



Skills Mapping

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1. Introduction

Young Women Leaders targets several problem areas defined in the EU Gender Equality Strategy 2020-2025. The actions envisaged in the project are particularly designed to promote civic engagement and foster leadership skills among young women with different socio-economic and cultural backgrounds. The project offers opportunities to improve young women's entrepreneurial and leadership skills. It also provides methods and activities for their career development and civic engagement.

The project joins together three main aspects: education in the form of capacity building, raising awareness about leadership, a more gender-balanced society, network building, and development. All project's activities, results, and outputs are linked to these aspects and support its rationale based on the development of cooperation and coalition building model designed and tested by EU labs based in 4 countries and characterized by a strong interaction between young women, as drivers of the process, and NGOs, CSOs, local authorities and citizens as followers and multipliers. Regarding the education aspect, the project will design and deliver a capacity-building program focused on improving the knowledge and skills of the participating young women on a wide range of topics.

The main focus is on civic engagement and non-political and political leadership. The program will blend both offline (face-to-face lessons and workshops), and online (digital academy, webinars, podcasts) training and will capitalize on the diverse expertise that the partnership covers. It is expected to provide first and solid empowerment to the participating young women between 18-30 years old. Therefore, the research, including interviews, focus groups, and online surveys, was done to understand what they need and expect from such an education.

The research results will help us create this education program that suits their needs and expectations in terms of leadership, entrepreneurship, career development, and women's empowerment.

2. Methodology

Our aim with this research is to acquire a thorough understanding of the training needs of young women and the effectiveness of existing practices to empower them through non-formal education. The project's target group is young women between 18-30 years old. The research was done to find out and understand the target group's needs and expectations regarding an education program. Therefore, the results will help us create this education program related to leadership, entrepreneurship, career development, and women's empowerment.

All the partner organisations carried out 3-month research, including interviews, focus groups, and online survey. The participants were chosen both through the partner organisation's network and their social media channels.

3. Results

3.1. Interviews

In total, 25 in-depth interviews were completed by the 5 partner organisations (IKF Malmö, Project School, Young Women Network, CPE and Green Elephant Foundation). The interviews were conducted with experts working with young women in each partner country (Sweden, Italy, Romania, Poland). Our aim was to receive a deeper insight into an education program that we are creating for young women.

Therefore, the research focuses on figuring out the skills and competencies they might need in terms of leadership, entrepreneurship, career development and civic engagement.

3.1.1. Information about the target group

Interviewer	Background of the target group
IKF Malmö	<ul style="list-style-type: none"> ● Four out of five participants are between 25-34 years old. Only one participant is between 35-45 years old. ● Three out of five participants hold master's degrees. One participant holds a bachelor's degree and the other one holds a high school degree. ● All of them have worked with women between 18-30 years old.
CPE	<ul style="list-style-type: none"> ● The five participants are between 35-50 years old. ● All participants in the interviews either hold a university diploma or they have already accomplished their PhD. ● All of them have worked with women between 18-30 years old.

<p>Green Elephant Foundation</p>	<ul style="list-style-type: none"> ● All participants are between 30-45 years old. Three of them have master's degrees, and two of them have bachelor's degrees. ● All of them have worked with women between 18-30 years old.
<p>Project School</p>	<ul style="list-style-type: none"> ● Two participants are between 25-34 years old. The other two participants are 45-55 years old, and one participant is between 55-65 years old. ● Four of the participants hold master's degrees and one of them holds bachelor's degrees. ● All the participants worked with women between 18-30 years old.
<p>Young Women Network</p>	<ul style="list-style-type: none"> ● Two of them are between 35-45 years old. The other two participants are 45-55 years old, and one participant is between 55-65 years old. ● All participants hold master's degrees. ● Thanks to their managerial positions, all of the participants have worked with the target group but not with a specific intention to coach and mentor. Three of them had already had experience with young women, thanks to their professional role as university professors or HR managers.

3.1.2. Methods & tools that the practitioners use

According to the results of IKF Malmö, the practitioners are using various methods such as workshops, lecturers, education programs, individual meetings, mentorship and conversation café. Some of them use team building activities like travels, and events where young women organize themselves. Interactive practices that they are encouraged to reflect on a task is also one of the methods. Some participants also said that breath and body exercises work well to decrease their stress.

Green Elephant Foundation's results show us also that the most common methods to use are workshops, motivational speeches, and career guidance. Many of them use non-formal education methods as well. According to the results gathered by Project School, the main point is to use techniques that increase engagement. One of the practitioners mentioned that it is important to help young women to make them aware of their capacities by encouraging and promoting peer-learning within a group. Another practitioner pointed out the importance of storytelling by getting young women to tell their stories and share their narratives.

During the experience with Young Women Network, their practitioners focused on the one-to-one experience by using a very structured method. They suggested using a personal journal in which to write all the activities and an agenda that could be monitored step by step. The programs used were mainly shadowing, mentoring and coaching. Through these experiences one can:

- observe leadership models in the field by working alongside senior managers for a certain period of time (shadowing).
- learn how to manage the complexity and difficulties that occur during the development of her career through the comparison with more senior women (mentoring).
- work on one's self-development aiming at a greater awareness of one's desires and strengths (coaching).

One of their practitioners also mentioned that she promotes women empowerment through young professionals by talking about women issues with men. They stand up when men make comments on women based on their appearance or character and not on their professional attitude as well as when they make bad taste jokes. Moreover, she underlines the improvements and the good ideas that are not being listened to in the managerial department.

CPE also lists their results regarding the methods/tools as below:

- Providing girls and young women with volunteering opportunities in the organization of the NGOs main events (for example organizing the Gender Equality Festival and running activities as part of this event), involving Romanian teenage girls in interviewing the short-listed organizations for the With and For Girls Award.
- Offering young women volunteers opportunities to grow further by providing specific leadership roles in the NGO and involving them directly in decision-making (for example, a young woman who started as a volunteer currently holds the position of President in the organization).
- Including the equal opportunities perspective in vocational counselling, training vocational counsellors to recognize the way gender stereotypes can impact professional choices.
- One to one counselling, permanent on-the-job training, mentorship, exploring job areas where the young women lack confidence to enter.
- Support and guidance for labour market insertion in the case of women who went through traumatic life experiences

Organizing groups of women leaders, providing them with practice and learning opportunities, creating groups of women and networking opportunities, providing specific involvement opportunities in concrete tasks, implementing the Girl2Leader initiatives in the Romanian Parliament.

3.1.3. Methods to improve young women's entrepreneurship, leadership, and career development

Young Women Network's results show us that most of the practitioners think that young women have the qualities and skills to access managerial positions or to start entrepreneurial activities in the same way as their male colleagues. What differentiates the two approaches is men's greater self-confidence than women. With the same experience and good results achieved, a young man generally does not ask himself if he has the skills to access a certain position. He wants to access the position; he asks for it and might succeed. A young woman, on the other hand, thinks she does not have all the skills, studies, and competencies. She asks nothing and just hopes to be seen. This generally leads her to not get the position she wants. The participants therefore suggest conflict management and self-empowerment courses. Regarding leadership, they suggest practical training on soft skills, training on gender equality and individual rights, coaching sessions with mentors, personal development workshops, support groups and group work. All these methods were considered useful, but the practitioners mostly focused on the need to implement coaching sessions with mentors and personal development workshops. In terms of career development, mentoring is overall considered a great way to plan their career.

All the practitioners tried to be a role model for their mentees. They also develop a network in which young women can discuss and overcome common problems. The practitioners suggested that writing the goals to reach, planning, and using templates are important during a job search. They also pointed out the fact that young women have the desire to succeed in their career but there is often a lack of confidence and courage to speak their voice. This is probably because they are more judged for their work and are often questioned for their choices. They shared the fact that this difficulty is surely linked to the Italian patriarchal culture. Women still fear the need to make a choice between professional and personal life. Indeed, maternity in Italy is still considered an issue, instead of being a strength for the company.

According to the practitioners interviewed by CPE, supporting young women to understand what entrepreneurship really is in practice and providing constant access to training and experiences are significant. Their suggestions are shown below:

- Organizing first time manager and leadership training for young women.
- Providing more coaching and mentorship opportunities for young women.

- Providing as many experience-based opportunities as possible, since leadership is not a thing, but a process, anyone who is a leader needs this type of constant preparation and learning.

The practitioners interviewed by IKF Malmö suggested methods such as SMART goals, creating role models and workshops where they can learn about entrepreneurship but also a task requiring taking initiative. The practitioners thought that coaching and putting more time in every single individual's plan make a positive impact on young women's career development. They recommend that a coach/mentor needs to map out their needs first and then find the ways so that they can reach their goals. Project schools results also show that encouraging peer-to-peer learning might be useful. It is also important that the practitioners should create a network and match their skills with job opportunities.

3.1.4. Gaining a necessary knowledge in terms of leadership & entrepreneurship

According to the IKF Malmö's results, the practitioners think that young women might need to gain knowledge about developing a business idea and making a business plan. Some of the practitioners pointed out that the Swedish rules & regulations including taxation are important to know before you start your business. Therefore, they think that there should be some guidance related to that. Almost all the participants agreed to the fact that one needs a network to be successful in the entrepreneurial journey. However, more knowledge needs to be provided about how to create it, which channels can be used and how to approach people or companies. Regarding leadership, some of the practitioners thought that the meaning of leadership needs to be explained with concrete examples. The importance of leadership and different leadership styles should be discussed like feministic leadership. In addition to this, the practitioners thought that motivational and inspirational stories can be encouraging to improve both leadership & entrepreneurship skills. The results gathered by Project School point out that COVID-19 needs to be considered and analysed so that new entrepreneurs make an informed decision. Analysing the impacted economic sectors will enable them to make better decisions. It is also important to gain knowledge regarding start up and financial management.

According to one of the participants at CPE, the only type of valuable support you could provide to young women is supporting them by providing experiences to practice their entrepreneurship abilities, to place them in the position of learning by doing. This would also mean that you have an appropriate understanding of your team, of their qualities and their potential, as well as of the areas where they could further develop. Lastly, Young Women Network's interview results also point out that young women might need to be more self-confident. Taking courses of self-empowerment and conflict management can be one of the necessities. Indeed, they might need to learn how to better communicate their needs, especially regarding their professional ambitions, expectations, and money-related issues.

3.1.5. Hard & soft skills

Young Women Network's results show that the practitioners thought that women were already updated with most of the digital skills. However, they might need to learn to better use social media such as LinkedIn. Each practitioner referred to the need for the women to improve their active listening skills. Being more confident and following their passions without being influenced by society are considered important. Therefore, the practitioners pointed out that they might need to learn how to better express themselves by speaking up their voice without fear of judgement. They also agreed that learning how to manage stress and develop emotional intelligence can be useful tools.

The practitioners interviewed by IKF Malmö agreed that there are important skills to improve in today's world such as IT skills, programming, photoshop and digital marketing. They also mentioned the importance of creating your own brand and social media, especially LinkedIn. They suggested activities to improve self-confidence, problem-solving, creativity, collaboration, and emotional intelligence. As aligned with the IKF Malmö's results, CPE recommend:

- Gaining knowledge about business management & identifying opportunities
- Organising specific trainings for women with limited opportunities
- Using online platforms
- Developing coding abilities
- Increasing communication skills and self-confidence
- Improving negotiation skills

The practitioners interviewed by Green Elephant Foundation also pointed out that digital skills need to be developed on an ongoing basis to keep up with the ever-advancing online business sector. Otherwise, it is impossible to run a company and grow a business without online activities. Project School's results are aligned with the results below. The practitioners agreed that self-confidence, resilience, reflecting our strengths & weaknesses and networking are necessary to gain.

3.1.6. Suggestions to increase civic participation among young women

The project schools result show that women's potential and success should be more visible, and this will lead to women's empowerment regarding civic participation.

The practitioners interviewed by CPE made different suggestions as below

- Accessing opportunities as they arise by adopting the perspective that allows you to see yourself as the appropriate candidate for any type of challenge. You cannot go up in your career, if you always consider you still have something to learn.
- Allowing young women to know more about the meaning of civic participation, about what a community leader is, prior to them becoming adults, during high school.
- The need is for proactive policy, as it is very difficult for young women to fight for their own space. A young woman is usually rejected from decision-making.
- Youth organisations should support young women as decision-makers, using gender sensitive methods and strategies and providing them with community involvement opportunities.

IKF's results show that information about Swedish society and how the system works needs to be shared. They believe that Sweden has a strong NGO life, and this should be presented better to people coming from other countries.

Mentoring programs were another tool suggested by the practitioners interviewed by Young Women Network. They thought that exchanging information between the young and seniors can be beneficial. Most of the practitioners also thought that young women are currently excluded from the decision-making process. One of the reasons might be because of lack of self-confidence and lack of consideration of the high-level company departments.

3.2. Focus group

For the contribution of this project, two categories of focus groups were used. The first focus group involved only practitioners, while the second category focused on a specific target group, women between 18-30. Three organizations had focus groups with thirty practitioners in total (IKF Malmö, Green Elephant Foundation, and Young Women Network). Four organisations had focus group research with forty-four young women in total. (IKF Malmö, Green Elephant Foundation, and Young Women Network and CPE). The research aimed to explore the different needs and experiences between the two categories, practitioners, and young women. The separation in these two categories was an attempt to understand if there are differences in the way those two categories are thinking and acting. The results would contribute to the project's process to formulate the necessities of the final product (Academy). However, the focus groups done with the practitioners generated almost the same results with the interviews. Therefore, only the findings obtained from the young women are included in the report.

Please go to the link:

https://docs.google.com/document/d/1BDew4Ai-KbF8b_3Tdd9sEILUbzU9q0td/edit, if you would like to read the results generated from practitioners in detail.

3.2.1. Information about the target group

Interviewer	Background of the participants
IKF Malmö	<ul style="list-style-type: none"> ● 10 participants - between 18 - 35 years old ● 4 Bachelor's degree ● 5 Master's degree ● Most of the participants worked in private institution
CPE	<ul style="list-style-type: none"> ● 14 participants - between 18 - 35 years old. ● 4 participants are high school students - students in occupation ● 5 participants are students at the university - students in occupation ● 3 participants graduated from university ● 3 participants are enrolled to achieve their master's degree ● 4 participants are working in private institutions ● 1 participant is a freelancer
Green Elephant Foundation	<ul style="list-style-type: none"> ● 10 participants - between 18-30 years old, a few over 30 years old. ● High school students to PhD ● Bachelor's and master's degree
Young Women Network	<ul style="list-style-type: none"> ● 10 participants - between 25-35 years old ● 6 participants have obtained master's degree ● 3 participants have obtained bachelor's degree ● 1 participant has PhD <p>All of them work in the private sector</p>

3.2.2. Necessary skills and knowledge in terms of entrepreneurship, leadership & career development

Young women, involved in CPE's focus groups, mentioned the fact that they would need to have access to personal development training, which would allow them to see and understand their capacities and skills, especially in the field of leadership. They would need to perceive themselves as having this potential. Also, they would need skills related to presenting themselves externally as leaders, skills that would allow them to communicate better and to work with diverse teams of people. Models of women leaders and talks about what it takes for success would also be very appreciated by the participants.

In terms of entrepreneurship, the most important for the participants are the financial education, as well as the ability to understand the legal provisions in the field of starting and managing businesses. Maintaining the relationship with the most relevant institutions is also a must. From a different area, the participants would also like to benefit from personal development workshops and from specific activities that would support their self-trust and self-esteem.

In order to plan their future careers, the participants need to have different experiences and practical tasks, which would allow them to understand what they are able to manage and what they need to focus more on developing. Also, having teamwork would be a plus. In terms of specific tools, they would be interested in finding out how to do a proper job search. The participants did not directly mention very specific needs, such as working on a CV or intention letter, interview skills or identifying proper jobs, however, they seem to be interested in developing their connections with other professional women, which could expand their pool of information and relations.

Additionally, participants from Green Elephant Foundation's research added in the list that an entrepreneur should overcome possible fears, not overthink a lot and simply act by letting emotions go. For Green Elephant Foundation's participants, there was not a need for someone else to plan their career because most of the women were aware of their strengths and weaknesses. However, they agreed that some would make use of mentoring or small guidance about the direction of career development.

According to the results found by Young Women Network, young women mentioned improvements in the field of leadership. So, for the participants, there is a need to increase women's self-confidence and the ability to guide other people. Decision making, flexibility, adaptability are also skills that need to be improved. They have also pointed out collaborative, responsibility, ability to listen and attention to details as skills that they wanted to become better. Moreover, when it comes to entrepreneurship skills' improvement, then the young women stressed abilities as negotiation skills, time management, leadership and self-awareness.

In a discussion about their future career and possible needs during a job search, participants were positive to receive support and learn proper tools to understand how to plan their career and possible career paths. They are also asked for more job available opportunities and

guidance that would help them to increase their self-confidence and to find their purpose. Regarding their needs during a job search, they would like to have more clarity in job search and announcements as well as to gain practical knowledge in how to face interviews.

Contributing to the project development, IKF Malmö results revealed that young women had similar thoughts regarding their knowledge and skills improvements in leadership and entrepreneurship. Most of the participants agreed that the biggest barrier, which could prevent a woman from seeing herself as

a leader/entrepreneur, is the lack of self-confidence and self-esteem, and this needs improvement. The participants also discussed improvements based on a more practical, managerial view. As it is mentioned by a participant, knowledge which gives a holistic perspective of a business is required since all people have different resources and different opportunities.

3.2.3. What would you like to learn through an educational program regarding the terms entrepreneurship, leadership and career development?

When it comes to knowledge through a possible educational program that could cover leadership, entrepreneurship and career development, participants who were involved at the different focus groups seemed to already have suggestions.

According to the participants, there are few main aspects that young women would like to include in an educational program related to leadership.

- Coaching
- Counseling
- Mentorship
- Assessment of certain skills through testing on the personality profile, communication profile etc. and counseling on specific results and objectives
- Activities that would lead to an increase in self-trust and self-confidence
- Develop emotional intelligence, learn how to delegate; learn to fail and not be scared of doing mistakes
- Learning to set goals
- Communication and building relations
- Learning how to avoid or deal with conflicts at the workplace, eliminate prejudices towards other colleagues, communicate and get others to involved in projects that may not work related
- Public speaking
- Negotiation skills
- Risk management, learn to deal with uncertainties and crisis in the environment

- Project management knowledge (monitoring and evaluation)
- Scenario planning, strategic thinking and acting
- Discussions with other women running businesses, inspirational workshops
- Interaction and Teamwork
- Psychotherapy

Adding to the list, participants had recommendations and proposals for a possible educational entrepreneurship program. Young women are willing to have training which would include knowledge of business or/and NGO management. Moreover, young women would like to investigate other specific resources and tools that come with the development of a business such as business plans, simulations, marketing, costs, market research, target groups, and legal elements. Human resource knowledge could also provide young women with an insight into the recruitment process. The participants found to be positive in having guidance to understand and to be aware of what to avoid, how realistic their idea is, what institutions they need to consult with, how to fill in different forms and official requests etc. Furthermore, inspirational workshops and speeches could lead to access to role models (women entrepreneurs), as well as to the feeling of being included and surrounded by others with the same interests and goals.

According to the participants, a concrete and realistic education in which young women could receive coaching and counseling, as well as from meetings with women who succeeded in the fields, would have benefited their career development. It should contain brainstorming, inspirational speeches, and be a more customized and flexible process for young women. Participants showed interest in knowing more about their personality types and having access to professional testing to understand strengths, weaknesses and take advantage of them. CV creation, learning in setting goals, writing personal letters, and facing interviews were also something that participants found to be interesting. Finally, young women would like to learn more about job searching tools and channels.

3.2.4. Hard & Soft skills

All the participants agreed on how important having digital skills is by pointing out the digitalisation of society. The need of knowing computer skills at a basic or/and advanced level in almost every work. The participants responded to this aspect by providing information about the digital skills that need improvement, depending on their profession or business.

- Photoshop
- Video editing
- Social media
- Online marketing tools
- Search engine optimization
- Ad words
- Excel
- BIM software and project manager software

Adding to the previous, young women are willing to improve their skills in the communication and negotiation field. Moreover, to improve themselves in collaborating with different personalities and people, a more diverse team. Public speaking and presentation skills found that could need improvement. Young women would like to work on being more solution-oriented by learning to identify arguments and solve possible problems. Participants seem to need to work on providing feedback, and on making decisions. Finally, time management and project management seem to be important skills that always are good to be improved.

3.2.5. What would you like to learn through an education program regarding women's rights and civil participation?

Most of the participants, who were involved in the different focus groups, have been engaged with associations/NGOs either as volunteers or interns. Additionally, young women seemed interested in learning more regarding women's rights and women's empowerment. The challenges women still encounter in their personal and professional lives due to stereotyping and inequality were very present in the mind and discourses of the participants. Therefore, participants were positive about being educated into the history of women's rights, to explore how things have changed in time, and how to better advocate the topic within society, and people. It is also important for young women to know and defend their current rights, and how to assert women's rights during the job and personal life. Participants suggested the use of examples/role models of women who were successful throughout history, workshops about feminism, support, and motivation.

3.3. Online survey

The third instrument to support the research of our project, was the online survey that verifies the information gathered with the other two instruments, the focus groups and interviews. Each partner-organization used their online communities to reach a wide range of respondents.

The structure of the online survey followed the structure of the interviews and focus groups. It was divided on age, gender, education, employment, abilities and skills that the young women wanted to acquire, efficient methods to acquire the desired skills, future participation in project's training.

The results of this instrument were reflected in the ones underlined by the focus groups and interviews and by conducting the other two tools we are showing the validity of the findings of this research. Below we are showing some statistics resulting from the online survey.

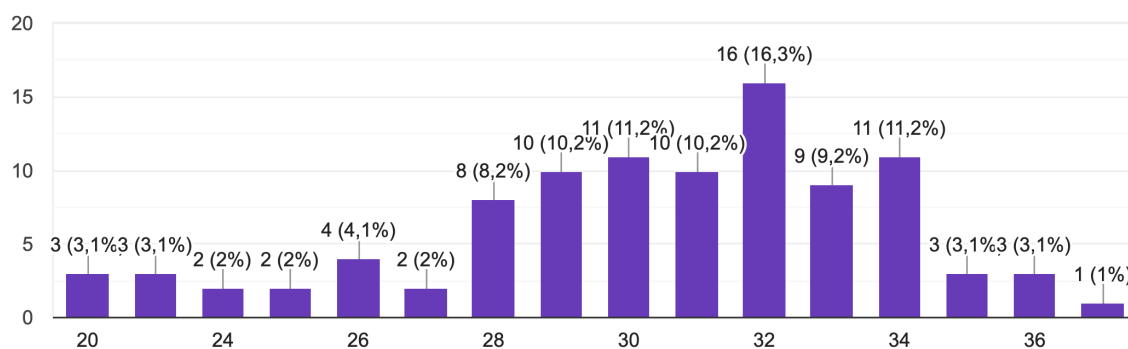
The entirely statistics reports can be found at the following link:

https://drive.google.com/drive/folders/1LLOYg3s5BgHDRxkv7BdcGWl_hZWEFoCk?usp=s
haring

Italy

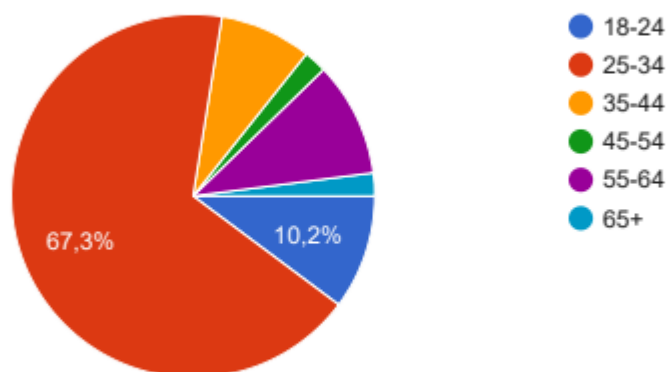
Età / Age

98 risposte



Età

49 risposte

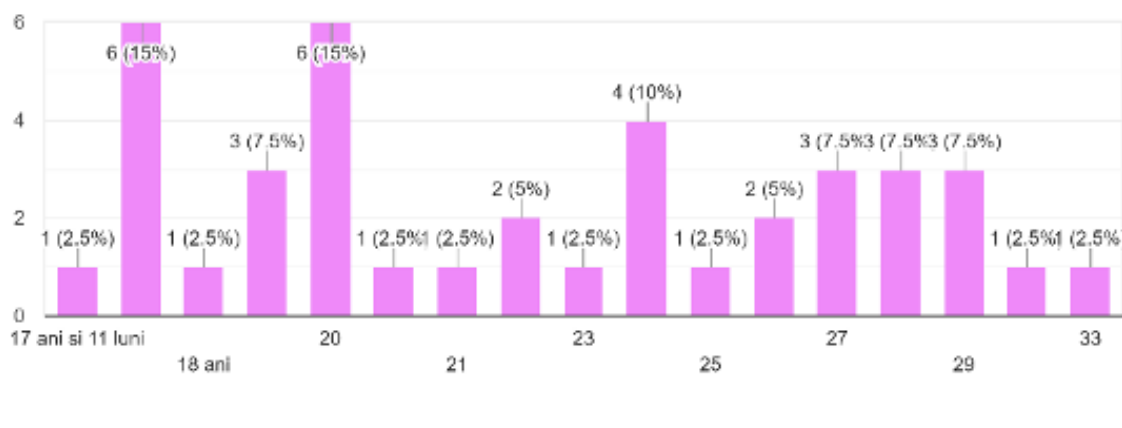


The graph shows that over 2/3 of the respondents are 25-34 years old. By adding to this the additional 10% of the respondents who belong to the age groups 18-24, then we get that almost over 3/4 of the participants are within the young age limit. The limit is actually higher in Italy since there is the consideration that ages 35-36 are still young.

Romania

Vârsta

40 responses

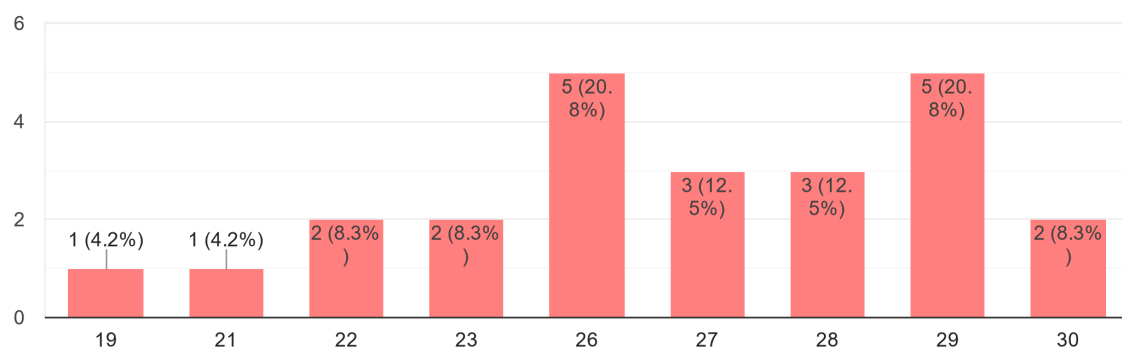


Regarding the gender and the age of the participants who responded to the questionnaires, the group was entirely composed of young women, 18 to 33 years old. Most of the respondents are either in the final year of their high school studies or studying in the university. From the point of view of age, there are two groups of respondents, one that is situated prior to the launching of their career and another one being at the beginning of their career, however, both groups have specific career development needs.

Sweden

Age

24 responses



Respondents participating in the online survey conducted in Sweden reached 24 in total. A percentage of 8.4% were between the ages 19-21 while a percentage of 16.6% was identified to be between ages 22 to 23. However, ages between 26 to 29 reaches the biggest percentage of the target group, which is close to 40.8%.

4. Common research findings:

4.1. Practitioners' suggestions:

- The most common methods that the practitioners use and suggest working with young women are workshops, lectures, individual meetings, mentorship, motivational speech/stories, network building, coaching and peer-to-peer sessions. These methods are found useful to improve young women's leadership and entrepreneurship skills as well as help them to reach their career goals. Other methods they thought that they can be beneficial are breath and body exercises as well as storytelling so they can share their narratives with each other.
- Almost all the practitioners agreed that there should be some activities to increase self-confidence and self-esteem. They also pointed out the fact that young women have the desire to succeed to reach their goal but there is often a lack of confidence and courage to speak their voice. In Italy, they thought that it is probably because they are more judged for their work and are often questioned for their choices by the society. They shared the fact that this difficulty is surely linked to Italian patriarchal culture. Women still fear the need to make a choice between professional and personal life. Indeed maternity, in Italy, is still considered an issue, instead of being a strength for the company.
- Practical training is necessary to increase leadership skills through the "learning by doing" method. There can be an activity where young women test their leadership skills and discover a way that suits them. Therefore, workshops with entrepreneurs including activities where women can work on real entrepreneurial cases can be organised.
- Practitioners emphasised on the importance of creating networks regarding entrepreneurship and career development. This was especially an important topic in Sweden. They also thought that courses teaching how to create networks and approach to companies are needed.
- IT, photoshop, digital marketing and social media skills are considered important by the practitioners. LinkedIn is mentioned as an important tool for networking & career development.
- Workshop and mentoring programs can be used to encourage young women to be community leaders and increase their participation in civil society

4.2. Courses/workshops suggested by the practitioners for the education program

- Stress management
- Public speaking
- Risk management

- Social media – usage of LinkedIn
- Financial management & start-ups
- Emotional intelligence
- Self-confidence, self-esteem and self-awareness
- Team management
- Politics and public policy
- Knowledge management
- Strategy development
- Brand building
- Presentation techniques
- Women's rights & civil society
- Importance of work-life balance and the “art of saying no”
- Rules & regulations related to starting up a company

4.3. Skills and competencies that young women would like to learn/improve

- Young women agreed on the fact that they need financial education, and courses to improve their communication, negotiation and time management skills. They would also like to test their ideas and gain practical experiences.
- Courses or workshops focusing on practical matters are considered more useful than the theoretical ones.
- Activities to increase self-confidence are considered necessary by young women.
- They would like to see role-models and have mentors to learn from their experiences.
- Some of them emphasised on the importance of learning about creating a CV, writing a cover letter and the job interview process. They would like to practice and learn how to make a better job application and answer certain questions at a job interview.
- They would like to learn how to create a network for business and career purposes.