



“How to Become a FEM-Up Trainer” Roadmap



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FEM-Up is a 24-month project (October 2023 – September 2025) funded by the Erasmus+ Programme of the European Union with six partners from Slovenia, Italy, Spain, Greece, Turkey and Malta.

List of Abbreviations

CPD	Continuing Professional Development
FEM-Up	Level Up Female Entrepreneurship and STEM Skills to Foster Women Empowerment
LMS	Learning Management System
MOOC	Massive open online course
P	Point(s)
STE(A)M	Science, Technology, Engineering, (Arts), Mathematics
VLE	Virtual Learning Environment
WP	Work Package

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About the FEM-Up Academy

The **FEM-Up Academy** was created as part of the Erasmus+ Project **FEM-Up - Level Up Female Entrepreneurship and STEM Skills to Foster Women Empowerment** (2023-1-SI01-KA220-HED-000158578) in six partner countries: Slovenia, Italy, Spain, Greece, Turkey, and Malta.

The FEM-Up project aims to **inspire and encourage young women aged 18 to 30** to break through social and cultural barriers by exploring their creativity and innovation in STEM fields and entrepreneurship. Participants will put their skills into action through a combination of training, mentoring and a contest, where they will develop their own innovative ideas. **The ultimate goal is to boost female entrepreneurship across Europe.**

At the heart of the project is the **FEM-Up Academy**, which offers a comprehensive **training and mentoring programme**. The Academy provides a supportive and empowering environment where young aspiring women entrepreneurs, or "fempreneurs," can enhance their skills, grow their networks, and advance their careers.

What Does the FEM-Up Academy Offer?

The Academy's activities are structured into four key components:

- **FEM-Up Training Programme:** Practical and engaging training sessions designed to develop the technical and soft skills needed to launch a start-up.
- **FEM-Up Mentoring Programme:** Group and one-on-one guidance from experienced mentors to help participants refine their business ideas and achieve their goals.
- **FEM-Up Events:** Inspiring event that fosters networking, collaboration, experience and good-practice sharing among participants and industry experts.
- **FEM-Up Contest:** An exciting competition where participants can showcase their innovative ideas and bring them to life.

Participating in FEM-Up Academy will give learners the tools and confidence needed to pursue their entrepreneurial dreams and make a meaningful impact in their communities.

The programme will run simultaneously in all partner countries: Slovenia, Italy, Spain, Greece, Turkey, and Malta, enabling the exchange of opinions, perspectives, and networking opportunities with peers from these countries.

1. Overview

The **"How to Become a FEM-Up Trainer" Roadmap** provides a detailed and comprehensive guide for trainers and mentors within the FEM-Up Academy. This document serves to clarify the programme's structure, define expectations, and outline the critical roles that trainers and mentors play in supporting the development of young women in entrepreneurship.

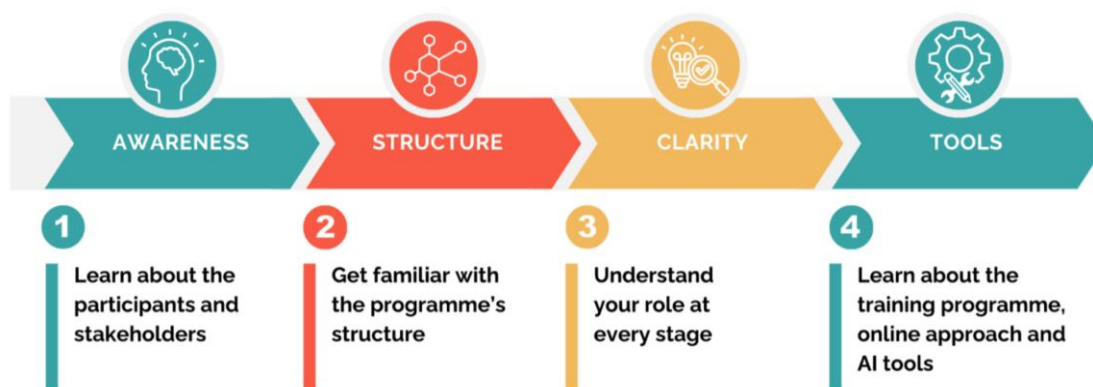
The FEM-Up Academy is designed to provide training and mentoring to empower young women, equipping them with the skills, knowledge, and networks necessary to succeed in their careers or entrepreneurial ventures. This roadmap is intended to guide trainers and mentors in effectively fulfilling their roles, offering structured approaches to training delivery, mentoring strategies, and support mechanisms.

Each section of the programme outlines the specific responsibilities of both trainers and mentors, providing clarity on the expectations and contributions required from each role. Trainers will guide participants through the content and ensure they are prepared for each programme stage. Mentors will offer personalised guidance, helping participants engage with the learning materials and apply the insights to real-world contexts.

The document emphasises practical training and mentoring principles, including communication, goal-setting, feedback, and conflict management. It outlines strategies for creating an inclusive, supportive learning environment where participants can develop technical skills and leadership qualities.

Additionally, this guide offers best practices for overcoming challenges, such as adapting to diverse learning styles, managing varying levels of experience, and resolving conflicts. Trainers and mentors are encouraged to utilise these tools to foster an environment where participants feel empowered to advance in their entrepreneurial journeys.

Roadmap: Steps to Becoming a FEM-Up Trainer



Step 1: Learn about the participants and stakeholders (see [3. Learners and Stakeholders](#))

- Familiarise yourself with the profiles of participants and key stakeholders.
- Understand their backgrounds, needs, and expectations.

Step 2: Get familiar with the programme's structure (see [4. FEM-Up Programme Structure](#))

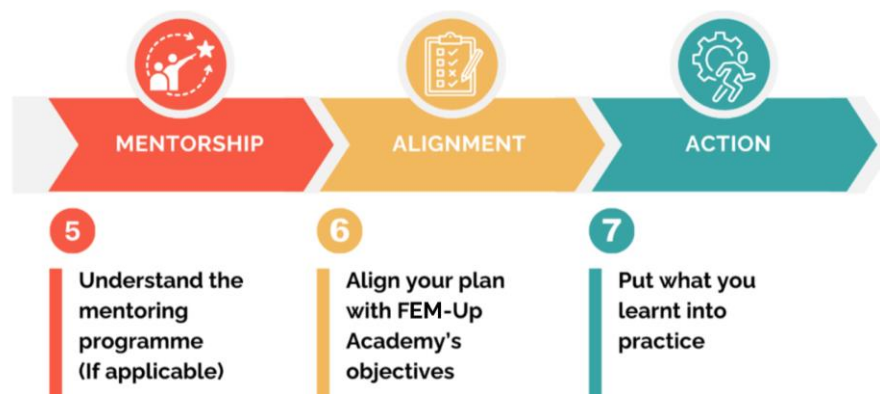
- Review the programme outline and key milestones.
- Understand the scheduling and flow of activities.
- Identify critical learning points within the agenda.

Step 3: Understand your role at every stage (see [4. FEM-Up Programme Structure](#))

- Clarify your responsibilities throughout the programme.
- Identify key moments when your input is crucial.
- Do not hesitate to ask questions or seek guidance from coordinators.

Step 4: Learn about the training programme, online approach and AI tools (see [5. FEM-Up Training Programme](#))

- Study the training methodology and instructional approach.
- Explore online learning tools that can enhance engagement.
- Familiarise yourself with platforms used for communication and content delivery.



Step 5: Understand the mentoring programme, if applicable (see [6. FEM-Up Mentoring Programme](#))

- Learn best practices for effective mentoring.
- Gain insights into conflict management and resolution techniques.
- Understand how to support mentees throughout the process.

Step 6: Align your plan with FEM-Up Academy's objectives (see [7. How to Achieve the FEM-Up Academy's Objectives?](#))

- Ensure you are working towards the overarching goals of the academy.
- Recognise how your role contributes to achieving these objectives.
- Stay aligned with the academy's mission and values.

Step 7: Put what you learnt into practice

- Engage with learners and start implementing your training plan.
- Apply the knowledge and tools you have gained.
- Adapt based on feedback and continuously improve your approach.

By following the outlined guidelines, trainers and mentors will contribute to a programme that facilitates both personal and professional growth for participants, ensuring they gain the confidence and capabilities to succeed in their respective paths. This document ensures that all involved parties have the tools needed to create an impactful and sustainable learning experience.

2. Introduction to the Trainer Figure

2.1 Trainer Figure

In the FEM-Up programme, the role of the "Trainer" is central, with a focus on guiding and supporting learners as they acquire essential entrepreneurial skills. Trainers are given an active and participatory role, functioning not only as instructors but as facilitators of knowledge transfer and skill-building. The trainer's primary responsibility is to effectively deliver the content covered in each module to the learners, ensuring that the learning objectives are clearly communicated and well-understood. Additionally, trainers are tasked with assessing the impact of these learning outcomes and observing how learners absorb and apply the skills and knowledge shared throughout the programme.

Key aspects of the trainer's role are outlined as follows:

- **Imparting Learning and Content/Materials to Participants:** Trainers are responsible for delivering all core materials and resources to learners, ensuring clarity and accessibility of content to foster a comprehensive learning experience.
- **Follows a Hierarchical Framework:** Trainers operate within a structured, hierarchical framework where guidance and instruction flow from trainer to learner, facilitating organised and systematic knowledge transfer.
- **Focuses on Application of Knowledge:** Emphasis is placed on applying learned knowledge, with trainers guiding learners in practical exercises and real-world scenarios to solidify entrepreneurial concepts.
- **Linear Model:** The training approach follows a linear progression, sequentially building content, supporting a step-by-step mastery of each skill.
- **Focused on Longer-Term Results:** Trainers are encouraged to focus on long-term outcomes, prioritising skill retention and practical application to support learners' future entrepreneurial endeavours beyond the programme.

These aspects are summarised in the following table to highlight the specific roles and concepts associated with the trainer's perspective within the FEM-Up programme.

Trainer Aspects and Concepts
Imparting learning and content/materials to participants
Follows a hierarchical framework
Focuses on the application of knowledge
Linear model
Focused on longer-term results

Table 1. Trainer Aspects and Concepts

2.2 The Trainer Skills

Trainer skills refer to the skills and abilities required for online training classes. Training encompasses a wide range of capacities, including speaking, interaction between trainers and learners, interpersonal skills that contribute to forming healthy relationships, and a variety of other capabilities.

These skills are necessary throughout the process, from preparing an educational plan for learners to supporting learner participation in the course. The learning management method is a cross-skill construct that requires multifaceted skills. A trainer is expected to have (but not limited to) the following soft skills:

- **Communication skills:** Establishing strong communication with learners is one of the instructors' most fundamental skills. This means that we depend on it in both face-to-face and online interactions. In fact, this means that we need to use the effective language of the body when delivering online training. It does not matter if you are limited to an online screen - communication is still essential for training and virtual classroom management.

Your face takes precedence over all body language online, as it is what meeting participants mostly see. Therefore, use your facial expressions effectively. Maintain an upright posture. Remember that your arms and hands are still visible even if your body seems limited. Use your hands and arms actively while lecturing.

- **Management skills:** An essential component of effective group management lies in management skills. Good classroom management is strengthened by the trainer's ability to engage learners. Encourage all learners to help you establish their expectations and rules for managing the lesson. Some important types of management skills for trainers are: identifying leaders in the classroom, avoiding punishment and building symbolic reward systems, making success visible, and making sure to share exciting and surprising information about the lesson content.
- **Time management skills:** An essential component of the effectiveness training is proper time management. This includes the trainer's correct and effective use of their time in the course management process and the learners' gaining the habit of applying proper time management strategies. Please follow the FEM-Up project curriculum and materials before the training starts and stick to this plan. Ensure you allocate enough time for lectures, learner participation, discussion forums, and assessment exams and quizzes.
- **Problem-solving skills:** Problem-solving has been defined as a series of goal-directed cognitive, affective and behavioural processes to adapt to internal or external demands (Heppner & Krauskopf, 1987). What is meant by the problem-solving skills of trainers is their ability to develop 'solution-oriented' reactions to different problems they will encounter in classroom teaching and learning processes. Try to be 'solution-oriented' for the issues encountered during the lesson, make the class members a part of the solution and consider their opinions and suggestions. In this way, you can achieve lasting and class-adopted solutions.
- **Motivational skills:** One of the most essential skills of the trainer is to keep learners' motivation to learn alive. They should motivate learners to fulfil their duties, such as following their educational processes without interruption and completing their course obligations. In

particular, they should encourage learners not to abandon their learning process when they try to learn complex unit subjects or face low exam grades.

- **Conflict resolution skills:** Conflict is an essential stakeholder in community management. Learners may sometimes conflict among themselves or directly with trainers. Trainers should be sensitive and prepared to end a conflict. They should be able to end discussions before they escalate into conflicts with a transparent and impartial perspective. To do this, make sure to identify the current state (level) of the conflict and the sources of the conflict. Understanding the conflict issue correctly is essential for a solution. Try to turn the process into a positive learning process by separating people from problems.
- **Leadership skills:** Leadership is one of the prerequisites for gathering learners' attention in the training process and following a natural orientation process. For trainers, a good leader is a person who pays attention to details, motivates and guides learners, can clarify learners' minds, and gives the image of competence in the conduct of the lesson. Learners want to see a picture of mastery of the lesson and subject so that the trainer can be a leader. To do this, be prepared for the lesson, get different perspectives on the topic from other sources, and encourage your learners to think about the topic rather than just dictating a topic.

3. Learners and Stakeholders

3.1 Learners' Profile

In many contexts, young women face significant barriers to developing entrepreneurial ambitions and establishing their own businesses. The **FEM-Up Academy** directly addresses this challenge by supporting women aged 18–30 who aspire to become *fempreneurs*. Through a blend of training and project-based activities, participants will gain both the knowledge and the confidence to turn their innovative ideas into viable businesses.

The programme offers participants free consultations with business plan specialists as well as a customised visual identity for their ventures. Beyond these practical resources, the Academy is designed to respond to the specific needs of young women in entrepreneurship, including leadership development, gender-sensitive negotiation, bridging the gender promotion gap, overcoming unconscious bias, promoting gender equality, and harnessing social networks to empower women and girls.

Training content focuses on key entrepreneurial themes such as business and management, entrepreneurial skills, marketing and networking, cultural and social barriers, gender equality, and business planning, including business models, market analysis, and financial planning. To fully benefit from the program, learners are expected to have some general prior knowledge of these themes.

Eligible learners are women aged 18–30, however, older interested parties may also be considered. Learners must demonstrate at least a B2 level of English in both written and spoken communication, although much of the training will also be delivered in local languages. Finally, they must already have a STE(A)M-related business idea—whether in science, technology, engineering, arts, or mathematics—that requires further development, resources, or expertise.

The FEM-Up Academy thus provides more than training: it builds a supportive environment where women can overcome systemic barriers, acquire essential entrepreneurial skills, and confidently grow into leaders of tomorrow.

3.2 Commitment and Expectations

Learners must engage in technical and soft skills development activities to equip themselves with the tools needed to work in the entrepreneurial landscape. Furthermore, attendance, active engagement, and completion of assigned tasks are necessary to gain the programme's full benefits. A clear understanding of the commitment level, including participation in the final pitch contest and two start-up visits, is required, as outlined in the project proposal. Additionally, we recognise that some participants may be unable to attend the start-up visits in person due to distance. To address this, it is necessary to make alternative arrangements to ensure inclusivity and active participation for all, regardless of physical presence.

3.3 Stakeholders

- 12 female businesses (2 per country) - These entrepreneurs will provide valuable insights into the evolving job market, trends in female entrepreneurship, and strategies for overcoming gender-related barriers in business. They will also be role models by showcasing how

determination, innovation, and resilience can lead to success. The goal is to inspire learners to envision and actively pursue their own entrepreneurial aspirations.

- **Trainers will contribute significantly by:**
 - Providing clear, step-by-step guidance on effectively approaching the "Jobs of the Future" event, ensuring participants can prepare and engage with industry leaders.
 - Facilitating reflection exercises post-event, helping participants assess their takeaways and incorporate insights into their entrepreneurial goals.
- **Mentors will contribute significantly by:**
 - Encouraging participants to engage with representatives from the associations, ask questions, and seek advice.
 - Helping them identify relevant contacts and build professional connections.
 - Providing follow-up support after the event.
- 12 start-ups (2 per country) - Start-ups will provide participants with hands-on exposure to entrepreneurial environments. Participants will visit these start-ups in their respective countries to observe their operations and interact with founders and teams. This experience aims to inspire participants, demonstrate practical business applications, and give them a better understanding of the challenges and opportunities in running a start-up.
 - **Trainers will contribute significantly by:**
 - Providing participants with practical frameworks to observe and analyse the operational aspects of the start-ups, such as business models, team dynamics, and problem-solving strategies.
 - Offering guidance on approaching the start-up founders and teams, emphasising professional communication and building rapport.
 - **Mentors will play a crucial role in these start-up visits by:**
 - Preparing participants beforehand with questions and areas to focus on during the visit.
 - Guiding them in drawing connections between their own entrepreneurial ideas and the practices they observe.
 - Facilitating post-visit discussions to reflect on key takeaways and lessons learned.

4. FEM-Up Programme Structure

4.1. Academy Presentation

At the programme's start, all participants will receive a thorough presentation of the Academy's goals, curriculum, schedule, and expectations. This session aims to clarify how the programme will unfold, the types of activities participants can expect, and the overarching objectives of each segment.

4.2. Consulting and Mentorship

The FEM-Up Mentoring Programme is a six-month initiative from January to June 2025, designed to empower young women aged 18-30 in entrepreneurship. The programme aims to develop both technical and soft skills, and the mentoring framework focuses on providing participants with hands-on guidance, training, and resources to foster their growth as future entrepreneurs and innovators. Participants who are eligible for mentoring will be assigned mentors and will receive ongoing support through either one-on-one or group mentorship sessions, depending on their preference (see [6.1. Introduction to Mentoring](#)). Participants are encouraged to meet with their mentor online weekly to ensure consistent progress and guidance.

4.3. Training Modules and Skill Development

The programme includes a series of units designed to foster technical and soft skills (see [5.1. Training Curriculum](#)). Each unit consists of hands-on activities, collaborative exercises, and individual tasks to ensure that participants gain practical experience.

Participants will have access to the **FEM-Up platform** (also accessible from the [FEM-Up website](#)), where all programme materials will be available. On this platform, participants can complete activities within their respective units. The platform will allow them to track their progress, interact with peers, and access self-paced learning materials anytime, ensuring an engaging and flexible learning experience.

Trainer's role:

- Deliver introductory webinars at the start of each unit to provide an overview of the content, key objectives, and the learning outcomes participants can expect (see [4.5. Webinars](#)).
- Help participants navigate the platform and engage with the self-paced materials, ensuring they understand how to track their progress and access relevant resources.
- Be available to answer questions, offer task guidance, and encourage the course.
- Offer constructive feedback on assignments, activities, and self-assessments, if necessary.
- Work to maintain high levels of engagement by motivating participants, celebrating milestones, and encouraging reflection on how the skills and knowledge gained can be applied to their entrepreneurial ideas and everyday activities.

Mentors' role:

- Provide personalised feedback on activities inside respective units, helping participants reflect on their progress.
- Offer insights and suggestions based on real-world case studies, encouraging them to think critically and apply what they have learned in a practical context.
- Be available to answer questions, clarify doubts, and offer additional support throughout the programme.

4.4. Case Studies

At the end of each module, participants will have the opportunity to complete a case study assignment. These two assignments examine real-world examples of successful female entrepreneurs and innovative start-ups. By engaging with these case studies, participants will gain valuable insights into practical business scenarios, drawing inspiration and learning from women who have achieved notable success. Additionally, analysing these cases will help participants develop critical thinking skills and apply their knowledge to hypothetical situations, enhancing their ability to tackle challenges creatively.

While completing these assignments **is not mandatory**, it is highly encouraged. Mentors and trainers are crucial in motivating participants to engage with the assignments and guiding them through the process.

Trainer's role:

- Motivate participants to engage with the case study assignments by highlighting their value in providing practical insights and fostering critical thinking.
- Emphasise how these assignments align with the skills and knowledge developed throughout the modules.
- Offer support during the case study process by helping participants understand the framework for analysing real-world examples.

Mentor's role:

- Ask participants whether they have started their self-assessments after completing the modules, as neither mentors nor trainers have direct access to view progress.
- Actively motivate them to complete the assignments, emphasising the learning and growth opportunities they offer.
- Hold discussions with them about their experiences with the assignments. Mentors should explore what participants found challenging, identify areas where they may need assistance, and highlight particularly inspiring or enlightening elements.

This collaborative approach ensures that participants feel supported throughout the programme, making the assignments a learning task and an opportunity for meaningful mentorship and personal growth.

4.5. Webinars

Webinars are an integral part of the programme, designed to enhance the learning experience through two types of sessions: introductory webinars to each unit (including reflection exercises where relevant) and guest speaker webinars.

1. Introductory webinars are designed to give participants an overview of the content they will learn in the respective week. These webinars provide a clear outline of the unit for the week, covering the key topics and learning objectives.

Trainer's role:

- Explain the structure of the activities and assignments, setting expectations for what participants can gain from the unit and how they can apply what they have learned to their entrepreneurial ideas.

- Guide participants to think about how the week's lessons connect to their current goals and challenges, encouraging them to approach the material with intention and focus.

Therefore, these webinars will help ensure that participants are prepared for the upcoming week's work and can stay focused and organised.

2. Guest speakers lectures are designed for industry experts to share their knowledge and insights into specific topics relevant to the programme, such as entrepreneurship, STE(A)M fields, and innovative business practices. These sessions will expose participants to real-world perspectives and current trends in their fields of interest. Guest speakers will provide valuable opportunities for participants to learn directly from professionals with hands-on experience in entrepreneurship and innovation. The webinars will encourage participants to ask questions and engage with experts on important topics, giving them a deeper understanding of the industry and its challenges.

Trainer's role:

- Before the lecture, briefly outline how the topic connects to the programme's overall learning objectives, helping participants understand its relevance.
- Encourage participants to prepare questions in advance and actively participate in discussions, ensuring they maximise their learning from industry experts.
- Encourage participants to reflect on key takeaways from the session

Mentor's role:

- Encourage participants to identify their key interests and formulate questions they want to ask the guest speakers.
- Discuss the most important lessons from the lecture and help participants connect these insights to their personal or business aspirations.
- Assist participants in identifying ways to apply what they learned in their entrepreneurial development.
- Recommend additional resources or industry connections to deepen participants' understanding (not necessary).

Participants will receive links to the webinars via email. Trainers should remind participants to check their spam folders if they do not see the invitation in their inbox. These sessions will be recorded and made available for later viewing for participants who cannot attend the guest speaker webinars live.

4.6. Jobs of the Future Event

This event will bring together industry leaders, mentors, and entrepreneurs to discuss their entrepreneurship experiences and views as well as upcoming trends and opportunities in STE(A)M and entrepreneurship. A key focus will be showcasing female role models who will inspire and guide participants by sharing their experiences, highlighting career opportunities, and providing practical advice for navigating the entrepreneurial landscape.

Trainer's Role:

- Provide pre-event guidance, helping participants understand the event's objectives, key topics, and the significance of engaging with industry leaders.
- Encourage participants to research the guest speakers in advance.
- Encourage participants to analyse key takeaways, discuss insights gained, and consider how they can apply these lessons to their entrepreneurial journeys.

Mentor's Role:

Mentors will support participants before, during, and after the Jobs of the Future event by:

- Motivate participants to interact with guest speakers.
- Assist participants in effectively identifying relevant contacts, networking, and understanding the value of professional relationships in entrepreneurship.
- Engage in post-event discussions to help participants process the insights gained, set goals based on the event's themes, and explore potential career or business development steps.

4.7. "FEM-Up Your Idea" Contest

The "FEM-Up Your Idea" contest is a national evaluation process for participants, held at the national level to select one outstanding participant from all the participants.

To enter the contest, participants must submit a pitch video and a business model canvas representing their business idea. Detailed instructions for preparing these submissions will be provided to the participants to ensure they clearly understand the requirements. The pitch video should communicate the participant's business idea, potential impact, and entrepreneurial vision effectively. The business model canvas will help evaluate the feasibility and structure of the concept, focusing on key aspects such as value proposition, target market, revenue model, and operational plan.

Mentors and trainers will assess each submission based on the following criteria to ensure a fair and comprehensive evaluation of the participants in the "FEM-Up Your Idea" contest.

Pitch Video: It allows participants to communicate their business ideas effectively. Mentors and trainers should assess the following:

- Clarity and structure: Is the pitch clear and well-organised? Does the participant introduce their idea in an easy-to-understand way?
- Innovation and uniqueness: Does the business idea demonstrate creativity or originality? How unique is the solution compared to existing alternatives in the market?
- Practicality: Is the idea realistic within the given resources? Does the participant explain how the idea can be executed in real-world conditions?
- Team and organisation: Does the pitch provide insight into the team's capacity to realise the idea? How well-organised is the team, and are roles and responsibilities clearly defined?
- Passion and delivery: How effectively does the participant communicate their passion for the idea? Is the delivery engaging, confident, and professional?
- Impact and value proposition: Does the pitch clearly explain the value proposition of the business? How well does the participant highlight the benefits and potential impact of the idea?

Business Model Canvas: This will visually represent the business idea and its core components. Mentors and trainers should evaluate the following aspects:

- Completeness and clarity: Does the business model canvas include all necessary elements (e.g., value proposition, customer segments, revenue streams)? Are the components clearly defined?
- Customer understanding: Does the participant clearly understand their target market? Is the customer segmentation well thought-out and appropriate for the business?
- Sustainability and scalability: Does the business model show potential for growth and sustainability? Are the revenue streams viable and scalable in the long term?
- Operational strategy: Does the business model canvas reflect a practical operational business plan? Are the key activities, resources, and partners identified?

- Alignment with pitch video: Does the business model canvas align with the vision and value proposition described in the pitch video? Is there consistency between the two submissions?

The winner will be chosen based on the overall score from both the pitch video and business model canvas. Mentors and trainers should provide constructive feedback to each participant to support their growth, regardless of whether they win the contest.

Given the significance of the contest's pitch and business model canvas, mentors are strongly encouraged to practice pitches with the participants throughout the mentoring programme. Regular pitch practice sessions will help participants refine their presentation skills, improve clarity, and build confidence in effectively communicating their business ideas.

Additionally, a business model canvas template with guiding questions will be provided to all participants. Mentors must ensure that participants fully understand the structure and purpose of the canvas, guiding them in accurately completing it and aligning it with their entrepreneurial vision. Mentors should clarify expectations, offer constructive feedback, and address participants' questions about their tasks. This proactive support will help participants prepare strong submissions for the contest.

4.8. FEM-Up Academy Awards

National winners are to represent their countries during the project closing event. This final event allows them to demonstrate their knowledge, receive constructive feedback, and refine their business pitches. Winners will be awarded consulting sessions with industry professionals and custom branding for their business ideas. Mentor's role is significant at this final stage.

Mentor's role:

- Work closely with the national contest winner to practice and perfect their business pitch before the final event. This includes providing constructive feedback on clarity, persuasiveness, and overall presentation.
- Help participants build confidence by conducting mock pitch sessions and guiding them on handling potential questions from judges and audience members.
- Serve as a source of encouragement and help participants stay motivated and focused as they approach the final stage of the competition.

5. FEM-Up Training Programme

5.1. Training Curriculum

The programme contains two modules, each divided into focused learning units spanning 10 weeks, including work on module-related case studies, providing an engaging and comprehensive learning experience tailored to develop personal, professional, and entrepreneurial success. Each unit lasts 1 week, starting with a webinar as an introduction to a learning unit. A guest lecturer, an expert on the week's topic, will be hosted each week. Estimated workload: 7 hours of independent learning per week, depending on prior knowledge and experience. After each module, a case study and assignment are available for participants to test their progress.

The training curriculum aims to:

- Increase the number of female innovators and entrepreneurs by providing targeted training and mentoring.
- Foster collaboration among schools, scientific and technology entities, start-ups, and other stakeholders.
- Align skills with job market demands, ensuring young women acquire the competencies for future employment and innovation.
- The FEM-Up project, through this curriculum, seeks to create a supportive ecosystem for female entrepreneurship, bridging the gender gap in STEM fields and fostering a culture of innovation and empowerment among young women.

The training curriculum is divided into two key modules and eight units:

Module 1: Mastering Soft Skills for Success

This module focuses on the interpersonal and leadership skills necessary for personal and professional success. These skills are critical for participants to build relationships, present ideas effectively, and develop their unique presence as empowered women in business.

- **Unit 1: Communication & Presentation Skills**
Participants will learn communication techniques in various business contexts, from pitching to negotiation. Training will cover verbal and non-verbal communication, active listening, and the basics of public speaking. Practical activities will involve preparing and delivering presentations, allowing participants to refine their delivery style and boost confidence.
- **Unit 2: Networking, Negotiation & Strategic Partnerships**
This unit enables participants to get familiar with networking skills, negotiation styles, and strategies. It teaches participants how to manage networks effectively, develop a network strategy for business success, and learn value-based networking types and negotiation strategies. It covers negotiation preparation steps, BATNA principles, tactics, and bargaining. The module also provides a roadmap for building strategic partnerships and networks for business success. In addition, this module covers business collaboration and teamwork issues for growth.
- **Unit 3: Leadership & Personal Branding**
This unit encourages participants to develop leadership qualities and build a unique personal brand. They will explore leadership styles, personal branding techniques, and self-promotion

strategies, highlighting their strengths and expertise. Practical exercises will help them define their mission and values and align them with their business goals.

- **Unit 4: Empowering Women in Business - Overcoming Gender Bias and Fostering Inclusivity**
This unit aims to reduce gender bias in the workplace, build women's confidence and resilience, and create inclusive environments that value diverse perspectives. This unit seeks to empower women to thrive in leadership roles and contribute to a more equitable business landscape.

Module 2: Building a Strong Business Foundation

This module focuses on developing a solid foundation in business fundamentals. Each unit within this module is designed to help participants understand the core elements of creating, managing, and growing a business.

- **Unit 1: Business Planning & Strategy**
The aim is to equip participants with the essential tools and knowledge for developing and sustaining innovative businesses. By providing insights on sustainable innovation culture, business model canvassing, strategic planning, and practical case studies, participants will gain the skills to build strong business foundations and actionable strategies. The programme will start by exploring how to create a sustainable innovation culture within a company, focusing on aligning the vision, mission, and values. From there, we will build a robust business model, using the Business Model Canvas to map out key elements that will drive success. We will also dive into strategic road mapping and action planning, helping you outline clear steps for executing your vision.
- **Unit 2: Financial Management & Funding**
Within this unit, participants will understand and interpret financial statements and key financial metrics, which are essential for assessing the economic health of your business. They will explore various funding options for women entrepreneurs, including grants, loans, crowdfunding, and venture capital. They will also gain insights into effectively pitching to investors, including crafting compelling pitches and understanding what investors look for in a business. Throughout the presentation, they will find references to supplementary videos that provide in-depth explanations on specific topics to enhance their understanding and offer a deeper dive into the subject matter.
- **Unit 3: Quality Assurance & Risk Management**
This unit will teach participants to manage risks and develop essential quality management skills effectively. Additionally, they will learn tips on how to manage their time better. Throughout the course, they will explore various strategies and tools to help them identify, assess, and mitigate potential risks in their projects and operations. They will also explore the principles and practices of quality management, ensuring they can maintain high standards and continuously improve their work. Moreover, the module will provide techniques to enhance their time management abilities.
- **Unit 4: Marketing Skills & Innovation Management**
This unit will enable participants to acquire skills in marketing management, market research and innovative approaches. Thanks to this unit, participants will find it easier to manage their marketing strategies and understand how to develop essential skills. The programme will

begin by focusing on the journey from identifying a problem to creating a product, where they will learn how to recognise market needs and opportunities. That will help them guide marketing and innovation strategies. Following that, we will dive into the creative side of innovation, exploring various techniques to generate fresh, innovative ideas.

The table below provides more information on the content, competences and skills covered by the two modules and eight units of the FEM-Up project.

Module	Competences & Skills
Module 1: Mastering Soft Skills for Success	
<u>Unit 1.1:</u> Communication & Presentation Skills	<ul style="list-style-type: none"> • Create a compelling story around a business idea. • Improve public speaking and presentation techniques. • Communicate with investors and stakeholders. • Learn how to pitch a business idea.
<u>Unit 1.2:</u> Networking Negotiation & Strategic Partnerships	<ul style="list-style-type: none"> • Negotiate with more confidence and effectiveness. • Make well-informed and impactful decisions. • Know how to build meaningful and productive professional networks • Know how to apply strong leadership principles with greater success. • Foster seamless and effective collaboration.
<u>Unit 1.3:</u> Leadership & Personal Branding	<ul style="list-style-type: none"> • Identify various leadership styles that align with your values and strengths, and how to apply them every day. • Identify and develop a personal brand.
<u>Unit 1.4:</u> Empowering Women in Business: Overcoming Gender Bias and Fostering Inclusivity	<ul style="list-style-type: none"> • Implement effective strategies to build confidence and resilience among women in professional settings. • Create and promote inclusive workplaces that support diversity and equity, ensuring all voices are heard. • Advocate for policies that enhance gender equality, contributing to a more equitable business landscape.
Module 2: Building a Strong Business Foundation	
<u>Unit 2.1:</u> Business Planning & Strategy	<ul style="list-style-type: none"> • Perform a meaningful internal and external business analysis using specific tools to understand the business landscape comprehensively. • Identify and evaluate your business's strengths, weaknesses, threats, and opportunities to inform strategic decision-making. • Develop a business roadmap that aligns with your overall development strategy and supports sustainable growth. • Use the Business Model Canvas to structure, visualise, and iterate on business model elements that enhance value creation and innovation. • Apply strategic planning techniques to create actionable steps for achieving business goals, supported by real-world insights from practical case studies.

Unit 2.2: Financial Management & Funding	<ul style="list-style-type: none"> • Read and interpret Balance Sheets, Income Statements, and Cash Flow Statements. • Perform horizontal and vertical analysis of financial statements. • Understand key financial metrics and ratios. • Understand the impact of financial decisions on business strategy.
Unit 2.3: Quality Assurance and Risk Management	<ul style="list-style-type: none"> • Reduce risks. • Be a better problem-solver and decision-maker. • Have better critical thinking. • Be more flexible and adaptable. • Better organise tasks.
Unit 2.4: Marketing Skills and Innovation Management	<ul style="list-style-type: none"> • Minimise market entry risks • Know how to create effective marketing strategies • Know how to enhance product development processes • Strengthen market research capabilities • Know how to master innovation management

Table 2. Competences & Skills for Each Unit

5.2. Assessment and Knowledge Evaluation

5.2.1. Mandatory and Optional Assessments

The programme includes mandatory and optional assessments to support the participant's learning journey.

Mandatory Assessments are carried out at the end of each module through self-assessment quizzes. These are designed to evaluate participants' understanding of the core content and determine whether the expected learning outcomes have been achieved. A minimum success rate of **60%** is required to progress to the next module.

In addition to mandatory quizzes, each unit also includes **Optional Assessments**, such as reflective exercises, practical tasks, and analytical assignments. While not required, these activities are strongly encouraged, as they reinforce the learning process and help participants gain a deeper understanding of the material. Trainers should highlight the value of these tasks, clearly explain their purpose and content, and provide guidance on how to complete them effectively.

The eight training units together cover the full range of entrepreneurial skills the FEM-Up Academy seeks to develop. To ensure that participants are not only completing the content but also applying it, trainers are expected to support learners throughout the process. This includes encouraging participation in optional exercises, providing constructive feedback, and making themselves available for questions—whether during webinars or via email. Responses should be clear, supportive, and explanatory, enabling learners to overcome challenges and fully benefit from the training.

5.2.2. Case Studies

At the end of each module, participants will have the opportunity to complete a case study assignment. Those two assignments examine real-world examples of successful female entrepreneurs and innovative start-ups. By engaging with these case studies, participants will gain valuable insights into

practical business scenarios, drawing inspiration and learning from women who have achieved notable success. Additionally, analysing these cases will help participants develop critical thinking skills and apply their knowledge to hypothetical situations, enhancing their ability to tackle challenges creatively.

While completing these assignments is not mandatory, it is highly encouraged. Trainers are crucial in motivating participants to engage with the assignments and guiding them through the process. In this context, it will be beneficial for trainers to pay attention to the following points;

- Inform learners about the purpose, scope and content of case studies,
- Explain the relationship between the content covered in the case studies and FEM-Up modules.
- The case studies should provide concrete suggestions on how the information contained in the case studies can inspire candidates to present their business models and ideas at the FEM-Up contest.
- Case studies should provide information on how learners can complete the learning process, thus encouraging learners to complete the case studies.

This collaborative approach ensures that participants feel supported throughout the programme, making the assignments a learning task and an opportunity for meaningful mentorship and personal growth.

When learners have completed all case study assignments, the trainers will see two case studies uploaded by learners to the Fem-Up Academy platform. It is the trainer's responsibility to check if the learners have completed the case study tasks and provide feedback to the learners. Below is a separate assessment guide for the trainers for Case Study 1 and Case Study 2.

5.2.2.1. Case Study 1 - Evaluation Criteria and Methodology

1. Presentation & Storytelling (20 Points)

- Brand Story (10 Points)
 - Is the storytelling clear, engaging, and original? (3 P)
 - Does the brand story align with the brand's mission and customer values? (3 P)
 - Is the language professional, fluent, and grammatically correct? (2 P)
 - Does the story establish an emotional connection? (2 P)
- Visual Brand Concepts (10 Points)
 - Are the colour palette, logo ideas, and visuals aligned with the brand identity? (4 P)
 - Are the proposed concepts creative and impactful? (3 P)
 - Is the visual presentation professional and polished? (3 P)

2. Pitching (20 Points)

- Elevator Pitch (10 Points)
 - Is the pitch concise, clear, and compelling? (4 P)
 - Does it highlight the problem and the unique value proposition? (3 P)
 - Is the tone appropriate for the target audience? (2 P)
 - Is the language fluent and grammatically correct? (1 P)
- Pitch Deck (10 Points)
 - Does it clearly present the business idea, market opportunity, and expected impact? (4 P)
 - Is the design visually appealing and professional? (3 P)
 - Does it balance text and visuals effectively? (3 P)

3. Networking (20 Points)

- Stakeholder Strategy (10 Points)
 - Are the selected stakeholders relevant to the industry? (3 P)
 - Are the outreach methods clear and actionable? (3 P)
 - Are the relationship-building goals strategic? (2 P)
 - Is the strategy realistic and practical? (2 P)
- Customer Community Plan (10 Points)
 - Does it include both online and in-person engagement strategies? (3 P)
 - Does it outline concrete steps to increase customer loyalty? (3 P)
 - Is the approach inclusive and accessible? (2 P)
 - Are innovative and creative elements incorporated? (2 P)

4. Inclusivity & Gender Bias Analysis (20 Points)

- Analysis Content (10 Points)
 - Does it provide concrete insights into gender inclusivity? (4 P)
 - Does it address strategies to challenge biases in the industry? (3 P)
 - Does it include sector-specific solutions? (3 P)
- Practical Steps (10 Points)
 - Does it offer practical marketing, product design, or service delivery recommendations? (4 P)
 - Are the recommendations actionable and innovative? (3 P)
 - Does it use inclusive language and perspectives? (3 P)

5. Presentation & Document Formatting (20 Points)

- Document Structure (10 Points)
 - Are sections clearly separated with headings? (3 P)
 - Is the content presented in a logical order? (3 P)
 - Is the writing grammatically correct and professional? (4 P)
- Visuals & Presentation (10 Points)
 - Is the design visually appealing and easy to read? (4 P)
 - Are visuals and text balanced and well-aligned? (3 P)
 - Is the document, presentation, or file format professional? (3 P)

TOTAL: 100 Points

ACHIEVEMENT THRESHOLD: 60 Points

5.2.2.2. CASE STUDY 2 - Evaluation Criteria and Methodology

1. Business Concept and Strategic Planning (20 Points)

- Business Idea (10 Points)
 - Is the business idea well-defined and innovative? (4 P)
 - Does it align with Testlio's approach of connecting talents with opportunities? (3 P)
 - Are the mission, vision, and core values clearly stated? (3 P)
- Strategic Roadmap & Milestones (10 Points)
 - Are key milestones, goals, and timelines clearly outlined? (5 P)
 - Does the roadmap demonstrate scalability and sustainability? (5 P)

2. Business Planning & SWOT Analysis (20 Points)

- SWOT Analysis (10 Points)
 - Are the strengths, weaknesses, opportunities, and threats well-identified? (5 P)
 - Does the analysis provide actionable insights? (5 P)
- Business Model & Structure (10 Points)
 - Is the business structure realistic and feasible? (5 P)
 - Are growth and operational strategies well-defined? (5 P)

3. Quality Standards & Customer Feedback Integration (20 Points)

- Quality Indicators (10 Points)
 - Are at least five relevant quality indicators clearly defined? (5 P)
 - Do they align with high service/product standards? (5 P)
- Customer Feedback Strategy (10 Points)
 - Is there a structured plan for collecting and integrating customer feedback? (5 P)
 - Does the strategy support continuous quality improvement? (5 P)

4. Financial Management (20 Points)

- Budget Allocation (10 Points)
 - Is the €5,000 initial budget allocated effectively? (5 P)
 - Are expenses justified and aligned with business priorities? (5 P)
- Investment & Growth Strategy (10 Points)
 - Is there a clear reinvestment plan for sustainable growth? (5 P)
 - Are long-term financial goals (3-5 years) realistic and achievable? (5 P)

5. Presentation & Submission (20 Points)

- Document Structure & Clarity (10 Points)
 - Is the document well-organised with clear headings? (5 P)
 - Is the language professional and free of significant errors? (5 P)
- Visual & Content Presentation (10 Points)
 - Are visuals (graphs, charts, etc.) used effectively? (5 P)
 - Is the submission format professional and polished? (5 P)

TOTAL: 100 Points

ACHIEVEMENT THRESHOLD: 60 Points

5.3. Online Training Approach

Participants will be able to access the FEM-Up training programme course modules and materials at <https://academy.femup.eu/courses>.

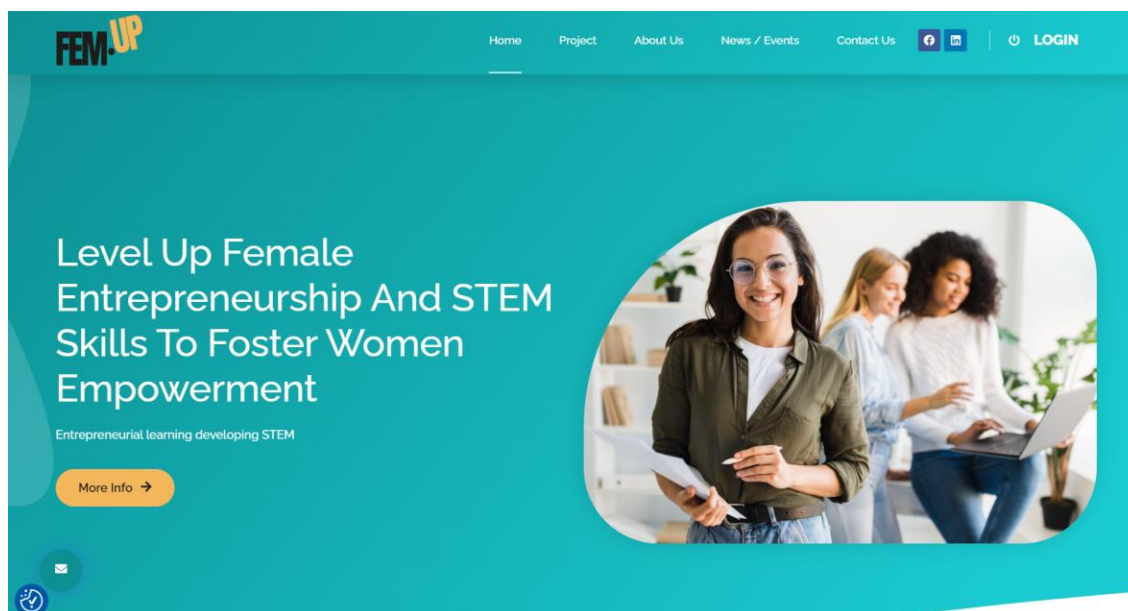


Figure 1. FEM-Up Academy Training Platform

Once the training materials are shared, the content will be organised using a hierarchy based on Bloom's Taxonomy. Trainers will be encouraged to guide learners through each stage of the learning process, starting from basic recall of information ("Remember") and progressing all the way to creating new ideas or solutions ("Create"). This approach aligns with the FEM-Up learning framework.

Remember

Bloom's Taxonomy consists of six steps: knowledge, comprehension, application, analysis, synthesis and evaluation. It is organised in a six-stage hierarchy, starting with direct recall of information and progressing to more advanced forms of thought such as analysis and evaluation.

Accordingly, upon successful completion of one step, the learner will be encouraged by the trainer to move on to the next step. This can be done by implementing activities like gap-filling, matching, and quizzes. The intensive implementation of classroom activities provides various benefits, such as digesting the learning process by the learners, keeping the learning process alive, and increasing learning motivation.

5.3.1 General Training Approach by Trainers

Peer Learning: Peer learning is most effective when learning objectives are clear and peer engagements are structured to maximise these objectives. Learning is best facilitated when peers do things together and reflect regularly on their learning (Andrews & Manning, 2016, p. 6). In an experimental application in the field of entrepreneurship education, after practising this peer-empowered learning technique, the formal learner module evaluation results demonstrated considerable improvements compared to the previous academic year, with the overall satisfaction rate improved by 10% (Xu et al., 2021, p. 3). Therefore, applying peer learning methodologies can increase the effectiveness and efficiency of entrepreneurship education. A sample in-class application flow is shared below. FEM-Up Academy has a 'guest speaker' section in each module. Role models (guest

speakers) in women entrepreneurship will be taken as a reference by the trainer at the Peer Learning stage.

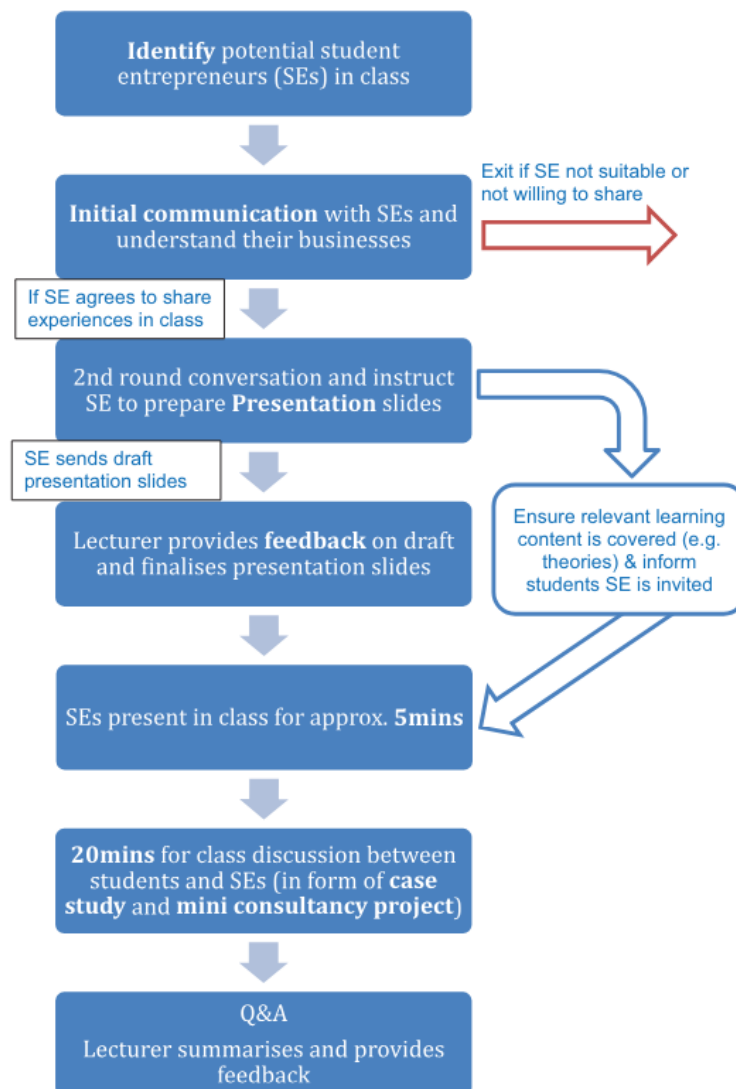


Figure 2. Peer Learning Case Workflow for Learner Entrepreneurship Training (Xu et al., 2021, p. 4)

Problem-Based Learning: According to Kılınç (2007, p. 562), the basic educational material in this teaching practice consists of 'scenarios', which we can call 'fictionalised cases' involving problems compatible with real life. Through defined scenarios, learners encounter various issues related to the course subject and produce multiple ways to solve these problems.

The basic principles of the problem-based learning approach can be summarised as follows (Savoie & Hughes, 1994):

- Teaching starts with a problem.
- A connection is established between the problem and the learner's world.
- Learners are given full authority to shape the problem and manage the solution from start to finish.

- Small groups are formed for effective, complete and contextualised learning.
- Learners are provided with continuous information and explanations about their performance and solutions.

In this context, it is recommended that trainers follow the following flow as a basis for problem-based learning: **Defining Scenario -> Defining Problems -> Generating Solutions**

5.3.2. Effective Online Training: Approaches and Recommendations

Online learning has become more widespread and vital than ever due to the COVID-19 pandemic. On the other hand, with the impact of digital transformation, the need to adapt learners and teachers to distance learning, the use of new technological tools and the development of new pedagogical frameworks have come to the fore. Online training can be carried out using a Learning Management System (LMS) such as Moodle and/or meeting tools such as Zoom; it can occur synchronously or asynchronously, depending on the type of training and the targeted strategy. FEM-Up Academy trainers will use their own digital learning infrastructure.

Synchronous distance education is defined in the most general definition as the simultaneous interaction of the instructor and the learner in distance education using communication technologies from different locations. In contrast, asynchronous education is a form of distance education in which information is produced and stored in advance, and learners can access it whenever they want. In synchronous education, the learner and the teacher are in the education process simultaneously, using different tools. In contrast, in the asynchronous education model, education is realised by allowing the learner to follow the recorded lecture videos and externally uploaded learning materials. The benefits of asynchronous learning are that barriers of time and place are removed, access to education is available to all, participation of vulnerable groups who may be shy or excluded is encouraged, and learners can participate more than once. The benefits of synchronous learning include increased learner interaction with the teacher, particularly through digital tools known as Web 2.0 or Web 3.0, and the liveliness of the learning process through techniques such as classroom discussions and brainstorming. Synchronous teaching is one of the preferred approaches for trainers in online education, as it provides interactive learning opportunities for learners.

Today, researchers categorise the principles of effective course management in online education under eight headings. These are: Learner-Faculty Contact, Collaborative Learning, Active Learning, Prompt Feedback, Time on Task, High Expectations, Diversified Learning, and Technology Application (Cable & Cheung, 2017). Although technology is defined as one of the eight principles of online education, it is undoubtedly the most essential condition for using the other seven principles in online education. Therefore, the use of simple or relatively more complex technology has become inevitable for the effectiveness of online education.

Effective online course design streamlines materials to align with the defined learning outcomes. This is a first step to ensure that learners are not inundated with "good to have" resources and superfluous materials that increase their workload (Navarro & McGrath, 2022, p. 503). In this context, first of all, the trainer should ask themselves these questions before starting the lesson:

- *What are the learning outcomes of the course?*
- *How well do my resources align with the learning outcomes?*
- *What are the most effective course activities for achieving the learning outcomes (e.g. surveys, class discussions, group activities, games, etc.)?*

- Which online tools can I use to provide the most effective activities?

The table below lists the various interactive elements and their characteristics.

Table 3. FEM-Up Academy Interactive Elements

Courses' type	Interactive elements available	Characteristics
Facilitated	<ul style="list-style-type: none"> • Webinars • Polls • Interactive slides • Interactive videos • Animates • Quizzes • Q&A • Forums 	Online courses that follow a predefined pace and include regular, direct interactions with the lecturer, offering a structured, instructor-led learning experience.
Self-paced	<ul style="list-style-type: none"> • Interactive slides • Interactive videos • Animates • Quizzes 	Online courses that follow a predefined pace and include regular, direct interactions with the lecturer, offering a structured, instructor-led learning experience.
MOOC	<ul style="list-style-type: none"> • Webinars • Polls • Interactive slides • Interactive videos • Animates • Quizzes • Q&A • Forums • Peer-reviewed exercises 	Online courses with a large number of participants, where it is difficult to create direct interactions with learners.
Virtual training	<ul style="list-style-type: none"> • Polls • Quizzes • Q&A • Forums • Peer-reviewed exercises 	Online courses with few participants, where direct interactions are encouraged.

Source: Unstats (2023)

5.3.3. FEM-Up Academy: Interactivity Instructions for the Trainers

The FEM-Up Academy prefers the synchronous education format as its activities include mentoring and webinar activities, which are executed by those who run this course. Synchronous education is a structure in which learners and trainers participate in real-time, and instant communication is established between learners and trainers. Existing research has suggested implementing some strategies to ensure the effective implementation of education.

- **Organised training implementation:** A planned process with clear goals is one of the most critical indicators of success for synchronised training. In this context, the trainer has planned

the purpose, scope, topics to be covered (and timetable) and resources for each class session. The materials were provided before the lesson, and the content was reviewed for appropriateness. The training modules and learning resources created as part of FEM-Up are already available on the training platform.

- **Active communication with learners:** Communicating actively during the sessions is essential. In this context, the educator should not be the "lecturer" but should lead the sessions in a way that asks learners questions, encourages them to think and promotes collaboration between course participants. To this end, instructor-learner interaction can be enhanced by using Web 2.0 tools in the handbook by organising discussion sessions, conducting mini-surveys, and holding question-and-answer sessions. Web 2.0 tools also contribute to implementing the "instant feedback" strategy, one of the most essential components for increasing the effectiveness of synchronous teaching.
- **Motivating learners:** It is essential to encourage and motivate learners to participate. To do this, using positive language and facial expressions at the beginning and throughout the session is advisable. Also, supportive language should be used to reassure participants. For example, let the learners know that this lesson has no right or wrong way of thinking and that all opinions are equally valuable. This will also increase their motivation to participate. Encourage them by pointing out how useful "unconventional" and "different" ideas will be in this lesson. Break down social barriers: Remind learners that differences in gender, ethnicity, age, etc., are neither an advantage nor a disadvantage in this lesson.
- **Use of Visual Tools and Content:** Another vital strategy to keep learners' attention during the lesson sessions and increase their interaction with the instructor is using visual content and tools (pictures, videos, cartoons, etc.). "Encouraging learners to think" with the help of visual tools and content used during the lesson will increase learners' participation. According to Preradovic et al (2020), compared to static content, video is a medium that effectively engages the audience; it provides a multi-sensory learning environment and presents information attractively, aiming to enable better information retention.
- **Role-Playing:** This technique is essential to encourage learners to practice the topic covered in the session based on real-life scenarios. Role-playing practice raises the level of interaction of the participants in the course while simultaneously maximising the achievement of the course's learning objectives. Role-playing may be preferred for FEM-Up trainers in implementing the "Networking Negotiation & Strategic Partnerships" unit and the "Communication & Presentation Skills" unit, as it is an essential tool for conflict resolution and communication skills.

5.3.4. Interactivity Online Training - Case Tools

Today, many online tools are available for creating online training aimed at collecting ideas, conducting online discussions, and collecting comments from learners. In particular, online chats, surveys, and polls are now common. During online training, polls or contests have proven to be an efficient way to connect with participants and collect information on their awareness or knowledge of specific topics.

Listed below are sample tools used to create questionnaires in the online education process:

In online training, it is essential to keep learners engaged. During the training process, have learners send their questions to you (trainers) through these tools simultaneously. Thus, increase learners' participation.

5.3.4.1. Slido

Slido: Online polls are a platform for question-and-answer sessions and live feedback. Participants can ask questions, participate in polls and give feedback.

How does Slido facilitate online lessons?

1. By enabling participants to give instant feedback, the lesson's dynamics and learners' attention and engagement can be easily managed.
2. Allowing participants to ask questions anonymously encourages them to share more opinions. It encourages participation, especially when shy learners do not understand/are afraid to ask questions.



How to use Slido for online teaching?

How to use Slido?

STEP 1: Create a Slido account and event

- Sign Up: Go to Slido's website and sign up for a free or paid account.
- Create an Event: After logging in, click "Create Event." Enter a title (e.g., "Leadership & Personal Branding Q&A") and set the event's date and time. This event will serve as the interactive space for your classroom session.

STEP 2: Share the event with learners

- Access Event Code: Each event has a unique code (e.g., #MathClass2024).
- Share the Code or Link: Provide the code or link to learners via email, chat, or FEM-Up Academy LMS (<https://academy.femup.eu/>)
- Join via Slido: Learners can join by entering the code at slido.com or clicking the provided link.

STEP 3: Use core features for classroom management

- Live polls
 - Purpose: Engage learners with multiple-choice, word cloud, quiz, or rating polls.
 - How to use:
 - Go to the Polls tab in your Slido dashboard.
 - Click Create Poll, select a type, and customise the question.
 - Launch the poll, and learners can respond in real time.

- Example: Use a multiple-choice survey for quick comprehension checks during lessons.
- **Q&A sessions**
 - Purpose: Allow learners to ask questions anonymously or by name.
 - How to use:
 - Enable the Q&A feature in your event settings.
 - Learners can submit questions that you can approve and display to the class.
 - Example: Use moderation to filter inappropriate or off-topic questions.
- **Quizzes**
 - Purpose: Test knowledge interactively with gamified quizzes.
 - How to use:
 - Go to Quizzes and create a new quiz.
 - Add questions and set a time limit for each.
 - Launch the quiz, and Slido will automatically display scores and a leaderboard.
- **Surveys**
 - Purpose: Gather feedback on lessons or overall classroom experience.
 - How to use:
 - In the Polls tab, choose Survey and create multiple questions.
 - Share the survey link with learners after class.
 - Example: Ask for feedback on the clarity of teaching or lesson materials.

STEP 4: Manage and moderate learners' interactions

- What are the features of SLIDO, and how do you use them?
 - Live moderation: Use moderation features to review questions or poll responses before they go live.
 - Highlight answers: Pin the most important or popular questions for everyone.
 - Control interaction: Turn features (e.g., Q&A or polls) on/off as needed during the class.

STEP 5: Analyse and export data

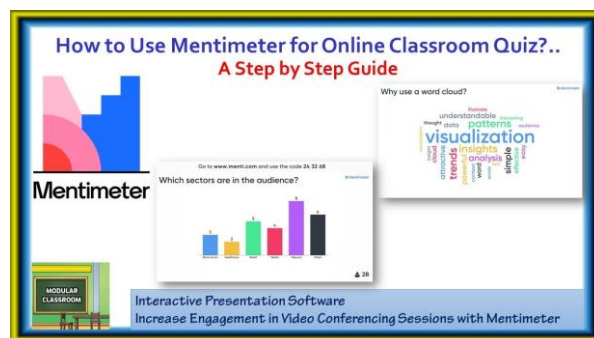
- Access insights: After the event, view analytics such as participation rates, question trends, and poll responses.
- Export data: Export results to Excel or other formats for record-keeping or performance evaluation.

STEP 6: Integrate Slido with other tools

- For virtual classrooms: Use Slido with platforms like Zoom, Microsoft Teams, or Google Meet to integrate interactive features seamlessly.
- Embedded in presentations: Add Slido to Google Slides or PowerPoint to make your presentations more engaging.

5.3.4.2. Mentimeter

Mentimeter: This platform allows you to create interactive presentations and polls. Participants can vote live via their phones or computers and see the results instantly. It can also be used for competitions, making learners more interactive and motivated.



How to use Mentimeter for online teaching?

How does Mentimeter facilitate online lessons?

1. It enables learners to participate in the lesson actively and makes the presentation more dynamic.
2. Provides higher motivation and interactivity by creating competition among the participants through contests.
3. Survey and voting results can be instantly displayed on the screen to guide discussions.

Ensuring learners' participation in online learning is another area where trainers face difficulties. Although it is possible to participate in the lesson with tools such as cameras and microphones, the absence of a physical classroom can sometimes distract learners and cause difficulties for online trainers in the presence of course topics that require diagramming, drawing, and flow design. In this context, alternative tools have been developed to utilise physical classroom features with online tools.

To effectively use Mentimeter in a classroom, it is important to encourage participation by informing learners that their responses can be anonymous, fostering honest and open engagement. Clearly explain how and when interactive elements like polls and quizzes will be used during the session to set clear expectations. Incorporating diverse question types, such as multiple-choice, word clouds, and open-ended responses, helps maintain interest.

How to use Mentimeter?

STEP 1: Create a Mentimeter account and presentation

- Sign up: Visit Mentimeter's website and sign up for a free or paid account.
- Create a new presentation: After logging in, click "New Presentation." Enter a title for your presentation (e.g., "Business Planning & Strategy Interactive Session"). This presentation will serve as the interactive component of your lesson.

STEP 2: Design interactive slides

- Choose slide Types: Mentimeter offers various slide types, including multiple-choice questions, word clouds, quizzes, scales, and open-ended questions.
- Add content: For each slide, input your question or prompt and customise answer options.
- Enhance with media: Incorporate images, videos, or GIFs to make slides more engaging.

STEP 3: Share the presentation with learners

- Access presentation code: Each presentation generates a unique code (e.g., 123456).
- Share the code or link: Provide the code or direct link to learners via email, chat, or FEM-Up Academy LMS (<https://academy.femup.eu/>)
- Join via Menti.com: Learners can join by entering the code at menti.com or clicking the provided link.

STEP 4: Present and engage

- Start presentation: Click "Present" to begin the session.
- Real-time interaction: As you navigate through slides, learners respond in real time using their devices.
- Responses are displayed live, fostering an interactive environment.

STEP 5: Utilise core features for classroom management

- **Live polls:** Gauge learners' opinions or understanding with multiple-choice or scale polls.
- **Quizzes:** Assess knowledge through timed quizzes, with options to display leaderboards for added motivation.
- **Word clouds:** Collect learners' inputs on topics, visualising common themes or ideas.
- **Q&A sessions:** Allow learners to submit questions anonymously, which you can address during or after the session.

STEP 6: Analyse and export data

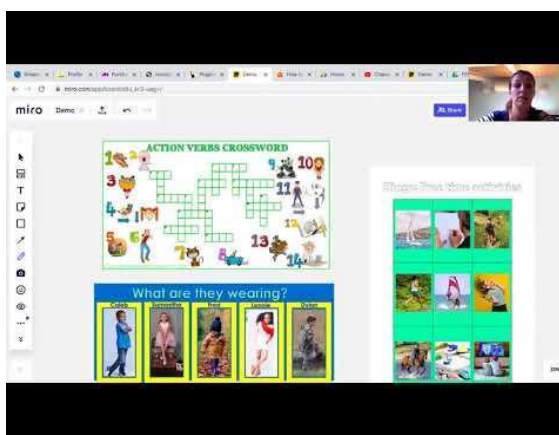
- Access insights: After the session, review participation metrics, response distributions, and other analytics.
- Export results: Download data in formats like Excel for further analysis or record-keeping.

5.3.4.3. Miro

Miro: It is an online whiteboard platform offering ample space to collaborate with participants. Team members can add notes, draw, create diagrams and process maps from different locations in real time.

How does it facilitate online learning?

1. It helps to organise ideas and processes visually, allowing complex information to be expressed in simple visuals.
2. Learners actively contribute to the board and are not just spectators, thus providing a more interactive experience.



How to use Miro for online teaching?

How to use Miro?

STEP 1: Create a Miro account and workspace

- Sign up: Visit Miro's website and sign up for a free or paid account.
- Create a board: Once logged in, click "New Board" to create a workspace for your online learning activity.

- Give the board a title, such as "How to create a product development strategy" or "Canvas Business Model Workspace."

STEP 2: Set up the board

- Add templates: Use Miro's pre-built templates, such as brainstorming boards, Kanban boards, or flowcharts, to structure the activity.
- Design the layout: Arrange sections for different purposes, such as "Questions," "Ideas," or "To-Do Tasks."
- Add sticky notes, text boxes, and shapes for visual organisation.
- Insert media: Upload images, videos, or PDFs to make the board more engaging and comprehensive.

STEP 3: Share the board with learners

- Access Share Options: Click the "Share" button in the top-right corner of the board.
- Choose the appropriate access level (e.g., "Can edit" for collaborative work or "Can view" for presentation-only sessions).
- Share the Link: Copy and share the link via email, chat, or FEM-Up Academy LMS.
- Invite learners: Alternatively, invite learners directly by entering their email addresses.

STEP 4: Facilitate classroom activities

- **Interactive lessons:** Use the whiteboard to visually explain concepts by drawing diagrams, writing notes, or annotating uploaded materials.
- **Brainstorming sessions:** Encourage learners to add sticky notes with their ideas or answers to a designated area.
- **Group projects:** Divide the board into sections for each group to work collaboratively in real-time.
- **Concept mapping:** Create mind maps with learners to explore and connect ideas visually.

STEP 5: Use collaboration features

- Real-time editing: Monitor and guide learner contributions as they collaborate live on the board.
- Comments and mentions: Add comments to specific elements or @mention learners to provide feedback or ask questions.
- Voting feature: The voting tool lets learners decide on the best idea or solution during discussions.

STEP 6: Manage the board during the session

- Organise content: Keep the board tidy by grouping related elements and using frames to segment content.
- Lock essential items: Lock certain elements to prevent accidental edits or deletions.
- Focus mode: Use the "Bring everyone to me" feature to ensure all learners are focused on a specific part of the board.

STEP 7: Save and share results

- Export content: Save the board as a PDF or image file to share with learners or keep as a record.
- Share post-session: Provide learners with continued access to the board for review or further contributions after the online class.
- Integrate Miro with other tools.

STEP 8: Analyse participation

- Track activity: Use Miro's activity tracking feature to see who contributed and where.
- Gather feedback: Create a section on the board for learners to leave feedback on the online lesson or activity.

5.3.4.4. Zoom Whiteboard

Zoom Whiteboard: It is a digital whiteboard used to collaborate with participants during online training on Zoom.



How do you use Zoom Whiteboard for online teaching?

How does it facilitate the online lesson?

1. Provides an instant space for brainstorming and sharing ideas.
2. It can be used as part of Zoom without needing an additional app.

How to use Zoom Whiteboard?

STEP 1: Enable Whiteboard and Annotation features

- Access Zoom settings: Sign in to your Zoom account through the web portal.
- Navigate to settings in the left-hand menu.
- Enable features: Ensure that Annotation and Whiteboard options are enabled to allow interactive functionalities during meetings.

STEP 2: Start a Zoom meeting

Open the Zoom desktop client and start a new meeting or join an existing one.

STEP 3: Launch the Whiteboard

- Click on the Share Screen button located in the meeting controls
- Select the Whiteboard option from the available sharing choices
- Click Share to open a blank whiteboard canvas visible to all participants.

STEP 4: Utilise Whiteboard tools

- Annotation tools: Use the toolbar to access drawing tools, text boxes, shapes, and the eraser. These tools allow you to illustrate concepts, write notes, and highlight key information during the lesson.
- Saving content: At any point, click Save to capture the current state of the whiteboard as an image file for future reference or distribution to learners.

STEP 5: Enable learners' collaboration

- Allow Annotations: To foster interactive participation, permit learners to annotate on the whiteboard.
- Click the More button in the meeting controls and select Enable Annotation for Others.
- Manage Annotations: To identify contributors, enable the display of participant names following their annotations by selecting Show Names of Annotators under the More options.

STEP 6: Manage the Whiteboard during class

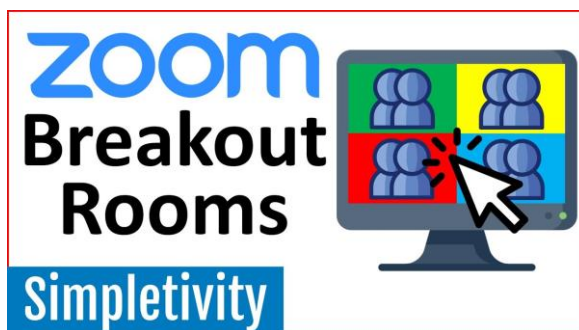
- Explicit Annotations: Click on the Clear button and choose to remove all your or learners' annotations.
- New Whiteboard: If you require additional space, click New Whiteboard to open a fresh canvas without closing the current one.

STEP 7: Save and share Whiteboard content

Click the "Save" button to store the whiteboard content as a PNG or PDF file.

5.3.4.5. Zoom Breakout Rooms

Zoom Breakout Rooms: This feature of Zoom allows learners to work in groups by dividing them into smaller groups.



How do you use Zoom Breakout Rooms for online teaching?

How does it facilitate the online lesson?

1. It makes group work more efficient, allowing each participant more say.
2. Allows simultaneous work on different topics.

STEP 1: Create or pre-assign Breakout Rooms

- During the meeting: Click the Breakout Rooms button in the meeting controls.
- Set the number of rooms: Decide how many rooms to create and assign learners manually or let Zoom assign them automatically.
- Pre-assign participants (optional): While scheduling a meeting, select Breakout Room Pre-Assign and upload a CSV file with learner emails and room names.

STEP 2: Manage Breakout Rooms

- Open rooms: After creating rooms, click Open All Rooms to send learners into their assigned spaces.
- Move learners: Move learners between rooms if needed by clicking their names and selecting a new room.
- Broadcast messages: Send a message to all rooms by clicking Broadcast Message to All (e.g., "5 minutes left").

- Join rooms: Join any room as the host to check progress or assist learners.
- Close rooms: Click Close All Rooms to bring everyone back to the main session. Zoom provides a 60-second countdown before closing the rooms.

STEP 3: Save and share work

- Encourage participants to take notes during their breakout sessions.
- Use collaborative tools like Google Docs or Miro for shared work that can be saved and reviewed later.

5.4. Summary Learning Directive for FEM-Up Trainers

FEM-Up project trainers will provide the module content as PowerPoint presentations and other online learning materials broken down into learning sessions. These can be used directly or be present as VLE-integrated learning modules by the course providers.

Table 4. Summary Learning Directive for FEM-Up Trainers

Summary Learning Directive for FEM-Up Trainers	
Interactive/collaborative elements	<p>To be arranged by the FEM-Up Trainers:</p> <p>FEM-Up Academy has already prepared self-assessment questions for each module. These self-assessment exercises will primarily focus on enhancing one's knowledge and putting one's skills into practice.</p> <p>Develop 'Discussion forums' in your virtual learning environment (VLE), focusing on each unit's primary learning objectives.</p>
Assessments	<p>To be arranged by the FEM-Up Trainers</p> <p>Summative assessment for each of the eight units.</p>
Manage Discussions	<p>You should use online "Discussion Boards" and/or "Forums" to launch a conversation or create a safe space to chat and discuss the unit with the trainer.</p>

FEM-Up Courses will be delivered in full online mode. To keep the online education process alive, trainers must be agile and think creatively about online classroom management. The trainer must plan lessons in online education to encourage active learner participation. To avoid communication problems, you will find solutions below to facilitate your online teaching process.

- Clearly state the reasons for the break session activity and connect it to larger course outcomes or goals.
- Set a time limit for the discussion agenda (e.g. 10 - 15 minutes) and end each breakout room simultaneously.

- To summarise the discussion essay, it might be good to set rules and frameworks. For example, you can ask them to summarise the discussion and express their views in a minimum of 500 words or a maximum of 1000 words.
- To accelerate learners' writing skills, you can revise the duration of the sessions over time. For example, in the first three lessons, you can give 15 minutes to the summarise discussion essay task and then reduce it to 10, 8 or 5 minutes. Thus, witness the improvement in learners' written expression and comprehension skills.

6. FEM-Up Mentoring Programme

6.1. Introduction to Mentoring

Mentors and participants are encouraged to meet at least once a week to allow for continuous support and timely feedback. Sessions may be scheduled individually or in small groups, providing participants with a balance of personal guidance and opportunities for peer learning. The frequency is flexible, with the option to increase session frequency based on the mentee's needs or project demands. The sessions can occur in-person or online - depending on the mentee's choice.

There are two possible types of mentoring sessions:

- One-on-One Mentoring:
 - One-on-one mentoring sessions are designed to offer personalised guidance tailored to each mentee's specific needs. The mentor can help mentees refine their business plans, overcome obstacles, and develop tailored strategies for their growth. This format allows for confidential discussions, fostering a trusting mentor-mentee relationship where mentees feel comfortable sharing their challenges and asking for direct advice.
 - In this type of mentoring, mentors will work closely with mentees to set realistic, actionable goals. Progress on these goals will be reviewed regularly, with mentors providing constructive feedback and adjusting action plans as needed.
- Group Mentoring Sessions:
 - Group mentoring sessions are structured to build a sense of community among mentees, enabling them to share their experiences, learn from each other, and gain new perspectives on common challenges. Group discussions on topics like overcoming gender-based obstacles, navigating funding challenges, and effective networking will allow mentees to gain mutual support and develop new ideas.
 - These sessions will include collaborative activities, such as role-playing exercises, group brainstorming, and feedback sessions on project ideas. This format enhances learning and encourages mentees to practice their communication, teamwork, and presentation skills in a supportive environment.

Therefore, mentoring in the FEM-Up Academy does not have to be strictly one-to-one; it can also be group (or pair) mentoring. This flexibility allows mentees to choose the most comfortable format, acknowledging that some may find it easier to open up and engage in a collaborative setting. Group or pair mentoring fosters peer support, promotes shared learning experiences, and helps mentees develop interpersonal connections.

6.2. Monthly Assessment

Throughout the programme, mentors must assess mentees' progress on a monthly basis. These assessments serve to monitor development, identify areas for improvement, and ensure that both mentors and mentees remain aligned with the programme's objectives.

To guide this process, mentors may consider the following questions:

1. Has the mentee demonstrated progress in applying the skills and knowledge gained during the training modules?

2. Is the mentee actively addressing challenges and finding solutions to advance her entrepreneurial project?
3. In which areas does the mentee show strong competence, and where is further development or support required?
4. To what extent is the mentee engaging with optional exercises, mentoring activities, and networking opportunities?
5. Has the mentee set realistic short-term goals, and is she making measurable progress toward achieving them?

Regular assessments are important because they enable mentors to evaluate whether mentees are on track, provide tailored feedback, and intervene early if difficulties arise. They ensure that learning objectives are being met, foster accountability, and maintain alignment with the overall programme goals. Furthermore, they allow mentors to adapt their guidance to the individual needs of each participant, ultimately enhancing the mentee's entrepreneurial growth and success.

6.3. The Period After the Completion of the Training

Once the training phase is completed, mentors are encouraged to continue supporting participants in refining their pitch and achieving the business model canvas, as these are crucial components for the "FEM-Up Your Idea" contest.

After submitting the required materials, mentors should consider attending follow-up meetings with participants. During this session, they can:

- Reflect on everything the participants have learned during the programme.
- Address any outstanding questions or areas where participants need additional practice or guidance.
- Discuss the possibility of continuing the mentoring relationship, should participants be interested. In such cases, mentors can explore specific areas they wish to explore, whether through advanced skill development, new business strategies, or other personalised goals.

Mentors will play a pivotal role in preparing participants for the national contests of the FEM-Up Academy (see [4.7. "FEM-Up Your Idea" Contest](#)). They should schedule regular practice sessions to help participants master their pitch. Mentors are encouraged to highlight the importance of a well-polished pitch, emphasising how it can significantly increase their chances of success at the event.

6.4. Mentoring Best Practices and Conflict Management

The success of the FEM-Up Academy Mentoring Programme relies on strong, supportive, and well-managed relationships between mentors and mentees. This section provides guidelines on best practices for mentoring, outlines potential challenges, and offers solutions for conflict resolution and communication management. By establishing these principles, both mentors and mentees can work toward achieving their shared goals effectively and harmoniously.

6.4.1 What Is Mentoring and What Is Not?



Source: [Together Platform](#)

We recommend reading more about it on the Together Platform: [What is the difference between a coach and a mentor?](#) & [Modern mentoring: A new spin on an age-old practice.](#)

6.4.2. How to Start Mentoring?

There is no "correct" way to approach mentoring. Some mentees may have a clear agenda and know what they want to focus on from the outset, while others may require more encouragement to open up. Some mentees may prefer a structured approach with a detailed plan, while others might find a more spontaneous, flexible style more appealing. All these approaches are valid, and as a mentor, it is essential to start by getting to know each other, discussing expectations, and sharing your preferences. Such a conversation will help you determine a style that works well for both sides.

Additionally, if you have mentored others in the past, the communication style that worked previously may not suit every new mentee. Various factors can shape how you connect with your mentees, such as interpersonal dynamics, levels of experience within the organisation, cultural background, and personality traits.

There are specific steps¹ that can be undertaken for both new mentors and the experienced ones:

1. Establish expectations and build trust
 - Identify your expectations for the mentoring relationship
 - Hold an introductory meeting
 - Listen to your mentee's expectations and goals
 - Clarify roles and responsibilities
 - Share your expectations for the programme with the mentee
2. Create an action plan
 - Ask about your mentee's strengths and challenges
 - Discuss their goals and action items for the programme

The mentoring action plan was designed to simplify the mentoring process for mentors. It includes essential components such as mentors' and mentees' information, clear mentoring objectives, progress status updates, notes, and a detailed action plan with specific dates to ensure practical and structured guidance. The document can be found below.

[FEM-Up_Mentoring Action Plan.xlsx](#)

We also recommend reading more about creating a successful action plan: [What are the steps to create a mentoring action plan with your mentee?](#)

3. Meet consistently and revise the action plan
 - At each meeting, review progress on action items
 - Discuss items of interest, current challenges, recent successes, etc.
 - Foster learning and development with practical exercises
4. Reflect on your experience and determine next steps
 - Acknowledge your relationship and what you accomplished together
 - Discuss next steps: challenges ahead and new goals."

6.4.3. Mentoring Best Practices

- Mentors should explicitly assure mentees that discussions will remain confidential unless sharing is required for the mentee's progress and agreed upon by both parties. Trust is built gradually through respectful communication and a consistent commitment to this principle.
- Active listening and empathy are necessary for successful mentoring. This involves acknowledging and validating the mentee's concerns and aspirations without judgment. Phrases like "I understand how that could be challenging" are recommended.
- At the start of the mentoring relationship, mentors and mentees should establish realistic and measurable goals collaboratively. Regularly reviewing and adjusting these goals keeps the mentoring process coherent and productive.
- Mentors should frame feedback around specific actions or ideas, focusing on improvement rather than critique. For example, instead of saying, "This approach will not work," a mentor might say, "Let us consider another strategy that could address this challenge more effectively."

¹ *Together. A UN Mentoring Programme.* (n.d.). Mentor Handbook, https://hr.un.org/sites/hr.un.org/files/Mentor-Handbook-05_0_0.pdf.

- Flexibility in mentoring approaches—such as alternating between structured discussions and more exploratory conversations—helps mentees feel supported in a way that resonates with them. Regular check-ins about the mentoring process can also be valuable for refining the relationship's dynamics.

6.4.4. Conflict Management

Effective conflict management is critical to maintaining a productive mentoring relationship, especially when challenges or disagreements arise. The following are strategies for addressing common issues and mitigating potential risks:

- a) **Non-responsiveness and Lack of Engagement.** A mentee might occasionally become unresponsive or disengaged, hindering their progress and disrupting the mentoring relationship. Here is an example of how to solve this problem:
 - **Step 1:** The mentor should reach out gently, expressing concern for the mentee's well-being and inquiring if they face any specific challenges.
 - **Step 2:** If non-responsiveness continues, the mentor can involve the programme coordinator to discuss ways to support the mentee.
 - **Preventative Measure:** Setting clear expectations for communication frequency at the beginning of the relationship can help prevent disengagement.
- b) **Unrealistic Expectations.** Sometimes, mentees may have challenging expectations, such as rapid business success or expecting mentors to provide answers rather than guidance.
 - **Step 1:** Mentors should clarify the purpose of the mentoring relationship as a support system rather than a fast track to success. Remind the mentee that the mentor's role is to guide and advise, not to do the work on their behalf.
 - **Step 2:** Reassess the mentee's goals collaboratively, breaking them down into achievable steps to manage expectations realistically.
 - **Preventative Measure:** During the initial goal-setting phase, mentors should work with mentees to outline achievable milestones and clarify the mentor's role, encouraging patience and resilience.
- c) **Differing Perspectives.** Mentors and mentees may occasionally have differing views on approaches or business ideas, leading to tension.
 - **Step 1:** Encourage open dialogue and respect for each other's perspectives. The mentor should approach such conflicts by exploring the mentee's reasoning rather than dismissing their ideas.
 - **Step 2:** If necessary, the mentor can suggest additional research or expert opinions, helping the mentee make informed decisions.
 - **Preventative Measure:** Emphasise respect for diverse viewpoints at the beginning of the mentoring relationship, acknowledging that differing perspectives can provide valuable learning opportunities.
- d) **Managing Feedback Sensitively.** Some mentees may feel defensive or discouraged when receiving critical feedback, which can strain the mentoring relationship.
 - **Step 1:** Use the "Sandwich" technique—start with positive feedback, present areas for improvement constructively, and end on an encouraging note.
 - **Step 2:** Frame feedback as a growth opportunity and avoid personalising critiques to maintain the mentee's confidence.

- Preventative Measure: Establish a feedback framework early on, encouraging mentees to see feedback as part of the development process.

6.4.5. Risk Mitigation

To ensure smooth and productive mentoring experiences, mentors and programme coordinators can take proactive steps to mitigate common risks and promote effective communication, such as:

- Mentors should articulate their roles as guides and advisors rather than solution providers. Mentees should understand that the programme aims to empower them to think critically and independently.
- Continuous feedback keeps mentees motivated and aligned with their goals. A bi-monthly progress review helps identify potential issues early, providing time to adjust strategies as needed.
- Giving mentees access to additional resources, such as articles, toolkits, or past success stories, can deepen their understanding and self-confidence. Resource-sharing encourages mentees to seek solutions independently, empowering them as proactive mentees.
- Mentors benefit from training on conflict resolution, active listening, and giving constructive feedback. This training ensures mentors can handle challenging situations and support mentees effectively.
- Regular, structured check-ins with the programme coordinator provide mentors and mentees with an avenue for feedback and additional support, fostering a proactive approach to managing the mentoring relationship.

7. How to Achieve the FEM-Up Academy's Objectives?

The FEM-Up Academy aims to foster a supportive, empowering, and results-oriented mentoring environment.

O.3.1 - Incubating Female Entrepreneurs

- Objective: To create an environment conducive to growth, allowing aspiring female entrepreneurs to develop their business ideas with the support of skilled trainers and mentors.
- How to achieve it? The selection of participants with initial business ideas and pairing them with experienced mentors provides structured support to equip them with the skills and confidence needed to succeed.

O.3.2 - Empowering Practical Learning and Self-Confidence

- Objective: Help women materialise their ideas, troubleshoot challenges, and draw inspiration from successful role models.
- How to achieve it? Through personal storytelling (Jobs of the Future Event), business pitch practice (FEM-Up Contest), and peer exchanges, participants learn how to navigate real-world entrepreneurial environments and gain practical experience and self-confidence.

O.3.3 - Building Future Business Networks

- Objective: Establish connections with local industries, entrepreneurs, and business associations to create a network for future business opportunities.
- How to achieve it? The programme facilitates direct links through mentoring schemes, events, and contests, which connect participants to access resources, guidance, and partnerships within the business community.

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