1   INTRODUCTION

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

To contribute to the above-mentioned problem solving *Making Ideas Happen* programme aims at improving digital and entrepreneurial skills of disadvantaged women and educators from adult non-formal education institutions who actively work with women and help them to find an educational pathway to better employment opportunities.

This programme differs from predominant courses as the project strategy is focused on the implementation of entrepreneurial learning by linking three relevant competence areas together: digital skills, entrepreneurial thinking and project management competences. Moreover, the programme offers content, which enhances not only skills required for current labour market but also builds women self-confidence, provides them an opportunity to discuss problems with others, exchange viewpoints and enjoy themselves in dealing with new knowledge.

1.1   Aims of Making Ideas Happen training programme

The overarching learning aims of the training programme *Making Ideas Happen* are:

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

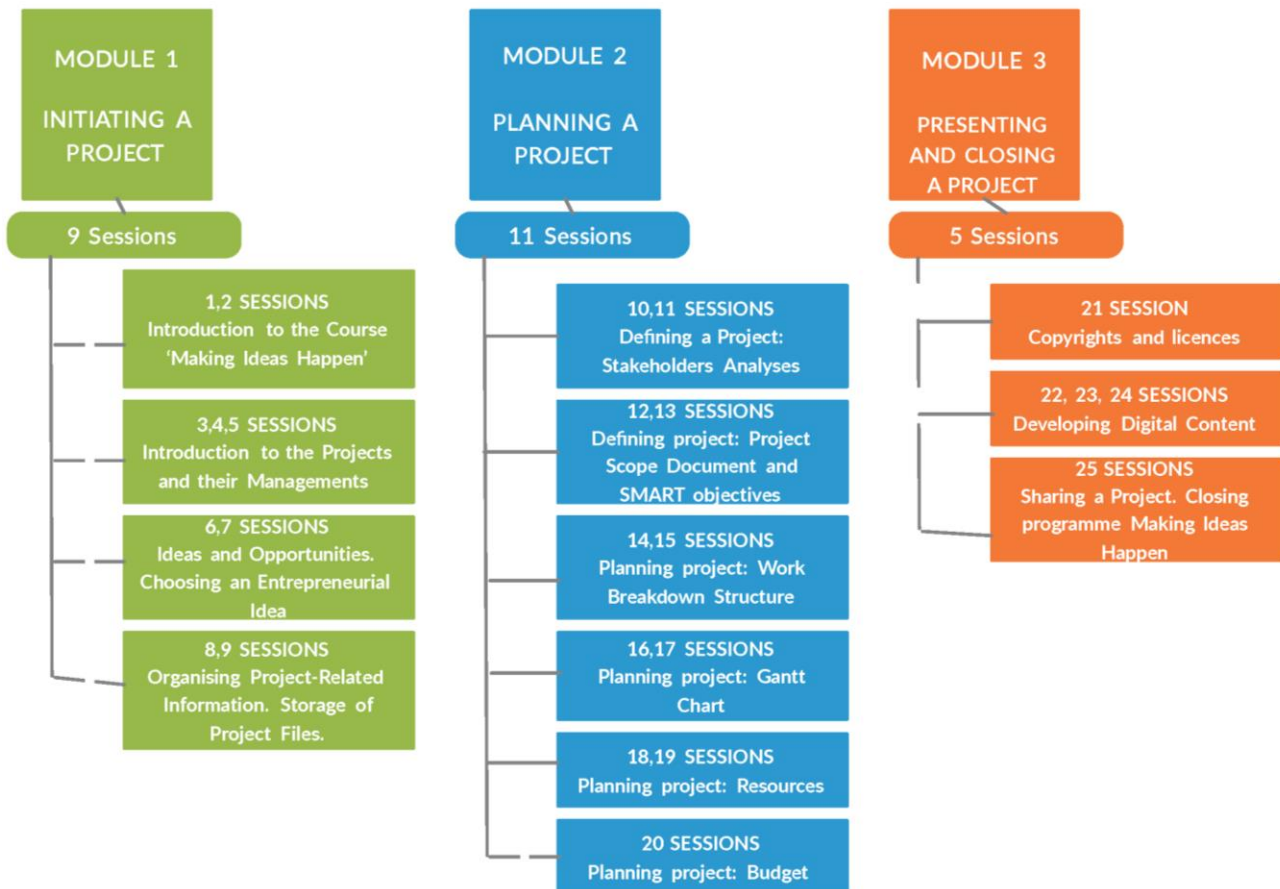### 1.2   Structure and form of the training

The course follows a face-to-face training. The face-to-face training method was chosen because learners can be actively involved in learning, develop specific skills that can be transferred to the job, they can communicate and socialize with others, establish trust and motivation by working in small groups to develop projects.

All learning topics and materials are presented in three modules to provide a structured manner for the set-up of the training programme. Each module includes corresponding content of three key subjects: project management, digital literacy and entrepreneurship.

The following picture shows the chronological structure of the *Making Ideas Happen* programme. Each module is divided into separate sessions according to the topic. There are 25 sessions in total and each of them lasts 45 min. Depending on the scope topics cover from one to three sessions.

However, training duration is indicative only. The time required for the sessions may vary greatly, depending on specific needs, demands, etc. Therefore, a trainer has to follow the process of the programme implemented and to make right adjustments in each case.

EDUCATIONAL PROGRAMME *MAKING IDEAS HAPPEN*
25 FACE-TO-FACE TRAINING SESSIONS

MODULE 1

INITIATING A PROJECT

9 Sessions

- **1,2 SESSIONS** Introduction to the Course 'Making Ideas Happen'
- **3,4,5 SESSIONS** Introduction to the Projects and their Managements
- **6,7 SESSIONS** Ideas and Opportunities. Choosing an Entrepreneurial Idea
- **8,9 SESSIONS** Organising Project-Related Information. Storage of Project Files.

MODULE 2

PLANNING A PROJECT

11 Sessions

- **10,11 SESSIONS** Defining a Project: Stakeholders Analyses
- **12,13 SESSIONS** Defining project: Project Scope Document and SMART objectives
- **14,15 SESSIONS** Planning project: Work Breakdown Structure
- **16,17 SESSIONS** Planning project: Gantt Chart
- **18,19 SESSIONS** Planning project: Resources
- **20 SESSIONS** Planning project: Budget

MODULE 3

PRESENTING AND CLOSING A PROJECT

5 Sessions

- **21 SESSION** Copyrights and licences
- **22, 23, 24 SESSIONS** Developing Digital Content
- **25 SESSIONS** Sharing a Project. Closing programme Making Ideas Happen

1.3   Description of Modules

1.3.1   Module 1 – Initiating a Project

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

1.3.2   Module 2 – Planning a Project

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

project/entrepreneurial idea. Learners will learn how to increase the efficiency and effectiveness of their work with different usage of ICT tools. From the perspective of entrepreneurship planning and management skills as well as mobilising resources are in the main focus of this module, but also the awareness of own strengths and weaknesses.

1.3.3 Module 3 – Presenting and closing a Project

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

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

1.4 Planning face to face sessions

Each session consists of the following parts: a warm-up, content, practical activities, ICT tools, supporting materials and evaluation. No matter how long the occupation takes, it needs to keep the structure of the session.

At the beginning of the session trainer presents learning objectives so that the learners will know what the content will be about. Warm-up games help the group to know each other better, create a relaxed atmosphere and help participants enjoy the sessions. Sometimes it is useful to play a short warm-up game in the middle of the session when participants are bored or tired. The following work part is related to the content and practical exercises. As for the content trainer can demonstrate to the learners already prepared powepoint presentations, use video and audio resources for more interactive sessions. Trainer presentations and theoretical background are supported with practical exercises, ICT tools, group discussions and sharing experience. The session must be accomplished with evaluation. The feedback is important as it shows reactions, feelings, observations from the participants about what has happened in the session as well as it creates shared understanding, open communication and better teamwork.

Preparation for the sessions:

- The trainer should prepare the space with computers for learning;
- The trainer should make sure that there is a good Internet connection for all participants;
- Since the training is repeated regularly, the trainer should consider in advance in which intervals learning happens and set or agree on certain dates with participants;
- The trainer should prepare for the sessions in advance by using *Making Ideas Happen* training materials. He can use descriptions of the sessions, suggested powerpoint presentations, audio, video materials. Also, he should prepare for warm-up and practical activities for the participants.

1.5   Online materials

Moodle platform is used for uploading and keeping training materials. The link to the programme's online platform is following: https://www.culturalmediators.eu/elearning/course/index.php?categoryid=3.

The programme *Making Ideas Happen* together with all the materials is free of charge and available for everyone in five languages: English, Lithuanian, Greek, German and Slovenian.

1.6   Role of educator

An important role to play in implementation of this programme has an educator (trainer). He is the main leader in the educational process obliged to observe, advise, assist, manage and guide the learning process, as well as to provide the knowledge and skills necessary for learners to achieve their goals and competences. Working with the learners especially disadvantaged women, it is important that the trainer creates more or less personal, responsible and dynamic relationship based on mutual trust. It means a learning environment where learners can raise the necessary goals, objectives, questions, would not be afraid to make mistakes and to learn from them.

High-quality implementation of the programme is better achieved through the principle of open and active work with women. It is recommended to work with group no more than 15 women so they could learn from each other, develop the basics of awareness and identity. Women should be involved in a group only on a voluntary basis. Free-willing participation is a necessary precondition for successful formation of the group, session process and responsible approach to work. The content and topics of educational activities must directly relate to what is important for women. It is crucial for the trainer of trying to correctly and firmly understand the members of the group, their individual needs and desires.

Educators who are willing to work with women and lead the training have to meet the following criteria:

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

1.7   Open Badge and grand certificate

A programme uses a unique technology for validation of skills which is digital badges for life-long learning. Badge is an innovative digital representation of skills and achievements of the learners in various learning contexts. Badges also allow visualize the learning progress and learning outcome. Learners by having an open badge will be able to share achievements with the outside world and anywhere on web, social media platforms, Linkedin, their own web-sites. This could lead to new job opportunities or unlock new possibilities.

Three open badge(s) for participants as acquisition of entrepreneurial, digital and project management skills will be issued. To receive a badge the learners will have to pass a small online test to

assess the skills they have gained during the training sessions at the end of each module. Open badges are available in Moodle environment.

At the end of the programme a grand certificate will be issued to each participant.

1.8 Curriculum and Skills acquired

MODULE No.1 – Initiating a Project (9 Sessions, 45 min/each)						
Duration	**Topic/ Title**	**Learning aims/out-comes**	**Learning content**	**Exercises and practice**	**Techniques, in-struments, mate-rials**	**Evaluation and feed-back**
1, 2 SESSIONS 90 min.	Introduction to the Course 'Making Ideas Happen'	Learners get familiar with the training course, it's aims and structure; Get familiar with other participants; Get acquainted with Internet tools; know how, for what purpose to use them.	During these two sessions it is very important not only to present a programme for learners, to explain what kind of competences they will acquire, how often and for what purpose they are going to meet, how the sessions and workshops are going to be organised but also create a relaxed atmosphere and help participants enjoy the sessions.	Interactive exercises to help to create team spirit and engage learners to participate in the programme. Sharing expectations for the course by using Padlet or Dotstorming;	Free of charge Internet tools; Ice breaking/team building games; Stationary; Computers/smart phones/tablets.	Discussion and debate.
3, 4, 5 SESSIONS 120 min.	Introduction to the Projects and their Managements	Learners can explain what is a project; Know key characteristics of the project life cycle and important elements of project management; Know the role of project manager and team members; Get acquainted with Internet tools; know how, for what purpose to use them.	During these three sessions trainer plays active role as he has to present the topic and explain learners why projects and their management is important for today's labour market. Also trainer presents key characteristics of the project life cycle and explains important elements of project management.	Drawing concept map. The activities to understand the importance of project boundaries, triple constraint concept and project lifecycle. Online quiz by using Internet tools (Kahoot or Quizizz). A personality test.	Powerpoint presentation; Team building educational games; Stationary; Free of charge Internet tools; Computers/smart phones/tablets.	Discussion and debate.

6, 7 SESSIONS 90 min.	Ideas and Opportunities. Choosing an Entrepreneurial Idea	Know how to conceptualize and create ideas; Know how by using certain techniques to choose a specific project/entrepreneurial idea. Get acquainted with Internet tools and know how, for what purpose to use them.	During these sessions it is explained where project ideas come from. Learners will explore and define problems, needs according to their experiences, and knowledge from personal, social, economic life. By using specific techniques and working in teams will choose a project idea that is feasible, impactful, creative. The chosen entrepreneurial/project idea will be the one that learners will work with for rest of the course.	A brainstorming exercise to list ideas. An exercise of choosing idea for a project by using affinity diagram technique or Internet tools (MindMup, Xmind, Bubble, MindMeister).	Powerpoint presentation; Team building educational games; Stationary; Computers/smart phones/tablets.	Discussion and debate.
8, 9 SESSIONS 90 min.	Organising Project-Related Information. Storage of Project Files.	Learners can organise their project- related information and store files on their digital device/computers or in a cloud; Learners will be able to use participatory tools, project management tools.	The purpose of these sessions is two-folded: it should address the storage and organisation of project-related files on learner's digital devices or computers and it should introduce cloud as a way of storing in a remote location that also enables sharing the files with the project team members.	Learners choose the cloud to store project related information, organise their information in files and folders on devices they are going to use, share them within team members. Google Drive, Dropbox, OneDrive, Trello, Meistertask, Slack, Basecamp.	Powerpoint presentation; Online free-of-charge tools Computers/smart phones/tablets.	Discussion and debate.

MODULE No.2 – Planning a Project (11 sessions 45 min/each)						
Duration	Topic/Title	Learning aims/out-comes	Learning content	Exercises and practice	Techniques, in-struments, mate-rials	Evaluation and feed-back
10, 11 SESSIONS 90 min.	Defining a Pro-ject: Stakehold-ers Analyses	Learners understand the importance of de-fining a project cor-rectly; Know how to make stakeholder analyses and define strategies to manage stakeholders' needs. Know how to use ICT tools for communica-tion and collaboration.	In the Module 1 learners spent most of their time to understand key characteristics of the project, its management, how to use differ-ent digital tools in the working pro-cess as well as chose the ideas for their projects. In the Module 2 learners will be involved in planning of the project in greater depth. In these two sessions learners will learn who are stakeholders, how to conduct stakeholders analyses and define strategies to manage stake-holders' needs for their entrepre-neurial project.	Stakeholders identifica-tion; Stakeholder analyses for chosen project by using ICT tools (Beeye, Group-map).	Powerpoint presentation; Stationary; Computers/smart phones/tablets; Internet tools.	Discussion and debate.
12, 13 SESSIONS 90 min.	Defining pro-ject: Project Scope Docu-ment and SMART objec-tives	Learners are able to prepare a Project Scope Document; Learners know how to use SMART Objective(s) technique for their en-trepreneurial idea; The learners are able to identify what kind of digital tools they need to use for their pro-jects.	At these sessions learners will con-tinue to work on defining of project stage. They will learn how to define SMART objective and will review the must have document for this stage - Project Scope Document. In this sessions trainer will intro-duce a variety of ICT tools that learners will use to plan their pro-ject.	An excercise of Smart goals concept; An exercise to prepare Project Scope Document for the chosen project idea in teams (Microsoft Word).	Powerpoint presentation; Free of charge In-ternet tools; Team building ed-ucational games; Stationary; Computers/smart phones/tablets.	Discussion and debate.

14, 15 SESSIONS 90 min.	Planning project: Work Breakdown Structure	Learners understand the key principles of effective project planning; Learners are able to prepare a Work Breakdown Structure for their entrepreneurial idea; Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams;	In defining a project part learners came up to an agreement on what they will do with their project idea. As from these sessions planning a project part starts. In this session learners will learn how to make Work Breakdown Structure (WBS).	An exercise to prepare a WBS for the chosen project in teams. ICT tools (Beeye).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	
16, 17 SESSIONS 90 min.	Planning project: Gantt Chart	Learners know how to make Gantt chart; Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams.	The aim of this session is to teach learners to plan a project schedule called Gantt Chart.	An exercise to make Gantt chart for projects. ICT tools (Planio, GoodDay, Team Gantt, GanttPRO).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
18-19 SESSIONS 90 min.	Planning project: Resources	Learners learn how to develop and cultivate self-awareness and increase self-advocacy; Learners understand how to stay focused in order to achieve personal or group aims; Learners learn how to identify necessary resources (material, non-material, digital etc.).			Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.

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

MODULE No.3 - Presenting and closing a Project (5 Sessions, 45 min/each)						
21 SESSION 45 min.	Copyrights and licences	Learners understand the principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content.	Trainer will briefly present the importance of copyrights on the Internet and Creative Commons license. Trainers will present the free licences that enable learners to access digital content.	An exercise of searching options for either Google, Flickr Creative Commons license and learning how to use it properly.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate
22,23,24 SESSIONS 120 min.	Developing Digital Content	To develop digital skills that will help learners to create digital content (videos and presentations); To gain an ability to prepare and give presentations on planned projects.	The aim of the sessions is to teach learners to present their planned project, while at the same time develop digital skills that will help them to create digital content (videos and presentations).	Mapping a presentation plan; Making a presentation (Adobe Spark, Prezi, Google Slides); Preparing for a presentation.	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
25 SESSION 45 min.	Sharing a Project. Closing programme *Making Ideas Happen*	Learners will know how to make creative presentation of their project idea. The programme *Making Ideas Happen* will be evaluated by the learners for its usefulness and appropriateness.	Videos or presentations presenting a project will be shared with other groups. Feedback forum will be organized where learners will be invited to share their impressions of the programme *Making Ideas Happen,* say good buy to the other participants and the trainer. Learners will be asked to evaluate the content and structure of the programme *Making Ideas Happen* and their own learning process by filling in an online questionnaire.	Sharing a presentation or video of developed projects.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate.

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