M1

M2

M3

M4

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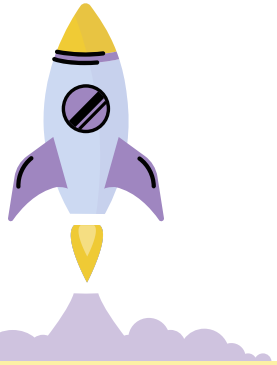

Educational Material

WEntre

Co-funded by the European Union

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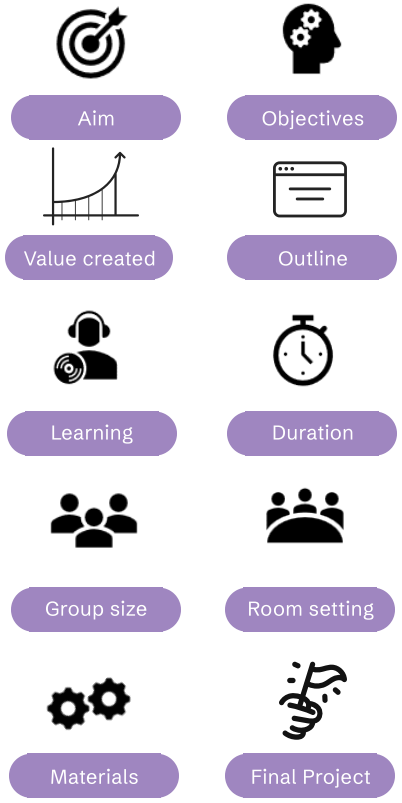
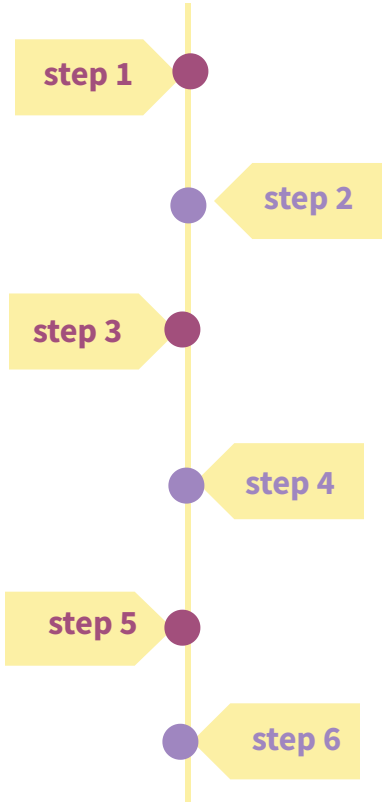
Creating Learner Centred Environments

Blended learning plan



Step by step delivery



Project based learning

- Summary +
- Preparation +
- Delivery +
- Reflection +
- Entrepreneurship module +

Group Size:

8 minimum, 15 maximum

Duration

- Two-hour SELF-DIRECTED COURSE: Foundations of Learning Theories for a Learner Centred Environment exploring the benefits of self-directed learning and the key elements of motivation and reflection.
- Four-hour FLIPPED CLASSROOM: Part One: two hours Applying Learner-Centred Theories in Practice (bearing in mind the two assigned themes: mobilizing resources and mobilizing others) and Part Two: two hours Analytical Approaches to Learner-Centred Education: Fostering Critical Thinking in Practice
- Six-hour PROJECT-BASED LEARNING: Focused upon applying learning practically to the co-creation of blended learning activities that will result in the co-development of two modules Mobilizing Resources and Mobilizing Others.

Materials & Equipment:

- WEntre Competency Framework and Training Curriculum Guide
- Internet-enabled devices
- Stable internet connection
- WEntre online learning environment and resources (portal, introductory video, presentations, ...etc.).
- WEntre Curriculum Guide and Competence Framework
- Flipchart, coloured markers, story cubes, local newspapers/magazines (for creative brainstorming), whiteboard, sheets, coloured sticky notes, blue tack, (Training tool kit) (for the physical activities)
- WhatsApp/Telegram group for online asynchronous group collaboration
- Digital collaboration tools - e.g. Google Docs, Miro, Jam board - for brainstorming and feedbac.
- Local women's entrepreneurship case studies, from Egyptian TVET, universities, and community learning settings (MEK, WOMEN of Egypt, MESMEDA, NCW, GL, etc.)
- Digital and printed OER examples in Arabic
- Low-cost digital tools list (localized)
- Creative thinking templates.

Blended Learning Rationale

The rationale for the blended learning approach to this module is that it combines face-to-face learning and facilitation with online and digital learning opportunities to improve learning outcomes through active and self-paced learning, enabling flexibility of time and location, and accessibility for diverse learners. Master Trainers and Trainers will be developing their individual competences at Level 5 and 6 of the EntreComp Framework, therefore, the rationale for the blended learning approach focuses upon fostering responsibility to transform ideas into action; achieving value creation in any sphere of life to break down the boundaries between education, work and civic engagement. The module uses a balanced blend of self-directed, flipped classroom and project-based learning, therefore, actively using acquired knowledge and skills in real-world situations. This approach creates a high-impact training that is more accessible, equitable, and sustainable, particularly for women in Egypt who face time, mobility, and societal constraints.

It allows Master Trainers to:

- Facilitate flexible, **community-rooted learning**
- Respect women's schedules and responsibilities
- Integrate mobile learning (e.g., WhatsApp, voice notes) to address low bandwidth and device-sharing at home.
- Use **creativity and initiative** as both training content and training method.
- Foster learning that moves beyond content acquisition to value creation and real-world application.

Preparation

Estimate duration: 60 minutes

1. Empathy Mapping Exercise: In small co-creation groups, trainers explore the needs, motivations, and challenges faced by women 18entrepreneurs using empathy maps (e.g. What do they see? feel? hear? say?). This supports an understanding of learners' realities and how training can respond to them.

2. Research Presentation: Trainers review brief examples of successful women entrepreneurs who effectively mobilised resources or inspired others (e.g., through local initiatives, community leadership, or business growth).

3. Discussion and Debrief: Groups identify common themes emerging from empathy and research, focusing on how to embed trust, collaboration, and empowerment into learning experiences.

Room Setting:

Physical Classroom: in-person, face-to-face effective learning requires the room to facilitate learner agency, active engagement and different learning styles. In terms of room layout, prioritize flexible layouts, diverse seating arrangements, and spaces that encourage collaboration and individual learning. Consider incorporating technology, natural light, and comfortable furniture to create an engaging and supportive environment. Collaborative, gender-sensitive space that allows for group work, quiet thinking, and open dialogue Local artwork, women role models or quotes from Egyptian women innovators to inspire creativity Comfortable seating, natural light if possible Round tables (of 5-7 people each) – to promote pair/group collaboration, and arranged in an apron shape to foster/ensure engagement and equal participation Internet stable connection, internet-enabled devices. Materials: flipcharts, coloured markers, story cubes, local newspapers/magazines (to stimulate creative thinking), whiteboard, sheets, coloured sticky notes, blue tack, and the like.

Online Learning: consideration needs to include several technological aspects placing an emphasis upon creating and facilitating a smooth and engaging experience. This includes choosing the right platform, ensuring high-quality audio and video, having fast/stable internet connection, and potentially integrating with other platforms. A strong focus on participant/learner engagement should include, where practical, mobile accessibility to enhance flexibility of access to the online experience. Internet-enabled devices. Platforms with voice and mobile-friendly features (Zoom, Google Meet, or WhatsApp groups) Virtual main room and breakout rooms (for live online meeting) WEntre learning platform access (available training resources: presentations/ videos; library containing: market researches, sample feasibility studies; best practices; self-assessment; useful tips; community discussion/forum; ask a consultant (free/charged); FAQ) Offline options for those with intermittent access Encouragement of voice notes or handwritten scans for asynchronous online sharing.

Objectives

- o Analyse and evaluate emerging market trends, technological disruptions, and socio-economic shifts to identify high-potential entrepreneurial opportunities.
- o Systematically scan environments, validate identified opportunities through data, and design innovative business models that address market needs.
- o Embody a proactive and resilient mindset, embracing uncertainty and failure as integral parts of the entrepreneurial journey, while inspiring others to think creatively.
- o Comprehend advanced foresight methodologies and design actionable strategic plans, facilitating workshops that translate insights into practical solutions for future challenges.

Final Project Overview: Co-creating Entrepreneurship Modules

This module is one component of WEntre's Final Project, which requires Master Trainers and Trainers to collaborate on the co-creation of the WEntre Modules Six to Eight, which focus on Entrepreneurship. These modules are designed to build the skills and competencies of women who are developing business ideas or growing their enterprises at EntreComp Foundation through to Intermediate levels.

What is expected?

Your role is to collaboratively design two modules so that they are ready for pilot testing, ensuring that they reflect the principles of co-creation—a process where ideas, content, and delivery strategies are shaped together with peers and learners. This approach ensures the modules are practical, inclusive, and grounded in real-world entrepreneurial challenges.

By the end of the project, you'll have co-created, and through peer-review, co-developed modules that are not only content-rich but are shaped by the lived experiences and insights of women entrepreneurs. This provides the Master Trainer and Trainer an opportunity to model co-creation and co-development through experiential learning, with a view to making a lasting impact.

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Value created

- Empowered trainers able to create equitable, engaging, and localized blended environments.
- Enhanced entrepreneurial competencies (creativity and initiative-taking).
- Reusable micro-module content tailored to Egyptian learners.
- Increased capacity for digital inclusion and adaptive teaching learning.

Estimated duration: 4 hours

1. Design Sprint – Enterprising Module: Mobilising Resources (2 hrs)

- Define module aims and learning outcomes for women entrepreneurs at EntreComp Foundation to Intermediate levels.
- Co-create one interactive activity, for example, the “Resource Mapping Workshop”: learners identify available material, human, and social resources in their community and brainstorm creative ways to access and use them. The exercise demonstrates how to manage limited resources responsibly and collaboratively.
- Include mentoring prompts such as “Who could help you achieve this goal?” or “What hidden resources have you overlooked?”.

2. Design Sprint – Enterprising Module: Mobilising Others (1.5 hrs)

- Explore the importance of communication, teamwork, and leadership in mobilising others.
- Co-create one experiential learning activity, such as the “Influence in Action Exercise”: participants design and role-play short persuasive pitches to inspire community partners, customers, or team members to join an initiative. This builds confidence and communication skills.

3. Peer Exchange (30 mins)

- Groups present their draft modules and gather peer feedback through guided discussion: are the activities realistic and inclusive? How well do they reflect learner-centred and entrepreneurial principles? How can they be adapted for different learning contexts?
- Feedback can be recorded verbally or on shared digital boards (Padlet, Miro, etc).

Outline

This module is structured to address key aspects of fostering entrepreneurial mindsets through three main themes.
The first theme, Spotting and Recognition of Opportunities, introduces learners to the critical skills needed to identify emerging market trends and technological disruptions. Participants will engage in techniques for systematic environment scanning and learn how to validate opportunities through data analysis. Emphasis will be placed on developing a proactive and resilient mindset, allowing learners to embrace uncertainty as a source of potential.

The second theme, Creativity and Innovation Leadership, provides an overview of advanced innovation methodologies and creative problem-solving frameworks. Learners will explore how to lead innovation processes within their teams and implement systems that sustain a culture of creativity. This theme encourages participants to embrace failure as part of the innovation journey, fostering an environment where visionary thinking is celebrated.

Lastly, the theme of Strategic Foresight focuses on understanding advanced foresight methodologies and megatrends analysis. Learners will gain insights into scenario planning techniques to anticipate future disruptions and will learn how to design and execute strategic plans effectively. By balancing visionary thinking with pragmatic adaptation, participants will be equipped to translate insights into actionable strategies, preparing them for the challenges of tomorrow.

Throughout the module, learners will engage in collaborative projects and real-world applications, empowering them to take initiative and create value in their entrepreneurial endeavours.

Reflection

1. Reflection (30 minutes)

Individual reflection journal or short audio note:

- What did I learn about empowering women through learner-centred mentoring?

- How did the co-creation process enhance collaboration and inclusion?

2. Review (30 minutes)

Groups refine and peer-review module prototypes using criteria focused on:

- Clarity of aims and learning outcomes.

- Application of learner-centred principles.

- Gender sensitivity and contextual relevance.

- Practicality and engagement value.

Estimated duration: 1 hour

Entrepreneurship Module

Each group produces two enterprising module prototypes (a Mobilising Resources Module and a Mobilising Others Module) each containing a session outline, one core interactive activity and facilitator guidance. Materials can be presented in multiple formats (e.g. infographic, storyboard or digital file) and saved to a shared drive before their review, finalisation and upload to the WEntre Online Learning Platform.

Summary

This 6-hour project-based activity enables Master Trainers and Trainers to co-create two learner-centred entrepreneurship training modules focused on Mobilising Resources and Mobilising Others. Through collaborative design, trainers apply learner-centred and blended learning principles to create inclusive, empowering, and contextually relevant training materials for women entrepreneurs. The activity models co-creation, reflection, and peer learning, allowing trainers to translate theoretical understanding into practice while fostering collaboration, empathy, and innovation.

By the end of this project-based activity, Master Trainers and Trainers will be able to:

- Design two enterprising training modules (Mobilising Resources and Mobilising Others) using learner-centred and gender-responsive approaches.
- Apply mentoring and facilitation methods that foster engagement, autonomy, and collaboration in women's entrepreneurship training.
- Integrate blended learning and digital tools to enhance accessibility and participation in diverse contexts.
- Co-create inclusive training content that empowers women to manage resources effectively and inspire others in their entrepreneurial journey.

Aims

This module aims to equip learners with the skills and mindset necessary to identify and seize entrepreneurial opportunities in a rapidly changing world. It begins with an exploration of how to spot emerging market trends, technological disruptions, and socio-economic shifts. Learners will engage with innovative methodologies and creative problem-solving frameworks to lead and sustain a culture of innovation. The module emphasizes the importance of strategic foresight, enabling learners to anticipate future disruptions and translate insights into actionable plans. Throughout, the focus is on fostering a proactive, resilient mindset that embraces uncertainty and encourages visionary thinking.

Module Overview

Module Overview Video, Learner Group Formation and Check-in

Overview

Hints, Tips

Delivered synchronously (in real time) the module overview video provides the learner with an audio-visual resource setting out the aim, outline and duration of the module. The video should be no more than 3 minutes.

The Learner Group Formation and Check-in provides an opportunity for the group to meet one-another..

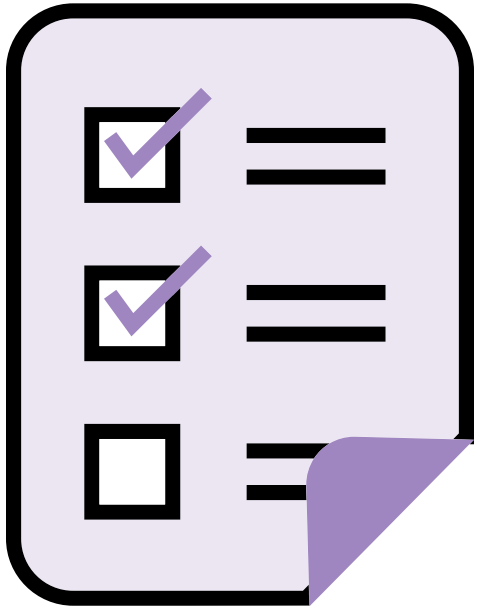
Tweaks

The video should be accessible with captions, a transcript, an audio description, and be produced in an accessible format. The video must include reference to the WEntre Competency Framework and Training Curriculum Guide.

As an option, learners can be invited to watch the video in their own time (asynchronously) ahead of the live learner group formation and check-in.

Check-in

Learning Group Formation: each learner group should be provided an opportunity to meet one-another. Allocate a maximum of 10 minutes for group introductions through a simple facilitated check-in: name and one word that expresses something about who they are as an individual e.g. Hinnah, Ambitious!



Hints, Tips

Delivered synchronously (in real time) etting the context for shifting the power within the learning environment starts with introductions, which should not require individuals to give their job title, for example. However, they should reveal something about their entrepreneurial experience to be able to customize the learning experience to their needs and levels. Knowing about their expectations will help to assess and respond to their needs and correct them if needed

Tweaks

If using a webinar format, make sure that all participating can use the chat box, at an early stage.

Clarification, Q&A

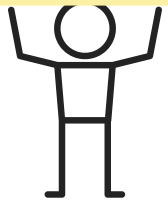
Provide a function/facility for learners to have the opportunity to seek clarification, ask questions, and to suggest any content and/or learning outcomes that they would like to achieve by the end of the module, to ensure learning is tailored.

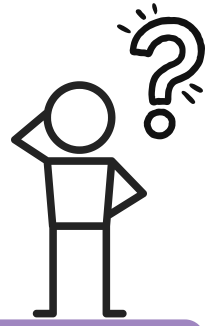
Hints, Tips

Delivered synchronously (in real time) shifting the power in a learner-centred approach involves empowering participants by giving them more agency and control over their learning process.

This means moving away from traditional teacher-led instruction and towards a model where **learners actively participate in decision-making and develop a sense of ownership.**

Focusing discussion on the EntreComp Advanced Level will help learners place their continuing development within context





Tweaks

Learners must be invited to give examples of content they would like to cover and/or write the learning outcomes that they would like to achieve; this can be addressed via synchronous learning. This can be particularly **useful if learners are not familiar with EntreComp.**

Self-paced learning

UNIT 1 FOUNDATIONAL LEARNING THEORIES FOR A LEARNER CENTRED ENVIRONMENT

UNIT LENGTH:
2 HOURS

OUTCOMES

Delivery methodologies

1. Watch (40 min)
2. Read (40 min)
3. Personal Reflection & Peer Sharing
4. Re-Design Challenge working independently
5. Re-Design Challenge Peer-review feedback

Hints, Tips

This module provides the Master Trainer two options, using either or to meet the needs of the learner group.

The Re-design Challenge provides an opportunity for learners to reflect upon their own practice using a lesson plan they have created and used in the past. However, an example could be provided, if necessary. Learners will need to engage a colleague or someone from the learner group to provide the peer-review

Tweaks

If appropriate for the learner group, the Re-Design Challenge could be delivered synchronously, providing an opportunity for an interactive and dynamic session with a peer-review embedded to encourage further participation and bring the module to a close (in real-time)

2

Read (40 min)

Identify and read two short readings (PDF or web-based):

- A one-page summary of each theory
- An example of learner-centred blended curriculum or activity in practice

Delivered asynchronously through self-paced learning and by encouraging learners to use wide-ranging tools, this aspect of the module proposes the delivery of one of two options.

This self-directed (asynchronous) unit reflects the importance of consolidating and deepening an understanding of various learning theories while focusing on how they can be applied to a learner-centred approach. For the Master Trainer and Trainer, it suggests foundational exploration, which can serve as a base for building effective, learner-centred training and learning facilitation.

- **LO1.1. Define the key principles and characteristics of a learner-centred environment.**
- **LO1.2. Identify the similarities and differences between teacher-centred and learner-centred approaches.**
- **LO1.3. Describe the role of motivation, autonomy, and engagement in learner-centred practices.**
- **LO1.4. Recognise the impact of diversity, equity, and inclusion in designing learner-centred experiences**

1

Watch (40 min)

Three short videos or narrated presentation of your choice (using YouTube or similar) introducing key learner-centred learning theories, including:

- Constructivism (Piaget, Vygotsky)
- Experiential Learning (Kolb)
- Self-Directed Learning (Knowles)
- Student Voice and Choice (Deci & Ryan – Self-Determination Theory)

- e.g. “Learner Centred Teaching: Five Key Changes to Practice” or alternative. TedTalk video The power of student-driven learning: Shelley Wright at TEDxWestVancouverED or alternative. Or Beyond Blended https://www.jisc.ac.uk/guides/beyond-blended-rethinking-curriculum-and-learning-design

4

Option 2: Re-Design Challenge (40 minutes) working independently

1. Choose a blended learning model (e.g. flipped classroom, project-based learning activity, self-directed learning).

2. Re-Design a traditional lesson plan using your chosen blended learning model incorporating learner centred principle

5

Re-Design Challenge Peer-review feedback rubric should include a simple three-point scale: clarity, engagement, theory alignment.

3

Option 1: Personal Reflection & Peer Sharing (40 minutes)

Reflect - in a personal journal (or use voice note/Padlet) respond to the following prompts:

- Think about a time when you were highly engaged in learning. What made that experience effective?
- How did learner choice, collaboration, or relevance play a role?
- Which learning theory do you think was most evident in that experience?
- Which theory resonates most with your own training/facilitation style and why?
- What makes learning meaningful for adults?
- How do these theories strengthen your competence to work at an EntreComp Advanced Level?

Share – post a 3-4 sentence summary of your reflection, especially in relation to the EntreComp Advanced level, to the discussion board/chat forum or using Padlet. Read and respond to at least two peers, focusing on similarities or differences in understanding and applied experience. Peer-review feedback rubric should include a simple three-point scale: clarity, engagement, theory alignment.

Self-paced learning

UNIT 2 APPLYING LEARNER-CENTRED THEORIES FOR A LEARNER-CENTRED ENVIRONMENT

UNIT LENGTH:
2 HOURS

OUTCOMES

Delivery methodologies

1. Watch or Read (60 min)
2. Reflective journal (30 min)
3. Reflective journal (30 min)
4. Case study Review (60 minutes)
5. Re-Design Activity (60 minutes)
6. Peer Review or Self-Critique (60 min)
7. Translate learning into practice (60 min)

Hints, Tips

Select the resources (read/watch and case studies) that best fit with the local context and the needs of/the gaps identified for the learner group. Learners must be encouraged to select audio, visual and readable materials that can be used as resources for others.

Tweaks

There are various options provided giving opportunity for learning to be tailored to the individual needs of the group, and group dynamics.

Active involvement Learner autonomy Collaboration

5

Re-Design Activity (60 min)

Select one of your own training sessions and redesign it using the five learner-centred principles, indicating where and how learner-centred techniques and competences at EntreComp Advanced level will be applied.

- Active involvement
- Learner autonomy
- Collaboration
- Personal relevance
- Reflective practice

2

Reflective Journal (30 minutes)

- What are the two main differences between teacher-centred and learner-centred approaches within a blended learning environment?
- What role does autonomy plan in learner-centred blended environments?
- How does active learning support learner-centredness?
- How can my practice be improved within the context of EntreComp Advanced level?

Active involvement Learner autonomy Collaboration

6

Peer Review or Self-Critique (60 min)

Option A: share your interactive design with a colleague for feedback (if available).

- Are learners actively engaged?
- Are learners given some control or choice?
- Is content linked to their needs or experiences?
- Are opportunities for reflection included?

Delivered through a learner-tailored combination of asynchronous learning, this unit is the first part of a 4-hour flipped classroom model, focusing upon the learner seeking out and applying learner-centred theories especially relating the Beyond Blended, the Six Pillars and to EntreComp at their own practice. The first part is delivered through asynchronous learning.

- **LO2.1: Apply strategies that foster learner autonomy, such as inquiry-based learning, flipped classrooms, or project-based learning.**
- LO2.2: Implement techniques to create a safe, inclusive, and supportive classroom climate conducive to active learning taking into consideration gender specific aspects of social norms, as well as the two entrepreneurial skills of mobilizing resources & mobilizing others.
- **LO2.3: Use summative and formative assessment methods (e.g., self-assessments, peer feedback, learning journals, and the like) to inform instruction and support learner agency**

Active involvement Learner autonomy Collaboration

7

Translate learning into practice (60 min)

Having reflected upon a key competence development requirement that you have at EntreComp Level 5-6, write a short action plan featuring – one learner-centred strategy you will implement in your next session. How you'll evaluate its impact. Identify one challenge you anticipate and how you'll address it.

1

Watch or Read (60 minutes)

- Beyond Blended: Rethinking Curriculum and Learning Design (University of Manchester, Helen Beetham, Jisc Guides) https://www.jisc.ac.uk/guides/beyond-blended-rethinking-curriculum-and-learning-design
- https://repository.jisc.ac.uk/9404/1/six-pillars-for-designing-beyond-blended-learning.pdf
- https://repository.jisc.ac.uk/9397/1/exploring-the-four-aspects-of-designing-beyond-blended-learning.pd

4

Reflective JournalCase Study Review (60 min)

Select two short case studies from your own experience or from elsewhere (or one extended example) e.g. Case A: a continuing professional development curriculum designed to facilitate enterprising skills within the workplace. Case B: a curriculum designed for women entrepreneurs.

- Which elements of learner-centred design were evident?
- What impact did these elements have on engagement or outcomes?
- How might you redesign the case study(ies) taking a blended learning approach?

3

Reflective Journal (30 minutes)

- “Think about a recent training session you facilitated. In what ways was it learner-centred? In what ways could it have better empowered the learners through a blended learning approach?”
- “What challenges do you face in shifting content delivery to facilitation, especially considering the beyond blended approach?”

This unit provides the Master Trainer four alternative options to select from. The following options can be used as a pick and mix to replace the reflective journal tasks set out above, so that learner continuing professional development needs are catered for

Self-paced learning

UNIT3: APPLYING LEARNER-CENTRED THEORIES FOR A LEARNER-CENTRED ENVIRONMENT

UNIT LENGTH:
2 HOURS

OUTCOMES

Delivery methodologies

1. Welcome, Check-in & Warm Up (10min)
2. Learning Lens (20 min)
3. Collaborative Problem-Solving (60 min)
4. Theory to Practice (60 min)
5. Reflection & Peer Feedback (20 min)
6. Check-out and Close (10 min)

Hints, Tips

Consider icebreaker questions to ease learners into the session and promote interaction – ask learners open-ended, relevant questions related to the topic. For example, "How do you think cognitive development theory applies to the way we interact with technology today (this should be related to a real-world issue).

If online or in-person, where possible, use collaborative tools like Google Slides or Jamboard for organising ideas in the group.

Tweaks

There are various options provided giving opportunity for learning to be tailored to the individual needs of the group, and group dynamics.

2

Learning Lens Group Reflections and Discussions and Gallery Walk (20 min)

Activity set-up (10 minutes) this can be facilitated as Lightbulb Moments & Lingering Questions to encourage discussion

- What's one concept from adult learning theory that resonated most with you and why?
- How do you see blended learning curriculum design working effectively in a learning environment that you know?
- How does the EntreComp Framework shape and influence how curriculum development and learning environments can be more enterprising?

Activity set-up (10 minutes) this activity can be used both in a traditional classroom set up or online (Jamboard/Padlet)

- Learners post their responses anonymously on flipcharts/with post-it notes around the room or digitally in a shared document.
- Everyone walks or scrolls through and adds sticky notes/post-it notes with comments, questions, or shared experiences.

As with other units, two options are provided as a pick and mix so that Master Trainers are able to tailor learning to the needs and learning styles of the group.

1

Welcome, Check-in & Warm Up

Begin with a recap (10 minutes) of the main learner-centred learning theories and concepts that participants were encouraged to explore.

This unit is the second part of a 4-hour flipped classroom model focusing upon the learner seeking out and applying learner-centred theories to their own practice and should be delivered synchronously (in-real time) which could be online or in-person, or a combination of both, depending upon context.

- **LO3.1: Apply strategies that foster learner autonomy, such as inquiry-based learning, flipped classrooms, or project-based learning.**
- LO3.2: Implement techniques to create a safe, inclusive, and supportive classroom climate conducive to active learning taking into consideration gender specific aspects of social norms, , as well as the two entrepreneurial skills of mobilizing resources & mobilizing others.
- **LO3.3: Use summative and formative assessment methods (e.g., self-assessments, peer feedback, learning journals, and the like) to inform instruction and support learner agency.**

4

Theory to Practice (60 min)

In small groups, learners will use the results from the two scenarios discussed in the previous activity to design a blended learning activity suited to a chosen EntreComp level up to Level 4.

- Group 1: EntreComp Foundation – Relying on support from others (Discover or Explore)
- Group 2: EntreComp Intermediate – Building independence (Experiment or Dare)

Active involvement Learner autonomy Collaboration

5

Reflection & Peer Feedback (20 min)

- **Group Presentations (10 minutes):** each group presents their solution or findings to the whole class (2-3 minutes per group); during presentations, learners should take notes and listen for elements that challenge or complement their own understanding.
- **Peer Feedback (10 minutes)**: after all presentations, open the floor for peer-to-peer feedback. Encourage learners to offer constructive criticism and reflections on other groups' approaches. The Master Trainer/Trainer can guide this process by asking probing questions, such as: "What do you think was particularly insightful about this group's solution?" "How would you modify or expand on their idea?"

6

Check-out and Close

The Master Trainer/Trainer should conclude the session by summarising the main takeaways from each group's presentation and feedback session. Ask learners to reflect individually on how their understanding of the topic has changed after the collaborative activity. If online or in-person, this could be done in a shared digital space.

Active involvement Learner autonomy Collaboration

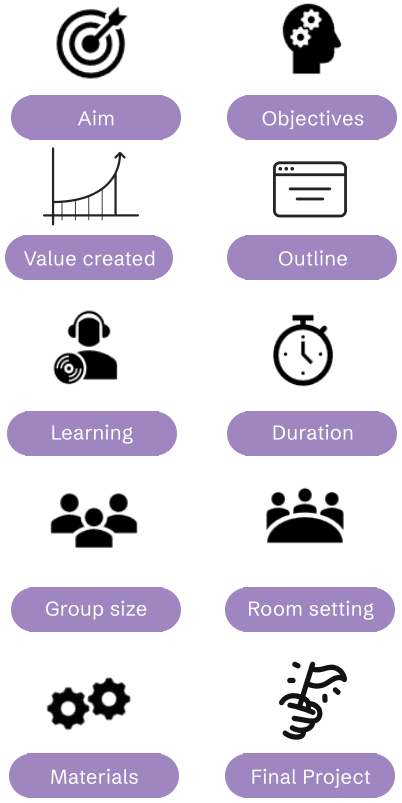
3

Collaborative Problem-Solving (60 min)

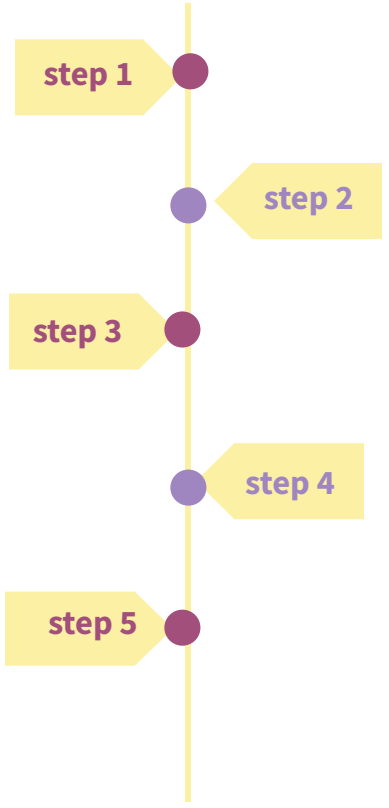
- Divide students into small groups of 3-5 using break-out rooms (if online) or groups within the classroom (if in-person). Each group has 20 minutes to discuss before they are rotated into the next discussion topic – discussions should be recorded/noted (audio with permissions).
- Each group is given a real-world case scenario related to the topic. For example: A Master Trainer is trying to create an activity that encourages cognitive growth in women who aspire to entrepreneurial activity/value creation. How can Kolb's theory inform the activity design? A team of Master Trainers and Trainers are co-creating a blended learning curriculum for women at EntreComp Level 2, how can the four learning aspects of Beyond Blended be used to shape the learning experience?

Business Mentoring

Blended learning plan



Step by step delivery



Project based learning

- Summary +
- Preparation +
- Delivery +
- Reflection +
- Entrepreneurship module +

Room Setting:

Physical Classroom Design: For in-person, face-to-face learning, the physical classroom should empower learner agency and active engagement by accommodating various learning styles. This means prioritizing flexible layouts with diverse seating arrangements and dedicated spaces for both collaboration and individual study. Enhancing the environment with technology, natural light, and comfortable furniture will foster a more engaging and supportive atmosphere.

Online Learning Considerations: When designing for online learning, careful consideration of technological aspects is crucial for a smooth and engaging experience. Key elements include selecting the appropriate platform, ensuring high-quality audio and video, and guaranteeing a fast, stable internet connection. Integration with other platforms may also be beneficial. Furthermore, a strong emphasis on audience engagement features and mobile accessibility can significantly elevate the overall online learning experience..

Outline

This module is organized into three key thematic areas:
Understanding the Role and Value of the Business Mentor

Participants will critically evaluate the diverse roles business mentors play across professional contexts. Focus is placed on how a mentor's own experiences—and those of others—can be used as meaningful tools to inspire, guide, and influence mentees. Learners will reflect on personal insights and translate these into a personalized mentoring approach that aligns with inclusive and value-driven practice.

Empowering the Mentee: Relationship Ownership and Role Clarity

A core aim of effective mentoring is empowering the mentee to take active ownership of their growth. This section focuses on clarifying the differences between mentoring, coaching, and explores how this awareness can guide mentees in taking responsibility for their goals. Learners will explore strategies for fostering mentee autonomy, including techniques for setting boundaries, co-defining roles, and cultivating a safe, participatory learning space.

Executing and Reflecting on the Mentoring Session

Participants will apply their learning by planning and conducting a simulated or real mentoring session. They will draw from mentoring frameworks and best practices to justify their chosen approach. The session concludes with a critical self-reflection component, where learners assess the effectiveness of the session, consider feedback, and identify areas for personal and professional growth.

Summary

This 6-hour project-based activity enables Master Trainers and Trainers to co-create two learner-centred entrepreneurship training modules focused on Mobilising Resources and Mobilising Others. Through collaborative design, trainers apply learner-centred and blended learning principles to create inclusive, empowering, and contextually relevant training materials for women entrepreneurs. The activity models co-creation, reflection, and peer learning, allowing trainers to translate theoretical understanding into practice while fostering collaboration, empathy, and innovation.

By the end of this project-based activity, Master Trainers and Trainers will be able to:

- Design two entrepreneurship training modules (Financial and Economic Literacy and Taking the Initiative) using learner-centred and inclusive approaches.
- Apply mentoring strategies that strengthen women's financial confidence and proactive behaviour.
- Incorporate gender-sensitive, real-world examples to foster initiative and resourcefulness.
- Prototype blended learning materials combining mentoring dialogue and experiential learning.

Aims

This module, "Business Mentoring," aims to equip you with the essential skills to become an effective business mentor. It focuses on how to build strong relationships, encourage critical thinking, and share valuable experiences to support your mentees' growth. You'll also learn the key differences between mentoring and coaching, understanding how each contributes uniquely to empowering individuals to take ownership of their development.

Aims

By the end of this module, Master Trainers and Trainers will be able to:

Design and Deliver Advanced Mentoring Frameworks: Create and lead training programs that teach aspiring mentors how to build trusting relationships and effectively use diverse experiences.

Differentiate Between Mentoring & Coaching: Understand and strategically apply the unique strengths of both business mentoring and coaching to empower mentees and foster self-directed growth.

Architect Adaptive Mentoring Methodologies: Guide mentors in creating and executing flexible, evidence-based mentoring sessions that emphasize critical reflection, mentee autonomy, and adaptability in dynamic business environments.

Instill Ethical Leadership & Empathetic Practice: Equip future mentors with a deep understanding of ethical responsibilities and empathetic approaches crucial for effective mentorship, especially in uncertain professional contexts.

Facilitate Continuous Mentor Development: Implement strategies for ongoing professional growth for mentors, creating a community that promotes lifelong learning and excellence in mentoring.

Duration

- The module comprises 12 hours of learning:
- 3 Hours Synchronous Learning: Live, interactive sessions (in-person or online) to introduce key concepts, facilitate discussions, and share case examples.
- 3 Hours Asynchronous Learning: Self-paced activities, including readings on mentoring theory, case analyses, and video inputs explaining the distinctions between mentoring and other learning approaches.
- 6 Hours Project-Based Learning: Participants will design and conduct a mentoring session (simulated or with a real mentee), followed by a critical written reflection and peer review.

Reflection

1. Reflection (30 minutes)
Individual reflection journal or short audio note:
- How can mentoring increase women’s confidence to make financial decisions and take initiative?
- Which facilitation strategies supported inclusion and collaboration?

2. Review (30 minutes)
Groups refine and peer-review prototypes using criteria focused on:
- Alignment with EntreComp competences.
- Gender sensitivity and contextual relevance.
- Application of mentoring principles.
- Practicality and learner engagement."

Estimated duration: 1 hour

Group Size:

8 minimum, 15 maximum

Value created

• Adaptive Mentors: Develops flexible, context-aware mentoring approaches for diverse needs.
• Living Knowledge Base: Creates a dynamic, shared compendium of proven mentoring strategies.
• Inclusive Leadership: Directly supports building diverse leadership pipelines, empowering women.
• Ethical Agility: Fosters strategic thinking and confident navigation of complex mentoring challenges.

Entrepreneurship Module

Each group produces two enterprising module prototypes (Financial and Economic Literacy and Taking the Initiative) each containing a session outline, one core interactive activity and facilitator guidance. Materials can be presented in multiple formats (e.g., infographic, storyboard or digital file) and saved to a shared drive before their review, finalisation and upload to the WEntre Online Learning Platform.

Objectives

- Critically evaluate the role of the Business Mentor, demonstrating how lived and professional experiences—both the mentor's and the mentee's—can be used to support personal development, foster trust, and add value to the mentoring process.
- Distinguish between mentoring, coaching, training, and teaching, and apply this understanding to establish clear boundaries and roles in mentoring relationships, with a focus on promoting mentee autonomy and accountability.
- Design and conduct a structured business mentoring session tailored to the mentee's goals, drawing on relevant theories and good practices, and adapting approaches based on context and individual needs.
- Reflect analytically on the outcomes of a mentoring session, validating the mentoring approach used, identifying what worked well and what could be improved, and outlining strategies for ongoing personal and professional development as a mentor.

Estimated duration: 4 hours

1. Design Sprint – Enterprising Module: Financial and Economic Literacy (2 hrs)

- Define module aims and outcomes for women entrepreneurs at EntreComp Foundation to Intermediate levels.
- Co-create one interactive activity, for example, the “Smart Budget Challenge”: learners manage fictional business budgets, allocate funds, and reflect on their decisions.
- Include mentoring prompts such as “What trade-offs might you face in your own business?” or “How can you plan ahead for uncertainty?”.

2. Design Sprint – Enterprising Module: Taking the Initiative (1.5 hrs)

- Identify what “taking initiative” looks like in entrepreneurship (problem-solving, acting on ideas, leadership).
- Co-create one experiential activity, such as the “Opportunity Action Plan”: learners choose one small business improvement, design an action plan, and share next steps.

3. Peer Exchange (30 mins)

- Groups present both draft modules and gather feedback through discussion: What works? What needs refining? What new ideas could improve it?
- Feedback can be collected verbally or on digital boards (Padlet, Miro, etc.).

Materials & Equipment:

- Access to internet-enabled devices
- Movable tables and chairs
- Projector and screen/monitor
- Audio system (speakers, microphones)
- Whiteboards or interactive displays
- Appropriate online Communication tools (e.g., Zoom, Microsoft Teams, Google Meet)
- Learning Management System and collaboration tools
- WEntre online learning environment resources
- WEntre Curriculum Guide & Competence Framework

Preparation

Estimated duration: 1 hour

1. Context Exploration
In co-creation teams, trainers identify local financial challenges faced by women entrepreneurs and examples of initiative in addressing them.

2. Inspiration Inputs
Review two short case studies of women entrepreneurs who demonstrated financial awareness and initiative (e.g., diversifying income or reinvesting profits).

3. Ideation Session
Groups outline learning outcomes for each module (Financial and Economic Literacy / Taking the Initiative) using the EntreComp Framework as a guide.

Final Project Overview: Co-creating Entrepreneurship Modules

Need to be complete

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Blended Learning Rationale

This module employs a blended learning approach, combining face-to-face facilitation with online and digital opportunities to optimize learning outcomes through active and self-paced engagement, offering flexibility in time and location, and ensuring accessibility for diverse learners. Master Trainers and Trainers will utilize a Flipped Classroom model, mirroring the self-directed, reflective, and practice-based principles of mentoring itself. Core concepts like the mentor's role, distinctions between mentoring and related practices, and theoretical frameworks are introduced asynchronously, allowing participants to explore them at their own pace. Synchronous sessions are designed to foster collaborative learning, discussions of real-life mentoring scenarios, and peer exchange. Additionally, a project-based learning approach will be applied through the design and conduct of mentoring sessions. This integrated structure empowers participants to apply knowledge, practice mentoring skills, and critically reflect on their development, aligning the learning method with the relational and experiential nature of business mentoring.

Introduction to business mentoring module

Overview

Hints, Tips

- Emphasize Core Competency: Stress that this exercise is not merely an icebreaker, but a direct application of a core mentoring competency: empathy. Frame it as a foundational practice, not just a warm-up.
- Promote Authentic Engagement: Avoid labeling the task as "homework" or an "assessment." Instead, position it as a powerful tool for fostering meaningful connection and developing realistic preparation for diverse mentoring situations.
- Encourage Diverse Expression: Support participants in expressing their empathy maps through their preferred learning styles, whether using drawings, keywords, or digital post-its, allowing for non-linear outputs.

Tweaks

- Flexible Grouping: The activity can be conducted individually or in pairs, potentially utilizing a mentor-mentee role-play format to deepen engagement.
- Digital vs. Physical: Facilitators can choose to run the exercise digitally using collaborative platforms like Miro or Jamboard, or opt for printed empathy map templates in a physical setting.
- Closing the Loop: To enhance learning and provide a clear sense of closure, facilitators should revisit the learning outcomes suggested by participants at the end of the session. This allows for a collective evaluation of whether the identified needs were met and reinforces the value of participant input.

Activities

1 +

"Mentoring Through Their Eyes"

2 +

Guided Empathy Mapping

1

a. Activity: "Mentoring Through Their Eyes" – Applied Empathy Mapping for Enhanced Understanding

This 60-minute (Asynchronous) interactive activity is designed to cultivate a foundational mentoring competency: empathy. Participants will engage in a structured reflection to:

- Clarify Personal Objectives: Articulate their individual learning needs, goals, and expectations for the module, both as learners and prospective mentors.
- Define Session Aspirations: Clearly state what specific outcomes they aim to achieve by the conclusion of the session.
- Cultivate Empathic Thinking: Begin practicing the critical skill of empathy by adopting the perspective of a potential mentee or key stakeholder they might support in their future mentoring roles.

2

Activity Implementation: Guided Empathy Mapping

The session will introduce an Enhanced Empathy Map as a visual tool for structured reflection. Each participant will complete this map by imagining a mentee they anticipate supporting, focusing on:

- Sensory Input: What might this mentee see, hear, and feel in their professional or personal context?
- Actions and Expressions: What might they say or do in response to their circumstances?
- Core Drivers: What are their fundamental needs, underlying fears, key motivators, and ultimate goals?

Upon completion of the empathy map, each participant will address the following reflective prompt:

"Based on this empathy mapping exercise, what is one specific learning outcome you would like to achieve by the end of this session to better support mentees like the one you've imagined?"

Participants will then anonymously submit their formulated learning outcomes or share them verbally during a synchronous check-in. The facilitator will synthesize and display recurring themes, using these insights to dynamically adjust the session's focus to directly address participant interests and needs.

Understanding the Role of a Business Mentor

Master Trainers and trainers will grasp the strategic role of a Business Mentor, with a specific focus on its impact on women's empowerment and the development of strategic training leaders.

Activities

1 +

Activities

Tweaks

- Flexible Video Format: Provide options for participants to choose between watching the video or reading a transcript, catering to different learning preferences.
- Lecture Format Adaptation: Consider using a fliped classroom model where participants review materials before the session and come prepared to discuss key points, maximizing interactive time.
- Case Study Variation: studies based on their interests or sectors, making the analysis more relevant to their experiences.
- Collaborative Reflection: Create a shared online document where participants can post excerpts from their journal reflections. This fosters community and shared learning while maintaining individual insights.

Hints, Tips

- Strategic Impact Questions: Prepare 3-5 thought-provoking questions to encourage trainers to consider the strategic impact of mentorship.
- Diverse Video Selection: Choose an explainer video that features diverse mentoring success stories, particularly those highlighting women mentors and mentees, to enhance relevance and resonance with participants.
- Interactive Polls: Utilize interactive polls during the lecture to gauge understanding and boost participation. For instance, ask participants to vote on what they believe are the top three roles of a business mentor.
- Targeted Case Studies: Select case studies that specifically showcase the profound impact of mentorship on women entrepreneurs to help participants connect with the topic directly.

Personalized Journaling: Encourage participants to include specific examples from their own experiences in their journal entries to personalize and deepen their reflection.

1

Duration: 2 Hours (1 Asynchronous + 1 Synchronous)

Activities:

- 🎬 Explainer Video (Synchronous): Watch a high-level video detailing the role of business mentors in personal and professional development. (10 minutes)

Ex: https://youtu.be/C7lecVcRzZw

- 📖 Interactive Lecture (Synchronous): Engage with a presentation covering the key roles and responsibilities of a business mentor, using slides and real-world examples. Follow this with small group discussions to explore the diverse experiences of mentors and mentees. (30 minutes lecture + 20 minutes discussion)

- 📖 Case Study Analysis (Asynchronous): Study a detailed case of a successful mentoring relationship that highlights critical mentor roles and their impact (e.g., a mentor guiding a startup founder through challenges). (30 minutes)

Ex: https://mentorloop.com/customers/cherie-blair-foundation-for-women/

- ✍️ Online Reflective Journal (Asynchronous): Complete a journal entry addressing the prompt: "What is my role in mentoring businesses that empower women entrepreneurs?" (30 minutes)

The Mentorship Spectrum: Distinguishing Roles and Best Practices

In this step, master trainer will distinguish between the roles of mentoring, coaching, training, and teaching. Understanding these differences helps establish clear boundaries in mentoring relationships, promoting mentee autonomy and accountability.

Duration: 1hour (Asynchronous) + 1hour (synchronous)

1 +

Activities

Hints, Tips

- Clarify Expectations Early: At the beginning of the relationship, discuss and agree on the roles each person will play. This helps prevent misunderstandings later.
- Promote Open Communication: Encourage mentees to express their needs and preferences regarding guidance. This fosters a sense of ownership in their learning process.
- Set Boundaries: Clearly define what each role entails. For example, mentoring focuses on long-term personal and professional growth, while coaching may center on specific skills or performance.

Tweaks

- Use Visual Aids: Create a chart comparing the roles, including objectives, methods, and expected outcomes. Display it in your meeting space for easy reference.
- Reflective Journals: Encourage mentees to maintain a journal where they reflect on their learning experiences and the type of support they received. This helps them recognize their growth and the role of the mentor.
- Feedback Loops: Implement regular check-ins where both mentor and mentee can provide feedback on the relationship dynamics and effectiveness of the chosen roles

Undertake 30 minutes of internet-based research into the differences between mentoring, coaching, with a focus on how each approach supports learner development in different ways. And the role of lived experience in mentoring, examining how personal stories, professional journeys, and experience-sharing contribute to mentee learning and engagement. Duration: 30 minutes (Asynchronous).

- Ex: https://www.aihr.com/blog/coaching-vs-mentoring/
- Ex: https://www.youtube.com/watch?v=TZjjJdO6uzk

Role-Playing Scenarios: Create scenarios that illustrate each role (mentor, coach, trainer, teacher). Participants take turns role-playing to practice applying the appropriate approach. Duration: 30 minutes(synchronous).

Group Discussions: Form small groups to discuss experiences with each role. Identify key distinctions and when to apply each role effectively. Then making Wrap-Up and Reflection, where Group share-back on insights gained from activities. Duration: 30 minutes (synchronous).

Mind Mapping : "Use Padlet or Canva to categorize each role (mentor/coach) by specific characteristics, goals, and outcomes. Use this tool to better understand how each role supports the mentee's development.". Duration: 30 minutes (Asynchronous).

Digital peer exchange – Business Mentoring in action

This highly interactive step immerses Master Trainers in the practical application of mentoring principles. Through structured digital peer sessions, you will design, deliver, and critically analyze live mentoring interactions.

Duration: 3 hours (1 hour Asynchronous) +(2 hours Synchronous Peer Exchange)

Activities

1 +

Mentee Profile & Session Blueprint

2 +

Live Mentoring Sessions

Hints, Tips

- Hint for Master Trainers: Emphasize that the blueprint isn't a script, but a strategic guide. Encourage them to consider how they would teach others to create such blueprints.
- Hint for Master Trainers: Encourage observers to use a structured feedback framework (e.g., "What I saw, What I heard, What impact it had, A suggestion for next time") rather than just general comments.

Tweaks

- Tweak: Require Master Trainers to identify one specific moment in their blueprint where they anticipate a potential challenge and how they plan to adapt their approach in real-time (e.g., if the mentee resists a suggestion).
- Tweak: Integrate a "pause and pivot" instruction. At a pre-determined point (e.g., 10-minute mark), the instructor can prompt a "pause." The "mentor" can then quickly consult their blueprint or notes and decide if they need to "pivot" their strategy based on the mentee's responses, explaining their reasoning to the observer before continuing. This highlights real-time adaptability.

1

Mentee Profile & Session Blueprint:

Master Trainers will be assigned a realistic (fictional or anonymized real-world) "mentee profile" with specific development goals. Each Master Trainer will design a detailed blueprint for a 20-minute structured mentoring session, outlining:

Opening (setting psychological safety)

Fostering Psychological Safety in Workshops involves three phases:

• Before the workshop: clarify goals and expectations, set respectful ground rules, and understand participants' backgrounds.

• During the workshop: model vulnerability, encourage inclusive participation, treat mistakes as learning opportunities, and manage conflict respectfully.

• After the workshop: reinforce safety by celebrating successes and seeking feedback.

In short, psychological safety is built by setting clear expectations, fostering inclusion and openness, and continuing support after the session.)

- Key questions to uncover mentee needs/goals
- Specific mentoring techniques to apply (e.g., active listening, reflective questioning, experience sharing, resource suggestion)
- How they will foster mentee autonomy and accountability.
- Planned closing (next steps, follow-up).
- They should annotate the blueprint with references to relevant theories/best practices learned previously. Duration: 60 minutes (Asynchronous).

2

Live Mentoring Sessions & Peer Coaching Triads: Master Trainers will be grouped into triads.

In each triad, roles will rotate:

o Mentor (20 mins): Delivers the structured mentoring session based on their blueprint with the "mentee."

o Mentee (20 mins): Plays the role of the assigned mentee profile, providing realistic responses to the "mentor."

o Observer (20 mins): Critically observes the interaction, focusing on adherence to the blueprint, use of techniques, adaptability, and how autonomy/accountability were fostered.

o After each 20-minute session, the triad dedicates 15 minutes for immediate debrief and peer coaching, led by the Observer, providing constructive feedback focused on objective achievement. (Total: 3 sessions x 35 mins = 105 mins + 15 min wrap-up). Duration: 120 minutes (Synchronous)

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Value in Diversity: Leveraging Lived Experiences in business mentoring

This step emphasizes the importance of diversity in business mentoring by leveraging the unique lived experiences of mentors and mentees. Understanding different perspectives enhances creativity, problem-solving, and fosters a more inclusive mentoring environment.

Duration: 2 hours
(Asynchronous)

Activities

1 +
Diversity Storytelling Forum

2 +
Cultural Exchange Workshops:

3 +
Mentorship Matchmaking

Hints, Tips

- Foster an environment where participants feel safe sharing their stories and experiences. Use prompts to guide discussions.
- Encourage participants to consider how various aspects of identity (race, gender, culture, etc.) intersect and influence their experiences in business.
- Incorporate different formats for sharing stories and insights, such as videos, podcasts, or written narratives, to appeal to diverse learning styles..

Tweaks

- Use tools like Mentimeter or Poll Everywhere to gather real-time feedback on participants' thoughts about diversity in mentoring. Share results instantly to spark discussions.
- Anonymous Q&A Sessions: Create a platform where participants can submit questions about diversity anonymously, which can then be addressed in a group discussion, promoting openness

3

Mentorship Matchmaking

Develop a matchmaking exercise where participants can express their preferences for mentoring based on background and experiences. Use these preferences to form pairs or groups. Duration: 15 minutes
Inclusive Practices Toolkit: Participants collaboratively create a toolkit of inclusive practices and strategies that can be used in mentoring relationships. Each participant contributes one or two ideas based on their experiences. Duration: 30 minutes

1

Diversity Storytelling Forum (45 min)

Use a digital platform where participants can share their personal stories related to their backgrounds and experiences in business. Encourage reflective comments from peers to foster connection

2

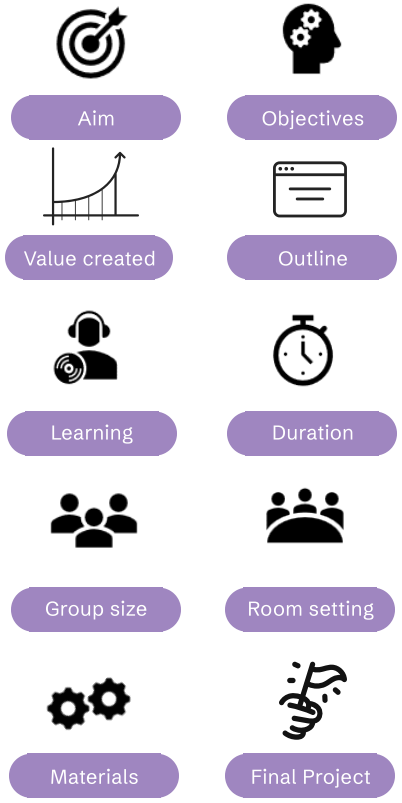
Cultural Exchange Workshops (30 min)

: Participants compile and share resources (articles, videos, podcasts) that highlight diverse business practices from different cultures. Each participant presents a brief summary of their findings. We ,can guide them to this podcast:

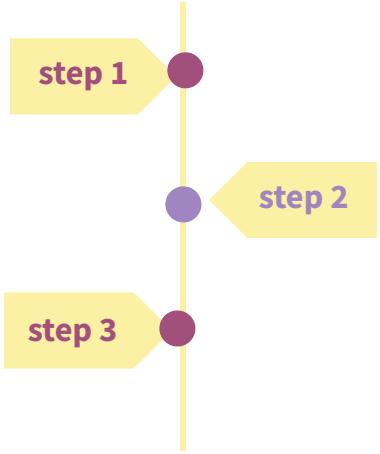
- https://open.spotify.com/show/3Bol93EfG1UI7Qkkwl9V2u
- https://knowledge.wharton.upenn.edu/podcast/this-week-in-business/how-culture-fuels-entrepreneurship-around-the-world/

M1
M2
M3
M4
M5

Blended learning plan



Step by step delivery



Project based learning

- Summary
- Preparation
- Delivery
- Reflection
- Entrepreneurship module

Preparation

Estimated duration: 1 hour

1. Context Exploration
Analyse real or hypothetical challenges women entrepreneurs face in uncertain markets.

2. Inspiration Inputs
Review examples of women-led businesses that adapted successfully to change.

3. Ideation Session
Groups draft learning outcomes for each module using the EntreComp Framework.

Blended Learning Rationale

This module uses the Flipped Classroom model, providing the Master Trainer and Trainer an opportunity to learn new and enhance knowledge and skills, and provides the opportunity to work with others to explore more complex application, solve problems, and build knowledge.

Reflection

Estimated duration: 1 hour

1. Reflection (30 minutes)
Individual reflection on how planning and adaptability can coexist in entrepreneurship training.

2. Review (30 minutes)
Peer-review prototypes using criteria on clarity, integration of adaptive thinking, mentoring principles, and contextual fit.

Estimated duration: 1 hour

Outline

This module is structured to address key aspects of fostering entrepreneurial mindsets through three main themes.
The first theme, Spotting and Recognition of Opportunities, introduces learners to the critical skills needed to identify emerging market trends and technological disruptions. Participants will engage in techniques for systematic environment scanning and learn how to validate opportunities through data analysis. Emphasis will be placed on developing a proactive and resilient mindset, allowing learners to embrace uncertainty as a source of potential.

The second theme, Creativity and Innovation Leadership, provides an overview of advanced innovation methodologies and creative problem-solving frameworks. Learners will explore how to lead innovation processes within their teams and implement systems that sustain a culture of creativity. This theme encourages participants to embrace failure as part of the innovation journey, fostering an environment where visionary thinking is celebrated.

Lastly, the theme of Strategic Foresight focuses on understanding advanced foresight methodologies and megatrends analysis. Learners will gain insights into scenario planning techniques to anticipate future disruptions and will learn how to design and execute strategic plans effectively. By balancing visionary thinking with pragmatic adaptation, participants will be equipped to translate insights into actionable strategies, preparing them for the challenges of tomorrow.

Throughout the module, learners will engage in collaborative projects and real-world applications, empowering them to take initiative and create value in their entrepreneurial endeavours.

Room Setting:

- Option 1: in-person, face-to-face effective learning requires the room to be set out in one large circle of tables, with no obvious power position that the Master Trainer/Trainer (as the facilitator of learning) takes.
- Option 2: online, face-to-face effective learning requires the provision of main room and break-out rooms.

Aims

This module aims to equip learners with the skills and mindset necessary to identify and seize entrepreneurial opportunities in a rapidly changing world. It begins with an exploration of how to spot emerging market trends, technological disruptions, and socio-economic shifts. Learners will engage with innovative methodologies and creative problem-solving frameworks to lead and sustain a culture of innovation. The module emphasizes the importance of strategic foresight, enabling learners to anticipate future disruptions and translate insights into actionable plans. Throughout, the focus is on fostering a proactive, resilient mindset that embraces uncertainty and encourages visionary thinking.

Group Size:

8 minimum, 15 maximum

Value created

- Empowered trainers able to create equitable, engaging, and localized blended environments.
- Enhanced entrepreneurial competencies (creativity and initiative-taking).
- Reusable micro-module content tailored to Egyptian learners.
- Increased capacity for digital inclusion and adaptive teaching learning.

Final Project Overview: Co-creating Entrepreneurship Modules

This module is one component of WEntre's Final Project, which requires Master Trainers and Trainers to collaborate on the co-creation of the WEntre Modules Six to Eight, which focus on Entrepreneurship. These modules are designed to build the skills and competencies of women who are developing business ideas or growing their enterprises at EntreComp Foundation through to Intermediate levels.

What is expected?

Your role is to collaboratively design two modules so that they are ready for pilot testing, ensuring that they reflect the principles of co-creation—a process where ideas, content, and delivery strategies are shaped together with peers and learners. This approach ensures the modules are practical, inclusive, and grounded in real-world entrepreneurial challenges.

By the end of the project, you'll have co-created, and through peer-review, co-developed modules that are not only content-rich but are shaped by the lived experiences and insights of women entrepreneurs. This provides the Master Trainer and Trainer an opportunity to model co-creation and co-development through experiential learning, with a view to making a lasting impact.

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Summary

This 6-hour project-based activity enables Master Trainers and Trainers to co-create two complementary entrepreneurship training modules focused on Planning and Management and Coping with Uncertainty, Ambiguity and Risk. Trainers design learning experiences that help women entrepreneurs plan strategically while remaining adaptable in unpredictable environments.

By the end of this project-based activity, trainers will be able to:

- Design two enterprising training modules (Planning and Management and Coping with Uncertainty, Ambiguity and Risk) integrating learner-centred and gender-sensitive approaches.
- Apply facilitation techniques that help women plan strategically and manage resources effectively.
- Develop tools that encourage adaptability, creativity, and confident risk-taking.
- Prototype blended learning materials promoting structured yet flexible planning.

Estimated duration: 4 hours

1. Design Sprint – Enterprising Module: Planning and Management (2 hrs)

- Define aims and target level (EntreComp Foundation to Intermediate).
- Co-create an activity such as the “Scenario Planning Challenge”: groups plan responses to three possible market futures, prioritising actions and resources.
- Mentoring prompts: “What would you prioritise if resources were limited?” “Which scenario feels most realistic and why?”

2. Design Sprint – Enterprising Module: Coping with Uncertainty, Ambiguity and Risk (1.5 hrs)

- Explore how entrepreneurs perceive and manage risks (financial, social, operational).
- Co-create the “Risk Mapping Canvas” identifying risks, rating likelihood and impact, and planning mitigations.

3. Peer Exchange (30 mins)

- Groups present both modules and discuss: How do they balance structure and adaptability? Are they feasible and inclusive?
- Feedback recorded verbally or via shared notes.

Materials & Equipment:

- Access to internet enabled devices
- Access to the WEntre online learning environment resources
- WEntre Curriculum Guide

Duration

- Six-hour synchronous learning: involving participants in a learning activity at the same time, which will be delivered face-to-face.
- Fourteen-hour asynchronous learning: allowing participants to access and engage with materials, interacting at their own pace, with learning occurring at different times.

Entrepreneurship Module

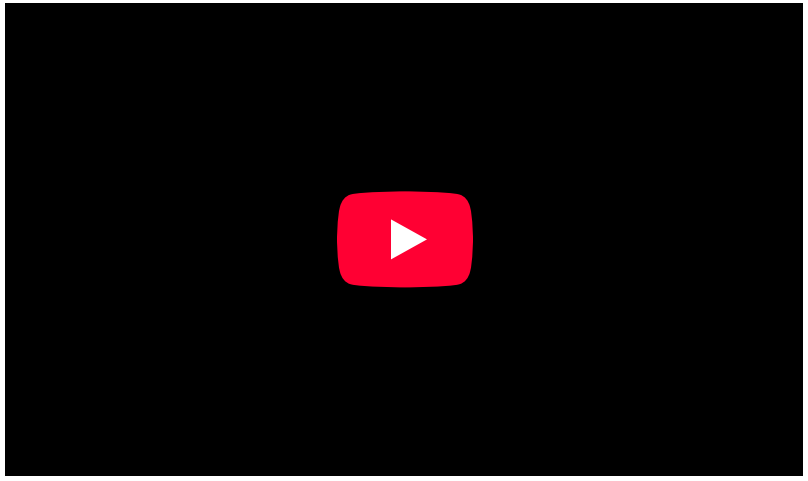
Each group produces two enterprising module prototypes (Planning and Management and Coping with Uncertainty, Ambiguity and Risk) each containing a session outline, one core interactive activity and facilitator guidance. Materials can be presented in multiple formats (e.g., infographic, storyboard or digital file) and saved to a shared drive before their review, finalisation and upload to the WEntre Online Learning Platform.

Objectives

- Analyse and evaluate emerging market trends, technological disruptions, and socio-economic shifts to identify high-potential entrepreneurial opportunities.
- Systematically scan environments, validate identified opportunities through data, and design innovative business models that address market needs.
- Embody a proactive and resilient mindset, embracing uncertainty and failure as integral parts of the entrepreneurial journey, while inspiring others to think creatively.
- Comprehend advanced foresight methodologies and design actionable strategic plans, facilitating workshops that translate insights into practical solutions for future challenges.

Module Overview

Participants will observe their surroundings (campus, workplace, market, and online trends) to identify at least three unmet needs or inefficiencies. They will refine one of these into a mini-project, where they test the idea through actionable steps, using structured tools to guide their process from opportunity recognition to early action planning.



Steps

1. Environmental Scan & Problem Identification (30 min)
2. Opportuni ty Framing
3. Mini-Project Kick-off
4. Testing & Feedback Loop
5. Group Sharing and Iteration
6. Mini-Project Kick-off

Hints, Tips

- Encourage "painstorming" instead of brainstorming (look for pain points).
- Use a simple framework: Problem → Who is affected → How often → Potential value of solving it.
- Guide them to observe behaviours (what people do) more than just what they say.
- Pair people from different backgrounds to spot diverse opportunities
- Start with opportunity spotting, then move to framing and validating the idea, and finally end with planning the next real-world step

Tweaks

- For online or remote settings, use platforms like Reddit or online reviews to hunt for recurring complaints or frustrations.
- Use role-playing to simulate customer experience and identify gaps

4

Testing & Feedback Loop

Carry out the actionable step within 24-48 hours.

Collect basic feedback from potential users.

Reflect on what they learned: Did the problem resonate? Did the solution make sense?

Trainer Tip Box:

Timing: 48-hour window (flexible).

Anticipated Reactions: Fear of rejection; confusion about how to ask for feedback.

Common Challenges:

Low response rates: Suggest peer-to-peer testing first.

Biased questions: Provide examples of neutral phrasing ("What frustrates you about...?").

Variations:

Less experienced: Pre-write feedback questions for them.

More experienced: Require feedback from 2+ user segments.

5

Group Sharing and Iteration

Share their experience and learnings with the group.

Use an Idea Testing Grid to document what worked, what didn’t, and what to try next.

Trainer Tip Box:

Timing: 20 min.

Anticipated Reactions: Some may downplay failures; others may fixate on them.

Common Challenges:

Groupthink: Use "silent sharing" (write first, then discuss).

Vague takeaways: Ask, "What surprised you?"

Variations:

Less experienced: Focus on celebrating small wins.

More experienced: Add a "pivot or persevere" vote.

6

Action Planning

Based on feedback, create a simple action plan: What’s the next step to develop further or validate the idea?
Trainer Tip Box:
Timing: 15 min.
Anticipated Reactions: Some may overcommit; others may stall.
Common Challenges:
Unrealistic plans: Require "tiny next steps" (e.g., "Email one potential customer").
Lack of ownership: Assign accountability buddies.
Variations:
Less experienced: Provide a checklist of possible next steps.
More experienced: Add a 2-week accountability deadline.
Structured Tools to Include:
Lean Canvas (simplified version) for problem-opportunity framing.
Idea Testing Grid (columns: Idea, Test Method, Results, Next Step).
User Feedback Log to record insights from real users.
Prompts to choose from, incorporating self-reflection, values exploration, and personal storytelling:
Which of my core values (e.g., creativity, fairness, innovation) does this opportunity connect to?
What strengths or past experiences can I draw on to pursue this idea?
What doubts do I have, and how can I address them?
Describe an obstacle you overcame while testing this idea. How did you handle it?

1

Environmental Scan & Problem Identification (30 min)

- Explore a familiar environment.
- Identify problems, pain points, or inefficiencies.
- Write down at least three observations.

Trainer Tip Box:

Timing: 30 min (adjust for group size).

Anticipated Reactions: Some may struggle to spot problems; others may list surface-level issues.

Common Challenges:

Lack of depth: Encourage participants to ask "Why?" 5 times to uncover root causes.

Overwhelm: Suggest focusing on one area (e.g., workplace routines).

Variations:

Less experienced: Provide a pre-made list of common inefficiencies to spark ideas.

More experienced: Challenge them to identify "hidden" problems (e.g., systemic inefficiencies).

3

Mini-Project Kick-off)

Select one opportunity.
Draft a Lean Canvas (use a simplified template focusing on Problem, Customer Segments, and Value Proposition).
Define one small actionable step they can take to test the idea in the real world (e.g., a quick survey, a prototype sketch, a social media post gauging interest).
Trainer Tip Box:
Timing: 25 min.
Anticipated Reactions: Hesitation to commit to one idea; over-polishing the canvas.
Common Challenges:
Perfectionism: Emphasize "good enough to test."
Scope creep: Limit the canvas to 3 key boxes.
Variations:
Less experienced: Provide a half-filled Lean Canvas example.
More experienced: Require a "riskiest assumption" to test.

2

Opportunity Framing

For each identified issue, articulate:

Why it’s an opportunity (not just a problem).

Who faces this issue?

What could be a simple solution?

Trainer Tip Box:

Timing: 20 min.

Anticipated Reactions: Some may dismiss problems as unsolvable; others may jump to complex solutions.

Common Challenges:

Solution bias: Remind them to focus on problem validation first.

Vague framing: Use prompts: "How does this impact [user] daily?"

Variations:

Less experienced: Use a fill-in-the-blank template ("This matters because ___").

More experienced: Add constraints (e.g., "Solve with zero budget").

Creativity and Innovation Leadership

Participants take two unrelated ideas, products, or services, and combine them into a new, creative offering.

Activity

Idea remix lab

Steps

1 +
Creativity Spark – Idea Remix Lab

2 +
From Idea to Prototype

3 +
Testing & Feedback Loop

4 +
A Follow-Up Activity for Deeper Application

+
Trainer tip box

Hints, Tips

Use SCAMPER technique (Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Reverse) to prompt creative thinking.

Encourage quick thinking and no-judgment brainstorming.

Set a timer to simulate real-world time pressure.

Celebrate the weirdest ideas first to create a safe space for creativity.

Tweaks

Use local industry problems and ask participants to creatively solve them.

Let teams select tools (like LEGO, modeling clay, Canva) to prototype

Trainer tip box

Trainer Tip Box:

Timing: 1–2 weeks (flexible milestones).

Anticipated Reactions:

Overambitious launch plans; reluctance to pivot.

Common Challenges & Solutions:

"No time": Suggest a 1-day "hackathon" version.

Ignoring data: Require a "kill, pivot, or persevere" decision.

Variations:

Less experienced: Focus on one metric (e.g., survey responses).

More experienced: Add a competitor analysis.

Prompts to choose from, incorporating self-reflection, values alignment, and leadership development:

What past experiences or skills can I leverage to make this idea successful?

How does this idea reflect my vision as an innovator or leader?

What role do I naturally take in a team (e.g., creator, organizer, communicator)?

Describe a challenge you faced while prototyping. How did you overcome it?

How did I inspire others or take initiative during this sprint?

4

A Follow-Up Activity for Deeper Application: Innovation Sprint Challenge

Objective: Push learners to take their tested idea one step further in the real world.

Tasks (over 1–2 weeks):

•Stakeholder Engagement: Identify 2–3 people in their network who could provide deeper insights (potential customers, partners, or mentors).

•Plan a Mini-Launch: Create a simple landing page, a short video pitch, or a basic prototype demo event to showcase the idea.

•Measure Interest: Use basic metrics (sign-ups, views, survey responses) to measure user interest.

•Reflect & Decide: Complete an Opportunity Validation Summary:

What did they learn from this second test?

What would they pivot, improve, or pursue further?

Action Tool:

•Opportunity Validation Summary Template (sections: What we tested, what we learned, What's next).

Structured Tools:

•Lean Canvas (Simplified)

•Rapid Prototyping Template

•User Feedback Log

•Idea Testing Grid

•Opportunity Validation Summary template

Trainer Tip Box:

1

Creativity Spark – Idea Remix Lab (Mini-Project 1)

- Give a list of random objects/services (e.g., drone + yoga, vending machine + books).
- Form groups to brainstorm a business or product that combines both.
- Create a sketch or quick prototype and present its value proposition.

Trainer Tip Box:

Timing: 30–45 min (adjust for group size).

Anticipated Reactions:

Some may struggle with "unrelated" pairings; others may jump to absurd ideas.

Common Challenges & Solutions:

"This makes no sense": Encourage "What if?" thinking (e.g., "What if drones delivered yoga classes?").

Group dominance: Use timed silent brainstorming first.

Variations:

Less experienced: Provide themed pairings (e.g., fitness + tech).

More experienced: Add constraints (e.g., "Must solve a social issue").

3

Testing & Feedback Loop (Mini-Project 3)

Objective: Validate the concept with real feedback.
Tasks:
• Conduct your planned small test (in-person demo, survey, or social media test).
• Record observations using the User Feedback Log.
• Complete the Idea Testing Grid:
What worked?
What didn’t?
What to try next?
Trainer Tip Box:
Timing: 24–48 hours (flexible).
Anticipated Reactions:
Fear of negative feedback; cherry-picking positive comments.
Common Challenges & Solutions:
Low engagement: Suggest testing with 3 peers first.
Defensiveness: Frame feedback as "data, not judgment."
Variations:
Less experienced: Provide a feedback script.
More experienced: Require feedback from an "unlikely user."

2

From Idea to Prototype – Actionable Experiment (Mini-Project 2)

Objective: Move beyond brainstorming to create and test an early concept.

Tasks:

• Select the most promising idea from Phase 1.

• Draft a Lean Canvas (simplified) for the idea (Problem, Customer Segments, Unique Value, Solution).

• Develop a simple prototype or visual concept (sketch, cardboard model, mock-up using digital tools).

• Identify a small action to test user interest (e.g., share the prototype with 3–5 peers, post a social media poll, or show a short demo video).

Structured Tools:

• Lean Canvas (Simplified).

• Rapid Prototyping Template (sketch or wireframe sheet).

Trainer Tip Box:

Timing: 45–60 min.

Anticipated Reactions:

Over-polishing prototypes; analysis paralysis on the canvas.

Common Challenges & Solutions:

"It's not perfect": Set a "messy first draft" rule.

Vague value props: Ask, "Why would someone pay for this?"

Variations:

Less experienced: Use a pre-filled Lean Canvas example.

More experienced: Require a "killer flaw" identification.

Strategic foresight

Teams envision the future of a chosen industry (e.g., education, retail, healthcare) 10 years from now and develop a potential business that thrives in that future.

Activity

Future Mapping

Steps

1 +
Industry Future Mapping

2 +
Translating Vision into Action

3 +
Testing Present Readiness

4 +
A Follow-Up Activity for Deeper Application

+
Trainer tip box

Hints, Tips

Provide trend cards or headlines from future scenario sources (like WEF, McKinsey, Futurism).

Emphasize uncertainties and ask "what if…?" often.

Encourage wild cards (e.g., "What if cash disappears?" or "What if humans live to 150?").

Use a 2x2 matrix for scenario planning if participants are more advanced.

Tweaks

Turn it into a competition: who can present the most resilient business?

Assign roles (optimist, pessimist, disruptor) within each team to explore varied angles

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4

Follow-Up Activity for Deeper Application: Follow-Up Activity: Strategic Back-casting Challenge

Objective: Help learners define the key milestones and actions between the future scenario and today.

Steps:

1. Back-casting Exercise:

•Work backward from the 10-year vision.

•Define major milestones for 5 years, 3 years, and 1 year from now.

•Break the 1-year milestone into quarterly actionable steps.

2. Create a Strategic Roadmap:

•Use a Roadmap Template to visualize the journey.

•Include critical partnerships, resources, and market signals to watch.

3. Share & Reflect:

•Present the roadmap to peers or mentors for feedback.

•Reflect on what feels achievable vs. aspirational.

Structured Tool:

•Strategic Roadmap Template

•Milestone Planning Sheet

1

Industry Future Mapping (Mini-Project 1)

Objective: Build a long-term vision of an industry's evolution.

Steps:

• Select a sector (or assign one).

• Identify key trends using a Trend Analysis Worksheet (tech, social, economic, environmental, political).

• Craft a Future Scenario Narrative describing how the sector might change over the next 10 years.

• Brainstorm a business that thrives in this future scenario.

• Present the Future-Proof Business Idea.

Structured Tools:

• Trend Analysis Worksheet

• Scenario Narrative Template

Trainer Tip Box:

Timing: 60-75 minutes (adjust for group size)

Anticipated Reactions:

- Some groups may get stuck on present-day constraints
- Others may create unrealistic sci-fi scenarios

Common Challenges & Solutions:

- Present bias: Ask "What would need to be true for this to happen?"
- Vague trends: Require specific examples (e.g., "AI tutors" vs. "more technology")

Variations:

- Less experienced: Provide pre-selected trends to analyze
- More experienced: Add wild cards (e.g., "What if a pandemic occurs?")

2

Translating Vision into Action (Mini-Project 2)

Objective: Move from a distant future vision to an actionable short-term step.

Steps:

•Build a Simplified Lean Canvas for the business: Focus on Problem, Customer Segments, Value Proposition, and Key Trends addressed.

•Identify one small action step they can take today to start preparing for that future (e.g., creating awareness, testing assumptions, exploring partnerships).

Structured Tools:

•Lean Canvas (Future-Focused Version)

Trainer Tip Box:

Timing: 45-60 minutes

Anticipated Reactions:

- Difficulty connecting future vision to present actions
- Tendency to create grandiose rather than testable plans

Common Challenges & Solutions:

- Future fog: Ask "What's the smallest step we could take today?"
- Feature creep: Limit Lean Canvas to 3 key elements

Variations:

- Less experienced: Provide starter action step examples
- More experienced: Require identification of leading indicators

Trainer tip box

Timing: 90 minutes (or split across sessions)

Anticipated Reactions:

- Underestimating intermediate steps
- Over-optimistic timelines

Common Challenges & Solutions:

- Milestone gaps: Ask "What dependencies exist between these?"
- Resource blindness: Require identification of 3 key resources needed

Variations:

- Less experienced: Provide milestone examples
- More experienced: Add "anti-milestones" (what failure could look like)

Prompts to choose from, incorporating strategic thinking with personal reflection, values alignment, and leadership development:

- What skills or knowledge do I already have that could help shape this future? What gaps do I need to address?
- Describe a time when you successfully adapted to a major change. How can that experience inform this project?
- How does this future vision reflect my identity as a leader or innovator?
- What role do I want to play in shaping this future (e.g., disruptor, collaborator, advocate)?
- Share an obstacle encountered during testing and how you addressed it.
- Does this roadmap align with my core values? Where might conflicts arise?

2

Testing Present Readiness (Mini-Project 3)

Objective: Test an assumption or early step that bridges the present and future.

Steps:

1. Plan and execute a small validation activity, such as:

•Conduct a trend impact survey.

•Interview potential early adopters or stakeholders.

•Prototype a feature or service relevant to the future scenario.

2. Use the Idea Testing Grid to capture what they learned.

Structured Tools:

•Idea Testing Grid

•User Feedback Log

Trainer Tip Box:

Timing: 48-72 hours for execution

Anticipated Reactions:

- Resistance to testing "future" ideas in present
- Analysis paralysis on test design

Common Challenges & Solutions:

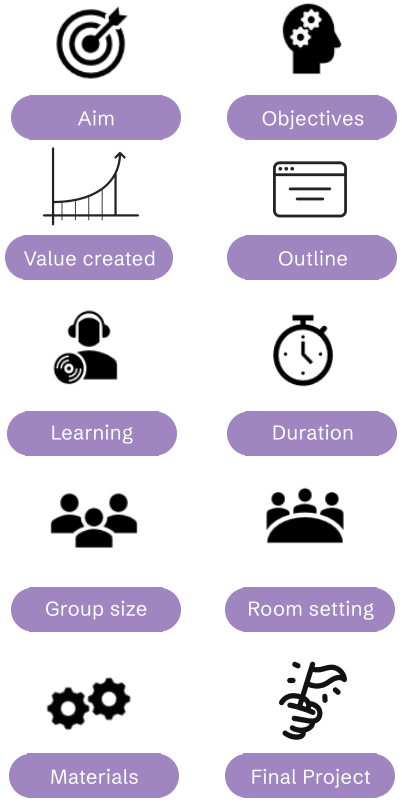
- Test reluctance: Frame as "assumption checking" not validation
- Vague feedback: Provide question templates (e.g., "How likely would you be to...?")

Variations:

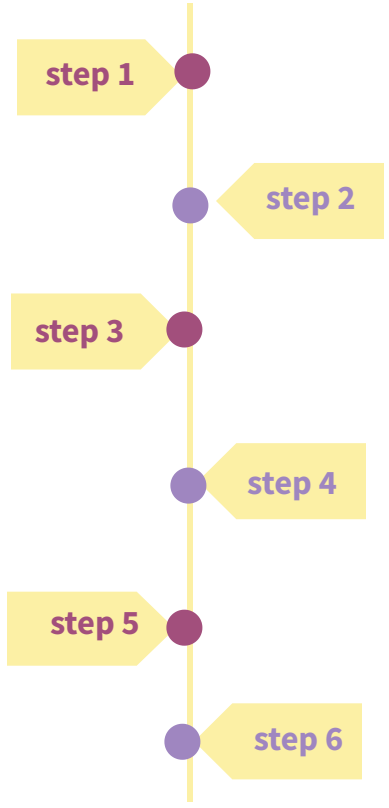
- Less experienced: Pre-designed test options
- More experienced: Require testing with extreme user

Co-creating Blended Learning Environment

Blended learning plan



Step by step delivery



Project based learning

- Summary +
- Preparation +
- Delivery +
- Reflection +
- Entrepreneurship module +

Materials & Equipment:

- Internet-enabled devices.
- Stable internet connection.
- WEntre online learning environment and resources (portal, introductory video, presentations, ...etc.).
- WEntre Curriculum Guide and Competence Framework.
- Flipchart, colored markers, story cubes, local newspapers/magazines (for creative brainstorming), whiteboard, sheets, colored sticky notes, blue tack,..etc (Training tool kit) (for the physical activities).
- WhatsApp/Telegram group for online asynchronous group collaboration.
- Digital collaboration tools - e.g. Google Docs, Miro, Jamboard - for brainstorming and feedback.
- Local women's entrepreneurship case studies, from Egyptian TVET, universities, and community learning settings (MEK, WOMEN of Egypt, MESMEDA, NCW, GL,...etc)
- Digital and printed OER examples in Arabic.
- Low-cost digital tools list (localized).
- Creative thinking templates.

Duration

12-hour blended

- 2-hour self-directed course: Introduction to and foundation of the “Blended-Learning” Models, and “Innovation and Taking the Initiative” to explore opportunities and create entrepreneurial value.
- 4-hour flipped classroom (2 async / 2 sync): Applying “Creative Thinking and Innovation” for Learning Design and entrepreneurship.
- 4-hour project-based learning: Drafting and presenting a project on “Taking the Initiative through Blended Design”.
- 2-hour collaborative review and reflection: for Evaluation and Digital Integration (Self/Peer Evaluation + Reflection).

Room Setting:

- Physical Classroom Setup:
- Collaborative, gender-sensitive space that allows for group work, quiet thinking, and open dialogue.
- Local artwork, women role models or quotes from Egyptian women innovators to inspire creativity.
- Comfortable seating, natural light if possible.
- Round tables (of 5-7 ppl each) – to promote pair/group collaboration, and arranged in an apron shape to foster/ensure engagement and equal participation.
- Internet stable connection, internet-enabled devices.
- Materials: flipcharts, colored markers, story cubes, local newspapers/magazines (for creative brainstorming), whiteboard, sheets, colored sticky notes, blue tack,..etc. (Training Tool Kit).

Value created

- Empowered trainers able to create equitable, engaging, and localized blended environments.
- Enhanced entrepreneurial competencies (creativity and initiative-taking).
- Reusable micro-module content tailored to Egyptian learners.
- Increased capacity for digital inclusion and adaptive teaching learning.

Objectives

- Describe the principles and benefits of blended learning models and their application in inclusive educational settings.
- Design blended learning strategies that respond to diverse learner needs, including gender and contextual factors in Egypt.
- Apply creative thinking and innovation tools to design learning experiences that foster entrepreneurial value creation.
- Integrate digital tools and low-cost technologies to enhance engagement and digital literacy.
- Facilitate learner-centered environments that promote autonomy, creativity, and initiative-taking.
- Evaluate the impact and effectiveness of blended learning using reflective and evidence-based practices.

Blended Learning Rationale

The rationale for the blended learning approach to this module is that it combines face-to-face learning and facilitation with online and digital learning opportunities to improve learning outcomes through active and self-paced learning, enabling flexibility of time and location, and accessibility for diverse learners. Master Trainers and Trainers will be developing their individual competences at Level 5 and 6 of the EntreComp Framework; therefore, the rationale for the blended learning approach focuses upon fostering responsibility to transform ideas into action; achieving value creation in any sphere of life to break down the boundaries between education, work and civic engagement. The module uses a balanced blend of self-directed, flipped classroom and project-based learning; therefore, actively using acquired knowledge and skills in real-world situations. This approach creates a high-impact training that is more accessible, equitable, and sustainable, particularly for women in Egypt who face time, mobility, and societal constraints.
It allows Master Trainers to:

- Facilitate flexible, community-rooted learning.
- Respect women's schedules and responsibilities.
- Integrate mobile learning (e.g., WhatsApp, voice notes) to address low bandwidth and device-sharing at home.
- Use creativity and initiative as both training content and training method.
- Foster learning that moves beyond content acquisition to value creation and real-world application.

Summary

This 6-hour project-based activity enables Master Trainers and Trainers to co-create three interconnected entrepreneurship training modules centred on Spotting Opportunities, Creativity and Vision. Trainers design learning materials that encourage women entrepreneurs to explore unmet needs, generate innovative ideas, and define a compelling vision for their enterprises.

By the end of this project-based activity, trainers will be able to:

- Design three enterprising training modules (Spotting Opportunities, Creativity, Vision) combining experiential and learner-centred approaches.
- Apply creative and design-thinking methods to support opportunity recognition and innovation.
- Use reflective and visual tools to help learners articulate a vision.
- Prototype blended learning materials making creativity accessible in diverse contexts.

Group Size:

15 minimum, 25 maximum

Estimated duration: 4 hour

1. Design Sprint – Enterprising Module: Spotting Opportunities (1 hrs)
Create an “Opportunity Radar” to help learners scan community or market trends and identify emerging opportunities.

2. Design Sprint – Enterprising Module: Creativity (1 hrs)
Develop an “Idea Remix Workshop” where learners reimagine existing business ideas for new audiences or needs.

3. Design Sprint – Enterprising Module: Vision (1 hr)
Facilitate a “Vision Mapping Canvas” where learners visualise the future of their businesses and desired impact.

4. Peer Exchange (1 hr)
Groups present draft modules and receive peer feedback on creativity, feasibility, and contextual fit.

Entrepreneurship Module

Each group produces three enterprising module prototypes (Spotting Opportunities, Creativity and Vision) each containing a session outline, one core interactive activity and facilitator guidance. Materials can be presented in multiple formats (e.g., infographic, storyboard or digital file) and saved to a shared drive before their review, finalisation and upload to the WEntre Online Learning Platform.

Outline

This module introduces new, inclusive approaches to adult education that meet the evolving needs of learners, in general, and women entrepreneurs, in particular, in Egypt through a blended learning format. It emphasizes shifting from traditional, fixed-time and place-based learning models toward flexible, hybrid approaches that integrate self-directed, collaborative, and real-world learning opportunities.
The central focus is equipping trainers with the skills to design and deliver blended learning experiences that build women's creative capacities and encourage them to take the initiative in pursuing personal and business goals.

Rather than centering solely on the trainer or the content, this approach prioritizes empowerment, autonomy, and action. Learners are invited to:

- Imagine and design creative solutions to real problems,
- Take ownership of their learning and growth,
- Apply their learning in personal or entrepreneurial contexts, and
- Collaborate and reflect with others in a supportive space.

The module introduces the concept of "bending learning time" to support non-linear and flexible pathways for women, especially those balancing home, business, and caregiving responsibilities. Trainers are encouraged to think beyond conventional scheduling and physical space limitations, exploring technology-enabled tools, voice messaging, offline assignments, and modular activities that women can complete on their own terms.

Creativity and taking the initiative are positioned as key entrepreneurial capacities that help learners:

- Respond to challenges with innovation and adaptability.
- Take action even in the face of limited resources.
- Identify and seize opportunities.
- Think critically, explore alternatives, and build confidence.

These capacities are developed through progressive learning experiences, using Bloom's Taxonomy to scaffold learners'

Preparation

Estimated duration: 1 hour

1. Context Exploration
Discuss how women identify opportunities and develop innovative business ideas in their communities.

2. Inspiration Inputs
Analyse short case studies of women entrepreneurs who created new value through creativity and vision.

3. Ideation Session
Groups outline learning outcomes for each module (Spotting Opportunities / Creativity / Vision).

Aims

This module equips master trainers, trainers – at levels 5 and 6 - and educators with the knowledge, skills and attitudes needed to collaboratively design, facilitate, deliver and evaluate inclusive, context and gender sensitive blended learning environments (learning design, curriculum, strategies, ..etc) that integrate face-to-face and online, as well as synchronous and asynchronous modalities, and leverage digital literacy. It supports participants in aligning blended learning strategies with the diverse needs of learners and institutional and relevant stakeholders' priorities, particularly within the Egyptian context. Participants will explore opportunities, innovate using low-cost tools, and evaluate the impact of blended learning through solo/pair/group activities, reflective and project-based practices. The module further emphasizes a beyond blended model integrating flexibility, mentorship, peer collaboration, real-world problem-solving, and cultural sensitivity into the learning journey.

Through the module, the Master Trainer and Trainer will facilitate the two entrepreneurial themes: creativity and taking the initiative. The module aims at enabling the learners to explore the opportunities, generate original business ideas by applying creative thinking techniques to create value, and design and prototype innovative solutions to identified problems. It, also, empowers the participants to proactively identify and seize new business opportunities, and take decisive action to address challenges and uncertainties in entrepreneurial value creation, using critical thinking and problem-solving skills to navigate obstacles and create solutions. (Please refer to annex 3 & 4 for more details on the two themes)

The module begins with an overview of the Blended Learning Approach and models and how it caters to the diverse learners' needs and enhances their digital literacy. It swiftly moves on to developing an understanding of the 6 blended learning models, introducing each of them and its added value, specifically in terms of how the needs of learners are taken into account. It goes on to explore the creative thinking techniques, principles of innovation within entrepreneurial, value creation contexts. It proceeds to equip the learners with critical thinking, and problem-solving and decision-making skills to navigate obstacles and create solutions.

Throughout this module, the shift from traditional in-person synchronous learning approach to the blended learning approach that accommodates and adapts to the diverse learning needs of the participants in an enterprising, equitable, and productive way, is explored and practiced.

Evaluation practices in this module are informed by CEDEFOP's official guidelines on the validation of non-formal and informal learning, ensuring consistency with European standards while remaining adaptable to the Egyptian context.

Final Project Overview: Co-creating Entrepreneurship Modules

This module is one component of WEntre's Final Project, which requires Master Trainers and Trainers to collaborate on the co-creation of the WEntre Modules Six to Eight, which focus on Entrepreneurship. These modules are designed to build the skills and competencies of women who are developing business ideas or growing their enterprises at EntreComp Foundation through to Intermediate levels.

What is expected?

Your role is to collaboratively design two modules so that they are ready for pilot testing, ensuring that they reflect the principles of co-creation—a process where ideas, content, and delivery strategies are shaped together with peers and learners. This approach ensures the modules are practical, inclusive, and grounded in real-world entrepreneurial challenges.

By the end of the project, you'll have co-created, and through peer-review, co-developed modules that are not only content-rich but are shaped by the lived experiences and insights of women entrepreneurs. This provides the Master Trainer and Trainer an opportunity to model co-creation and co-development through experiential learning, with a view to making a lasting impact.

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Reflection

1. Reflection (30 minutes)
Individual journal or audio reflection on how creativity and vision can be cultivated in entrepreneurship training.

2. Review (30 minutes)
Groups review prototypes using criteria on clarity, creative and reflective methods, and relevance to women’s contexts."

Estimated duration: 1 hour

Module Overview

Module Overview Video, Learner Group Formation and Check-in

Overview

Hints, Tips

The module overview video provides the learner with an audio visual resource setting out the aim, outline and duration of the module.

o The video should include (stories / images of) real-life Egyptian women entrepreneurs sharing how creativity and initiative shaped their success.

o Include Bloom's Taxonomy cues in the narration (e.g., "You will learn how to create, evaluate, and apply…").

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Tweaks

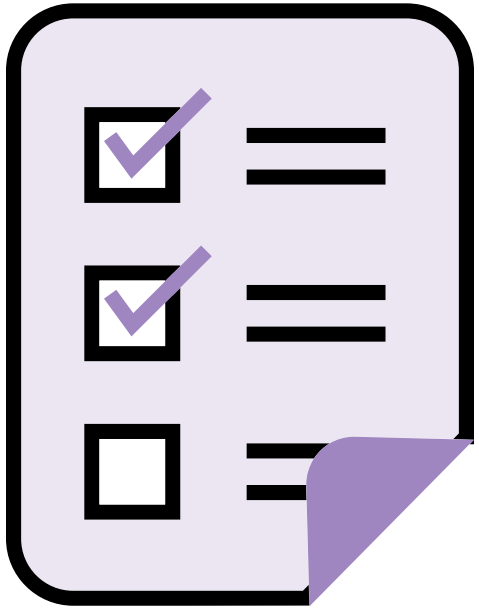
o The video should be accessible with captions, an Egyptian Arabic transcript, an audio description/narration, and be produced in an accessible format.

o Host on a mobile-friendly platform (e.g., WhatsApp, YouTube link, or LMS) for ease of access in low-connectivity areas.

o Include a voice-over encouraging women to trust their intuition, take small creative risks, and see the training as a space to develop their unique leadership voice..

Check-in

Allocate 10-15 minutes for group introductions through a simple check-in and icebreaker (breakout rooms or circles): name and a brief about who they are as an individual e.g. Saja, Ambitious, entrepreneurial facilitation/ instructing experience, expectations.



Hints, Tips

- Ask participants to share their name and reflect on a creative/taking-initiative strength they have used in life.
- They should reveal something about their entrepreneurial experience to be able to customize the learning experience to their needs and levels.
- Knowing about their expectations will help to assess and respond to their needs, and correct them if needed.
- Prompt: "Share your name and one creative action or initiative you took recently—even in your home or community."
- Example: "Salma – Reused old jars to make a spice rack for my mini food project."

Tweaks

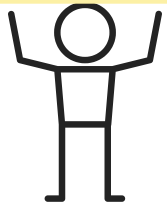
- If using a webinar format, make sure that all participants are able to use the chat box, at an early stage.
- Encourages learners to see themselves as agents of change, regardless of formal entrepreneurial facilitation/ instructing experience.
- Optional icebreaker board on Padlet or Jamboard where learners post their "word" and story anonymously.

Clarification, Q&A

Provide a function/facility for learners to have the opportunity to seek clarification, ask questions, and to suggest any content and/or learning outcomes that they would like to achieve by the end of the module, to ensure learning is tailored.

Hints, Tips

- o Move away from traditional teacher-led instruction and towards a model where learners actively participate in decision-making, and develop a sense of ownership.
- o Encourage participants to co-define what "creativity" and "taking initiative" mean in their context.
- o Guide them to phrase goals in action verbs: "Generate…", "Design…", "Plan…", "Assess…", "Improve…"
- o Ask: "What barriers do you think stop women from being creative or taking initiative?"
- o Prompt: "How can I apply creativity in my business idea or life today?"
- o Prompt: "Where in my daily life can I take the initiative, even in small steps?"



Tweaks

- o Learners must be invited to write the learning outcomes that they would like to achieve; this can be addressed via synchronous in-person or online learning.
- o Use a shared Google Doc, poll, or flipchart where participants write one skill they hope to gain.
- o Provide an option to speak aloud or submit anonymously.
- o End this step by briefly connecting participant goals to upcoming learning activities

Self-paced learning

UNIT 1 FOUNDATIONS OF BLENDED LEARNING FOR CREATIVITY AND INITIATIVE

UNIT LENGTH: 2 HOURS

OUTCOMES

Delivery methodologies

1. Watch (15 min)
2. Read (15 min)
3. Personal Reflection & Peer Sharing
4. Design Challenge (50 min)
5. Re-Design Challenge Peer-review feedback

Hints, Tips

- Encourage learners to draw on real-world issues faced by women in Upper Egypt, informal markets, or community enterprises.
- Provide example templates and visuals in Arabic to support low-literacy or tech-limited learners.
- Use WhatsApp or voice notes as tools to widen accessibility.
- Learners engage in foundational theory and local examples through short videos or readings.
- Prompt: "Think of a moment you took initiative—what helped or held you back?"
- Prompt: "Think of an incident when you reached a creative problem solution – how you reached it? What enables you to do so?

Tweaks

In Part 3, there could be an option to include a peer-review component e.g. review one other learner's activity and leave constructive feedback.

- Provide easy-accessed short videos or easy-digested readings, with simple Egyptian Arabic language & a transcript for the videos.

5

Re-Design Challenge Peer-review feedback rubric should include a simple three-point scale: clarity, engagement, theory alignment.

1

Watch (15 min)

View an introductory video or narrated presentation on how blended learning can enhance creativity and initiative, especially in women's entrepreneurship programs. Topics include:

o Active and inquiry-based learning.

o Culturally relevant blended learning strategies for Egypt

o Examples of how women entrepreneurs overcame challenges using creative approaches and initiative.

o Bloom’s Taxonomy in action within blended learning.

o Beyond Blended: Rethinking Curriculum and Learning Design (University of Manchester, Helen Beetham, Jisc Guides).

3

Personal Reflection & Peer Sharing (40 minutes

Reflect - in a personal journal respond to the following prompts:
o Recall a time when you took the initiative or applied creativity to overcome a challenge—what motivated you?
o How can a blended learning environment encourage Egyptian women learners to take such actions?
o What aspects of Bloom's Taxonomy were evident in your experience?
Share – Post a 3-4 sentence summary of your reflection to the online learning forum or WhatsApp group.
Respond – read and reply to at least two peers, drawing links between their stories and your own, especially in relation to women's empowerment and local business environments

4

Design Challenge (50 min)

Activity Brief:
Choose a training scenario relevant to women learners in Egypt (e.g., a microenterprise startup workshop, a cooperative marketing session). Then, design a short blended learning activity (online + in-person) that promotes either creativity or taking the initiative. Your activity design must include:

- A clear learning objective aligned with Bloom's Taxonomy. o How it will empower women to act creatively or take initiative.
- Blended learning methods used (e.g., self-directed prep + in-class simulation) o Tools or platforms (e.g., WhatsApp for peer-sharing, short video, Google Forms)
- Local cultural or gender-specific considerations.
- Optional Extension: Include a peer-review step where learners provide feedback on a colleague's activity using a checklist focused on empowerment, clarity, and cultural relevance.

This self-directed unit equips Master Trainers and Trainers with foundational knowledge and skills to design and facilitate blended learning that nurtures creativity and encourages initiative—especially among women learners in Egypt. The module focuses on helping trainers develop inclusive, gender-sensitive training practices that support confidence-building, decision-making, and problem-solving aligned with Bloom's Taxonomy. The content empowers educators to develop experiences that move learners from remembering and understanding to creating and taking initiative in entrepreneurial contexts.

- **LO1.1 – Describe key blended learning models and how they foster creativity and proactive behaviour.**
- **LO1.2 – Illustrate how creative thinking and initiative-taking can be promoted through blended methodologies in the Egyptian context.**
- **LO1.3 – Compare traditional vs. blended approaches for cultivating entrepreneurial initiative among women.**
- **LO1.4 – Draft a mini-lesson or activity that encourages initiative, autonomy, and creative problem-solving in a blended setting.**

2

Read (15 min)

Skim two short readings (PDF or web-based):

o A 2-3 page PDF file on blended learning models.

o A visual overview of Bloom's Taxonomy with examples adapted for Egyptian adult learners.

o A short success story of an Egyptian woman entrepreneur using creativity and initiative in business (example: a woman-led agri-food or crafts initiative).

Self-paced learning

UNIT 2 APPLYING LEARNER-CENTRED THEORIES FOR A LEARNER-CENTRED ENVIRONMENT

UNIT LENGTH: 2 HOURS

OUTCOMES

Delivery methodologies

1. Watch or read (15 min)
2. Quick Knowledge Check10 min)
3. Reflection Journal (15 min)
4. Interactive Design Activity
5. Peer Review or Self-Critique (10 min)
6. Translate learning into practice (10 min)

Hints, Tips

Select the resources (read/watch and case studies) that best fit with the local context and the needs of/the gaps identified for the learner group.

Offer multiple formats: Arabic audio for rural/low-literacy learners, short texts for WhatsApp, videos for tech-enabled learners.

Link activities to real business challenges women face (e.g., securing local funding, negotiating within family-owned businesses).

Encourage simple tools like WhatsApp, paper prototyping, and role-play that don't require high tech.

Tweaks

Depending on the needs of learners, a five-minute optional extension could be a reflective exercise where the learner is asked to list one key insight, one key change they will make in their facilitation style, and one resource or tool they want to explore further.

3

Reflection Journal (15 min)

Prompts:
Write briefly in your journal or type into a shared digital doc:
Think of a training session you currently deliver.
- Where could creativity and initiative be better supported?
- How are women learners engaging now—and what barriers might they face?
- What blend (online/offline) could make it more inclusive and empowering?

Tool Suggestions: Google Docs, LMS journal, or personal notebook.
Can be submitted as voice notes, short text entries, or shared via WhatsApp for accessibility.
- Case Study Review (20 minutes)

Case:
“Reimagining Entrepreneurship Training for Rural Women in Upper Egypt” (fictional but realistic).
Includes:
- Constraints: Limited tech access, strong social norms.
- Learners: Women aged 20–45 with micro-business ideas.
- Current Method: Lecture-heavy, in-person only.
- Trainer Challenge: Boost initiative and creativity using blended learning.

Task:
In pairs/small groups, identify 3 redesign opportunities using:
- Flipped learning.
- Inquiry-based or challenge-based approaches.
- Culturally sensitive tools.

Output: Short summary on shared board or Jamboard

6

Prompt:

Write or voice-record a short plan to implement one part of your redesign in your next training cycle.

- What will I change first?
- What tool or platform will I use?
- How will I know learners are taking initiative and being creative?
- One new technique you will try to foster initiative or creativity.
- How you'll evaluate its impact (e.g., participation, feedback, idea generation)?
- One challenge you anticipate and how you'll adapt (e.g., low tech access, hesitation from women learners).

Optional: Post in a group chat or training forum for accountability.

This unit enables Master Trainers and Trainers to actively apply blended learning strategies that empower learners—particularly women in the Egyptian context—to take initiative, think creatively, and collaborate effectively. It shifts the focus from theory to applied practice, rooted in context-aware pedagogy. Trainers will critically reflect on their facilitation approach and redesign their own sessions to foster creativity, blended learning, and entrepreneurial capacity, especially in creativity and taking initiatives.

- **LO2.1 – Apply creative, blended strategies such as inquiry-based learning or flipped classrooms to promote learner initiative.**
- **LO2.2 – Design inclusive learning environments that support autonomy and gender-responsive participation, especially for women navigating social norms.**
- **LO2.3 – Use formative and summative assessment tools to support learner creativity, decision-making, and collaborative growth in entrepreneurial contexts.**

4

Interactive Design Activity (30 minutes)

Using your own training session (from the journal), redesign a key segment using at least two blended learning strategies that promote creativity and initiative.
Apply these 5 principles:

- Active involvement: e.g., role-play, simulation, prototyping
- Learner autonomy: learners make choices or co-create content
- Collaboration: especially gender-inclusive teamwork or mentoring
- Personal relevance: align to learners' business needs and values
- Reflective practice: how will learners reflect and self-assess? (journals, peer dialogue, story-sharing).

Include specific Egyptian contexts (e.g., urban/rural women-led initiatives, local industries like agriculture, crafts, or services).
Output: A 1-slide redesign summary.

1

Watch or read (15 min)

Choose from:

- “Beyond Blended” – JISC Guide (adapted into simplified Arabic summary if needed)
- Short video: “Creativity & Initiative in Entrepreneurial Learning” featuring examples from Egyptian contexts (e.g., female-led startups or blended learning models in action).
- Reading: Short blog/article excerpt on blended learning models and gender-responsive training in entrepreneurship.

Focus prompts: How does blended learning foster creativity and initiative? What changes when women learners are active agents?

2

Quick Knowledge Check (10 min)

Mini Quiz (self-assessment, digital or paper-based), 4–5 interactive questions (e.g., multiple choice, drag and drop, or short open-ended answers),.e.g.:

- What's the main difference between a creative, blended session and a lecture?
- How does collaboration support initiative-taking?
- Which of the following best describes a flipped classroom?
- Name one way you can support learner autonomy in an online setting.
- In one sentence: How can creativity show up in women's entrepreneurship in your context?

Tool Suggestions: Mentimeter, Google Forms, or LMS quiz.

5

Choose one:

Peer Review: Swap slides with a peer and give feedback using a “Glow & Grow” format:

o 🌟 What shines?

o 🌱 What could grow?

Self-Critique: Use a simple rubric (provided) to evaluate your own design on 3 aspects:

o Learner initiative supported?

o Creativity embedded?

o Gender/context relevance?

Self-paced learning

UNIT3: FOSTERING CREATIVITY AND INITIATIVE THROUGH COLLABORATIVE BLENDED LEARNING ENVIRONMENT

UNIT LENGTH:
2 HOURS

OUTCOMES

Delivery methodologies

1. **Welcome, Check-in & Warm Up (15–20 min)**
2. **Collaborative Problem-Solving (5 min)**
3. **Problem-Solving (25 min)**
4. **Group Presentations (10 minutes):**
5. **Peer Feedback (5 min)**
6. **Check-out and Close (5 min)**

Hints, Tips

- Begin with an icebreaker question that activates learners' real-life context:

  "What's one time you had to take initiative in your personal or business life—and what helped you do it?"
- Use tools like Jamboard, Google Slides, Miro, or WhatsApp voice notes for collaborative work if tech access allows.
- Ensure women are empowered to speak in mixed-gender spaces; consider female-only breakout groups where appropriate.

Tweaks

- In the warm-up section, allocate up to 20 minutes if learners need more time to discuss forum posts and questions.
- Consider adding a "Learning Wall": a shared online or physical space where learners post takeaways, quotes, or 'aha' moments throughout the module

This unit builds on theoretical concepts and translates them into collaborative, applied learning. It is designed to help Master Trainers and Trainers apply blended learning strategies that promote creativity, initiative-taking, and inclusive participation—particularly for women in the Egyptian context—by using inquiry, peer-based reflection, and problem-solving within real-world entrepreneurial scenarios.

- **LO3.1 – Apply blended, inquiry-based and collaborative strategies to foster learner creativity and ownership of their learning.**
- **LO3.2 – Co-create inclusive learning environments that nurture initiative and address gender norms, especially for women entrepreneurs.**
- **LO3.3 – Use peer feedback, learning journals, and applied assessment to inform facilitation and support growth in the entrepreneurial skills of creativity and taking initiative.**

3

Problem-Solving (25 minutes)

Instructions to Each Group:
Design a blended learning intervention that: (Please refer to Annex 5, for optional design prompts)

- Fosters creativity and initiative.
- Responds to the scenario's challenges.
- Combines face-to-face and online elements, as well as synchronous and asynchronous modalities.
- Reflects Egypt's local and gendered realities.

Deliverable:
Each group creates a short visual or verbal presentation plan (e.g., 1-slide summary, hand-drawn concept, or verbal pitch) outlining their proposed solution.

2

Collaborative Problem-Solving (5 minutes)

- Divide learners into small gender-sensitive working groups of 3-5 people using break-out rooms (if online) or groups within the classroom (if in-person).
- Provide localized real-life scenarios that focus on the key themes. Examples:

o “A women’s training centre in Upper Egypt wants to encourage learners to lead their own income-generating projects. How might you apply the blended learning approach focusing on creativity and/or taking the initiative to support this?”

- A female artisan cooperative in Upper Egypt is struggling to move forward with a new business idea due to lack of engagement and confidence among its members. As a trainer, how would you creatively design a blended learning experience—combining online and face-to-face elements, synchronous and asynchronous modalities—that encourages participants, especially women, to take initiative, think creatively, and collaborate to develop and advance the idea? What tools, activities, or storytelling methods would you include to make the learning relevant and empowering?”

5

Peer Feedback (5 minutes)

After all presentations, open the floor for peer-to-peer feedback. Encourage learners to offer constructive criticism and reflections on other groups' approaches. The Master Trainer/Trainer can guide this process by asking probing questions, such as:

o "What part of their idea was most creative?"
o "How could this be adapted for women in rural settings?"
o "How might this support initiative-taking, not just participation?"

Encourage participants to compare approaches and celebrate diverse ideas.

4

Group Presentations (10 minutes)

Each group presents briefly their solution or findings to the whole class (2-3 minutes per group). Encourage storytelling or visual aids (e.g., digital slides or hand-drawn posters). During presentations, learners should take notes and listen for elements that challenge or complement their own understanding

1

Welcome, Check-in & Warm Up (15–20 minutes)

- Recap (3-5 minutes) key ideas from previous asynchronous/self-directed work (e.g., Blended Learning, Beyond Blended, Creativity, Taking the Initiative), answering any questions that emerged from the pre-class materials.
- Prompt: “What insight from your pre-work was most surprising or useful for fostering initiative?”
- Invite learners to share a reflection or question they posted in the discussion forum or WhatsApp group.
- If online, use the chat or Jamboard. If in-person, use sticky notes or a circle discussion.

4

Check-out and Close (5 minutes)

- The Master Trainer/Trainer summarizes key takeaways, focusing on blended learning approach, and examples of the entrepreneurial skills of creativity and taking initiative.
- Prompt individual reflection:
  - o “How did this activity change how you think about your Learning design approach?”
  - o “What’s one new way you’ll encourage learners to take initiative?”.

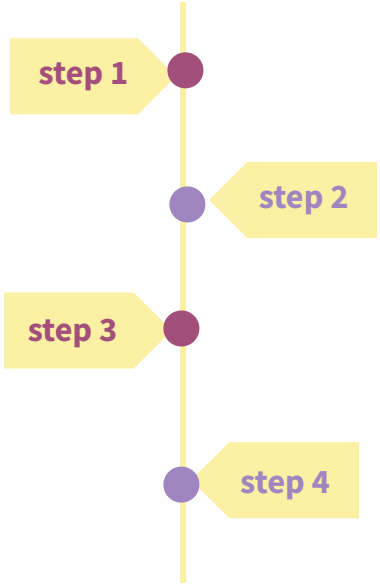
  If online or in-person, this could be done in a shared digital space.
- Briefly introduce the next stage: project-based learning, where they’ll design a real-world blended activity that fosters either creativity or taking initiative, especially for women learners, as a means for applying their learning to a real-world/real-life task.

Creating Learner Centred Environments

Blended learning plan

- Aim
- Objectives
- Value created
- Outline
- Learning
- Duration
- Group size
- Room setting
- Materials
- Final Project

Step by step delivery



Project based learning

- Summary
- Preparation
- Delivery
- Reflection
- Entrepreneurship module

Entrepreneurship Module

Each group produces two enterprising module prototypes (Learning through Experience and Working with Others) each containing a session outline, one core interactive activity and facilitator guidance. Materials can be presented in multiple formats (e.g., infographic, storyboard or digital file) and saved to a shared drive before their review, finalisation and upload to the WEntre Online Learning Platform.

Summary

This 6-hour project-based activity enables Master Trainers and Trainers to co-create two complementary entrepreneurship training modules focused on Learning through Experience and Working with Others. Trainers design materials that help women entrepreneurs reflect on their experiences, learn from practice, and build networks of mutual support.

By the end of this project-based activity, trainers will be able to:

- Design two enterprising training modules (Learning through Experience and Working with Others) promoting reflection and collaboration.
- Apply experiential learning and mentoring approaches to transform experience into knowledge.
- Integrate group-based learning activities strengthening communication and teamwork.
- Prototype blended learning materials combining reflection, collaboration, and digital sharing tools.

Outline

The module begins with an exploration of the concept and theoretical foundations of Communities of Practice (CoPs), introducing key definitions, origins, and real-world examples. Learners will then examine the essential pillars of CoPs—shared domain, community, and practice—along with the values of trust, collaboration, and mutual engagement that sustain them.
Building on this foundation, the module moves into a detailed discussion on stakeholder roles and responsibilities within CoPs, highlighting the importance of inclusivity and identifying the diverse needs of participants. Learners will also investigate common challenges in forming and sustaining CoPs and consider practical solutions, including the use of digital tools for community engagement and knowledge sharing.

As the module progresses, learners will focus on the role of CoPs in fostering lifelong learning and professional development. Emphasis will be placed on how sharing experiences, ideas, and best practices enhances both individual and collective growth. A dedicated section will guide learners in understanding the different types of value that CoPs create—immediate, potential, applied, and transformative—and how to assess and communicate that value effectively.

In the applied part of the module, learners will design or refine a CoP relevant to their own learning or professional environment. They will plan activities, set objectives, and outline strategies for sustainability and impact. The module concludes with guided reflection, where learners evaluate their personal and professional development, identify lessons learned, and set future goals for engagement in CoPs.

Value created

- Empowered trainers able to create equitable, engaging, and localized blended environments.
- Enhanced entrepreneurial competencies (creativity and initiative-taking).
- Reusable micro-module content tailored to Egyptian learners.
- Increased capacity for digital inclusion and adaptive teaching learning.

Room Setting:

For synchronous sessions (if in-person):
U-shape or circle setup for dialogue and participation
Breakout spaces for small group tasks
If online:
Use Moodle, Zoom or MS Teams with breakout rooms
Shared collaborative tools: Padlet, Miro, Google Docs

Aims

The module aims to enable learners to:

● Understand and explain the concept and core components of a Community of Practice (CoP), including its foundational pillars, challenges, stakeholder needs, and responsibilities—ensuring learners can demonstrate knowledge for assessment purposes.

● Engage in knowledge-sharing and collaborative learning by participating in or designing a CoP, integrating lifelong learning practices through peer exchange of experiences, challenges, and strategies—supporting the development of practical skills in line with real-world learning contexts.

● Foster a proactive, responsible, and reflective mindset, encouraging learners to value collaboration, inclusion, continuous learning, and mutual motivation—helping them build the attitudes necessary for personal and professional growth within communities.

● Identify and articulate the value created through CoP involvement within curriculum or learning design teams, and take action by contributing to or initiating a value-creating activity—strengthening learners' ability to connect knowledge, skills, and attitudes in applied contexts.

Blended Learning Rationale

Blended learning combines flexibility, accessibility, and interactivity. Asynchronous elements allow trainers to explore theoretical frameworks at their own pace, while synchronous sessions foster real-time discussion, collaboration, and feedback. Project-Based Learning (PBL) ensures applied practice. This format is especially suited for trainers working with diverse women entrepreneur groups in varying contexts.

Estimated duration: 4 hours

1. Design Sprint – Enterprising Module: Learning through Experience (2 hrs)
Develop an “Experience Cycle Lab” where learners reflect on a real entrepreneurial challenge using Kolb’s experiential learning cycle.

2. Design Sprint – Enterprising Module: Working with Others (1.5 hrs)
Create a “Collaboration Canvas” mapping potential partnerships, networks, and shared projects.

3. Peer Exchange (30 mins)
Groups present drafts and collect peer feedback on collaboration and learning design.

Objectives

- Curate and explain key CoP concepts using high-quality resources to train others working with women entrepreneurs.
- Demonstrate how traditional learning settings can be transformed into learner-centred, collaborative CoPs that support women's entrepreneurial growth.
- Co-create innovative ideas and solutions with fellow trainers using digital tools (e.g., Padlet, Miro) to enhance one of the Women's Entrepreneurship modules.
- Design and deliver a blended CoP session using open resources and digital platforms (e.g., Moodle, Google Drive) to foster inclusion and continuous learning.
- Develop a practical CoP plan to guide others in building sustainable, value-driven communities for women entrepreneurs.
- Model a reflective and inclusive trainer mindset, aligned with EntreComp, by sharing insights, supporting peers, and promoting collaboration.

Final Project Overview: Co-creating Entrepreneurship Modules

This module is one component of WEntre's Final Project, which requires Master Trainers and Trainers to collaborate on the co-creation of the WEntre Modules Six to Eight, which focus on Entrepreneurship. These modules are designed to build the skills and competencies of women who are developing business ideas or growing their enterprises at EntreComp Foundation through to Intermediate levels.

What is expected?

Your role is to collaboratively design two modules so that they are ready for pilot testing, ensuring that they reflect the principles of co-creation—a process where ideas, content, and delivery strategies are shaped together with peers and learners. This approach ensures the modules are practical, inclusive, and grounded in real-world entrepreneurial challenges.

By the end of the project, you'll have co-created, and through peer-review, co-developed modules that are not only content-rich but are shaped by the lived experiences and insights of women entrepreneurs. This provides the Master Trainer and Trainer an opportunity to model co-creation and co-development through experiential learning, with a view to making a lasting impact.

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Preparation

Estimated duration: 1 hour

1. Context Exploration
Identify examples of how women entrepreneurs learn from experience and collaboration.

2. Inspiration Inputs
Review testimonials from women's business networks and cooperatives highlighting shared learning.

3. Ideation Session
Groups draft learning outcomes for the two modules using the EntreComp Framework.

Group Size:

12–20 participants

Materials & Equipment:

- Flipcharts, markers, sticky notes (in-person)
- Laptops/tablets with internet access
- Projector/screen for presentations
- Access to online learning platform (e.g., Moodle, Google Classroom)
- Digital collaboration tools (Miro, Jamboard, Google Docs)

Duration

Total duration: 20 hours

- Synchronous sessions: 6 hours
- Asynchronous activities: 8 hours
- Project-Based Learning (PBL): 6 hours

Reflection

1. Reflection (30 minutes)
Individual reflection on how mentoring helps recognise learning from experience and the role of collaboration in growth.

2. Review (30 minutes)
Peer-review prototypes using criteria on relevance, experiential and collaborative methods, and alignment with EntreComp.

Estimated duration: 1 hour

Module Overview

Overview

Activities

+

Hints, Tips

Ask trainers to recall and briefly describe a real moment when they felt most impactful in their training career. Then reflect: “What role was I playing in that moment—Connector, Motivator, Listener, Innovator?”

Tweaks

Invite trainers to build a digital “vision board” (using Canva or Padlet) that visually represents the kind of CoP they dream of leading, and their ideal place within it. They can use images, quotes, emojis, and keywords. This adds creativity, personalization, and emotional connection..

a. Strategic Orientation & Self-Positioning Anchor the CoP concept in strategic training leadership and women's empowerment. Duration: 2 hours (Asynchronous)

Activities

🎬 Watch a high-level explainer video on "CoPs for Systems Change and Inclusive Leadership."

📖 Read a case study or search for a local success story, ideally from Egypt, to make the reflection more meaningful. For example, the Women's Business Development Association in Cairo successfully created a CoP connecting rural craftswomen with digital marketplaces, enabling sustainable income generation.

✍️ Online reflective journal: "What is my role in enabling CoPs that empower women entrepreneurs?"

✧ Reflection Prompt:

- What's your personal role in shaping a community of practice that empowers women?
- What values do you bring, and how could you strengthen them?

CoP Architecture for Impact

Explore advanced CoP design and define your role as a Master Trainer in leading inclusive, impactful learning communities that support women entrepreneurs. Duration: 3 hours (Synchronous)

1 +

Impact Mapping

2 +

Strategic Think Tank Sessions (in breakout groups):

3 +

Applied Venture Challenge: Scaling through CoPs

4 +

Model Co-Design & Pitch:

Hints, Tips

Think beyond activities—design ecosystems.

A strong CoP isn't a workshop series, it's a living system. Ask:

"What relationships, rituals, and rhythms will keep this CoP alive and valuable?"

Use real project goals to shape your CoP.

Anchor your CoP design in the outcomes of your women's entrepreneurship project. This keeps it focused, relevant, and fundable.

3

Applied Venture Challenge: Scaling through CoPs

In small groups, participants will co-create a Community of Practice (CoP) model that supports the launch or scaling of a women-led venture—either a real or hypothetical one. To make this task accessible for everyone, especially those new to project-based learning or digital collaboration tools, participants will receive a simple CoP design template (covering purpose, stakeholders, activities, and value pathways) and view one or two concrete examples of successful CoPs. This gives a clear structure and visual reference while still leaving room for participants to adapt and innovate based on their own context. The CoP should ultimately help the venture access new networks, resources, or skills across local or international contexts.

Guiding questions:

What specific barriers to growth could a CoP help address (e.g., funding, digital marketing, peer support)?

What roles will members play (e.g., mentors, collaborators, learners)?

How can digital tools enhance connection and scale?

Groups will present their venture-scaling CoP model visually (using Miro, Canva, or hand-drawn sketches), and receive peer feedback.

Reflection Prompt (after presentations):

How can CoPs be used to move beyond training and into real-world business growth?

2

Strategic Think Tank Sessions (in breakout groups):

Challenge Discussion:

Tackle the question:

“How can Communities of Practice (CoPs) effectively bridge the support gap for women entrepreneurs in real-world situations?”

4

Model Co-Design & Pitch:

Collaboratively design a scalable CoP model.

Present your idea using visual storytelling—this can be a Canva slide, concept map, or a creative metaphor.

✧ Reflection Prompt:

What part of CoP design challenged your assumptions the most?

What would you do differently in your professional context?

1

Impact Mapping

Create a visual representation of your current network and areas of influence—use tools like Miro or sketch it out by hand to explore your ecosystem.

To support understanding, learners are shown a practical scenario of an existing CoP in Egypt — for example, the Women's Business Development Association in Cairo, which connected rural craftswomen with mentors and digital marketplaces. This example helps learners visualize how similar networks operate locally and inspires their own mapping exercise.

Digital Peer Exchange – CoPs in Action

Provide a function/facility for learners to have the opportunity to seek clarification, ask questions, and to suggest any content and/or learning outcomes that they would like to achieve by the end of the module, to ensure learning is tailored.

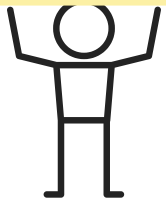
Hints, Tips

Start where trust already exists.

Look for spaces—like cooperatives, local training programs, or incubators—where women already connect. These are natural foundations for CoPs to grow.

Encourage trainers to reflect on differences and similarities between CoPs in rural Egypt and urban Europe.

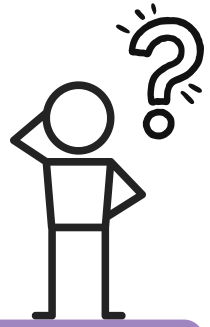
"What practices are universal, and what must adapt?"



1 + CoP Story Swap

2 + Peer Challenge

3 + Access & Inclusion Reflection



Tweaks

Host a "CoP Flash Talk" session.

Each trainer records or presents a 1-minute story of a CoP success or challenge they've seen. Keep it fast, honest, and focused.

This builds energy, visibility, and creates a snapshot of lived CoP experiences across regions

3

Applied Venture Challenge: Scaling through CoPs

Consider the digital and social barriers faced by women in rural or underserved areas.
Prompt: “What could you do to make your CoP accessible to women with limited digital literacy or internet access?”

✧ Reflection Prompt:

What did you learn from your peers’ CoP experiences?

What surprised you or gave you a new idea for your own setting?

1

CoP Story Swap

Post in Padlet/forum:

“Share a CoP experience from Egypt and Europe. What worked or didn’t? How would you adapt it to support women—especially in rural or informal sectors?”

2

Peer Challenge

Reply to 2 peers with:

One insight

? One question (e.g., “How could this apply in Upper Egypt or Europe?”)

Quick Quiz

Take a short quiz (Google Forms/Kahoot) on:

CoP pillars

Value creation

EntreComp in Egyptian and European women’s entrepreneurship

CoP Leadership Lab – From Ideas to Value

UNIT 1 FOUNDATIONAL LEARNING THEORIES FOR A LEARNER CENTRED ENVIRONMENT

UNIT LENGTH: 2 HOURS

OUTCOMES

Delivery methodologies

1. **Quick Recap**
2. **Mini Input**
3. **CoP trategy Sprint**
4. **Peer Feedback & Assessment Rubric**

Hints, Tips

Think like a multiplier.

As a Master Trainer, your CoP design should empower others to lead.

Ask: "How can this CoP grow leaders, not just participants?"

Embed mentor roles in your CoP.

Define how Master Trainers will support, coach, and pass on leadership within the CoP—especially across regions and cultures

Tweaks

End your pitch with a "next-generation plan."

Challenge each team to explain how their CoP will grow beyond the first group—who will take it forward, how it will evolve, and what support it needs to keep creating impact.

Focus on continuity, ownership, and future leadership.

4

Peer Feedback & Assessment Rubric

Following the CoP pitch presentations, participants will give and receive feedback using the six key criteria. This promotes reflective practice and ensures consistency in evaluation.

Relevance of the idea – Is the CoP clearly focused and relevant to supporting women entrepreneurs?

Inclusion and accessibility – Does it consider diverse needs and ensure equal participation?

Value creation – What kind of value (immediate, applied, transformative) does the CoP aim to create?

Use of digital tools – Are appropriate online tools and platforms used effectively?

Team collaboration – Was the CoP developed with shared effort and mutual input?

Presentation – Was the idea communicated clearly, confidently, and in an engaging way?

This feedback will help guide reflection and will also be used by the trainer for final evaluation.

✧ Reflection Prompt:

What kind of value is your CoP aiming to create—immediate, applied, or transformative?

How can you track that value over time?

This self-directed (asynchronous) unit reflects the importance of consolidating and deepening an understanding of various learning theories while focusing on how they can be applied to a learner-centred approach. For the Master Trainer and Trainer, it suggests foundational exploration, which can serve as a base for building effective, learner-centred training and learning facilitation.

- **LO1.1. Define the key principles and characteristics of a learner-centred environment.**
- **LO1.2. Identify the similarities and differences between teacher-centred and learner-centred approaches.**
- **LO1.3. Describe the role of motivation, autonomy, and engagement in learner-centred practices.**
- **LO1.4. Recognise the impact of diversity, equity, and inclusion in designing learner-centred experiences**

3

CoP Strategy Sprint

In mixed teams, design a CoP with:

Clear purpose

Key stakeholders (local/regional)

Inclusive tools and formats

Value pathways (what's improved and for whom)

Pitch in 2 minutes using visual storytelling or metaphor.

1

Quick Recap

“Which type of value is your CoP creating in your context—Immediate, Applied, or Transformative?”

(Use Kahoot, whiteboard, or visual board)

2

Mini Input

Present Wenger’s Value Creation Framework, with examples from both rural Egypt (e.g. women’s cooperatives) and urban Europe (e.g. innovation hubs).

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