

Output Factsheet

Output title: Pilot testing of WE.Circular training programme

Summary of the output (max. 2500 characters)

The output “Pilot testing of the WE.Circular training programme” documents the transnational piloting of a comprehensive, multilingual e-learning programme designed to strengthen the circular, digital and business competences of women entrepreneurs in the Danube Region. The pilot testing was implemented simultaneously in all partner countries and served as a validation phase for the training content, learning design, usability and relevance before large-scale deployment.

The training programme consists of twelve thematic modules covering circular economy fundamentals, circular business models, waste management, sustainable finance, digital transformation, operational digital competences, digital communication and personal development. The programme was delivered through an online learning platform in 11 language versions, ensuring broad accessibility and inclusiveness.

During the pilot phase, a total of 247 trainees registered and engaged with the training modules. Feedback was collected from trainees and project partners through structured questionnaires and technical reviews. The piloting confirmed high levels of satisfaction, strong alignment with identified skills needs, and clear learning outcomes across modules. Trainees highlighted the clarity of content, practical orientation and relevance for real business contexts, while partners provided technical and pedagogical recommendations.

Based on the pilot results, targeted improvements were integrated into the final version of the programme, including enhanced translations, improved navigation, corrected quizzes and additional practical resources. The output demonstrates that the WE.Circular training programme is a mature, high-quality learning product ready for upscaling through the WE.Circular Learning Network and long-term use beyond the project duration

Contribution to the programme and project objectives, output and result indicator, as well as to the targets set for the Priority Area concerned (max. 2000 characters)

This output directly contributes to the Interreg Danube Region Programme objective of strengthening innovation capacities, skills development and policy integration for a green and digital transition. It supports the WE.Circular project objective of improving

digital, business and circular economy skills among women entrepreneurs while reinforcing cooperation between business support organisations, academia and policymakers.

The pilot testing validates Output 1.1 (Training Programme) and provides the evidence base required for its effective implementation and upscaling. By testing the programme transnationally, the output contributes to improved policy learning, better alignment of training with regional smart specialisation strategies, and stronger institutional capacity to support women-led circular businesses.

The output also contributes to programme result indicators related to increased competences, enhanced institutional cooperation and improved quality of policy instruments. Through the involvement of project partners and associated strategic partners, the pilot strengthens multi-level governance and supports the Priority Area focused on innovation, skills and inclusive economic development in the Danube Region.

How can the output be used and by whom (target group), what is the benefit and the impact for these target groups and the target area / Danube Region? (max. 1500 characters)

The output is primarily intended for business support organisations, academia and research institutions, training providers and public authorities involved in the design, delivery and improvement of entrepreneurship support measures. These target groups can use the pilot testing results as evidence-based guidance for implementing, adapting and scaling up complex, multilingual training programmes focused on circular economy and digital transformation.

For business support organisations and training providers, the output offers practical insights into effective piloting methodologies, user engagement, feedback collection and quality assurance processes. It supports the replication of tested approaches when introducing new training offers for women entrepreneurs or other target groups.

Universities and research institutions benefit from the documented piloting methodology and evaluation framework, which can be used for further research, curriculum development and integration of circular and digital competences into formal and non-formal education programmes.

Public authorities and policymakers can use the output to better understand how pilot testing contributes to improving the quality, relevance and usability of skills-development interventions. The results support evidence-based policy design and the inclusion of validated training approaches in regional and national action plans related to smart specialisation, circular economy and Industry 4.0 transition.

At the level of the Danube Region, the output strengthens institutional capacities, promotes harmonised approaches to skills piloting and evaluation, and supports transnational learning. This contributes to more effective and coordinated support systems for sustainable entrepreneurship across the region.

How can the sustainability of the output be ensured and where and to whom is it going to be transferred? (max. 1500 characters)

The sustainability of the output is ensured through its integration into the WE.Circular Learning Network and the commitments formalised via the Memorandum of Understanding signed by project partners and stakeholders. The training programme will continue to be used and updated by universities, women entrepreneurship centres and business support organisations after project closure.

Regional Action Plans foresee continued use, adaptation and promotion of the training programme at national and regional levels. The multilingual format enables easy transfer to new organisations and countries within and beyond the Danube Region. The programme will also be promoted through European networks such as WE.Gate and other innovation and entrepreneurship platforms.

**Interreg
Danube Region**



**Co-funded by
the European Union**



O.1.2 Pilot testing of WE.Circular training programme

12/2025

RAPIV

Versioning and Contribution History

Version	Date	Author/Editor/Contributor	Description/Comments
01	07.12.2025	Mariya Zlateva, Ralitsa Zhekova/ RAPIV	Draft content
01	08.12.2025	Ajda Habjanič/ CCIS Melika Husić-Mehmedović – UNSA Valentina Morosan/ ODA	Adjustment of content
01	09.12.2025	Sandra Weiß-Wallner/IRS Iva Moneva/ VFU	Adjustment of content
01	12.12.2025	Miglena Pencheva/ VFU	Adjustment of content
01	15.12.2025	Doroti Éva/PBN Hana Paluskova/ SBA	Adjustment of content
02	19.12.2025	Mariya Zlateva/ RAPIV	Final

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1 Executive summary

Across the Danube Region many women entrepreneurs are ready to innovate. The Transnational Skills Needs and Gaps Analysis made within WE.Circular shows a clear trend. Women understand the value of circular practices, they want to integrate digital tools, they recognise the urgency of sustainability, but at the same time they often lack access to practical training, real examples and guidance on how to start. Environmental policies, digital tools and circular strategies are often seen as complex and difficult to apply. This creates barriers that limit business growth and innovation.

The WE.Circular Training Programme “Smart & Sustainable Business for Women Entrepreneurs” was created to overcome these obstacles. It is a multilingual and accessible learning pathway that turns complex ideas into practical knowledge. The programme covers circular economy foundations, business modelling, digital transformation, waste management, sustainable finance, operational digital competences and communication skills. During the transnational pilot, 247 trainees from the Danube Region and 12 project partners tested the learning modules in eleven language versions. They shared experiences from their own businesses and explored tools designed to help them become more resilient and more sustainable.

The reactions were very positive. Trainees found the content clear, relevant and directly connected to their everyday challenges. Many reported that the programme helped them understand where they could reduce waste, improve processes or use new digital tools. Their suggestions led to meaningful improvements in the final version. These included better translations, clearer navigation and additional examples and templates.

The pilot phase demonstrated that the training programme does more than share knowledge. It strengthens a supportive regional community. Through the WE.Circular Learning Network and the Memorandum of Understanding, partners from 12 Danube Region countries committed to continue developing and expanding the programme. This ensures that the training will reach new groups of women entrepreneurs long after the project ends.

The WE.Circular Training Programme shows that when women receive the right skills and support, they become strong drivers of circular innovation and digital transformation. This contributes to a more sustainable and competitive Danube Region.

2 Introduction

DRP0200020 WE.Circular - Boosting digital and industrial capacity for sustainable circular transition of women entrepreneurs in the Danube Region is a project implemented under the Interreg Danube Region Programme. Its main goal is to **increase digital and business skills of women entrepreneurs for circular transition** and to **equip the main stakeholders with skills necessary to develop and implement smart specialization strategies**, supporting women entrepreneurs from the Danube Region for transition to industry 4.0 while fulfilling circular economy aspects. It will be achieved through better integrated policies and innovative practical solutions.

By strengthening **digital, industrial, and circular competences**, WE.Circular builds an inclusive ecosystem that connects women entrepreneurs, business support organisations, academia, and policymakers through **training, innovation, and transnational collaboration**.

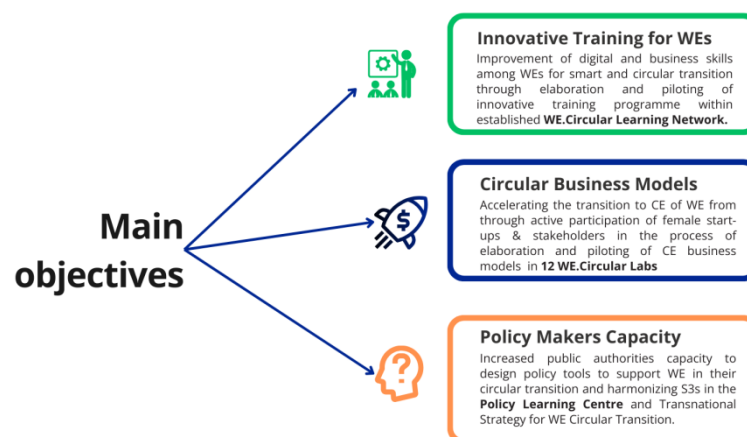


Figure 2-1: WE.Circular project main objectives

The project brings together **15 project partners and 11 associated strategic partners** from **12 countries** who share the belief that women play a key role in shaping the future of sustainable innovation. Through a combination of **capacity-building, research, policy development, and transnational learning**, WE.Circular strengthens the regional

ecosystem that supports women entrepreneurs in adopting circular business models and digital technologies.

Lead Partner:

Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV), Bulgaria

Project Partners:

Varna Free University “Chernorizets Hrabar” (Bulgaria) • Innovation Region Styria LTD (Austria) • Technology Park Varaždin (Croatia) • IREAS – Institute for Structural Policy (Czech Republic) • BWCON GmbH (Germany) • Pannon Business Network (Hungary) • MGFU (Hungary) • Chamber of Commerce and Industry of Štajerska (Slovenia) • Slovak Business Agency (Slovakia) • Ropot Boutique (Romania) • Organization for Entrepreneurship Development (Moldova) • Foreign Trade Chamber of Bosnia and Herzegovina • University of Sarajevo (Bosnia and Herzegovina) • Association of Business Women in Serbia

Associated Strategic Partners:

SPIRIT Slovenia • Ministry of Economy and Industry (Bulgaria) • Ministry of Culture and Innovation (Hungary) • Circular Slovakia • Women Entrepreneurs Club (Hungary) • Ministry of Economy (Moldova) • Ministry of Science, Higher Education and Youth (Bosnia and Herzegovina) • Economic Chamber of Styria – Dep. founder and economic services (Austria) • City of Varaždin (Croatia) • Chamber of Commerce of Serbia • ViitorPlus (Romania).

A central output of WE.Circular is the **WE.Circular Training Programme**, a comprehensive e-learning pathway designed to build the circular, digital and entrepreneurial skills women need to thrive in the green and digital transitions. The programme consists of 12 modules delivered through a multilingual Moodle-based platform, complemented by a self-assessment tool, live webinars, practical examples and reflection activities. Together, these elements form the core learning infrastructure of the WE.Circular Learning Network.

The current Output presents the outcomes of the **pilot testing of the WE.Circular Training Programme**, conducted simultaneously in all partner countries. The results documented here reflect both the experiences of the women who tested the modules

and the expert assessments of project partners responsible for developing, reviewing and localising the training content.

The introduction of this output therefore serves two purposes:

- to situate the training programme within the broader objectives and partnership structure of WE.Circular, and
- to explain the role of pilot testing as a key validation and improvement phase before the training is upscaled through the WE.Circular Learning Network and sustained via the Memorandum of Understanding signed by partner institutions and key stakeholders.

The chapters that follow describe the training programme, pilot methodology, participation profile, feedback results, improvements implemented and the programme's long-term upscaling potential within regional and transnational support systems.

3 WE.Circular training programme at a glance

The WE.Circular Training Programme titled: **“Smart & Sustainable Business for Women Entrepreneurs”** is a comprehensive learning pathway designed to strengthen the circular, digital, and entrepreneurial skills of women across the Danube Region. Developed collaboratively by project partners, external experts and national stakeholders, the programme responds to the growing need for women entrepreneurs to navigate the green and digital transitions with confidence. Its structure combines theoretical knowledge, practical tools, interactive learning, and personalized guidance, ensuring that participants gain not only new competencies but also the ability to apply them directly in their business activities.

The training consists of **12 interconnected modules**, including an introductory module and a comprehensive set of thematic learning topics. The modules follow a progression from foundational concepts to practical applications and entrepreneurial skills. The training covers topics such as sustainable business models, environmental policies, operational digital competences, digital identity, and the creation of circular products and services. Each module presents the content in an accessible and engaging way,

using real examples, scenario-based explanations, quizzes and interactive learning elements.

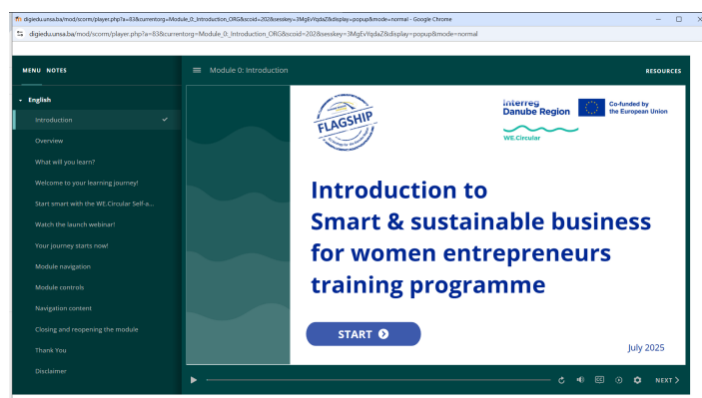


Figure 3-1 Module 0: Introduction of WE.Circular Training Programme

Module 0: Introduction

An orientation module presenting the structure, objectives, and navigation of the training programme.

Each module includes interactive SCORM content, reflection tasks, quizzes, templates, downloadable materials, and practical examples to support learning and direct application in business contexts.

Module 1: Circular Economy – Path to Sustainability

Module 1 introduces the foundations of the circular economy and explains why shifting from a linear “take–make–waste” model toward circular practices is essential for building resilient and future-proof businesses. Through simple concepts, practical examples and short case stories, the module helps participants understand how globalisation, supply chain pressures and environmental challenges influence modern entrepreneurship, and why circular thinking offers new opportunities for innovation, cost reduction and sustainability.

The module also provides an accessible introduction to planetary boundaries, climate mitigation and adaptation, and the three pillars of sustainable development. Participants learn how climate and environmental risks affect business operations and explore practical ways to strengthen local resilience, reduce negative impacts and integrate sustainability into decision-making.

By the end of the module, learners gain foundational knowledge of circular economy principles, develop skills for applying waste reduction and resource-efficiency strategies, and build competences in systems thinking and sustainable business planning. Short quizzes and reflection activities support the application of concepts to their own context, preparing participants for the more advanced modules that follow.

Module 2: Closing the Loop: The Power of Circular Thinking

Module 2 builds on the foundations introduced in Module 1 by showing how circular thinking becomes a practical tool for redesigning business processes, reducing waste and creating long-term value. Participants explore how different economic models—the green, bio, circular and blue economies—interact and why circularity offers businesses a powerful way to turn environmental challenges into strategic opportunities. Through everyday examples, case stories and comparisons between linear and circular systems, the module helps learners understand what it truly means to “close the loop.”

The module then shifts from concepts to application by introducing a range of circular strategies across the value chain, from waste prevention and product life extension to reuse, repair, refurbishment and remanufacturing. Participants are guided in using the Circular Strategy Self-Assessment Tool, which helps them evaluate their current practices and identify achievable next steps for increasing circularity in their operations.

A final section introduces systems thinking as an essential mindset for navigating interconnected economic, environmental and social changes. Real examples show how businesses benefit when they understand feedback loops, leverage points and long-term impacts. Reflection prompts encourage participants to consider where circular strategies and systems thinking can be applied in their own business contexts.

Through the module trainees deepen their understanding of circular economy principles, gain skills in identifying and applying circular strategies and strengthen their ability to analyse their business through a systems lens, making more informed and sustainable decisions.

Module 3: Life Cycle of Materials and Waste Management

Module 3 introduces participants to the journey that materials take from extraction to use and eventually to disposal or recycling, helping women entrepreneurs understand how these stages affect costs, environmental performance and business resilience. The module explains key concepts such as raw vs. recycled materials, recycling processes,

the life cycle of materials and the waste hierarchy. Using real examples the module illustrates how circular practices can be applied in real businesses.

Participants learn to recognise different types of waste, classify them correctly and understand the European Waste List, which supports safe handling and compliance. The module also shows why recycling matters for business, how waste can become a resource and how practical actions such as sorting, reducing packaging or collaborating with local partners can significantly improve sustainability performance.

Trainees could gain a solid introduction to material life cycles, waste categories and basic waste management strategies. They develop skills for identifying recyclable materials, applying the waste hierarchy and engaging others in responsible practices, while building the competence to reduce waste, reuse materials and make informed decisions that support circularity in their own organisations.

Module 4: Circular Business Models for Women Entrepreneurs

Module 4 introduces women entrepreneurs to practical ways of embedding circularity directly into their business models. Building on earlier modules, it shifts from understanding circular economy principles to applying them in the way a business creates, delivers and captures value. The module explains what makes a business model sustainable, introduces the Triple Bottom Line, and presents core circular business models such as Product-as-a-Service, sharing platforms and closed-loop systems. Through simple tools like the Business Model Canvas and the 10R framework, participants learn how to identify opportunities for redesigning products, services and processes to reduce waste and strengthen resilience.

A key part of the module focuses on ecosystem thinking and collaboration. Participants explore how partnerships across the value chain - from suppliers and logistics providers to recyclers and customers can unlock new circular solutions. Examples from fashion, food and construction industries illustrate how small and large businesses turn circular ideas into real business value. The module guides learners through stakeholder mapping and introduces the concept of a circular roadmap, helping them understand the stages of assessing, designing, implementing and evaluating circular business strategies.

Trainees develop the knowledge, skills and competences needed to design or improve circular business models, engage stakeholders and reflect on the sustainability impact of their choices. They gain confidence to explore circular innovation in their own sectors,

using practical tools and real examples that demonstrate how circularity can support both purpose and profitability.

Module 5: Environmental Policies, Sustainable Finance and Reporting

Module 5 introduces women entrepreneurs to the policy, financial and reporting frameworks that increasingly shape how businesses operate in Europe. The module explains in simple, practical terms what EU environmental policies mean for small businesses and why understanding them is essential for staying competitive, compliant and future-ready. Participants learn the key principles behind EU environmental law, discover which areas of business are most affected and explore how policy changes can create new risks but also open opportunities for funding, innovation and market differentiation.

The module then turns to sustainable finance, showing how global commitments like the SDGs and the Paris Agreement influence EU financing tools, grants and incentives. Through examples and case stories, learners see how women-led businesses can benefit from green loans, impact investment and sustainability-linked finance. The EU Sustainable Finance Strategy, the EU Taxonomy and related instruments are introduced in accessible language, helping participants understand how to position their business for future funding aligned with environmental and social goals.

A final section focuses on sustainability reporting. Participants explore what ESG means, why transparency is becoming a basic expectation, and how even small businesses can begin tracking and communicating their environmental and social impact. Case studies illustrate how simple reporting practices help entrepreneurs gain customer trust, improve credibility with banks and unlock funding opportunities.

Till the end of the module the trainees could develop foundational knowledge of EU environmental policy, sustainable finance and reporting frameworks; gain skills to integrate ESG considerations into their business; and build confidence to engage with emerging legal and financial expectations in a practical, opportunity-driven way.

Module 6: Digital Transformation Foundations

Module 6 introduces women entrepreneurs to the core ideas of digital transformation and shows how simple digital tools can support smarter, more circular and sustainable business practices. The module explains what digitalisation means in practice and why this matters for running a resilient, cost-effective business. Participants learn how digital

tools can help track materials and waste, personalise customer experiences, improve supply chains and unlock new circular business models such as repair, rental, refill or resale systems.

Through real examples, including small business cases and digital success stories like Refurbed, the module demonstrates how technologies such as AI, blockchain, QR codes and cloud platforms enable transparency, reduce waste and strengthen customer trust. Participants explore the idea of “digital maturity” and assess where their business currently stands, before being guided through a simple roadmap for choosing the right tools, starting small, and growing digital capabilities step by step.

By the end of the module, trainees understand how digital transformation supports circular economy strategies, gain skills to choose and apply practical tools in their business, and build confidence to navigate challenges such as costs, resistance to change or lack of technical knowledge. The module empowers participants to see digitalisation not as a technical burden, but as a strategic enabler of sustainability, efficiency and innovation.

Module 7: Operational Digital Competences

Module 7 introduces women entrepreneurs to practical digital tools that improve everyday business operations and support more efficient, circular practices. Participants learn how productivity platforms such as Trello, Asana and Google Workspace streamline teamwork and reduce time and resource waste. The module also demonstrates how AI-based tools can support smarter planning, automate routine tasks and optimise inventory, helping businesses minimise inefficiencies.

A brief section on cybersecurity provides essential guidance on protecting data, using strong authentication and ensuring safe digital storage. The module also shows how simple data analytics tools and dashboards can turn business information into insights that support better decision-making.

By the end of the module, participants are equipped with the basic digital competences needed to strengthen collaboration, use AI effectively, safeguard their digital assets and apply data-driven thinking to improve the sustainability and performance of their business.

Module 8: Digital Persona

Module 8 introduces women entrepreneurs to the concept of a digital persona and explains why a clear, authentic online presence is essential for business visibility and customer trust. Trainees learn how to define the core elements of their digital identity and how to express these consistently across different platforms.

The module provides practical guidance on using accessible tools to build an online presence, including social media, Google Business, Canva and beginner-friendly website builders. It also highlights the importance of storytelling and community engagement, showing how small businesses can use digital communication to build relationships and strengthen their brand.

By the end of the module, trainees are able to design and maintain a coherent digital persona, create basic content, set up simple online pages or shops and use digital tools strategically to support their business growth and communicate their circular values.

Module 9: Digital Tools for Circular Economy

Module 9 introduces practical digital tools that help businesses operate more efficiently and sustainably. Participants learn how lifecycle assessment (LCA) tools and carbon calculators measure environmental impacts and support better product and process decisions. The module also presents digital solutions for waste tracking, recycling and surplus management, showing how smart bins, material marketplaces and simple apps can reduce waste and improve resource use. AI and data analytics are introduced as powerful enablers of circular business models, helping entrepreneurs optimise production, predict demand and increase transparency. Through examples from textiles, fashion and agriculture, participants see how digital tools turn data into insights that drive circular improvements.

Trainees gain knowledge how to choose and apply relevant digital tools, assess impacts and use data to support more sustainable and circular business decisions.

Module 10: How to Make a Circular Business

Module 10 helps trainees turn circular concepts into a concrete business model. Using the Business Model Canvas, the module shows how to embed circular principles into value creation, customer relationships, operations and revenue streams. Real examples illustrate how circular ideas can shape everyday business decisions.

Trainees learn how to map their value chain, test their ideas with real users, and understand the resources, activities and partnerships needed to operate in a circular way. The module also introduces available funding options for circular businesses and highlights essential legal aspects, including ecodesign rules, extended producer responsibility and the right to repair.

By the end of the module, trainees understand how to design and refine a circular business model that is practical, testable and aligned with sustainability goals.

Module 11: Effective Communication for Circular Business

Module 11 strengthens trainees' ability to communicate circular business ideas clearly, confidently and persuasively. It introduces simple frameworks for structuring messages, including a five-step method for presenting problems, solutions and value in a way that resonates with customers, partners and investors. Trainees learn how to use storytelling, assertive communication and active listening to build trust, manage difficult conversations and improve collaboration.

The module also guides trainees through the essentials of preparing an effective business pitch, offering practical tips for explaining their value proposition, traction and needs in a concise and engaging way. Finally, it introduces digital tools that support interactive communication helping trainees run meetings, workshops and presentations that encourage participation and strengthen stakeholder engagement.

By the end of the module, trainees are equipped with practical communication techniques that support the visibility, credibility and growth of circular business initiatives.

Module 12: Boost Your Potential: Productivity, Mindset, and Collaboration

Module 12 supports trainees in developing the mindset, resilience and collaborative skills needed to manage and grow a sustainable business. The module highlights how confidence, focus and self-leadership influence daily decisions and long-term success, offering practical tools to overcome stress, set boundaries and stay motivated.

Trainees learn how to work more effectively with others by building trust, clarifying expectations and communicating openly. Simple techniques help improve productivity, strengthen partnerships and maintain wellbeing in demanding environments.

They will be equipped with strategies to stay organised, resilient and collaborative - competences that support both business performance and circular innovation.

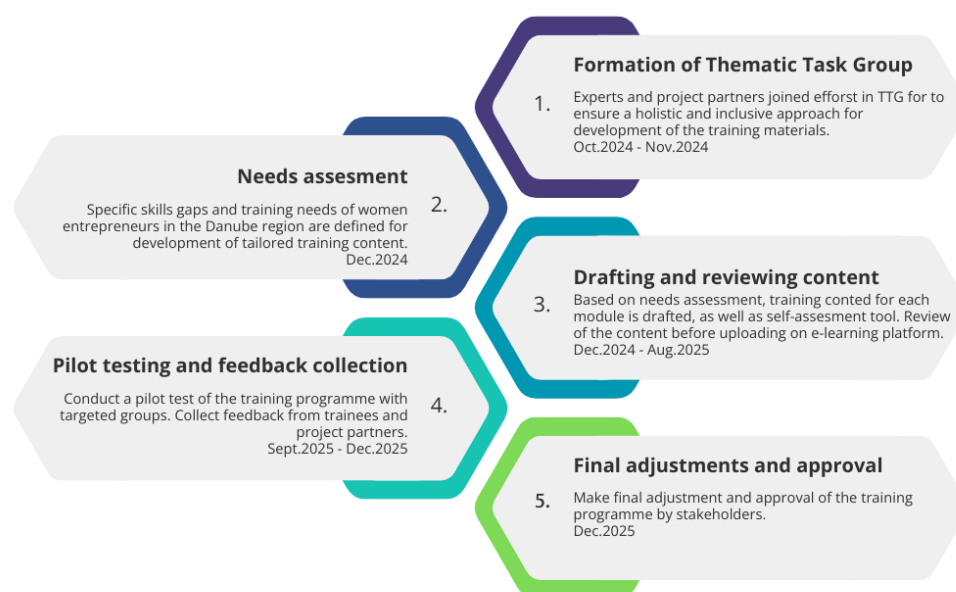


Figure 3-2: Methodology for development of the WE.Circular Training Programme

The development of the programme followed a structured methodology that ensured both academic quality and practical relevance. It began with a transnational skills needs and gaps assessment and an in-depth review of good practices. A dedicated Thematic Task Group which brought together experts in circular economy, digital transformation, business management and regional development, guided the creation and refinement of the content. All modules went through peer review, testing and adjustment, ensuring that the final training programme reflects the real needs of women entrepreneurs and aligns with the technological and sustainability trends across the region.

To make the training accessible regardless of location or experience level, the programme is delivered through a custom Moodle-based e-learning platform. This platform serves as the main tool of the Transnational WE.Circular Learning Network and offers multilingual content, certificates, practical resources and continuous access to learning materials. A self-assessment tool is integrated into the platform, allowing women to receive a personalised profile of their digital, circular and Industry 4.0 readiness. Based on this, each participant can identify which modules are most relevant to her needs and plan her learning path accordingly.

A key feature of the programme is its interactive dimension. Alongside the self-paced modules, a series of live webinars created a space for direct exchange between participants and trainers. These sessions included an introductory webinar, thematic discussions linked to the module groups, and a closing reflection session. They enabled women from different countries to ask questions, share insights, discuss challenges and learn from each other's experiences. All webinars were recorded and remain available on the WE.Circular YouTube playlist, ensuring that the knowledge shared can be accessed at any time by new learners.

4 Pilot testing methodology and participation

The pilot testing of the WE.Circular Training Programme represented a crucial phase in validating the content, structure and delivery methods of the newly developed learning offer. Designed as a transnational, synchronised process, the pilot ensured that the programme was tested under real conditions by women representing different backgrounds, levels of experience and countries across the Danube Region. The methodology guiding this phase combined structured planning, coordinated implementation and systematic feedback collection, allowing partners to assess the programme's practicality, relevance and user experience before its finalisation.

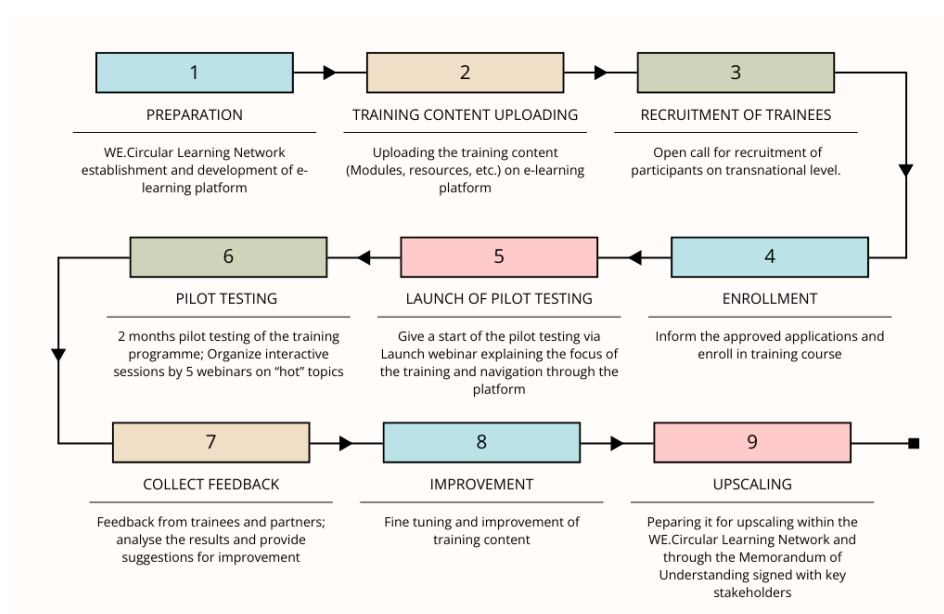


Figure 4-1: Methodology for pilot testing of the WE.Circular training programme

The methodology followed a clear sequence of steps that began with the preparation of the WE.Circular Learning Network and the technical environment required for testing. Prior to launching the pilot, partners finalised the e-learning platform, uploaded the training modules, configured user access and integrated the self-assessment tool.

Meanwhile is organized public recruitment of participants in the training programme. Information for pilot testing of the training programme is disseminated via social media and web sites. Besides online campaign the project partners from Moldova (ODA) organized on-site workshop, where nearly 60 participants, including 40 women, were informed about the training content and possibility to apply for the pilot training



Photo: Pilot Testing Workshop, Moldova, 13.09.2025, own resources

For a period of two months are received 416 applications across all project partners' countries and beyond (e.g. Finland, Japan, and Georgia). The majority of applicants identified as **women**, reflecting the programme's focus on supporting female entrepreneurship. Among them, a substantial share is already involved in entrepreneurial activities, either as **owners or co-owners of businesses** or as **women actively developing a business idea**. Another group consists of women who do not yet have a concrete idea but are exploring opportunities related to circular and digital entrepreneurship, indicating the programme's relevance for early-stage and aspiring entrepreneurs as well. A smaller number of male applicants also expressed interest in the training.

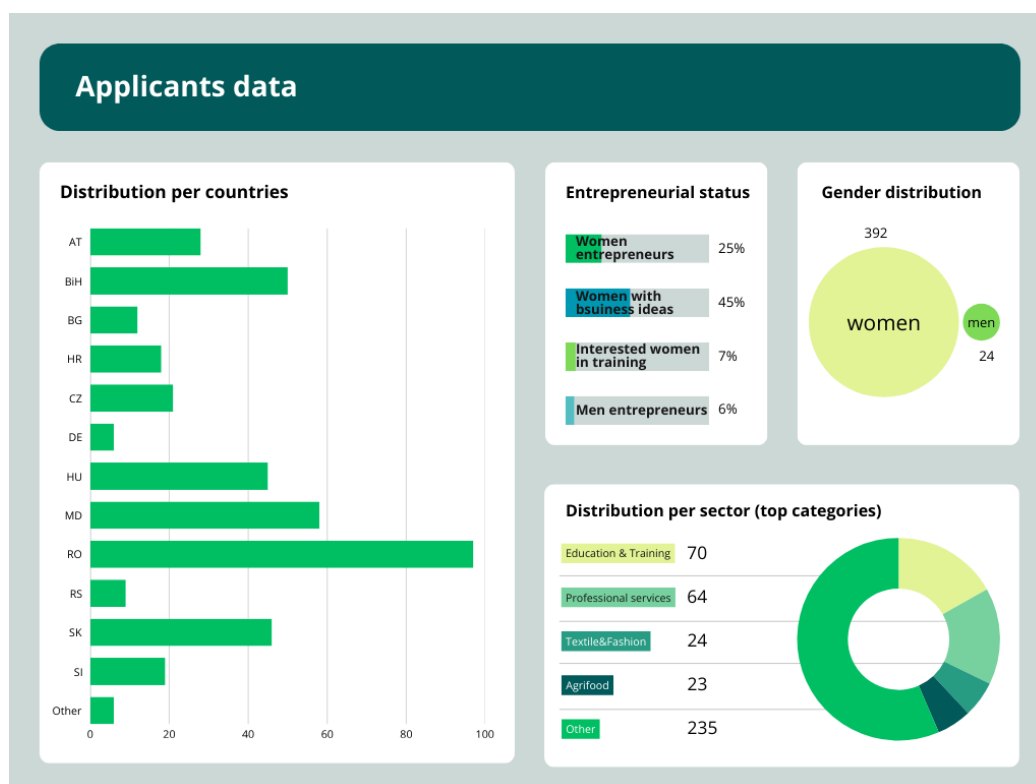


Figure 4-2: Applicants for WE.Circular Training Programme

The applicants represent a wide range of economic sectors, highlighting the programme's cross-sectoral appeal. **Education and training** and **professional services** emerged as the most frequently represented fields, demonstrating the growing relevance of circular and digital competencies in knowledge-intensive and service-oriented activities. Other well-represented sectors include **textile and fashion**, **agrifood**, and **tourism**, all of which are sectors with significant potential for adopting circular business models. Beyond these, more than 70 additional micro-sectors were identified, including crafts and handmade products, health and wellbeing, digital and creative industries, environmental consulting, translation services, catering, renewable energy solutions, and virtual assistance. This variety illustrates the diverse backgrounds and ambitions of participants as well as the broad applicability of circular and digital principles in different industries.

Once the platform and materials were in place, project partners invited applicants to join the pilot. This ensured diversity while also guaranteeing that the training content was assessed by women with real entrepreneurial responsibilities. Participants represented start-ups, established SMEs and aspiring entrepreneurs, offering a broad spectrum of perspectives on the usability and relevance of the modules. During the pilot

testing period were **enrolled 247 trainees in all 11 languages versions**. Self-assessment tool was applied by 95 trainees.

Participation was distributed unevenly across the region, with some countries engaging significantly larger cohorts than others. Serbia registered the highest number of enrolled trainees (53), followed by Hungary (29), Romania (27), and Slovakia (32). These countries together contributed more than half of all enrolled participants. Moderate levels of enrolment were observed in Austria (19), Slovenia (19), Croatia (12), Moldova (12), Bulgaria (14), Germany (10), and Bosnia and Herzegovina (10). Smaller but still meaningful participation came from, the Czech Republic (8), and an additional 2 participants from Georgia and Japan.

The English-language training group attracted participants from almost all countries, while other language groups (German, Bulgarian, Bosnian, Hungarian, Slovenian, Czech, Serbian, Croatian, Romanian and Slovak) reflected strong localised engagement. This multilingual structure not only increased accessibility but also allowed participants to choose the learning environment most appropriate for their needs.

Pilot testing was conducted in all partner countries at the same time, following a shared schedule. Participants were introduced to the learning platform during an opening webinar, where they received instructions on how to navigate the modules, complete assessments and provide feedback. This introduction also marked the start of the self-paced learning phase, during which participants could progress through the modules at their own speed while engaging with reflection tasks, examples and quizzes. The self-assessment tool provided each participant with a personalised overview of her own digital, Industry 4.0 and circular readiness, helping her prioritise specific modules and topics based on her individual needs.

In parallel to the self-paced phase, the methodology integrated a series of thematic webinars that complemented the modules and offered live interaction with trainers. These sessions allowed participants to clarify questions, explore selected topics in more depth and exchange experiences with women from other countries. This blended approach strengthened the learning process by combining flexibility with interaction and community building.

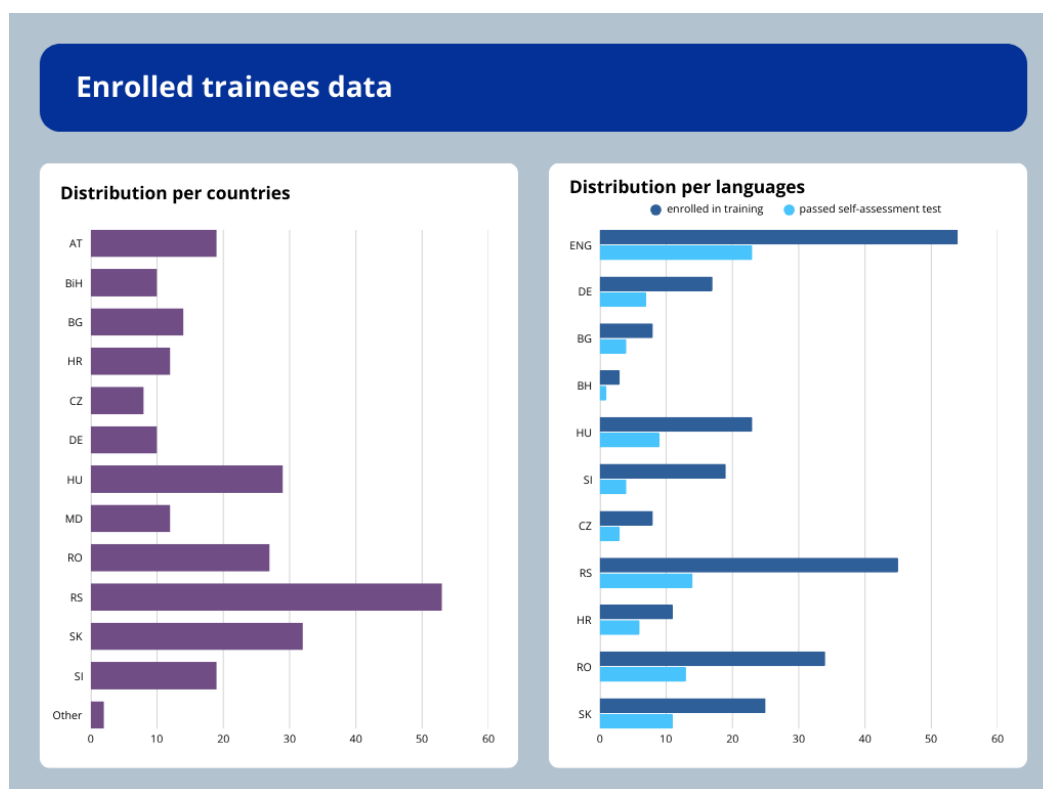


Figure 4-3: Enrolled trainees in the WE.Circular Training Programme

Throughout the testing period, partners closely monitored participant engagement and collected feedback through multiple channels. Structured questionnaires, integrated evaluation tools within the e-learning platform and direct reflections during webinars enabled the collection of both quantitative and qualitative inputs. Partners reported on content quality, clarity, technical performance, ease of navigation, translation quality and overall learning experience. Special attention was given to identifying areas where content could be refined, additional explanations added or interactive elements strengthened.

At the end of the pilot, the provided feedback from trainees and project partners were summarized in collective impressions and reflect on lessons learned. Consolidated findings informed targeted improvements in module content, technical adjustments to the platform, and refinements to translations and supporting materials.

The insights gathered during this phase played a key role in shaping the final version of the programme and in preparing it for upscaling within the WE.Circular Learning

Network and through the Memorandum of Understanding signed with key stakeholders.

5 Key outcomes and insights from pilot testing

Feedback from trainees

Feedback collected across all 12 training modules of the WE.Circular programme reveals a rich and consistent picture of learner engagement, satisfaction, and professional diversity. Although each module focuses on a distinct aspect of the circular and digital transformation journey, several cross-cutting trends emerge that reflect the programme's relevance and effectiveness for women entrepreneurs and professionals in the Danube Region. While not all trainees provided evaluation feedback, the available responses offer a meaningful snapshot of the types of women engaging actively with the training and the patterns visible among those who shared their experiences.

Module	No of feedback	responding rate	Languages represented
Module 1: Circular Economy – Path to Sustainability	39	16%	English, Hungarian, Slovak, Czech, Croatian, Bosnian, Serbian, Slovene
Module 2: Closing the Loop: The Power of Circular Thinking	14	6%	English, Slovak, Croatian, Bosnian, Czech, Serbian, Slovene
Module 3: Life Cycle of Materials and Waste Management	10	4%	English, Hungarian, Slovak, Croatian, Bosnian, Serbian
Module 4: Circular Business Models for Women Entrepreneurs	11	5%	English, Slovak, Hungarian, Croatian, Serbian
Module 5: Environmental Policies, Sustainable Finance and Reporting	9	3%	English, Hungarian, Slovak, Croatian
Module 6: Digital Transformation Foundations	6	2%	English, Croatian, Slovene
Module 7: Operational Digital Competences	8	3%	English, Czech, Hungarian, Slovak, Croatian, Serbian
Module 8: Digital Persona	12	5%	English, Czech, Hungarian, Slovak, Croatian, Slovene, Serbian
Module 9: Digital Tools for Circular Economy	8	3%	English, Hungarian, Slovak, Croatian, Serbian
Module 10: How to Make a Circular Business	9	3%	English, Czech, Hungarian,

Module	No of feedback	responding rate	Languages represented
			Slovak, Croatian, Serbian
Module 11: Effective Communication for Circular Business	9	3%	English, Czech, Hungarian, Slovak, Croatian, Slovene, Serbian
Module 12: Boost Your Potential: Productivity, Mindset, and Collaboration	11	5%	Bulgarian, English, Hungarian, Slovak, Croatian, Serbian

Table 5-1: Feedback volume per languages

Across the feedback dataset, the **35–44 age group** (45%) appears most frequently, followed by participants aged **25–34** (21.3%) and **45–54** (19%). Smaller but still visible groups included younger women aged **18–24** and a few respondents aged **55+**. This distribution suggests that the feedback reflects primarily **mid-career professionals and entrepreneurs**, many of whom are at a stage where circular and digital transformation skills directly support their business or professional growth.

The entrepreneurial status of respondents also demonstrates the diversity among those providing feedback. Across nearly all modules, responses were given by a mix of **women entrepreneurs (owners or co-owners)**, **employees seeking to strengthen their skills**, and **aspiring entrepreneurs** who are in the early stages of business ideation. In some modules, participants from the **public sector, NGOs or education** also provided feedback, indicating that the programme is attracting not only business founders but also women involved in policy, community initiatives or organisational transformation.

The feedback dataset represents a broad array of **professional sectors**, including consultancy, education and training, sustainability advisory services, manufacturing, agri-food, creative industries, and waste management, as well as roles in public administration and nongovernmental organisations. These variety shows that the programme resonates with women working in different parts of the economy, even though these conclusions apply specifically to those who chose to complete the evaluations.

Even the feedback does not capture the full demographic and professional diversity of all trainees; it provides a robust indication of the types of participants who are actively engaging with the training content and contributing detailed reflections on its relevance and impact.

Across all modules, satisfaction levels were consistently high. Between **85% and 95%** of respondents reported being **satisfied or very satisfied with the quality, structure and delivery of the content**. Learners repeatedly highlighted the clarity of explanations, logical organisation of topics and the user-friendly format of the e-learning platform. These elements were praised in foundational modules (Modules 1 and 2), technical and analytical content (Modules 3, 5, 6 and 7), communication and persona-building activities (Modules 8 and 11) and entrepreneurial modules focused on business-model development (Modules 4, 9 and 10).

Achievement of learning outcomes followed a similar pattern. Across the programme, around **90–95%** of respondents confirmed that each module fulfilled its intended objectives. Participants consistently reported increased confidence in understanding and applying circular principles (Modules 1, 2 and 3), identifying or designing circular business opportunities (Modules 4 and 10), navigating environmental policies or financing frameworks (Module 5), strengthening digital competences (Modules 6, 7, 8 and 9), improving communication practices (Module 11), and enhancing productivity or collaborative skills (Module 12).

Several strong themes of positive feedback appeared repeatedly throughout the programme.

Participants frequently described the training as **clear and accessible, with explanations that guided them step by step through complex topics** (Modules 1, 2, 3, 6, 7, 8, 10, 11). Many emphasised that the **content felt highly relevant to real business and organisational contexts**, particularly in modules addressing circular thinking, business-model development and communication (Modules 2, 4, 5, 10, 11).

A recurring point of appreciation was the programme's practical orientation. Learners valued the **examples, frameworks, and reflective prompts that helped them connect theoretical insights with their own professional or entrepreneurial situations** (Modules 4, 7, 8, 9, 10, 12). Several participants described modules as motivating or empowering, especially those focused on personal branding, communication and mindset (Modules 8, 11 and 12).

Another cross-cutting strength was the sense of progression and coherence across the learning pathway. Many respondents noted that the **modules complemented each**

other and provided a well-sequenced journey from foundational concepts through digital and entrepreneurial skills to communication and collaboration.

While satisfaction was high, respondents provided **constructive suggestions that align across multiple modules**.

A common request was the inclusion of **more real-world examples and case studies**, especially from small and medium-sized enterprises. This was highlighted in modules introducing circular concepts (Modules 1 and 2), addressing life-cycle stages (Module 3), exploring business models (Module 4), discussing environmental policy and finance (Module 5), and presenting digital tools or skills (Modules 7 and 9). Participants expressed particular interest in examples that illustrate the challenges, decision-making processes and benefits experienced by SMEs implementing circular and digital transitions.

Trainers also expressed a recurrent desire for **more interactive elements**, such as short live Q&A sessions, peer discussions or practical exercises. These suggestions appeared across the learning pathway, including foundational modules (1, 2, 3) and extended into digital, entrepreneurial and communication content (Modules 4, 6, 7, 8, 11, 12). While the self-paced format was appreciated for its flexibility, many participants felt that occasional interaction could strengthen engagement and deepen practical understanding.

Another frequently requested improvement was the **addition of templates, worksheets or practical tools to support application**. For example, in Module 3, learners asked for LCA or waste-management templates; in Module 4, they requested tools for business-model planning and pilot development; in Module 5, they sought simplified illustrations of funding or reporting requirements; in Modules 7 and 9, they suggested decision guides for choosing digital tools; in Module 8, templates for digital persona optimisation; and in Module 12, materials to support productivity and collaboration planning.

Finally, several modules would benefit from stronger sector contextualisation, particularly Modules 1, 3, 4 and 5. Respondents noted that sector-specific (e.g. food, textiles, electronics, or service-based models) would make the content even more relatable and actionable.

Feedback from partners

The testing of the WE.Circular e-learning platform by 13 project partners from 12 countries provided a comprehensive external assessment of both the pedagogical quality and the technical robustness of the 12 training modules. Partners reviewed modules in all available language versions ensuring that content, interface and translation accuracy were evaluated across the full multilingual environment. The feedback gathered reflects a broad spectrum of expertise, ranging from business-support organisations and universities to chambers of commerce and digital transformation providers, offering a valuable and holistic view on the programme's readiness for large-scale implementation.

Across all partners, the general impression of the e-learning platform was highly positive. The modules were consistently described as **clear, structured and pedagogically coherent**, presenting complex topics in accessible language suited for women entrepreneurs with varying levels of experience. Partners emphasised that the progression from introductory concepts toward more applied content creates a **logical learning journey**, supporting users in gradually building circular and digital competencies. Visuals, examples and interactive elements were widely appreciated for maintaining engagement and supporting comprehension. Many reviewers also highlighted the relevance of the modules to the WE.Circular project objectives and the needs of its target group, noting that the combination of circular economy, digital skills, communication strategies and personal development creates an integrated capacity-building package that is uncommon in traditional entrepreneurship programmes.

At the same time, partners identified several **recurring issues and improvement needs**, which largely reflect the challenges of delivering a multilingual, SCORM-based training package. A dominant theme in the feedback relates to **translation consistency**. Several modules exhibited missing or partial translations, text fragments left in English, and inconsistent terminology across language versions. Issues with subtitles, including missing captions, incorrect timing and untranslated segments were reported, particularly in modules featuring narration. While these problems do not undermine the content itself, they can disrupt learner flow and compromise the sense of a fully localised training experience.

Partners also reported a number of **technical and usability challenges**. The need to manually enable pop-ups in some browsers created access barriers for less digitally

experienced learners. Although these issues were generally minor, their recurrence across modules suggests the need for a systematic review of SCORM packages to enhance professionalism and user experience.

From a pedagogical standpoint, partners expressed appreciation for the balance between theory and practice but identified opportunities to **increase interactivity and practical applicability**. While many modules already include quizzes, examples and scenario-based explanations, reviewers suggested incorporating a greater number of short reflection prompts, micro-activities or embedded questions. Modules addressing dense or technical topics, such as circular economy fundamentals, waste management and sustainability legislation could be streamlined by shortening text-heavy sections or dividing long explanations into smaller, digestible units. At the same time, several partners recommended offering optional “advanced insights” for learners with prior knowledge, ensuring that the platform remains engaging for both beginners and more experienced users.

Despite these improvement areas, partners agreed that the modules offer **high-quality, relevant and engaging learning content** that provides strong support for women entrepreneurs transitioning toward circular and digital business models. The cross-cutting findings highlight that the core materials are robust and well aligned with the project’s objectives, and that the majority of required refinements concern **translation accuracy, technical presentation and enhanced interactivity**, rather than content accuracy or conceptual soundness.

Cross-country insights and added value to the transnational piloting

The transnational nature of the WE.Circular pilot testing process generated valuable insights that would not have emerged from isolated national-level implementation. Feedback from trainees and partners across the 12 project countries revealed not only differences in learning needs, sector priorities and digital readiness, but also striking commonalities that underscore the relevance of circular and digital entrepreneurship across the Danube Region. Because the modules were delivered simultaneously in multiple languages and tested by diverse groups of women entrepreneurs, professionals, and institutional stakeholders, the piloting offered a unique opportunity to observe how the training performs in different socio-economic and cultural contexts.

Across countries, participants consistently emphasised the importance of accessible foundational content, particularly in circular economy, business modelling and digital transformation. This shared need demonstrates that the transition to circular and digital practices is still at a formative stage in many parts of the region, and that coordinated capacity-building efforts remain critical. At the same time, country-specific feedback pointed to differing expectations: **while participants in innovation-driven environments requested more advanced case studies and sector-specific examples, trainees in less digitally mature settings focused on the need for practical translation of concepts into everyday operations.** These variations confirm the added value of designing a modular training programme flexible enough to support users at different stages of knowledge and readiness.

The transnational piloting also highlighted the **importance of linguistic diversity.** By offering modules in eleven languages, the programme substantially lowered access barriers and enabled women from various backgrounds to participate fully. Partners' feedback showed that localisation both linguistically and contextually is essential for ensuring that the training resonates with entrepreneurs operating in different regulatory, cultural and market environments. The pilot therefore provided critical evidence for **improving translation consistency, refining terminology and enhancing the cultural relevance of examples across languages.**

Furthermore, the simultaneous testing across countries **strengthened the learning network dimension of the WE.Circular project.** Partners reported that comparing feedback from different national contexts helped them better understand shared regional challenges such as limited access to circular funding, a lack of visibility of female-led circular initiatives, and gaps in digitalisation among small enterprises. At the same time, positive experiences such as strong engagement with digital modules in Central Europe or the enthusiasm for communication and personal branding modules across the Western Balkans demonstrated the **potential for peer learning and cross-country collaboration.**

The piloting also showed the **value of a coordinated regional approach to supporting women entrepreneurs.** By capturing insights from countries with varied levels of circular economy development, the programme generated a more complete picture of the system-level barriers women face, including administrative complexity, limited support services, and sector-specific constraints. This regional perspective will be particularly

valuable for the ongoing work of the WE.Circular Learning Network and for shaping future joint actions, peer-learning formats and policy recommendations.

Improvements integrated in the final training programme

The transnational piloting provided a valuable opportunity to refine and enhance the WE.Circular training programme before its final release. Guided by the combined feedback of trainees and project partners, several improvements were integrated to strengthen the user experience, increase clarity and ensure the programme's suitability for diverse linguistic and professional contexts across the Danube Region.

One of the most significant enhancements relates to **overall quality and consistency across languages**. The piloting phase revealed a number of minor gaps in translation, terminology alignment and formatting. These have now been addressed through a systematic review process, ensuring that all language versions are complete, coherent and user-friendly.

Further improvements focused on **technical usability and navigation**. Small interface issues such as irregular numbering, missing labels or layout inconsistencies were corrected to make the modules easier to follow and more intuitive for learners with varying levels of digital experience. Additional guidance materials were included where helpful, offering users clearer support in navigating the e-learning environment.

In response to trainees' desire for greater practical applicability, the programme now includes **additional supporting materials**, such as examples, tools and optional resources that complement the core content. These additions enrich the learning experience without altering the overall structure, allowing participants to deepen their understanding or explore advanced aspects of circular and digital practices at their own pace.

6 Upscaling of the training programme

The experience gained during the transnational piloting has shown that the WE.Circular training programme has strong potential to grow beyond the initial partnership and become a lasting resource for women entrepreneurs and support institutions across the Danube Region. The feedback provided by trainees and partners demonstrated a clear appetite for continued access to the materials, for regular updates, and for expanding the offer to new organisations and countries. This creates a natural foundation for upscaling, which is further strengthened by the structures established within the project, including the WE.Circular Learning Network, the Memorandum of Understanding, the Regional Action Plans, and Strategy for WE Circular Transition.

The WE.Circular Learning Network plays a central role in this process. Conceived as an open, collaborative platform, it brings together universities, business-support organisations, public authorities and other actors who are committed to advancing circular and digital skills among women entrepreneurs. Because the Network operates transnationally and is not limited to project partners, it provides a flexible environment in which the training programme can continue to evolve, be adopted by new institutions, and respond to emerging needs in different regions. Through regular exchange, joint activities and shared ownership, the Network offers the long-term stability required for maintaining and further expanding the training offer.

The Memorandum of Understanding reinforces this perspective. By signing it, organisations formally express their intention to stay engaged with the Network for at least five years after project closure and commit to contributing expertise, data and institutional support. This agreement provides a governance framework for ensuring that the training is not only preserved but also actively used, promoted and enriched. As more organisations join the Network through the Memorandum, the capacity to upscale grows naturally, as each new member becomes a multiplier in their local ecosystem.

The Regional Action Plans developed within the project provide another powerful mechanism for upscaling. Many regions included measures directly linked to the continued use, adaptation and promotion of the WE.Circular training programme. These commitments, ranging from integrating the modules into regional support schemes to embedding them in entrepreneurship education ensure that the programme becomes part of regular institutional practice rather than a one-off project activity. Through the

Regional Action Plans, public authorities and business-support organisations create opportunities to reach new groups of women entrepreneurs and to align the training with regional smart specialisation strategies and policy priorities.

Beyond these governance structures, the programme's potential for upscaling lies in its adaptability. The modular design allows institutions to integrate selected topics into their existing services or to offer the entire programme as a standalone learning path. Universities can include it in formal curricula or lifelong-learning formats; women entrepreneurship centres can incorporate it into mentoring and incubation programmes; and public authorities can use it as a tool for strengthening skills in circular economy and Industry 4.0. The connection with WE.Gate and EIT networks creates additional pathways for dissemination across Europe, allowing the programme to reach women entrepreneurs far beyond the Danube Region.

As the Network grows and more partners adopt the training, the programme is expected to evolve continuously. New examples, sector-specific materials and advanced insights can be added over time, drawing on the expertise of the organisations that signed the Memorandum of Understanding. The WE.Circular Labs established during the project will further support this process by providing practical spaces for training delivery, mentoring, and experimentation with new business models. In this way, they serve as on-the-ground hubs that help transfer the training into local contexts and support its practical application.

7 Conclusions

The pilot testing of the WE.Circular Training Programme confirmed that women entrepreneurs want to lead the circular and digital transition. They need accessible tools, clear explanations and practical examples. The programme provided exactly this. Trainees described the modules as inspiring and useful. They felt more confident in applying circular strategies, using digital tools and communicating their ideas. The feedback also helped strengthen the final version of the training. Improvements were made to translations, navigation and the availability of practical materials. These adjustments ensure that the programme is even more user-friendly and relevant to real business needs. The pilot also reinforced the value of transnational cooperation. The WE.Circular Learning Network, the Regional Action Plans and the Memorandum of Understanding all create long-term structures that support the continued use and

growth of the training programme. These commitments show that the programme will not remain a one-time project result. It will continue to expand, reach new organisations and support more women across the region.

The WE.Circular Training Programme has emerged from the pilot as a strong, effective and scalable learning resource. It equips women entrepreneurs with the knowledge and confidence needed to innovate and to contribute to a circular and digital future for the Danube Region.

8 Resources

University of Sarajevo (2024). D.1.4.1 Methodology for development of the training programme.

WE.Circular Project Consortium. (2024). D.1.1.2 Joint transnational skills needs and gaps analysis.

Varna Free University “Chernorizets Hrabar” (VFU). (2025). D.1.5.1 Methodology for the Transnational WE.Circular Learning Network.

WE.Circular Project Consortium. (2025). D.1.5.3 Report on partners’ feedback on testing the e-learning platform.

WE.Circular Project Consortium. (2025). O.1.1 Training programme

9 Annexes

Annex 1: Template Application form



The banner features a group of four people (three men and one woman) sitting on large, colorful beanbag chairs (green, yellow, and orange) on a wooden floor, looking at documents. The text 'Build Your Circular Business Mindset' is prominently displayed in white, with 'Free online training' and 'start: 22 September 2025' below it. A 'Apply now!' button is at the bottom right. Logos for Interreg Danube Region and the European Union are in the top right corner.

WE.Circular Online Training Programme – Registration Form

Welcome!
Please complete the form below to register for the WE.Circular Online Training Programme starting on 22 September 2025.
Participation is free of charge, but registration is required to access the learning platform.

* Required

1.Name and last name *

2.E-mail *

Please enter an email

3.Phone number:

4. Country of residence *

- ☐ Austria
- ☐ Bosnia and Herzegovina
- ☐ Bulgaria
- ☐ Croatia
- ☐ Germany
- ☐ Hungary
- ☐ Moldova
- ☐ Slovakia
- ☐ Czech Republic
- ☐ Slovenia
- ☐ Serbia
- ☐ Romania
- ☐ Monte Negro
- ☐ Ukraine
- ☐ Other

5. Please, select the most relevant statement for you: *

- ☐ I am a woman entrepreneur (owner or co-owner of company)
- ☐ I am a woman who would like to be entrepreneur
- ☐ I am a man entrepreneur
- ☐ I am a man who would like to be entrepreneur
- ☐ I still don't have a business idea but I am interested in the topics of the training programme
- ☐ I am an employee who would like to improve my skills and knowledge on the topics of the training programme as they are needed in my work

6. Please select a sector of your business/ business idea: *

- ☐ Agriculture and Food
- ☐ Consumers goods and retail
- ☐ Waste management and recycling
- ☐ Tourism
- ☐ Professional services
- ☐ Textile and fashion
- ☐ Manufacturing
- ☐ IT
- ☐ Education and training
- ☐ Other

7. I am informed that the personal data provided by me in this form will be processed for the purposes of reporting the implementation of the activities of the WE.Circular project. The administrator of the personal data provided by me is The personal data provided by me is collected and stored by; The storage period is until the final completion of audits, objections or lawsuits regarding the implementation of the project in which I am participating; is a data processor; I have the right to request from access to my personal data, as well as the correction of inaccurate personal data; I have the right to object to the processing of my personal data by in cases of illegal use and processing; My data is subject to verification by auditing and supervisory authorities; I have the right to appeal to the supervisory authority - the Commission for the Protection of Personal Data and the relevant court; I have the right to request from the deletion (to be "forgotten") of my personal data after the expiration of their storage period. *

☐ Yes

8. I am informed that photographs, screenshots and video recordings will be taken during the webinars or other events for use on our website and social media channels. I am informed that in case I do not want images with me to be used, I have to turn off the camera during the online sessions. *

☐ Yes

Annex 2: Template Feedback evaluation form for trainees

Mode: Anonymous

Module xx - Evaluation feedback

Please complete the following survey to help us evaluate the effectiveness of the module and identify areas for improvement. Your feedback is valuable and will be used to enhance future training programmes.

Section 1: Overall satisfaction

1. How satisfied are you with the overall quality of the module? *

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

2. How satisfied are you with the content covered in the module? *

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

3. How satisfied are you with the delivery of the module? *

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

Section 2: Learning outcomes

4. To what extent do you feel the module met its stated learning outcomes? *

- ☐ Completely Met
- ☐ Mostly Met
- ☐ Partially Met
- ☐ Slightly Met
- ☐ Not Met

5. How confident are you in your understanding of the topics covered in the module? *

- ☐ Very Confident
- ☐ Confident
- ☐ Neutral
- ☐ Slightly Confident
- ☐ Not Confident

Section 3: Content and materials

6. How relevant was the module content to your needs and interests? *

- ☐ Highly Relevant
- ☐ Relevant
- ☐ Neutral
- ☐ Slightly Relevant
- ☐ Not Relevant

7. How useful were the materials and resources provided (e.g., handouts, slides, online resources)? *

- ☐ Very Useful
- ☐ Useful
- ☐ Neutral
- ☐ Slightly Useful
- ☐ Not Useful

Section 4: Instruction and delivery

8. How effective was the instructor(s) in delivering the module content? *

- ☐ Very Effective
- ☐ Effective
- ☐ Neutral
- ☐ Slightly Effective
- ☐ Not Effective

9. How well did the instructor(s) facilitate discussions and activities? *

- ☐ Very Well
- ☐ Well
- ☐ Neutral
- ☐ Poorly
- ☐ Very Poorly

Section 5: Practical application

10. How likely are you to apply the skills and knowledge gained from this module in your business or work? *

- ☐ Very Likely
- ☐ Likely
- ☐ Neutral
- ☐ Unlikely
- ☐ Very Unlikely

11. Do you feel prepared to implement what you have learned in real-world scenarios? *

- ☐ Very Prepared
- ☐ Prepared
- ☐ Neutral
- ☐ Slightly Prepared
- ☐ Not Prepared

Section 6: Improvement and feedback

12. What did you find most valuable about this module?

13. What aspects of the module could be improved?

14. Are there any topics or areas you feel should be added or expanded upon in future modules? *

15. Additional comments or suggestions: *

Section 7: Follow-up

16. Would you be interested in participating in follow-up training or advanced modules? *

- ☐ Yes
☐ No
☐ Maybe

17. Can we contact you for additional feedback or follow-up questions? *

- ☐ Yes (please provide contact information)
☐ No

Contact information:

18. Country of residence *

19. Age *

- ☐ 18–24
- ☐ 25–34
- ☐ 35–44
- ☐ 45–54
- ☐ 55+

20. Please, select the most relevant statement for you: *

21. If you have business idea, please select a sector of your business/ business idea:

* Required

Annex 3: Template Feedback evaluation form for project partners

WE.Circular: Template of Report on Partners' Feedback on Testing the E-learning Platform

Date of report:

Prepared by:

Organization:

Tested modules:

Language versions:

Section 1: General impressions

Provide your overall reflections on the modules tested (please make it per module tested):

1. Relevance and alignment with project objectives
2. Consistency with target group needs (women entrepreneurs, SMEs, etc.)
3. Flow and balance between theoretical and practical components

Section 2: Evaluation per tested module

(Scale: 1 – Poor / 2 – Fair / 3 – Satisfactory / 4 – Good / 5 – Excellent) - make one table for each tested module

	1	2	3	4	5	Comments/ Observations
Relevance of the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Logical flow and structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Clarity and readability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Quality and accuracy of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Adequacy of duration / workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Interactivity and learner engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Visuals, examples, and multimedia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Usability and navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alignment with learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall quality and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 3: Key findings from the testing

Please, when providing information clearly link the findings with each tested module.

Highlight what works well in the tested modules:

- Relevance of content
- Quality of design and flow
- User-friendliness of the platform
- Examples, visuals, or tone

Identify any gaps, errors, or areas needing improvement:

- Overly complex sections or unclear explanations
- Language or translation issues
- Missing examples or practical exercises
- Technical limitations

Section 4: Recommendations for improvement







Summarize concrete recommendations for improving the modules tested. This section could be made per module or for all the tested modules.

Focus on content, structure, and delivery.

Section 5: Lessons learnt from testing

The PP could share under this section all other aspects of the training modules or testing process which is not covered under the previous sections.

Annex 4: Calendar of webinars

Title of webinar	Speaker	date	
Launch of the Training Programme	Mariya Zlateva Amra Kapo	22.09.2025	
Practical Cyber Security	Evgeni Andreev, VFU	21.10.2025	
Managing Smarter: How AI Transforms Our Teams and Work	Pizano Aj Ty v IT	05.11.2025	
Circular Business Models	Fabian Holly	11.11.2025	
Women Entrepreneurs as Targets of Aggression and Violence	Linda Štucbartová	18.11.2025	
Online Pitch Training	Péter Bártfai, Founder of Start IT up	25.11.2025	

Annex 5: Template Feedback evaluation form from webinars

WE.Circular: Webinar Feedback form

Thank you for participating in WE.Circular Webinar titled:! Your feedback is extremely valuable to us and will help us improve our services. This survey will take approximately 3 minutes to complete. Please select your answers from the options provided. You are also welcome to add any comments where applicable.

* Required

1. Please indicate your status: *

- ☐ I am a trainee attending the "Smart and Sustainable Women Entrepreneurs" training programme
- ☐ I am not attending the "Smart and Sustainable Women Entrepreneurs" training programme but would like to join it
- ☐ I would like to improve my skills and knowledge on the topic of the webinar as I need them in my work

2. In case you are not attending the "Smart and Sustainable Women Entrepreneurs" training programme, please indicate whether you would like to receive invitation for next webinars in the series? *

- ☐ Yes ☐ No

3. If you have answered positively to question 2, please provide your e-mail address where you will receive invitation for next webinars series

4. How satisfied you are with the webinar (1 - very dissatisfied, 5 - very satisfied) *



5. Please rate the following aspects of the webinar (1 - very dissatisfied - 5 - very satisfied) *

	1	2	3	4	5
Quality of presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expertise of the speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for interaction and networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do you plan to apply any of the knowledge, outputs, recommendations, good practices discussed during the webinar? If yes, how?

7. Please share any additional comments, suggestions, or ideas to help us improve in the future