

# DIGI Women

Digital Entrepreneurship Tools  
and Support for Women Entrepreneurs

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Erasmus+



HUMAN  
RESOURCE  
DEVELOPMENT  
CENTRE

# Curriculum

*(for training of trainers in business digitalization and women entrepreneurs)*

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Developed jointly by

Consulenza Direzionale di Paolo Zaramella (CDPZ), Italy

bit management Beratung GesmbH, Austria

Greek Association of Women Entrepreneurs – SEGE, Greece

Cluster Experts Baltic Sea Region – CEBSR, Latvia

National Technical University «Kharkiv Polytechnic Institute» (NTU KhPI), Ukraine

CEPOR SMEs and Entrepreneurship Policy Centre, Croatia

University of National and World Economy (UNWE), Bulgaria

**2021**



# Curriculum Prototype

CURRICULUM Prototype is developed for the training purposes of digitalization experts who should gain additional knowledge and skills to be able to help women entrepreneurs in difficulties to create income and become self-sustainable.

CURRICULUM Prototype is prepared based on the research conducted in Bulgaria, Latvia, Ukraine, Italy, Greece, Austria and Croatia by the partner organizations in the DIGI-WOMEN project, funded by the EU Erasmus+ Programme.

The purpose of the research was to get deeper insight in the needs of the women entrepreneurs, particularly those in difficult circumstances. The goal was to link the digital tools knowledge of the experts with other business skills that women entrepreneurs are lacking, ignoring or approaching differently than men entrepreneurs like networking, strategy development, entrepreneurial opportunity seeking, etc. This makes the Curriculum an effective tool in reaching the overall objective of the DIGI-WOMEN project.

In this DIGI-WOMEN project and in the developed Curriculum Prototype the following definitions of the key terms are used:

## **Women entrepreneurs**

The target beneficiaries of the DIGI-WOMEN project are women entrepreneurs in difficulties who are facing survival challenges due to a lack of sufficient business income.

## **Digitalization**

Although digitalization encompasses a wide range of services, in this project, due to low level of technical skills and knowledge, and the fact that most women operate businesses in the service industry, digitalization is perceived as a means of reaching the market, not a means of improving technology processes.

## **Digitalization experts**

The target audience (participants) in implementation of educational programmes based on this Curriculum are digitalization experts - professionals with developed skills and knowledge needed to implement digitalization of a business. They usually combine both roles: 1) being advisor in digitalization and providing support to customers to widen the pool of clients through usage of digital tools; and 2) being a trainer – as a way to educate potential customers and promote their advisory services.

## **Curriculum**

The curriculum is a framework for the elaboration of a life-long learning program that consists of predefined elements, such as: course title, objective, content, teaching methods and tools, syllabus, etc.

## 1: Objective & Methodology

The Curriculum Prototype was developed based on a desk and primary research conducted by DIGI-WOMEN partners. Primary research was conducted among women entrepreneurs as target beneficiaries of the DIGI-WOMEN project and digitalization experts as target audience (participants) of the implemented Curriculum. In total, primary research included 39 women entrepreneurs and 35 digitalization experts from 7 countries. Both desk and primary research were implemented based on detailed research guidelines and checklists for semi structured interviews (Annex 1 and 2). List of literature (e.g. reference documents, studies, country reports, policy reports, programmes descriptions and other relevant documents) consulted in desk research is enclosed in Annex 3.

The main objective of the preparatory research was *to gain insight into the specific needs of women entrepreneurs in difficulties; to identify the potential of digitalization in raising the competitiveness of their business and to identify other business skills women need to develop because these skills are related with the capacity to use digital tools*. In addition, the research enabled identification of knowledge and skills *digitalization experts need to develop* to support women entrepreneurs in using digitalization tools, and the *aspects the trainings delivered by digitalization experts should be adjusted to women entrepreneurs in difficulties*.

Once the draft Curriculum was prepared, the process of internal and external revision was conducted. Internal reviewers were representatives of all DIGI-WOMEN project partner organizations and external reviewers were target audience representatives (digitalization experts and women entrepreneurs) who provided their feedback and suggestions for improvement of Curriculum Prototype. Based on their comments, the final version of Curriculum Prototype was developed.

## 2: Report – Interviews with Women Entrepreneurs

DIGI-WOMEN partners conducted in total 39 interviews with women entrepreneurs in order to collect information relevant for development of the Curriculum.

Interviews were conducted among respondents who were identified according to the following criteria:

*women entrepreneurs in difficulties, women entrepreneurs who have made significant improvement in business based on digitalization, women entrepreneurs' associations' representatives, women entrepreneurship researchers.*

Based on conducted interviews, a list of conclusions about the needs of women entrepreneurs as the final beneficiaries of the project was developed.

Main points are the following:

- *Different levels of prior knowledge and usage of digitalization are evident among women entrepreneurs*
- *They are all aware of the positive impact digitalization can make on their businesses and would like to learn more about it*
- *Not all of them would like to be empowered to become effective users by themselves. Some of them believe they have more important managerial issues to tackle and would like to outsource experts for that purpose*
- *Most of them opt for a hybrid model of training – onsite for establishing contacts with trainer and other trainees & online with pre-recorded sessions in order to save time. In many cases, women have to find the balance between private life (still major role in running a household due to traditional views on women’s role in a family) and pursuing entrepreneurial career. Therefore, it is important to combine onsite parts of trainings for networking purposes and online parts of trainings to make it more adjusted to their need for flexibility*
- *They prefer step-by-step guidance with possibility to approach to trainer and get further explanation if needed*
- *They would like to learn from real practical examples and appreciate cases that show impact of digitalization on the increase of income*
- *In a couple of countries, the idea of a newsletter emerged that would provide up-to-date information about digitalization innovations and training opportunities*
- *In many cases women dislike the idea to be treated as a separate group and prefer joint trainings with men entrepreneurs.*

### 3: Report – Interviews with Digitalization Experts

DIGI-WOMEN partners conducted in total 35 interviews with digitalization experts in order to collect information relevant for development of the Curriculum.

Interviews were conducted among respondents who were identified according to the following criteria:

*digitalization experts who are offering their services or trainings to self-employed / owners of micro businesses, those who have experience in providing services to women entrepreneurs, those who have made huge impact on improving business model of small businesses by introducing digital tools, those who would like to widen the pool of their clients coming from micro business segment, especially women led businesses.*

Based on conducted interviews with digitalization experts, a list of conclusions about the knowledge and skills gaps of digitalization experts (DE) as target group in this project was developed.

The main points are the following:

- *To some extent DE indicate support for the idea to organize a training for women entrepreneurs as a separate group (more psychologically secure environment), but there are also other opinions about that. Some believe it is the question of the level of knowledge (beginners), not gender issue*
- *DE need a competence to train a group with different level of prior knowledge which is often the case*
- *If DE is an entrepreneur him/herself – this is observed as an important characteristic which can impose better understanding of the training needs of women entrepreneurs*
- *If DE has already worked with start-ups / entrepreneurs – more chance to better understand the needs of (women) entrepreneurs*
- *Understanding business model, strategic management and strategic marketing – for majority of DE is very useful for effective provision of their services as digital experts*
- *Some DE believe WE should outsource digitalization services, and some believe they can be empowered to do it by themselves, at a basic level*
- *Majority of DE believe an impact could be made even with a small budget for digitalization*
- *They believe the most efficient way of training would be onsite & online sessions – recorded to enable continuous usage*
- *Suggestion: training for WE to be complemented with opportunities to share skills among trainees and mutual consultations (peer-support) – using communication platforms for both – trainings and communication among trainees*
- *DE believe understandable not to technical language is the key to acquiring knowledge related to digital technologies*
- *Also, some suggest topics: female psychology, business negotiation, financial planning, innovation process, business analysis*
- *Step-by-step guidance & hands on approach*
- *It would be effective to demonstrate the impact of digitalization on increasing income of the business in order to raise motivation of women to dedicate their time for trainings*
- *Content of the trainings on digitalization could be adjusted to the needs of women entrepreneurs in the sense of their technical knowledge, which usually is poor.*

The insights gained through both desk and primary research, were built in the structure and content of the Curriculum Prototype.

## 4: Curriculum Prototype

### TITLE OF THE CURRICULUM

Suggested title of the Curriculum targeting digitalization experts:

#### **DIGI Women - ToolKit for Trainers**

DIGI-WOMEN partners also identified possible titles for the trainings on digitalization that would target women entrepreneurs (to be adjusted when translating to local languages):

- WOMEN IN ACTION! HOW TO IMPROVE THE BUSINESS THANKS TO ICT TOOLS
- A new approach of women entrepreneurs to achieve digital transformation
- Succeed by digitalizing your business!
- Accelerated Digitalisation Venturing Aimed to New Creative Economy (ADVANCE)
- Learning Experience Targeted at Special Groups of Digital Women Entrepreneurs - LET'S GO Digi (WE)
- Women Entrepreneurs Go Digital (We Go Digi)
- New Entrepreneurs Women - Digital Tools for Applicable Learning (NEW DIGITALS)
- DigiWomen Training Modules - DIGTM or DiWoTM
- DIGI women: Digital Competences for Business Women
- Acquiring Digital Value Aimed to New Competitive Enterprise (ADVANCE).

### CURRICULUM RELEVANCE

The objective of the Curriculum is to train digitalization experts to be able to help women entrepreneurs in difficulties to raise competitiveness and sustainability of their businesses by introducing digital tools. COVID-19 pandemic confirmed the fact that going digital has become no longer an option, but a necessity. Indeed, the crisis has intensified a small businesses' dependence on technology and illustrated the importance of digitalization. The more digitally mature a business is, the faster it adapts to market changes and grows its revenue. At the moment, in all DIGI-WOMEN partnering countries, only a few examples of training courses with specific content for women entrepreneurs were identified.

The importance for development of Curriculum is also supported by the findings of the desk and primary research conducted in 7 partner countries that indicate the following:

- *Digitalization can make entrepreneurs more competitive and increase number of customers, income, and profit*
- *Under-representation of women in IT jobs impose lower level of IT literacy of women compared to men*
- *Low level of digitalization of small businesses in general (as reported in Greece, Bulgaria, Croatia, Latvia)*
- *Increase of women entrepreneurs, but they are still operating mostly in micro business segment. Digitalization can stimulate further growth.*

- *Most trainings on digitalization target highly skilled employees coming from large companies*
- *The available training courses often provide specific product guidelines but neglect the specific needs of the enterprises, distinguished by size class, industry affiliation and basic technology used in their activities*
- *Smaller enterprises face barriers in adoption of ICTs (smaller absorption capacity).*

## POTENTIAL ORGANIZERS AND PARTNERS IN IMPLEMENTATION OF THE CURRICULUM

A systematic training program for digitalization of businesses created and managed by women entrepreneurs could be used by various training organizations - public, private, and non-profit, which can attract experts with relevant knowledge and skills. An essential element that will determine the interest in such a program is the model that will cover the costs of its implementation given the limited financial resources of the target group - women entrepreneurs who are experiencing difficulties in their business.

If needed, the program might be implemented exclusively online, which will significantly decrease the cost of its implementation. The implementation of this program on the market is also possible, but then it will only reach women entrepreneurs who can allocate the necessary funds.

An important role in popularizing the program can be played by the associations of women entrepreneurs (like SEGE in Greece, Female Founders in Austria or International Business Women Network in Croatia), the employers' organizations (like Business Chambers in Greece, Chamber of Commerce in Italy or Croatian Employers' Association in Croatia), universities, public organizations (like public libraries that can provide access to online trainings in Latvia) and organizations specialized in training on economic and managerial issues.

For women entrepreneurs who do not have the necessary resources, it is good to provide alternative and affordable ways to further improve the skills of digitizing their businesses with a limited or zero budget (for example, through participation in training, counselling and mentoring provided by various targeted grant programs implemented by organizations of women entrepreneurs or other stakeholders).

Curriculum can be also used by consultants and trainers – as an additional know-how for working with women entrepreneurs as target group.

## SUGGESTED TARGET AUDIENCE, SCOPE AND DYNAMIC OF IMPLEMENTATION

Target audience for the implementation of the Program are digitalization experts (working as free-lancers, entrepreneurs, large corporations or organizations, or being students –



young experts who can be trained by using this Curriculum and gain in such way real hands-on experience by helping women entrepreneurs, under the supervision of their professors), while final beneficiaries are women entrepreneurs whose business are faced with difficulties.

The review of the existing specialized consulting and training services for digitalization of the business conducted in all 7 partnering countries provide strong support for following **recommendations in implementation of the Program:**

- Groups of participants should not be larger than 20 participants in case of trainings for digitalization experts and 12 participants in trainings for women entrepreneurs (due to guided step-by step approach)
- The dynamic of implementation of the Program would depend on the available resources for its implementation, but it is suggested to implement the trainings based on this Curriculum several times a year.

## LEARNING OUTCOMES OF THE PROGRAM

After completing the Program based on this Curriculum, the trainers will understand the circumstances and needs of women entrepreneurs with business difficulties and adapt their services to these framework conditions. They will also be capable to adjust the methods and tools they use according to women entrepreneurs' specific needs. They will gain knowledge and skills regarding the identification of the practical needs for digitalization of basic functions in the management of micro-enterprises.

**After completing the Program, digitalization experts will be aware of:**

- challenges and specific needs of women entrepreneurs facing business difficulties
- adequate methods to transfer knowledge to women entrepreneurs facing business difficulties as a target group
- motivation techniques to motivate women entrepreneurs to reach their goals
- appropriate measures in the field of digitalisation that women entrepreneurs (in difficult circumstances) can apply to improve their business success.

**General competencies, knowledge and skills after completing the Program:**

- Ability to use knowledge in practical situations
- Ability to apply pedagogical teaching methods to women entrepreneurs as an audience
- Understanding the specifics of business models and management approaches typical for women-led micro and small enterprises
- Using online tools and methods for training purposes, as well as to know how to apply different methods during the online training, such as gamification techniques, hackathon, etc.

- Developing pedagogical skills and capacity to work with people with low level of IT literacy.

#### **Specific competencies, knowledge and skills after completing the Program:**

- Experts will be able to provide trainings on how to find a business idea via Internet resources
- Experts will be able to provide trainings on creating business plans for digitalization projects
- Experts will be able to provide trainings on the development, placement, analytics and promotion of websites in the absence (or availability of a minimum) budget for these activities
- Experts will be able to provide trainings in social media marketing for entrepreneurs
- Experts will master the basics of website development and analytics
- Ability to promote a website in search engines in the absence (or availability of a minimum) budget for this type of activity
- Ability to develop a social media promotion strategy for micro / small business.

#### **TEACHING METHODS AND TOOLS**

In order to raise the capacity of digitalization experts to transfer effectively their knowledge to women entrepreneurs in difficulties it is important to adjust and apply a specific pedagogy in teaching adults. Most appropriate teaching methods and tools for implementation of this Curriculum are the following:

- face-to-face trainings
- student-centered approach
- inquiry-based learning
- personalized learning
- demonstrations of specific solutions, developing individual and team projects
- using online platforms and tools for lecturing
- pre-recording of lectures and making them available online
- a full learning circle
- use of gamification techniques that combine learning with social activities to solve creative tasks
- using the hackathon format for interaction and generating ideas
- digital solutions for the implementation of virtual learning activities
- online group seminars for theoretical topics
- case studies and good practices analysis
- interactive elements.

## EVALUATION OF THE PROGRAM PARTICIPANTS

The appropriate methods to evaluate the competences gained by digitalization experts - participants of the Program based on this Curriculum are the following:

- Online evaluation questionnaires after completion of each module and at the end of whole training
- Final exam – application of knowledge on case study problem solving – preparation of presentation and oral exam for further explanation.

Additionally, each module contains in its description the appropriate method of participants' evaluation.

## CURRICULUM CONTENT

Curriculum consists of **4 obligatory** modules, each of them lasting for 12 teaching hours. Besides obligatory modules, participants can choose minimum 4 elective modules, that can be chosen from the list of **10 thematic** modules (related to digitalization, small business management and women entrepreneurship) and **3 pedagogical skills development modules**, each of them lasting for 8 teaching hours.

The thematic modules are structured in a way that the content of these modules presents knowledge that can be used directly for working with women entrepreneurs and serves as a “tool kit for digitalisation of women led small businesses”.

List of obligatory and elective modules developed by DIGI-WOMEN partner organizations

	OBLIGATORY MODULES	ELECTIVE MODULES
	Digitalization as a tool for increasing competitiveness of women-led businesses	
	The most commonly used digital tools in the practice of SMEs	
	BMC – Business Model Canvas	
	SMEs Management and Marketing	
<b>THEMATIC MODULES</b>		Project management, time planning and work-life balance Women entrepreneurship Cyber security for e-commerce Information and data literacy Business negotiations How digitalisation can help to find more / new clients Innovation process - Generating and justifying business ideas Development, deployment, analysis and promotion of the website Social Media Marketing (SMM) & Practical use of social networks for business needs Implementation of digital technologies - example of the Bitrix24.CRM system
<b>PEDAGOGICAL SKILLS DEVELOPMENT</b>		Successfully designing online trainings Developing soft and personal skills for digitalization experts Effective methods for teaching women entrepreneurs

MODULES SYLLABUSES

Title of the module	<b>Digitalization as a tool for increasing competitiveness of women-led businesses</b>			
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- In-depth knowledge and skills in the field of women entrepreneurship and digitalization;</li> <li>- Skills in applying teaching methods and techniques in order to achieve an attractive and practically oriented learning process that meets the specifics of adults as learners;</li> <li>- At least three years of teaching and/or consulting experience, preferably in entrepreneurship and/or small business management, or two years' experience in a position with major responsibility for management.</li> </ul>			
	<b>Obligatory</b>	Elective		
Number of hours the module should be taught	12 hours			
<b>Objective of the module</b>				
The aim of the module is to provide useful knowledge to digitalisation experts about the problems that women entrepreneurs most often face in managing their businesses and the possible solutions provided by the available digital tools.				
<b>Content of the module</b>				
<p>Business model analysis</p> <ul style="list-style-type: none"> <li>- Building competitive advantage and key competencies; Value of the offered goods and services and value proposition; Target groups of clients; Distribution channels; Customer relations; Participation in networks; Cost structure; Revenue model.</li> </ul> <p>Digital problem-solving tools:</p> <ul style="list-style-type: none"> <li>- Organic tools for social media, Email marketing, Show redirect, Program advertising, Video hosting, Create content, Content curation, Website analysis, Customer Service, Search engine optimization, Affiliate marketing.</li> </ul>				
<b>Teaching methods and tools</b>				
<b>Lectures</b>	Workshops / seminars	Practice on-site	<b>Individual tasks</b>	<b>Multimedia and internet</b>
Distance learning	Consultations	Lab work	Mentored work	Other <hr style="width: 50px; margin: 0 auto;"/>

Expectations from module participants				
<ul style="list-style-type: none"> <li>- Acquired knowledge and skills for identifying problems in the business model of the enterprise solvable with the help of digital tools;</li> <li>- Acquired knowledge and skills for selection of specific types of digital tools for solving specific business problems;</li> <li>- Acquired knowledge and skills for preparing a plan-program for gradual implementation and effective use of digital tools.</li> </ul>				
Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<p>Zott, C., &amp; Amit, R. (2007). Business model design and the performance of entrepreneurial firms. <i>Organization Science</i>, 18(2), 181–199. doi:10.1287/orsc.1060.0232</p> <p>Garden, G. (2014). Shopping for a cause: The hybrid business model.</p> <p>Mahadevan, B. (2000). Business models for internet-based e-commerce: An anatomy. <i>California Management Review</i>, 42(4), 55–69. doi:10.2307/41166053</p>				

Title of the module	<b>The most commonly used digital tools in the practice of SMEs</b>			
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- In-depth knowledge and skills in the field of small business digitalization, on the content of the training topics;</li> <li>- Skills in applying teaching methods and techniques in order to achieve an attractive and practically oriented learning process that meets the specifics of adults as learners;</li> <li>- At least three years of teaching and/or consulting experience, preferably in business digitalization and/or small business marketing, or two years' experience in a position with major responsibility for digital marketing..</li> </ul>			
	<b>Obligatory</b>		Elective	
Number of hours the module should be taught	12 hours			
<b>Objective of the module</b>				
The aim of the module is to provide practical knowledge about the most commonly used digital tools and to build skills for their effective in working with women entrepreneurs.				
<b>Content of the module</b>				
<p>Marketing Research Tools, Marketing Analytics Tools, Social Media Marketing Tools, Content Marketing Tools, Email Marketing Tools, Ecommerce Marketing Tools, Marketing Automation Tools, Marketing Reporting Tools, Digital Advertising Tools, Social Media Analytics Tools, Video Editing &amp; Creation Software, Survey Tools, Influencer Marketing Platforms, Referral &amp; Affiliate Marketing Tools, Usability A/B Testing &amp; User Experience Tools For Starting Up: Trello, Hootsuite, KISSmetrics, Followerwonk, All in One SEO Pack, BuzzSumo, Crazy Egg, UberSuggest, CoFoundersLab, OmniFocus.</p>				
<b>Teaching methods and tools</b>				
<b>Lectures</b>	Workshops / seminars	Practice on-site	<b>Individual tasks</b>	<b>Multimedia and internet</b>
Distance learning	Consultations	<b>Lab work</b>	Mentored work	Other _____
<b>Expectations from module participants</b>				
<ul style="list-style-type: none"> <li>- Gaining knowledge of basic digital tools and ability to choose the appropriate set of tools in a specific business context and according to the needs and constraints of the enterprise</li> <li>- Skills to use specific tools applicable to specific tasks</li> </ul>				

Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<p>Chaffey, D., &amp; Ellis-Chadwick, F. (2016). Digital marketing: strategy, implementation and practice, 6th ed.</p> <p>Nikunen, T., Saarela, M., Oikarinen, E. L., Muhos, M., &amp; Isohella, L. (2017). Micro-Enterprise's Digital Marketing Tools for Building Customer Relationships. <i>Management</i> (18544223), 12(2).</p> <p>Lockett, O., &amp; Casey, M. (2016). <i>The Social Organism: A Radical Understanding of Social Media to Transform Your Business and Life</i>. Hachette UK.</p> <p>Patten, D. (2001). <i>Successful marketing for the small business</i>. Kogan Page Publishers.</p>				



Title of the module	<b>BMC – Business Model Canvas</b>			
Key qualifications of the trainer	Management consultant – marketing expert			
	<b>Obligatory</b>	Elective		
Number of hours the module should be taught	12 hours			
<b>Objective of the module</b>				
Gaining knowledge on the purpose, structure and application of the Business Model Canvas tool in analysing market positioning of women-led businesses.				
<b>Content of the module</b>				
<p>The business model of an organization by using BMC tool can be described with 9 basic elements:</p> <ul style="list-style-type: none"> <li>- Customer Segments</li> <li>- Value Proposition, the value of the products or services offered for each segment;</li> <li>- Channels for reaching the customer;</li> <li>- Customer Relationships;</li> <li>- Revenue Streams, the revenues generated;</li> <li>- Key Resources of the company;</li> <li>- Key Activities to make the business model effective;</li> <li>- Key Partners with whom the company intends to ally itself in order to create value for the customer;</li> <li>- Cost Structure for resources, activities and key partners.</li> </ul> <p>Identifying critical factors of business success that can become the foundation for creation of digital strategy; focusing on what is truly distinctive for the company.</p>				
<b>Teaching methods and tools</b>				
Lectures	Workshops / seminars	<b>Practice on-site</b>	<b>Individual tasks</b>	<b>Multimedia and internet</b>
<b>Distance learning</b>	<b>Consultations</b>	<b>Lab work</b>	<b>Mentored work</b>	Other _____
<b>Expectations from module participants</b>				
To be capable to identify and describe business model of any business by using Business Model Canvas tool.				
<b>Evaluation of the module participants</b>				
Written / oral exam	Essay	<b>Practical work</b>	<b>Project</b>	<b>Presentation</b>

## Literature

Osterwald, A., Pigneur, Y. (2010) *Business Model Generation*, John Wiley & Sons, Inc.

Dyllick, T., & Muff, K. (2016). Clarifying the meaning of sustainable business: Introducing a typology from business-as-usual to true business sustainability. *Organization & Environment*, 29(2), 156-174.

Tur-Porcar, A., Roig-Tierno, N., & Llorca Mestre, A. (2018). Factors affecting entrepreneurship and business sustainability. *Sustainability*, 10(2), 452.

Title of the module	<b>SMEs Management and Marketing</b>			
Key qualifications of the trainer	Small business management trainer; Management and/or marketing expert.			
	<b>Obligatory</b>	Elective		
Number of hours the module should be taught	12 hours			
<b>Objective of the module</b>				
The objective of this module is to help the digital experts to understand how to shape a business marketing strategy and help women entrepreneurs develop a customer-led approach to business opportunities.				
<b>Content of the module</b>				
Comparative characteristics between SMEs and large-scale enterprises (LSEs). Specific features of SMEs Management and Marketing Strategic management in SMEs Marketing management in SMEs Marketing mix and marketing plan Up-to date marketing innovations – latest trends Location, exterior and interior. E-Commerce Quality management and operational process in SMEs. Managing inventories in SMEs Management of information flows in SMEs Personnel management in SMEs Financial management in SMEs.				
<b>Teaching methods and tools</b>				
Lectures	Workshops / seminars	Practice on-site	Individual tasks	<b>Multimedia and internet</b>
<b>Distance learning</b>	Consultations	Lab work	Mentored work	Other _____
<b>Expectations from module participants</b>				
After the completion of this module digital experts will acquire basic knowledge of marketing and business management so that they can better understand the objectives of a businesswoman, the prospects for business growth to adjust the digital tools each woman could use accordingly.				
<b>Evaluation of the module participants</b>				
<b>Written / oral exam</b>	Essay	Practical work	Project	<b>Presentation</b>

## Literature

Scarborough, N. M. (2016). *Essentials of entrepreneurship and small business management*. Pearson.

Burns, P., & Dewhurst, J. (Eds.). (2016). *Small business and entrepreneurship*. Macmillan International Higher Education.

Title of the module	Project management, time planning and work-life balance	
Key qualifications of the trainer	Project management expert	
	Obligatory	Elective
Number of hours the module should be taught	8 hours	
Objective of the module		
<p>The objective of the module is to gain knowledge on the phases in the project management that enable efficient time management, and requires planning, scheduling, monitoring, and controlling of all project activities. Participants will learn how they implement project management approach and find balance in their daily bussines life.</p>		
Content of the module		
<p>These seven main processes in project time management:</p> <ol style="list-style-type: none"> <li>1. <i>Plan schedule management</i>: Many resources don't mention this process when discussing time management. But, before you can complete the other steps, you need to plan how you will manage your schedule.</li> <li>2. <i>Define activities</i>: Once you have your time management plan, you can identify and define your project activities. Often a work breakdown structure (WBS) is used to help define activities and tasks within a project. Major milestones should also be determined.</li> <li>3. <i>Sequence activities</i>: Now that you know all of the tasks that must be completed, you can start sequencing them in the proper order with a network diagram.</li> <li>4. <i>Estimate resources</i>: In project management, the term 'resources' often refers to people. However, you also need to identify which tools, materials, systems, budget, and other resources you will need for each task to be completed.</li> <li>5. <i>Estimate durations</i>: Once you know which tasks must be completed and what you need to accomplish them, it's time to estimate how long it will take to complete each activity. Some project managers use PERT (Program Evaluation Review Technique) to come up with their durations, especially if there's a lot of unknown factors at play.</li> <li>6. <i>Develop the project schedule</i>: This can be done by inputting your activities, durations, start and end dates, sequencing, and relationships into a scheduling software.</li> <li>7. <i>Control the schedule</i>: Once your schedule is created, it needs to be monitored and controlled. Progress needs to be reviewed and updated on a regular basis so you can compare your actual work completed against the plan. This allows you to see if there are areas you're falling behind schedule.</li> </ol> <p>The module will also cover:</p> <ul style="list-style-type: none"> <li>- Analysis of daily business life of participants and identification of challenges which could be solved/improved with good time management</li> <li>- Introducing Apps/digital tools for project and time management.</li> </ul>		

Teaching methods and tools				
Lectures	Workshops / seminars	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	<b>Consultations</b>	Lab work	Mentored work	Other _____
Expectations from module participants				
<ul style="list-style-type: none"> <li>- Getting knowledge on how to implement project management principles</li> <li>- Learn about free tools for project / time management and how to improve the project management and time planning, in their own businesses.</li> </ul>				
Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<p>Pelland, A. (2020) <i>How to Keep a Work-Life Balance: Don't Neglect Your Physical and Mental Well-Being</i>. Independently published</p> <p>Rajahonka, M., &amp; Villman, K. (2019). Women managers and entrepreneurs and digitalization: on the verge of a new era or a nervous breakdown?. <i>Technology Innovation Management Review</i>, 9(6).</p> <p>Kerzner, H. (2017). <i>Project management: a systems approach to planning, scheduling, and controlling</i>. John Wiley &amp; Sons.</p>				

Title of the module	<b>Women entrepreneurship</b>				
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- In-depth knowledge and skills in the field of women entrepreneurship;</li> <li>- Skills in applying teaching methods and techniques in order to achieve an attractive and practically oriented learning process that meets the specifics of adults as learners;</li> <li>- At least three years of teaching and/or consulting experience, preferably in entrepreneurship and/or small business management, or two years' experience in a position with major responsibility for management.</li> </ul>				
	Obligatory		Elective		
Number of hours the module should be taught	8 hours				
<b>Objective of the module</b>					
The aim of the module is to gain deeper knowledge on the typical characteristics of women led businesses.					
<b>Content of the module</b>					
<p>Specific motivation of women for engaging in entrepreneurial activity:</p> <ul style="list-style-type: none"> <li>- Dissatisfaction with career opportunities in large organizations</li> <li>- Desire to balance between employment and home</li> <li>- Desire to realize your own business idea</li> </ul> <p>Women's preferred economic activities and specific requirements for entrepreneurial and managerial skills</p> <p>Assessment of the needs for development of entrepreneurial and managerial skills in women entrepreneurs</p> <p>Effective approaches in the training and counseling of women entrepreneurs.</p>					
<b>Teaching methods and tools</b>					
<b>Lectures</b>	Workshops / seminars	Practice on-site	Individual tasks	<b>Multimedia and internet</b>	
Distance learning	Consultations	Lab work	Mentored work	Other _____	
<b>Expectations from module participants</b>					
<ul style="list-style-type: none"> <li>- Good understanding of the characteristics of women as entrepreneurs and managers</li> <li>- Skills for assessing the needs for improvement of entrepreneurial and managerial skills of women entrepreneurs</li> </ul>					

- Skills to adjust teaching approach when training and counseling women entrepreneurs.

### Evaluation of the module participants

Written / oral exam	Essay	Practical work	Project	Presentation
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### Literature

Todorov, K. & Degadt, J. (eds.) (2019). *Youth and Women Entrepreneurship in Challenging International (Global) Business Environment*. Proceedings of the Ninth International Conference, 11–14 June 2018, Lighthouse Golf and SPA Resort, Black Sea, Bulgaria. Sofia: BAMDE.

Cohoon, J. M., Wadhwa, V., & Mitchell, L. (2010). *Are successful women entrepreneurs different from men?*. Available at SSRN 1604653.

García, M. C. D., & Welter, F. (2013). Gender identities and practices: Interpreting women entrepreneurs' narratives. *International Small Business Journal*, 31(4), 384-404.

Mitchelmore, S., & Rowley, J. (2013). Entrepreneurial competencies of women entrepreneurs pursuing business growth. *Journal of small business and enterprise development*. 20(1), 125-142.



Title of the module	<b>Cyber security for e-commerce</b>			
Key qualifications of the trainer	Law and / or IT expert			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
Developing sufficient knowledge and skills on cyber security for e-commerce, which is vitally important to the success of a business in digital environment.				
<b>Content of the module</b>				
<p>The concepts of compliance and cyber security</p> <p>The biggest security threats to e-commerce: phishing, “malicious software”, SQL injection, cross-site scripting (XSS), e-skimming</p> <p>General Data Protection Regulation (GDPR) in the European Union</p> <p>Safety of personal data and personal information in e-commerce</p> <p>Payment Card Industry Data Security Standard (PCI DSS)</p> <p>Transport Layer Security (TLS), Secure Sockets Layer (SSL), and HTTPS authentication</p> <p>Multi-factor authentication (MFA), 2-factor authentication (2FA), or 2-step verification</p> <p>Distributed Denial of Service (DDoS)</p> <p>Malware and ransomware</p> <p>Best practices for e-commerce security.</p>				
<b>Teaching methods and tools</b>				
<b>Lectures</b>	<b>Workshops / seminars</b>	<b>Practice on-site</b>	<b>Individual tasks</b>	Multimedia and internet
<b>Distance learning</b>	<b>Consultations</b>	<b>Lab work</b>	<b>Mentored work</b>	Other _____
<b>Expectations from module participants</b>				
<p>At the end of the module its participants (digitalization experts) will be able to assist women entrepreneurs:</p> <ul style="list-style-type: none"> <li>- to implement security monitoring and maintenance for their business;</li> <li>- to provide their customers with a shopping experience they can trust;</li> <li>- to be advanced in practicing good password hygiene, staying mindful about clicking links and downloading attachments from your email, and regularly reviewing your third-party</li> </ul>				

integrations.				
<b>Evaluation of the module participants</b>				
Written / oral exam	Essay	<b>Practical work</b>	Project	<b>Presentation</b>
<b>Literature</b>				
<p>1. Barillon Th., Robles A. 2020. How growing businesses could tackle cybersecurity challenges. <i>SecurityIntelligence</i>. Available at <a href="https://securityintelligence.com/posts/growing-business-tackle-cybersecurity-challenges/">https://securityintelligence.com/posts/growing-business-tackle-cybersecurity-challenges/</a>.</p> <p>2. Big.commerce. 2021. <i>What You Need to Know About Securing Your Ecommerce Site Against Cyber Threats</i>. Available at <a href="https://www.bigcommerce.com/blog/ecommerce-website-security/#what-is-ecommerce-security">https://www.bigcommerce.com/blog/ecommerce-website-security/#what-is-ecommerce-security</a>.</p> <p>3. Federal Communications Commission. 2021. Cybersecurity for small businesses. <i>Communications Business Opportunities</i>. Available at <a href="https://www.fcc.gov/general/cybersecurity-small-business">https://www.fcc.gov/general/cybersecurity-small-business</a>.</p> <p>4. GDPR.EU. 2021. <i>What is GDPR, the EU's New Data Protection Law?</i> Available at <a href="https://gdpr.eu/what-is-gdpr/?cn-reloaded=1">https://gdpr.eu/what-is-gdpr/?cn-reloaded=1</a>.</p> <p>5. Kaspersky.com. 2021. <i>Small Business Cyber Security Tips: Understanding the Basics</i>. Available at <a href="https://www.kaspersky.com/resource-center/preemptive-safety/small-business-cyber-security">https://www.kaspersky.com/resource-center/preemptive-safety/small-business-cyber-security</a>.</p> <p>6. SoCyber. 2020. <i>Cybersecurity for E-commerce</i>. Available at <a href="https://so-cyber.com/cyber-security-for-e-commerce/">https://so-cyber.com/cyber-security-for-e-commerce/</a>.</p> <p>7. U.S. Small Business Administration. 2021. <i>Stay Safe from Cybersecurity Threats</i>. Available at <a href="https://www.sba.gov/business-guide/manage-your-business/stay-safe-cybersecurity-threats">https://www.sba.gov/business-guide/manage-your-business/stay-safe-cybersecurity-threats</a>.</p>				

Title of the module	Information and data literacy			
Key qualifications of the trainer	IT, statistics & communication expert			
	Obligatory	Elective		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
This module will enable participants 1) to determine accuracy, relevance, and comprehensiveness of data; 2) to distinguish among fact, point of view, and opinion; 3) to identify inaccurate and misleading information; 4) to select data appropriate to the problem or question at hand.				
<b>Content of the module</b>				
Standards for information literacy; Reading, interpreting and evaluating information; Management Information Systems (MIS); Tools for accessing, converting and manipulating data; Evaluating the sources of data; Analyzing, interpreting and evaluating statistics; Communicating findings, conclusions and recommendations; A critical thinking perspective; Assessing individuals' data literacy skills – self-assessment.				
<b>Teaching methods and tools</b>				
Lectures	Workshops / seminars	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	Consultations	Lab work	Mentored work	Other
<b>Expectations from module participants</b>				
At the end of the module its participants (digitalization experts) will be able to train women entrepreneurs: <ul style="list-style-type: none"> <li>- to be an information literate entrepreneurs, which are able to evaluate information critically and competently;</li> <li>- to understand structured query language (SQL), relational databases (e.g. MS Access), data manipulation techniques, statistical software (e.g., SPSS, STATA, Minitab and MS Excel) and data presentation software (e.g., MS Excel and MS PowerPoint).</li> </ul>				

Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<ol style="list-style-type: none"> <li>1. Bhargava R., Deahl E., Letouzé E., Noonan A., Sangokoya D., Shoup N. 2015. Beyond data literacy: reinventing community engagement and empowerment in the age of data. <i>Data-Pop Alliance</i>. Available at <a href="https://datapopalliance.org/item/beyond-data-literacy-reinventing-community-engagement-and-empowerment-in-the-age-of-data/">https://datapopalliance.org/item/beyond-data-literacy-reinventing-community-engagement-and-empowerment-in-the-age-of-data/</a>.</li> <li>2. Bonikowska A., Sanmartin C., Frenette M. 2019. Data literacy: what it is and how to measure it in the public service. <i>Analytical Studies: Methods and References</i>, Catalogue no. 11-633-X — No. 02. Available at <a href="https://www150.statcan.gc.ca/n1/en/pub/11-633-x/11-633-x2019003-eng.pdf?st=OkHP5FhR">https://www150.statcan.gc.ca/n1/en/pub/11-633-x/11-633-x2019003-eng.pdf?st=OkHP5FhR</a>.</li> <li>3. Bryla M. 2018. <i>Data Literacy: A Critical Skill for the 21st Century</i>. Available at <a href="https://www.tableau.com/about/blog/2018/9/data-literacy-critical-skill-21st-century-94221">https://www.tableau.com/about/blog/2018/9/data-literacy-critical-skill-21st-century-94221</a>.</li> <li>4. Means B., Chen E., DeBarger A., Padilla C. (2011) <i>Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports</i>. Washington, D.C.: Office of Planning, Evaluation and Policy Development, U.S. Department of Education.</li> <li>5. Ridsdale C., Rothwell J., Smit M., Ali-Hassan H., Bliemel M., Irvine D., Kelley D., Matwin S., Wuetherick B. 2015. <i>Strategies and Best Practices for Data Literacy Education: Knowledge Synthesis Report</i>. Available at <a href="https://dalspace.library.dal.ca/xmlui/handle/10222/64578">https://dalspace.library.dal.ca/xmlui/handle/10222/64578</a>.</li> <li>6. Schield M. 2004. Information literacy, statistical literacy, and data literacy. <i>IASSIST quarterly / International Association for Social Science Information Service and Technology</i>, 28(2): 7-14. Doi: <a href="https://doi.org/10.29173/iq790">https://doi.org/10.29173/iq790</a></li> <li>7. Sperry J. 2018. Data literacy: exploring economic data. <i>2018 Economic Programs Webinar Series</i>. U.S. Census Bureau.</li> <li>8. Qlik. 2021. <i>What is Data Literacy, and Why Does It Matter for Your Organization?</i> Available at <a href="https://www.qlik.com/us/bi/data-literacy">https://www.qlik.com/us/bi/data-literacy</a>.</li> </ol>				

Title of the module	<b>Business Negotiations</b>			
Key qualifications of the trainer	Business negotiation trainer and expert			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
Deepening knowledge of the business negotiation process, its strategies and techniques, with an emphasis on changes in the business negotiation process in the era of digitalization.				
<b>Content of the module</b>				
<p>The process of business negotiation</p> <p>Negotiating in a digitalized era</p> <p>Ethical concerns of business negotiation</p> <p>Negotiation preparation strategies</p> <p>Business negotiation solutions</p> <p>Negotiation tactics for managing relationships</p> <p>Techniques for avoiding common business negotiation pitfalls</p> <p>Sales negotiation techniques</p> <p>The online negotiation process</p> <p>Business negotiation examples</p>				
<b>Teaching methods and tools</b>				
Lectures	<b>Workshops / seminars</b>	Practice on-site	Individual tasks	Multimedia and internet
<b>Distance learning</b>	<b>Consultations</b>	Lab work	<b>Mentored work</b>	Other _____
<b>Expectations from module participants</b>				
<p>At the end of the module its participants (digitalization experts) will be able to train women entrepreneurs:</p> <ul style="list-style-type: none"> <li>- to use step-by-step techniques for avoiding common business negotiation pitfalls;</li> <li>- to achieve strong business negotiation solutions;</li> <li>- to be able for conduct negotiation using digital tools.</li> </ul>				

Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<p>1. Ames D., Parlamis J. 2010. <i>Face-to-Face and Email Negotiations: A Comparison of Emotions, Perceptions and Outcomes</i>. Available at <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1612871">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1612871</a>.</p> <p>2. Brett J. 2007. <i>Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries</i>. Available at <a href="https://zodml.org/sites/default/files/Negotiating_Globally_How_to_Negotiate_Deals%2C_Resolve_Disputes%2C_and_Make_Decisions_Across_Cultural_Boundaries_%28Jossey-Bass_Business_%26_Management%29.pdf">https://zodml.org/sites/default/files/Negotiating_Globally_How_to_Negotiate_Deals%2C_Resolve_Disputes%2C_and_Make_Decisions_Across_Cultural_Boundaries_%28Jossey-Bass_Business_%26_Management%29.pdf</a>.</p> <p>3. Craver C.B. 2015. <i>How to Conduct Effective Telephone and E-Mail Negotiations</i>. Available at <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2670011">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2670011</a>.</p> <p>4. Ebner N. 2010. <i>Trust-Building in E-Negotiation</i>. Available at <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1722065">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1722065</a>.</p> <p>5. Harroch R. 2017. <i>15 Tactics for Successful Business Negotiations</i>. Available at <a href="http://www.forbes.com/sites/allbusiness/2016/09/16/15-tactics-for-successful-business-negotiations/#5778f0f42528">www.forbes.com/sites/allbusiness/2016/09/16/15-tactics-for-successful-business-negotiations/#5778f0f42528</a>.</p> <p>6. Harvard Law School. 2018. <i>Elegant solutions in business negotiations. Program on Negotiation</i>. Available at <a href="https://www.pon.harvard.edu/daily/business-negotiations/elegant-solutions/">https://www.pon.harvard.edu/daily/business-negotiations/elegant-solutions/</a>.</p> <p>7. Stein G., Mehta K. 2020. <i>Negotiating in a Digitalised Era</i>. Available at <a href="https://www.europeanbusinessreview.com/negotiating-in-a-digitalised-era/">https://www.europeanbusinessreview.com/negotiating-in-a-digitalised-era/</a>.</p> <p>8. World of Learning. 2021. <i>The Digital Age of negotiation</i>. Available at <a href="https://www.learnevents.com/blog/2019/07/18/the-digital-age-of-negotiation/">https://www.learnevents.com/blog/2019/07/18/the-digital-age-of-negotiation/</a>.</p>				

Title of the module	How digitalisation can help to find more / new clients			
Key qualifications of the trainer	Web analyst, SEO-Expert, online marketing expert			
	Obligatory	Elective		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
<p>Gaining a clear picture of the target group of the company</p> <p>Getting familiar on how to use online channels to reach out for (new) customers</p> <p>Getting knowledge of budgeting for a small online campaign.</p>				
<b>Content of the module</b>				
<p>Presentation of persona (Avatar for target group)</p> <p>SEO-Check of website</p> <p>Best practice examples for online marketing campaign</p> <p>Creating milestone plan for own online marketing campaign</p>				
<b>Teaching methods and tools</b>				
Lectures	Workshops / seminars	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	Consultations	Lab work	Mentored work	Other _____
<b>Expectations from module participants</b>				
<ul style="list-style-type: none"> <li>- Getting information on how to reach out for target group</li> <li>- Finding online touch points of target group</li> <li>- Getting inspiration for marketing campaign and technical advice</li> <li>- Getting a clear picture of what to do on their own and what to delegate to experts.</li> </ul>				
<b>Evaluation of the module participants</b>				
Written / oral exam	Essay	Practical work	Project	Presentation

## Literature

- Holder S.; 2021; Starting an Online Business and Internet marketing: Guide to Setting up an e Commerce Website, SEO and Digital Marketing Strategies
- Wright Alex; 2020; Every word counts - The easy way to find more customers Online
- Belew Shannon / Elad Joel; 2020; Starting an Online Business All-in-One for Dummies
- Rodríguez, R., Svensson, G., & Mehl, E. J. (2020). Digitalization process of complex B2B sales processes—Enablers and obstacles. *Technology in society*, 62, 101324.
- Lindh, C., Rovira Nordman, E., Melén Hånell, S., Safari, A., & Hadjikhani, A. (2020). Digitalization and international online sales: Antecedents of purchase intent. *Journal of International Consumer Marketing*, 32(4), 324-335.
- Shpak, N., Kuzmin, O., Dvulit, Z., Onysenko, T., & Sroka, W. (2020). Digitalization of the marketing activities of enterprises: Case study. *Information*, 11(2), 109.
- Vadana, I. I., Torkkeli, L., Kuivalainen, O., & Saarenketo, S. (2019). Digitalization of companies in international entrepreneurship and marketing. *International Marketing Review*.



Title of the module	<b>Innovation Process – Generating and Justifying New Business Ideas</b>			
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- To have experience in conducting trainings for entrepreneurs.</li> <li>- To master the following teaching tools: delivering presentations, organizing participant presentations, organizing material discussions, organizing mini-group work, and managing participants' work on the Internet and in mobile applications.</li> <li>- To possess analytical skills, such as to perform a SWOT analysis of various ideas.</li> <li>- The trainer must know how a business plan is developed, must know the specifics of creating a marketing plan, a production plan, an organizational plan and management, a financial plan, and risk analysis..</li> </ul>			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
To teach digitalization experts on the idea generation process.				
<b>Content of the module</b>				
<p>1. Search for entrepreneurial opportunities and generating corresponding business ideas The training participants will get acquainted with the possibilities of searching for entrepreneurial opportunities and generating ideas for a promising business on the Internet.</p> <p>2. Justification of a business idea. Business plan. Marketing plan The training participants will get acquainted with the structure of the business plan. Each participant will write a marketing plan for the project.</p> <p>3. Production plan, organizational plan and management.</p> <p>4. Financial plan</p> <p>5. Presentations of projects by participants</p>				
<b>Teaching methods and tools</b>				
Lectures	<b>Workshops / seminars</b>	Practice on-site	<b>Individual tasks</b>	<b>Multimedia and internet</b>
<b>Distance learning</b>	Consultations	Lab work	<b>Mentored work</b>	Other _____

Expectations from module participants				
<p>At the end of the module its participants (digitalization experts) will be able to train women entrepreneurs:</p> <ul style="list-style-type: none"> <li>- to develop ideas and apply technologies for improving goods and services or making production more efficient;</li> <li>- to be aware how digital tools are changing work, collaboration, and organizations.</li> </ul>				
Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<ol style="list-style-type: none"> <li>1. BusinessTown. The 300 Best Small Business Ideas. URL:<a href="https://businesstown.com/300-best-small-business-ideas/">https://businesstown.com/300-best-small-business-ideas/</a> 26.01.2021</li> <li>2. 54 Small Business Ideas for Anyone Who Wants to Run Their Own Business. URL: <a href="https://blog.hubspot.com/sales/small-business-ideas">https://blog.hubspot.com/sales/small-business-ideas</a> 26.01.2021</li> <li>3. Calculate Stuff. Financial Calculators. URL: <a href="https://www.calculatestuff.com/financial">https://www.calculatestuff.com/financial</a> 26.01.2021</li> <li>4. Ford, B. R., Bornstein, J.M., Pruitt, P.T. (2007) The Ernst &amp; Young Business Plan Guide 3th (third) edition, John Wiley &amp; Sons.</li> <li>8. Marion T.J., Fixson S.K. 2021. The transformation of the innovation process: how digital tools are changing work, collaboration, and organizations in New Product Development. <i>Journal of Product Innovation Management</i>, 38(1): 192-215.</li> <li>5. Muller C. 2011. <i>Apple's Approach Towards Innovation and Creativity</i>. GRIN.</li> </ol>				

Title of the module	<b>Development, deployment, analysis and promotion of the website</b>			
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- To possess teaching skills.</li> <li>- To be able to conduct a dialogue with the audience.</li> <li>- To have a comprehensive understanding of various ways of the development, deployment, analysis and promotion of the website and their characteristics.</li> <li>- To master services such as Tilda and Google Analytics.</li> </ul>			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	12 hours			
<b>Objective of the module</b>				
The training program is aimed at improving knowledge of digitalization experts with the possibilities of self-development, deployment, analytics, and promotion of Internet resources.				
<b>Content of the module</b>				
<ol style="list-style-type: none"> <li>1. Justification of the need for the development, placement, analytics, and promotion of Internet resource.</li> <li>2. Consideration of various options for solving this problem. The participants of the training will get acquainted with various options for solving the problems of development, placement, analytics, and promotion of their Internet resources.</li> <li>3. Development of the website without programming knowledge (by using the Tilda constructor)</li> <li>4. Placement of the developed website on the Internet (by using free Tilda hosting)</li> <li>5. Website Key Indicators Analytics Participants of the training will gain a general understanding of the analytics of website indicators, as well as the main analytics parameters in the Google Analytics tool</li> <li>6. Website promotion in search engines The participants of the training will get acquainted with various mechanisms of website promotion in search engines (content creation, elimination of usability errors, advertising, etc.)</li> </ol>				
<b>Teaching methods and tools</b>				
<b>Lectures</b>	<b>Workshops / seminars</b>	Practice on-site	<b>Individual tasks</b>	Multimedia and internet
Distance learning	<b>Consultations</b>	Lab work	<b>Mentored work</b>	Other _____
<b>Expectations from module participants</b>				
After the training, the participants will know:				

- various options for solving the problems of development, placement, analytics, and promotion of Internet resource and characteristics of these options;
- principles of site builders work, advantages and disadvantages of the most popular site builders;
- concepts of hosting and domain name, the algorithm for placing a resource on the Internet;
- the main parameters and capabilities of the website analytics in the Google Analytics tool;
- various mechanisms for promoting a website in search engines..

#### Evaluation of the module participants

Written / oral exam	Essay	Practical work	Project	Presentation
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#### Literature

1. Create beautiful websites without any code on Tilda. URL: <https://tilda.cc/?lang=en>
2. Wix. URL: <https://www.wix.com>
3. Wordpress.com. URL: <https://wordpress.com>
4. Google Analytics. URL: <https://analytics.google.com>

Title of the module	<b>Social Media Marketing (SMM) &amp; Practical use of social networks for business purposes</b>			
Key qualifications of the trainer	<ul style="list-style-type: none"> <li>- To master delivering presentations, organizing participant presentations, organizing material discussions, organizing mini-group work, and managing participants' work on the Internet and in mobile applications.</li> <li>- To have competencies in Social Media Marketing, to be an expert in using Facebook and Instagram for business needs.</li> </ul>			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
The aim of the module is to upgrade practical skills to use social networks for effective marketing, especially Facebook and Instagram.				
<b>Content of the module</b>				
<ol style="list-style-type: none"> <li>1. Creating accounts for business on Facebook and Instagram</li> <li>2. SMM strategy. Purpose of creating social media accounts. KPIs in social networks</li> <li>3. Analysis of competitors, target audience, content plan – choosing target customer segments and describing the customer profile; developing a content plan (thematic headings, a calendar plan by topics, visual presentation)</li> <li>4. Targeted advertising – setting up campaign.</li> </ol>				
<b>Teaching methods and tools</b>				
<b>Lectures</b>	<b>Workshops / seminars</b>	<b>Practice on-site</b>	<b>Individual tasks</b>	Multimedia and internet
Distance learning	Consultations	Lab work	<b>Mentored work</b>	Other _____
<b>Expectations from module participants</b>				
<p>Knowledge of the functionality of social networks and skills for their effective use for marketing purposes.</p> <p>During the training, the participants will learn and independently do:</p> <ul style="list-style-type: none"> <li>- A page for their business on social networks Facebook and Instagram.</li> <li>- Fill the pages with original content.</li> </ul>				

- Develop a social media promotion strategy.
- Develop a content plan with headings and visual presentation for the month.
- Mastering paid targeted advertising on Facebook and Instagram.
- Present their pages at the end of the training.

#### Evaluation of the module participants

Written / oral exam	Essay	Practical work	Project	Presentation
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#### Literature

Tuten, T. L. (2020). *Social media marketing*. Sage.

Title of the module	<b>Implementation of digital technologies on the example of the Bitrix24.CRM system</b>			
Key qualifications of the trainer	To master delivering presentations, organizing participant presentations, organizing material discussions, organizing mini-group work, and managing participants' work on the Internet and in mobile applications. To have a comprehensive understanding of various ways of developing and analyzing business processes in Bitrix24.			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
The module is dedicated to teaching to use the capabilities of the CRM system for the business, which will improve the efficiency of the company's processes, attract and retain customers, increase sales, improve the quality of service.				
<b>Content of the module</b>				
<p>1. Characteristic of the CRM system The training participants will get acquainted with the general characteristics of the CRM system, its structure, and the group of tasks that the CRM system solves.</p> <p>2. Development of an implementation plan The training participants will get acquainted with the criteria for choosing a CRM system, the primary goals and objectives, and the development of an implementation plan.</p> <p>3. The structure and main functions of the Bitrix24 system The participants of the training will get acquainted with the structure of the Bitrix24 system, the main functions of the system. They will study the features of setting up the system and the possibilities of CRM marketing.</p> <p>4. Technology for creating and configuring the parameters of the company's business processes The participants of the training will get acquainted with the technology of creating the company's business processes, the formation, and analysis of analytical reports for each transaction (sales funnel).</p>				
<b>Teaching methods and tools</b>				
Lectures <b>Theoretical presentations</b>	Workshops / seminars	Practice on-site <b>Bitrix24</b>	Individual tasks <b>Bitrix24</b>	Multimedia and internet
Distance learning	Consultations	Lab work	Mentored work	Other _____

Expectations from module participants				
<p>Module participants will learn how to adapt the main components of the Bitrix24 system for the business; customize the interaction of the main business processes in the CRM system for the business. All participants will be able to systematize the company's work in the Bitrix24 system. Each participant will use a range of tools and functions of the CRM system to ensure that work in the company is carried out quickly, comfortably, and efficiently..</p>				
Evaluation of the module participants				
Written / oral exam	Essay	Practical work	Project	Presentation
Literature				
<ol style="list-style-type: none"> <li>1. Report on the results of the study. Bitrix24 Ukraine. URL: <a href="https://www.bitrix24.ua/crmresearch2018/">https://www.bitrix24.ua/crmresearch2018/</a></li> <li>2. Bitrix24. URL: <a href="https://www.bitrix24.ua/">https://www.bitrix24.ua/</a></li> </ol>				



Title of the module	Successfully designing online trainings			
Key qualifications of the trainer	Senior Trainer, Expert in delivering online trainings			
	Obligatory	Elective		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
Gaining knowledge on how to prepare and deliver online training sessions and transfer content via ZOOM or other platforms like WONDER, MIRO, Teams.				
<b>Content of the module</b>				
<p>Learning about the full range of Zoom and other tools and special requirements to transfer knowledge online</p> <p>Learning additional tools like Miro (Visual Collaboration Platform), Doc-Sharing, etc.</p> <p>Onboarding - How to get people in front of the screens on board as an online trainer</p> <p>Getting new input on how to share documents easily/how to organize an online workshop</p> <p>Getting new input on how to emphasize interaction in an online setting</p> <p>Exercise to practice didactical skills in online context</p> <p>Examples of FAQ and most common technical problems participants have</p>				
<b>Teaching methods and tools</b>				
Lectures	Workshops / seminars	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	Consultations	Lab work	Mentored work	Other _____
<b>Expectations from module participants</b>				
<ul style="list-style-type: none"> <li>- Getting knowledge on how to successfully plan, prepare and deliver online trainings by using different online platforms.</li> <li>- Understanding the differences and advantages of different online platforms.</li> <li>- Understanding the specific characteristics and requirements of successful online trainings comparing to onsite trainings..</li> </ul>				
<b>Evaluation of the module participants</b>				
Written / oral exam	Essay	Practical work	Project	Presentation

## Literature

Margareth Driscoll; 2010; Web based training – creating e-learning experiences;  
[https://books.google.at/books?hl=de&lr=&id=SQb9GNZMV6cC&oi=fnd&pg=PR3&dq=preparing+e+learning+training+literatur&ots=Gl6238\\_\\_D5&sig=WZRUC2\\_VxYZxHGONoC2-8Ec1HgQ#v=onepage&q&f=false](https://books.google.at/books?hl=de&lr=&id=SQb9GNZMV6cC&oi=fnd&pg=PR3&dq=preparing+e+learning+training+literatur&ots=Gl6238__D5&sig=WZRUC2_VxYZxHGONoC2-8Ec1HgQ#v=onepage&q&f=false)

Cara J. Gomez; 2020; Dynamic and effective virtual training – 31 strategies to design and facilitate training in an online environment

Hugget C., 2018; The Virtual Training Guide Book – How to design, deliver and implement live Online learning

Title of the module	Developing soft and personal skills for digitalization experts			
Key qualifications of the trainer	Communication expert, preferably with background in psychology.			
	Obligatory	Elective		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
Training of the digitalization experts for developing soft and personal skills that are important in order to work more effectively with women and to be able to better understand their needs and their psychology. The module will digitalization experts to better profile women and be able to identify their business challenges and needs, their plans for their business and their expectations from their collaboration.				
<b>Content of the module</b>				
Ice breaking Nature of Soft skills Social relations and interactions. Empathy. Communication and presentation skills Negotiation skills Teamwork skills (bonding methods) Leadership skills Practical exercises				
<b>Teaching methods and tools</b>				
Lectures	<b>Workshops / seminars</b>	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	Consultations	Lab work	Mentored work	Other _____
<b>Expectations from module participants</b>				
Development of new personal and communication skills and adapting new techniques for teaching with women entrepreneurs.				
<b>Evaluation of the module participants</b>				
Written / oral	Essay	<b>Practical work</b>	Project	Presentation

exam				
Literature				
Mohan, K., Banerji, M. (2017), <i>Developing Communication Skills</i> , Laxmi Publications.				

Title of the module	<b>Effective methods for teaching women entrepreneurs</b>			
Key qualifications of the trainer	Background in (female) psychology and pedagogy; Gender & Diversity Trainer, Expert in Train-the-Trainers courses.			
	Obligatory	<b>Elective</b>		
Number of hours the module should be taught	8 hours			
<b>Objective of the module</b>				
<p>Training the digitalization experts about the women psychology, getting deeper insight in the specific environment in which they work better and the emotional support they might need.</p> <p>Senzibilization for the needs of women entrepreneurs as a target group</p> <p>Different pedagogical approaches when working with women entrepreneurs</p>				
<b>Content of the module</b>				
<p>Female psychology</p> <p>Role, challenges and special needs of women entrepreneurs</p> <p>Adequate methods to transfer knowledge to women entrepreneurs</p> <p>Using time to work effectively and asking for the feedback when teaching women entrepreneurs</p>				
<b>Teaching methods and tools</b>				
Lectures	<b>Workshops / seminars</b>	Practice on-site	Individual tasks	Multimedia and internet
Distance learning	<b>Consultations</b>	<b>Lab work</b>	Mentored work	Other _____
<b>Expectations from module participants</b>				
<ul style="list-style-type: none"> <li>- Assimilated certain characteristics of female psychology</li> <li>- Having the right mindset for conducting the trainings of women entrepreneurs</li> <li>- Sensibilization of women entrepreneurs' needs</li> <li>- Effective time management for implementation of the trainings</li> </ul>				
<b>Evaluation of the module participants</b>				
<b>Written / oral exam</b>	Essay	<b>Practical work</b>	Project	Presentation

## Literature

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## Annex 1: Checklist – Interviews with Women Entrepreneurs

Based on literature overview, questions for conducting interviews with women entrepreneurs have been identified. Due to the nature of the subject, it was not possible to foresee what kind of information gaps might be relevant for data gathering process so researchers were invited to explore the topic beyond these questions and gain insight into all relevant aspects to Curriculum development.

- *What is the level of usage of digital tools in your current business practice? Please, describe what tools you use.*
- *Have you seen any example of the company in your industry that is doing a successful impact on the market by using digital tools that you could use as a benchmark to inspire you? Please, describe.*
- *In which ways digital tools would improve your outreach to the existing or new clients?*
- *Which part of digital tools you believe you could use by yourself, and which part you would like to outsource?*
- *Is social responsibility and activism of special importance to you? Would you like to include contribution to the community in presentation of your business virtually?*
- *Do you think women in general have concerns on cyber security? In which way?*
- *Would you prefer to have a training on digital tools where step-by-step guidance is provided?*
- *Would you prefer if trainings include demonstration of the impact of digital tools' usage on increasing income of your business?*
- *How to make trainings for women entrepreneurs as efficient as possible, taking the least time needed, including travelling?*
- *Do you think any flexibility in a time and/or place needs to be made if one delivers training for women entrepreneurs? In which sense? What would be the most appropriate? Is it better to organize such training on-line or on-site? Why? Would pre-recorded sessions be a good solution? (Being able to approach whenever possible, to adjust to family care activities, not losing time on travelling)*
- *Are women entrepreneurs using social networks for group networking? If yes, which one?*
- *Do you think that the content of the trainings on digitalization should be adjusted specifically to the needs of women entrepreneurs in any sense? Please describe.*
- *Anything else you find important and not covered?*

## Annex 2: Checklist – Interviews with Digitalization Experts

Based on literature overview, questions for conducting interviews with digitalization experts have been identified. Due to the nature of the subject it was not possible to foresee what kind of information gaps might be relevant for data gathering process so researchers were invited to explore the topic beyond these questions and gain insight into all relevant aspects to Curriculum development.

- *Are digitalization experts in general skilled to analyse business model of their clients coming from micro-business segment and help them to innovate based on introducing digital tools?*
- *Would you like to have more business knowledge to be able to better understand the needs of entrepreneurs and potential of digitalization? If yes, which aspect of business knowledge would you like to be more familiar with?*
- *Can impact on the market for the benefit of women led businesses be made with small digital marketing budget?*
- *Is it possible to empower women to use of digital tools effectively in their business by themselves? Which part of that they should outsource, in your opinion?*
- *How can you as digitalization expert make women entrepreneurs more comfortable related to their concerns on cyber security issues?*
- *If social responsibility and activism are of special importance to women – how to include that in presentation of their business virtually? Could their digital marketing campaign include also contribution to the community in order to be appealing for them?*
- *When training women entrepreneurs without technical background on usage of digital tools in their business - is it possible to have a training where step-by-step guidance is provided? How can that be implemented?*
- *Can hands-on approach be implemented – showing women how to use digital tools, and let them practice with the digital specialist?*
- *Can trainings include demonstration of the impact of digitalization on increasing income of the business in order to raise motivation of women to dedicate to the trainings?*
- *How important is language used in trainings on digital tools? Can use of simple language instead of technical language increase the level of internalization of knowledge?*
- *How to make trainings as efficient as possible for women entrepreneurs who often have challenges in balancing private and business life, taking the least time needed, including travelling?*
- *How to enable networking on-line for women entrepreneurs as a part of on-line delivered trainings?*
- *Is it possible to create a program that will combine trainings with free-advice if additional help is needed?*
- *Do you think that the content of the trainings on digitalization could be adjusted specifically to the needs of women entrepreneurs in any sense?*
- *Anything else you find important and not covered?*



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