ensure the success of the DEW project.

#### Recommendations for Facilitators:

Establish a clear agenda for your training sessions. Provide participants with a roadmap of what to expect during the training, including content delivery, breaks, practice sessions, and finishing times.

If working with in-person groups, create a welcoming and inclusive atmosphere by arranging chairs in a horseshoe or semi-circle formation. This setup encourages interaction and participation.

For online groups, be proactive in setting up webinars and sending timely reminders to participants. Ensure that all are aware of the purpose of any recordings and provide options for consent and privacy.

Whether in-person or online, emphasize the importance of a 'group contract' for the session. This contract can cover aspects like participation, confidentiality, GDPR compliance, and social media usage.

### 3.6 Guidance for teachers/trainers/coaches

#### Setting the Scene

##### Positioning of Chairs and Creating an Inviting Atmosphere

Set up a horseshoe or semi-circle arrangement for participants' chairs beforehand for in-person sessions.

Extend a warm welcome to participants upon their arrival to create a friendly atmosphere. Allow latecomers to settle in.

As the facilitator, introduce yourself, your role, and provide some context about the session setting or your organization.

Briefly introduce the Erasmus+ DEW project and its partner organizations, avoiding excessive detail at this point.

Encourage each participant to introduce themselves, sharing their origin of travel. Respect shyness and keep the activity brief.

Prompt participants to discuss their motivations for attending the session.

Establish a 'way of working' or group contract, addressing aspects like participation, confidentiality, GDPR, and the use of social media.

Give an overview of the session structure, including content delivery, breaks, small group activities, website navigation practice, DEW activities, and the session's end time.

#### Content Details about the Session

##### Defining Digital Entrepreneurship and Aims of the Session

Define Digital Entrepreneurship and illustrate with examples or case studies, encouraging participants to provide their examples.

Outline the session's overall aims and objectives to clarify what participants will achieve by the end of the session.

Introduce the DEW project and its Open Educational Resources (OER).

Display the DEW OER Platform on a central screen to ensure visibility and offer closed captions for inclusivity.

Provide clear instructions for navigating the website, guiding participants to different course modules, resources, and content.



Encourage participants to access the DEW website on their mobile phones or computers if available.

Promote interaction through tools like Padlet or Mentimeter, inviting questions and comments at regular intervals.

#### Course Modules and Support Organizations

Present key insights and information on each of the DEW course modules.

Share links to local, regional, and national support organizations related to each course module.

Foster participant engagement by asking them to share experiences with support organizations or, if they haven't received support, inquire about the barriers they've faced.

Facilitate small group activities to reinforce the course module content, guiding participants through discussions.

#### Wrap-Up

Conclude the session by expressing gratitude for participants' engagement.

Invite feedback regarding the overall quality of the session and provide a comments sheet for anonymous feedback.

#### Working with Online Groups: Advanced Preparations

Set up a webinar on a platform like Teams, send invitation links, and provide options for recording consent.

Send a reminder email, including the session link for participants' convenience.

#### Setting the Scene for Online Groups

Extend a warm welcome to online participants and acknowledge them by name.

Take time to accommodate latecomers.

Introduce yourself and your role for the session.

Ask participants to introduce themselves, providing their place of work, role (if applicable), and location.

Establish the 'ways of working' for the online session, addressing recording, consent, GDPR, confidentiality, and social media use.

Encourage participants to share their motivations for joining the online session.

#### Session Overview and Content Details: Online Groups

Define Digital Entrepreneurship, offering practical examples and case studies.



Outline the session's aims and objectives to clarify what participants will achieve by the end.

Display the DEW OER Platform, ensuring all participants can see and hear. Use closed captions for inclusivity.

Provide clear instructions for website navigation and guide participants to various course modules and resources.

Encourage participants to open the DEW website on their mobile devices or web browsers.

Foster interaction through online tools like Padlet or Mentimeter, welcoming questions and comments at regular intervals.

Present insights and information on DEW course modules and share links to relevant support organizations.

Facilitate breakout rooms for networking and discussions, with prepared discussion topics and regular check-ins.

Conclude the session with thanks, gather feedback on the overall session quality, and offer a comments sheet.

### Follow-Up

Send a thank-you email to participants and keep them informed about future events.

#### *3.6.1 Delivery resources*

As a trainer, efficient provision of training resources is crucial to ensure that participants can access content without difficulty. Use common means of communication, such as e-mail, to send participants clear information on how to access the DEW OER platform, training schedules, and any necessary preparatory material. Create a collaborative space, such as an online discussion group or collaborative tool, where participants can ask questions, share ideas and exchange information.

Make sure participants know how to use these collaborative tools and are comfortable with online communication. Provide simple guides or tutorials to orient them if necessary, and remain available to answer their questions.

When it comes to distributing course materials, you can offer download links via e-mail or the collaborative tool. If possible, share them in different formats (PDF, video, presentation) to accommodate different learning styles.

#### *3.6.2 Recommendations for blended learning capabilities*

Thanks to test and validation actions, a series of lesson learnt have been collected that can be used as recommendations for blended learning settings.



## **Organisation of the training**

The material proved to be flexible and suitable to different means in blended learning settings.

The OER platform contents are perfectly adapted to online training through platforms such as Zoom or Skype.

## **Communication with target groups and potential attendees**

Communication with target groups and potential attendees can be maintained via e-mail and social networks, using internal networks and associated partners.

## **Recruitment and Enrolment**

In order to recruit the target groups, all partners acted according to their internal strengths, either using their direct beneficiaries or contacting several national associations by e-mail, informing them of the date, characteristics and objectives of the training. Link to online training has been provided.

## **Classroom Management**

Official ppts and training materials have been used in the classroom environment and proved to be effective. Trainers explained the contents using ppt and online examples to show the applicability of the presented concepts.

After the training session, it is recommendable for users to go over DEW OER Platform's online content, test their knowledge through the online self-assessment test, use the gamification functionalities and complete the online feedback form.

## **Learners' Motivation**

Learners were quite motivated about the usefulness of the contents presented. In general, all contents were considered useful and interesting, highlighting valuable inputs for business start-up and development. Interest of learners was ratified by their questions and comments during the course. In general, all the comments were quite positive.

Learners were happy to know that they could access the platform to follow other courses in addition to the ones presented to increase their knowledge.

## **Learners' Feedback**

The OER platform gives the possibility to collect users' feedback to further improve training quality. Moreover, brainstorming sessions have been held collecting suggestions and ideas, reading out loud the questions from the feedback form template.

The students felt that the contents of the training were mainly practical. They considered that it met their current needs.

One of the most positive aspects is that the training contents were adapted to a common level of knowledge; This is considered advantageous to keep the attention on the training, not disconnect.

The length and arrangement of the units were considered adequate. It encourages active learning.

Number of courses, variety of content, availability of all the material in all project languages and the possibility to download the courses have been highly appreciated.

### **Recommendations on how best to deliver training in diverse operational settings and for developing blended learning capabilities, which combine both traditional in-person teaching and online learning**

- It is interesting to use social networks to reach as many interested parties as possible.
- It is useful to combine the training material with additional real-life examples/case studies to show the usefulness of the concepts learned in the real world.
- It is important to conduct a thorough needs assessment to understand the specific learning needs and preferences of your audience. This should guide the design of your blended learning program.
- It is important to define clear and measurable learning objectives for each component of the blended program. Ensure that the objectives are aligned with the overall educational goals.
- Online and in-person components should be integrated seamlessly. Ensure that both modes of learning complement each other and create a cohesive learning experience.
- It is wise to train instructors or facilitators to effectively deliver both online and in-person components. They should be comfortable with the technology and understand the pedagogical approaches.
- It is useful to develop strategies to maintain learner engagement in both online and in-person settings. Encourage active participation and discussion.
- It is important to allow for flexibility in the learning schedule. Provide options for learners to access content and activities at their own pace, especially in the online component.
- It is useful to promote collaboration and teamwork among learners, both in-person and online. Use group projects, discussions, and collaborative tools to foster interaction.
- It is important to encourage learners to take ownership of their learning by setting goals, tracking progress, and self-assessing their understanding.

These recommendations can help educational institutions and organizations develop effective and engaging blended learning capabilities that meet the diverse needs of learners. Blended learning combines the benefits of face-to-face and online learning, providing flexibility and enhancing the learning experience.



### *3.6.3 Implementing open-resource e-learning (OER) modalities*

DEW OPEN EDUCATIONAL RESOURCE PLATFORM is a self-standing repository of knowledge and Training specifically dedicated to Digital Entrepreneurship Capacity-building for Women's empowerment and enhancement of self-employability paths.

DEW Open Educational Resource Platform represents an easily accessible doorway into a new world of opportunity in digital entrepreneurship for women.

User experience, needs and expectations have been to the fore in the design and development of the Platform to produce a unique practically grounded learning resource.

To achieve the highest degree of openness there is NO LOGIN required to access and use DEW Platforms resources, tools or functionalities

As a standalone repository of highly accessible tailor-made training content, it is particularly intuitive, having 'multiple device' capacity and mobile-friendly e.g., Smartphone, Tablet etc., compatible with IE/Edge, Firefox and Chrome browsers, all of which maximize its reach and footprint among the target audience thereby boosting dissemination and user number targets.

"Dynamic Routing" strategies are a feature of the Platform to enhance access to and Training applications, increasing the user-friendliness of the DEW platform to the specific needs of the adult learners in terms of usability, access, intuitive layout and structure.

DEW OER Platform is available in four languages (English, Spanish, Italian and French) and is composed of multiple sections freely available to all navigators.

The OER platform is SEO-oriented (keyword positioning strategies) through engineering code optimization guaranteeing the most effective web-positioning results.

It includes public access and a private back-office section through which web contents are managed, via PHP programming and advanced, large-scale MySQL databases development and interaction. The goal-oriented software uses advanced engineering technologies (Ajax, DHTML, javascript) to ensure an environment characterized by usability and user-friendliness.

The Platform is crucial in assuring high impact and maximum exploitation of the DEW Project in that it is the vehicle by which, free of any traditional restrictions, we successfully delivered online versions of ad-hoc training developed.

The DEW Platform has built-in deliberate high transferability potential intended to be a sustainable and durable platform delivering quality, practical and relevant digital Training to boost Digital Entrepreneurship for Women. New training areas can be created at any time and according to the results obtained and lessons learnt it is particularly suitable to be adapted to other countries, adding new languages, widening themes dealt with and probably age frames thanks to its easiness of delivery and gamification opportunities included.



## 4- Adoption of the DEW Guidelines by other organizations

The DEW Guidelines were developed to meet the needs of female entrepreneurs and provide a flexible and adaptive training framework. The adoption of these guidelines by other organizations can play a crucial role in promoting female entrepreneurship and enhancing the skills of women entrepreneurs. This section examines the importance of adopting the DEW Guidelines by other organizations, their use in different contexts, and their integration into organizational activities.

### 4.1 The importance of adopting the DEW Guidelines

The adoption of the DEW Guidelines is crucial for several reasons. Firstly, these guidelines are specifically designed to support women entrepreneurs at all stages of their entrepreneurial journey. This directly contributes to the promotion of female entrepreneurship, addressing an important need.

Secondly, these guidelines offer a valuable opportunity to strengthen entrepreneurial skills. They cover a wide range of essential skills for success in the world of entrepreneurship. The adoption of the DEW Guidelines will enable learners to acquire these skills and put them into practice.

Furthermore, these guidelines are flexible and adaptable to different contexts and audiences. They can be integrated into various types of organizations and customized to meet specific needs.

Finally, the potential impact of adopting the DEW Guidelines is significant, both socially and economically. By enhancing the entrepreneurial skills of women, it can contribute to local economic growth, job creation, and the empowerment of women.

### 4.2 Use of the DEW Guidelines in other contexts

The DEW Guidelines can be used in a variety of contexts, including:

In educational organizations such as schools, colleges, universities, and vocational training centers. They can enrich existing training programs.

In government organizations, including ministries, agencies, and government bodies seeking to promote female entrepreneurship and economic development.

Within non-profit organizations, such as associations and NGOs, working to empower women and promote entrepreneurship.

Within private companies wishing to support the development of entrepreneurial skills among their employees or promote female entrepreneurship internally.



#### 4.3 Integrating the DEW Guidelines into organizational activities

To successfully integrate the DEW Guidelines into organizational activities, here are some key steps:

- Needs Assessment: Begin by identifying specific training and entrepreneurial skill development needs within your organization. What skills do your members, employees, or learners need to develop?
- Customization: Adapt the DEW Guidelines to meet the needs and goals of your organization. Customize training content to your target audience.
- Pedagogical Integration: Incorporate the DEW Guidelines into existing training programs or develop new programs around them. Ensure that the DEW Guidelines are an integral part of your educational offerings.
- Trainer Training: If you have teachers, trainers, or coaches, make sure to train them in the effective use of the DEW Guidelines. They need to understand how to teach these skills effectively.
- Monitoring and Evaluation: Establish monitoring and evaluation mechanisms to measure the impact of adopting the DEW Guidelines on learners and the organization as a whole. This will allow you to continuously adjust and improve your program.

The adoption of the DEW Guidelines by other organizations offers a valuable opportunity to strengthen the entrepreneurial skills of women and promote female entrepreneurship in various contexts. This will contribute to women's economic empowerment and the promotion of gender equality.



## 5- Implementing the DEW Guidelines

### 5.1 Preparing for implementation

#### *5.1.1 Needs assessment*

Before starting to implement the DEW guidelines, it is imperative to carry out a comprehensive needs assessment. This involves a meticulous examination of the specific requirements and demands of learners, trainers and partner organizations. The aim is to gain a thorough understanding of the unique context and adapt the DEW program accordingly. The needs assessment ensures that the training meets the specific needs of the participants and the organizations involved.

#### *5.1.2 Training planning*

Once the needs assessment is complete, the subsequent step is the formulation of a comprehensive training plan. This plan should encompass several key elements, including clear training objectives, suitable teaching methods, identification of necessary resources, and the creation of an organized schedule. The purpose is to provide a structured and well-thought-out framework that will enable the successful execution of the DEW Guidelines. A well-structured training plan is essential for delivering effective training.

### 5.2 Training execution

#### *5.2.1 Effective teaching approaches*

The execution phase of the training requires the adoption of effective teaching approaches. This entails selecting and employing teaching methods that engage learners actively, promote understanding, and facilitate practical application. Effective teaching approaches may encompass interactive methodologies, real-world scenarios, group discussions, and other techniques designed to actively involve learners in the learning process. The emphasis is on enhancing the learning experience and ensuring the successful transfer of knowledge and skills.

#### *6.2.2 Necessary adaptations*

The context in which the DEW Guidelines are implemented may require specific adaptations to cater to the unique needs of the participants. These adaptations could involve adjusting the content, modifying teaching resources, or adapting teaching methods to better align with learner feedback or emerging requirements. Flexibility in adapting the training is essential to ensure that it remains relevant and effective in different contexts.

### 5.3 Monitoring and evaluation

### *5.3.1 Success indicators*

A vital aspect of implementing the DEW Guidelines is establishing clear success indicators. Success indicators are measurable criteria that determine the effectiveness and impact of the training program. These indicators can be diverse, including measures such as skill acquisition, improved professional performance, or other specific outcomes relevant to the training objectives. Identifying success indicators is essential for assessing the achievement of training goals.

### *5.3.2 Data collection*

Monitoring and evaluation involve the systematic collection of relevant data. This data can be gathered through various means, such as surveys, learner assessments, classroom observations, and other data collection methods. Data collection provides valuable insights into the progress of the training, the effectiveness of teaching approaches, and the attainment of success indicators.

### *5.3.3 Ongoing evaluation*

Evaluation of the DEW training program should be an ongoing and dynamic process. Feedback from learners, trainers, and partner organizations should be continually incorporated to make necessary improvements. Ongoing evaluation ensures that the training remains responsive to evolving needs and that it continues to deliver high-quality learning experiences.

These sections are designed to guide DEW project partners in the effective implementation of the DEW guidelines by emphasizing the importance of needs assessment, structured training planning, effective pedagogical approaches, necessary adaptations, and ongoing monitoring and evaluation.



## 6 - Conclusion

### 6.1 Summary of key recommendations

The conclusion of our guidelines for facilitators is grounded in a comprehensive set of recommendations developed through our collective experiences and insights. These recommendations are essential for driving the success of the DEW project and its mission to empower women in the digital entrepreneurship landscape.

One of the central themes in our recommendations is the embrace of diversity and inclusivity. This principle extends to both in-person and online groups. Facilitators should create an environment where all participants, regardless of their background, feel welcome and valued. Emphasize the importance of mutual respect, active listening, and maintaining a safe space for everyone to contribute.

Facilitators are encouraged to promote interactive learning experiences. Utilize various tools, such as the use of [padlet.com](https://padlet.com) or [mentimeter.com](https://mentimeter.com), to engage participants. Encourage them to actively navigate the DEW website and provide regular opportunities for questions and comments. Small group discussions and feedback sessions should be integral to the learning process, fostering a collaborative atmosphere.

### 6.2 Ongoing commitment to women's entrepreneurship

The commitment to women's entrepreneurship does not end with a single training session. We strongly recommend that facilitators and participants remain committed to this cause. Continue fostering interaction and engagement by sharing experiences and challenges. In addition, explore the resources we've provided, which include links to local, regional, and national support organizations. Build networks, exchange ideas, and actively participate in the broader community supporting women in digital entrepreneurship.

Regular monitoring and evaluation are essential for measuring the impact of the DEW project. Consider using the success indicators outlined in the guidelines for further uptakes to assess the effectiveness of your training sessions. Collect data on participant experiences and gather ongoing feedback. By conducting ongoing evaluations, we can adapt and improve our methods, ensuring that we remain responsive to the evolving needs of women entrepreneurs.

In conclusion, these recommendations underscore our collective commitment to making a difference in the lives of women entrepreneurs. By embracing diversity, promoting interactive learning, and maintaining our dedication, we can contribute to a more inclusive and equitable digital entrepreneurial landscape. Thank you for your role in this essential endeavour. Together, we can empower women in the world of digital entrepreneurship.

