



ifempower

INTERNATIONAL TEACHING MATERIAL FOR THE CURRICULUM



International Teaching Material for the Curriculum

Main Author:

Károly Mike

Corvinus University of Budapest

Co-authors:

Attila Bartha, László Kállay, Katalin Szakács Mihalkov, Katalin Oborni, Attila Petheő
Corvinus University of Budapest

2021

INTELLECTUAL OUTPUT 3

This teaching material was developed in the framework of the 'Interactive and mentorship based FEMale emPOWERment in the field of entrepreneurship – iFEMPOWER' project.

ifempower is a strategic project in Higher Education co-funded by the European Union's Erasmus+ Programme under the registration number 2018-1-HU01-KA203-047766.

Lead Partner: HÉTFA Research Institute.

This document was prepared within the ifempower activity 'International Teaching Material' coordinated by Corvinus University of Budapest (HU).

Inputs were provided by the following persons:

Jón Snorri Snorrason, Kári Joensen from Bifröst University (IS), Orsolya Gergely from Sapientia Hungarian University of Transylvania (RO), Erzsebet Fanni Toth Sigmund Freud University (AT).

The materials produced within the ifempower project are intended for educational use, therefore they can be used freely for this purpose, but their content cannot be modified or further developed without the written permission of the partners. Republishing the document with unchanged content is possible only with a clear specification of the author and the source of the original material.

Contact: www.ifempower.eu, internationaloffice@hetfa.hu

Second edition, 2021

Suggested citation: Károly Mike – Attila Bartha – László Kállay – Katalin Szakács Mihalkov – Katalin Oborni – Attila Petheő (2021): International *Teaching Material for the Curriculum*. Teaching material developed within the project 'Interactive and mentorship based FEMale emPOWERment in the field of entrepreneurship – iFEMPOWER'.

Contents

Contents	4
1. Executive Summary.....	6
2. Introduction.....	9
2.1. Description of Intellectual Output.....	9
2.1.1. Milestones	9
2.1.2. General content	9
2.1.3. Guidelines followed in producing the output:	9
3. Outline of the Teaching Material	12
3.1. The Entrepreneurial Woman of the 21 st Century – Creating and starting a new venture run by women.....	12
3.1.1. Teaching objectives.....	12
3.1.2. Learning outcomes	14
3.1.3. Teaching approach.....	16
3.1.4. Schedule.....	18
3.1.5. Assignments	23
4. Conclusion.....	27
5. Suggestions for Application of the Curriculum and the Teaching Material	28
6. Bibliography.....	31
7. Annexes.....	36
7.1. General Teacher guidelines for the course.....	36
7.1.1. Annex I – Online and offline pedagogical methods in use	36
7.2. Specific and detailed Teacher guidelines for the course	36
7.2.1. Annex II – Module 1.....	36
7.2.2. Annex II – Module 2.....	36
7.2.3. Annex II – Module 3.....	36
7.2.4. Annex II – Module 4.....	36
7.2.5. Annex II – Module 5.....	36
7.2.6. Annex II – Module 6.....	36
7.2.7. Annex II – Module 7.....	36
7.2.8. Annex II – Module 8.....	36
7.2.9. Annex II – Module 9.....	37
7.2.10. Annex II – Module 10.....	37
7.2.11. A folder of extra material which can be used during the course	37



Executive Summary

1. Executive Summary

This teaching material for international curriculum has been prepared by professors and researchers at Corvinus University of Budapest with inputs from partner universities involved in the iFEMPOWER project co-funded by the Erasmus+ Programme of the European Union. The module-based structure of the teaching material provides a high level of flexibility in teaching strategies and practices. This way it can be applied in various types of university programs and particular universities may adapt the teaching material to their specific institutional environment. Moreover, this flexibility of the teaching material makes it applicable in entrepreneurial training of (potential) female entrepreneurs at other types of organisations involved in entrepreneurial support activities.

The teaching material provides general methodological guidelines for the entire curriculum of two semesters. It contains detailed guidelines of innovative teaching methods and annexes of classroom slides for each week. The substantive focus of the material is twofold: (i) knowledge and skills for starting and running an enterprise and (ii) knowledge and skills that are specifically related to being a woman entrepreneur. Accordingly, general issues of entrepreneurship are addressed, substantiated and illustrated through examples and case studies of female entrepreneurship throughout the curriculum. This way important aspects of women's entrepreneurship, gender-related challenges and risks women entrepreneurs have to face and specific knowledge about gender equality issues within entrepreneurship are contextualized in developing soft skills (problem solving, risk management, communication, interpersonal and networking skills) and strengthening self-confidence.

The teaching material describes the main teaching objectives, the expected learning outcomes, the teaching approach (i.e. applied teaching methods), a suggested schedule and a list of the main assignments of the course. The two main objectives are: providing a background knowledge about the main aspects of women's entrepreneurship and providing a safe and supporting environment for participants to develop their soft skills and strengths useful for entrepreneurial activity. The main learning outcomes are the knowledge of course participants about the gender-related challenges for women entrepreneurs, the development of an entrepreneurial mindset and business thinking and the development of comprehensive entrepreneurial skills that makes the participants able to develop a business plan and risk management. The course applies a blended learning methodology, which includes both online and offline methods relating to gamification, co-operative and project management techniques. The training techniques are manifold: lectures, training activities, group activities, plenary sessions, case studies and students' presentations are also applied; the teaching material suggests a proper matching between particular classes and training methods. It provides a suggested schedule, although the module-based structure of the course gives a high flexibility for particular institutions in organizing the course. The teaching

material also lists the main assignments: preparing an analytical case study, elaborating an own business concept and preparing a business plan.

The last section provides some concluding remarks and recommendations that are based on the teaching material development process of the iFEMPOWER project. It encompasses contributions of partner universities, entrepreneurial organisations and entrepreneurs participating at presentations and discussions of the draft versions of this teaching material.



Introduction

2. Introduction

2.1. Description of Intellectual Output

This teaching material has been developed to support teachers who will teach the iFEMPOWER international module at partner universities. The material is interactive and involves various tools to enable teachers to prepare for the modules, including youtube videos on stakeholder interviews, use of databases, situational games, and other methods of brainstorming and non-formal education. Its major impact will be that students will receive high-level skills in female entrepreneurship. Therefore they will not only be familiar with general rules and pitfalls, but will also receive in depth knowledge on relevant practical hindrances and potential solutions through case solving and interactive techniques. The teaching material will be openly accessible. Thus it may be easily adopted by any educational institution. In addition, it will be shared on the EPALE platform. Therefore, the tools will also reach the adult education where this topic is also interesting and the output of the project can be used as such.

2.1.1. Milestones

This version of the output has been prepared according to the following schedule:

- Phase 1: first draft - Transnational meeting; 1 March 2019
- Phase 2: final draft - 15 July 2019

2.1.2. General content

The teaching material provides general methodological guidelines for the entire curriculum of 2 semesters as well as detailed guidelines for teaching each class, complete with classroom slides for each week. Coursework relies on a broad range of innovative teaching methods for which clear guidance is provided. Extra resources and links to external resources are supplied for several parts of the curriculum.

2.1.3. Guidelines followed in producing the output:

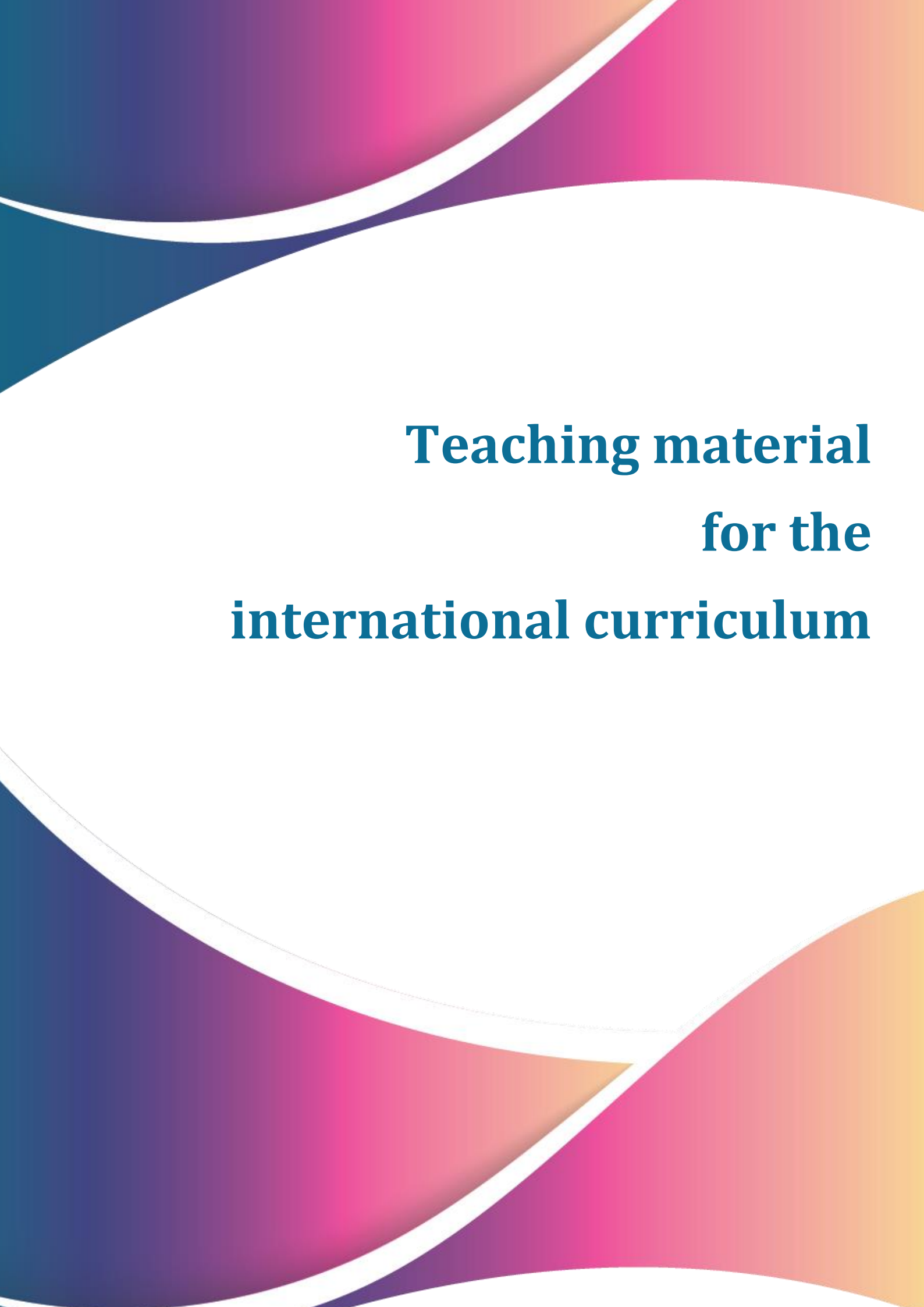
The guidelines for producing the output include the following aspects:

- 1) Inputs from research have been utilised in the teaching material as follows:-
 - i. short videos taped with interviewees on entrepreneurial problems or challenges and how they were solved;
 - ii. structured summaries of interviews to be used as a basis for preparing case studies or problem sets.
- 2) Accounting for cross-national differences

- a. The teaching material follows logic that is comprehensible in the context of every European country. This requires clear conceptualisation and exposition of the *general* issues of female entrepreneurship.
- b. A potential strength of the project is that it could acquaint students with both similarities and the differences faced by female entrepreneurs across different countries. The curriculum and teaching material should explicitly have the exposition of international diversity as one of its guiding principles.
- c. A major weakness of transnational teaching tools is that some lack precision concerning hard skills such as basic knowledge of legal issues in business creation or that of financial and economic literacy. For these specific questions the proposed tools should be adapted to conditions in each country.

3) Sharing accumulated teaching experience and trying new methods

- a. The participating partners have long-standing experience in teaching subjects and topics related to the project's theme. The project offers an opportunity to share existing know-how (especially in terms of what participants consider as good practice in their institution).
- b. In addition, several new methods have been placed into focus – their choice reflects specific contents of the curriculum.



Teaching material for the international curriculum

3. Outline of the Teaching Material

The teaching material focuses on the two main tasks that should be accomplished by the teaching module: (i) imparting knowledge and skills for starting and running an enterprise and (ii) imparting knowledge and skills that are specifically related to being a woman entrepreneur. While the focus of the first task is more general, the issue of female entrepreneurship will be addressed throughout the curriculum, through examples and case studies.

This outline has been prepared by professors and researchers at Corvinus University of Budapest with input from the other universities involved.

3.1. The Entrepreneurial Woman of the 21st Century – Creating and starting a new venture run by women

3.1.1. Teaching objectives

This teaching guidance document aims to provide educators with methods and resources for teaching the curriculum of the course entitled 'The entrepreneurial woman of the 21st Century – Creating and starting a new venture by women'. The fundamental purpose of the course is to empower young female university students for potential entrepreneurial activity.

The course covers most of the main topics on female entrepreneurship, while paying significant attention to gender-related issues (in terms of characteristics, difficulties and solutions) in order to better address challenges faced by women entrepreneurs. The course particularly elaborates on the constraints women have to face locally and worldwide, and how these constraints have an impact on women entrepreneurs and their businesses. In addition, the course draws on theoretical and research oriented knowledge generated within the fields of sociology and gender studies on women and entrepreneurship.

Additionally, it is also an objective to encourage students to participate actively and to think creatively about issues related to entrepreneurship, while developing critical awareness of some of the essential gender-related issues such as social roles, assumptions of women leaders and entrepreneurs, or possible ways of challenging gender inequality. Therefore, there is great emphasis on developing skills and competencies through non-formal educational techniques. For this purpose, several methods and training activities are introduced in the handbook with the special focus on developing creative and critical thinking of participating students.

The course aims to provide an insight into theories of gender equality and women's entrepreneurship. Students should become familiar with the concept of entrepreneurship in relation to the regulatory framework which governs European SMEs and the importance of entrepreneurship for the economy, core concepts of marketing and analysis of demand and preferences. Thus insight and understanding of entrepreneurship required to be able to spot and evaluate entrepreneurial opportunities is offered to students.

It is assumed students will have the capacity to analyse markets and propose a business plan using analytical tools and methods. Furthermore, students will also gain proficiency in conducting cash flow analysis, break-even calculations and other financial management methods. Students will be taught how to transform opportunities into operating ventures, how to communicate and present a business plan in an organised and comprehensible manner, how to assertively manage an SME or venture, and to form teams to develop personal and team creativity, and to lead and inspire.

Teaching material for international curriculum

This course material therefore differs from traditional ways of teaching a university subject. In addition, the issues the course material covers and the way of involving participants can impinge upon personal issues, aims and relationships. It can also raise awareness of gender related issues, and thus might have strong implications for developing self-esteem and self-confidence. The instructor/teacher has an important role in facilitating participants' engagement, because instead of just presenting knowledge, a safe learning environment is needed to be created where learning based on active participation can be encouraged. The course material is designed in such a way that it requires a teacher/professional who has experience of leading training programmes in soft-skills development or other kinds of workshops for group activities and community building.

Before introducing the curriculum in more detail it is necessary to raise the question of 'why is it important to include the issue of 'gender' and 'gender equality' in entrepreneurship education designed for young women. The main consideration of inclusion of the gender perspective is its undeniable relevance in understanding of the differences between female and male entrepreneurs regarding opportunities and involvement in power, etc. Notable macro-based data and empirical studies suggests it is much harder for women to become entrepreneurs.

In addition, in order to better understand driving forces and various causes behind the processes of women becoming entrepreneurs, it is essential to tackle issues such as gender norms, stereotypes and gender based inequality. Understanding core concepts of gender is central to thinking on gender equality. Gender equality is thus one of the main issues regarding female entrepreneurship and women's empowerment. In practical terms, the material on gender equality also helps students to understand and examine some of the issues and challenges that women entrepreneurs face today.

A further reason to use gender as an analytical lens into education is to strengthen gender awareness, through which students can develop greater critical thinking skills by questioning issues which they took for granted. Education on gender is an act of developing other's gender awareness: students are taught how to see themselves, others and their environment through a gender lens, which includes awareness towards their own gendered perspectives, associations, assumptions, values and recognition of their gendered selves and how all this affects the ways they think, make decisions or interact with others. It should be noted, that working on gender awareness is an ongoing and often sensitive process as students constantly reflect and ask questions of themselves and others.

Finally, the issue of ethics needs to be considered. Discussing and learning about gender can be a very engaging and sensible activity for individuals with many personnel implications. The gender identity of an individual is an important aspect of identity and self-esteem, and on a more practical level 'gender' has all kinds of impacts both at a personal level and for professional development (see i.e.: becoming an entrepreneur, choices of work, access to money and power). Approaching the subject of gender, as well as gender issues and identity can reveal personnel feelings, deeply personal memories, or current experience both in positive and negative ways. It is highly recommended that as teachers consider carefully and responsibly how to create and provide a safe environment for students, so they can engage in activities and discussions by freely and safely expressing themselves.

In summary, the aim of the course is twofold:

(1) The course is aimed at providing a theoretical background in important aspects of women's entrepreneurship, such as:

- **knowledge about characteristics of women's entrepreneurship;**
- **knowledge about gender-related challenges and risks women entrepreneurs have to face;**
- **knowledge about gender equality issues within the field of women's entrepreneurship.**

(2) The course is also aimed at providing a safe and supportive environment for participants to develop their soft skills and strengths useful for entrepreneurial activity. In addition to attention placed on developing skills, it is aimed to develop participants' self-confidence and belief in possessing entrepreneurial ability. The particular aims consist of:

- Provide students with a safe and supporting platform to voice and share issues, questions and opinions.
- Raising awareness of sensitivity of gender issues, stereotypes related to women, etc. (Aha moments).
- Develop students' soft skills, including communication skills, problem solving skills, management skills, risk management skill, interpersonal skills, groupwork skills and presentation skills.
- Strengthening self-confidence by empowering students to recognize their strengths and skills
- Encouraging social interaction and networking.

3.1.2. Learning outcomes

Firstly, the course is aimed at providing theoretical background in important aspects of female entrepreneurship. Presented topics cover characteristics of female entrepreneurship, gender-related challenges and barriers women entrepreneurs have to face during their career and gender equality issues within the field of female entrepreneurship. It is also the aim to provide a supporting environment for students to develop their soft skills (such as communication skills, problem solving skills, critical thinking skills, management skills, risk management skills, interpersonal skills, working groups and presentation skills), and empowering students to recognizing their own strengths and skills and the belief of having entrepreneurial ability. Thus, once the course has been successfully passed, students should:-

- Have a critical understanding of issues discussed during the course.
- Have basic knowledge of the concepts of 'gender', and 'gender-related issues'.
- Have an understanding of why female entrepreneurship requires targeted support regarding 'gender equality' - **knowledge about gender-related challenges for women entrepreneurs.**
- Identify challenges women entrepreneurs face and possess the tools and approaches to meet and overcome current challenges of being a female entrepreneur.
- Have experience of working in a group, developing an idea, then finally presenting it using a digital platform (i.e.: website, smartphone application for smartphone, video presentation, etc.).

Secondly, the content and methods are beneficial for both entrepreneurial experts and potential women entrepreneurs in line with course objectives. Based on research of the main learning outcomes derived from entrepreneurship lectures, new content and methodology has been created for this course. The new content focuses mainly on skills rather than knowledge and the following main targeted outcomes for the course have been devised.

By participating in this course, students develop the following knowledge elements:

- **Understanding the concept of entrepreneurship and the importance of entrepreneurship for the economy.** Students should understand and possess basic economic knowledge related

to small and medium sized businesses. They should be acquainted with essential entrepreneurial categories and forms such as SMEs, lifestyle businesses, high-potential businesses, franchises, intrapreneurship, social entrepreneurship, family businesses, startups, and various legal forms of organisations.

- **Knowledge about characteristics of female entrepreneurship.** Students should possess relevant knowledge about themselves and question economic characteristics and their functions, with the focus on SMEs. They should be acquainted with basic terminology relating to human resource management and also understand basic components and mechanisms of human behavior. Thus they should possess insight of women entrepreneurs and their characteristics in terms of personality, attitude, contacts, skills, and experience. This extends to entrepreneurial teams in the form of supplementary knowledge and skills of team members, co-operation and team-building processes, as well as understanding groups and communities, organizations and organizational networks. Finally students should grasp basic concepts of leadership in relation to communication, motivation, control, scheduling, problem-solving, and effective and efficient decision making.
- **Recognizing differences between a business idea and opportunities.** Students should understand processes necessary to establish their own businesses. They should grasp the meaning and application of business ideas and opportunities. Moreover this extends to idea generation and evaluation, market research and validation-verification processes, product development and lean start-up processes, understanding business models and concepts and feasibility studies.
- Students should have a grasp of collaboration processes with other members of a project or team. They should understand rules and ethical norms of running a project, and be prepared to deal with group-dynamic problems and their effective solutions.
- **Awareness of entrepreneurial mindset and developing business thinking.** Students should understand and be familiar with basic principles of related disciplines such as marketing, finance, and consumer and business law.

By participating in this course, students should develop the following skills:-

- **Establishing a SME in terms of regulation and taxation.** On the basis of creative and business-oriented thinking, students should be able to establish and run their own businesses. They should be able to examine the feasibility of their business ideas, and analyze and evaluate their own business plans.
- **Financing a SME through cash flow plans, break-even-calculations, potential financial resources for financing a business.** Students should be prepared to finance businesses in the initial stages using sources such as business angels, loans, VCs, and crowdfunding, and be familiar with various means of obtaining finance.
- **Market research; segmentation, targeting and positioning awareness.** Students should be prepared to use their knowledge in practice. With the use of appropriate theories and methods they should be able to reveal facts and basic contacts in order to obtain necessary information by conducting interviews, surveys, or by using secondary data and compiling reports on the basis of results.
- **Sales and marketing e.g. product, place, price and promotion.** By systematizing and analyzing data, students should be able to analyze business situations and make sense of results to draw conclusions, think critically, give advice and make decisions.

Teaching material for international curriculum

- **Developing a business plan and risk management.** Crucially students should be able to identify problematic situations and create a range of optional action plans.
- Students should be able to apply economic problem solving techniques and methods taking limitations into consideration.
- Students should also be prepared to present ideas both orally and in writing using general rules of business communication and to express thoughts briefly and concisely.

The course assumes familiarity with basic concepts of accounting (such as assets and liabilities, debt and equity, etc.). If students lack such preliminary knowledge, it should also be incorporated into the course.

3.1.3. Teaching approach

The course is practice oriented; practicing entrepreneurs give guest lectures and assignments focus on concrete management issues.

In order to address targeted outcomes, teaching methodology has been developed in line with mainstream pedagogic trends. In lectures it has been decided to apply **blended learning methodology**, which includes both online and offline methods relating to gamification, co-operative and project management techniques. Furthermore, students have two options to create their own assignments by the end of the course. They may either develop their own business concept and prepare business plans, or prepare an analytical case study of an existing entrepreneurial venture. In either case they should deepen their knowledge and develop their skills with the use of **learning by doing** techniques.

The following list details the adopted offline and online pedagogic methods which are in general use:

- **OFFLINE TECHNIQUES:** SIX Thinking Hats method (de Bono), Case Study teaching, Design Thinking, Marshmallow Challenge, Elevator Pitch, Peer Instruction, Case Study / Business Plan writing (assignment), Presentation.
- **ONLINE TECHNIQUES:** www.coggle.it – Mind Map, www.menti.com – Word Cloud, Online Entrepreneurial Test, www.scrumblr.ca – Brainstorming, www.kahoot.it – online test, video lectures.¹

The handbook contains material for 10 modules confirming the longevity of two university semesters, and each of course covers the length of a 90 minutes university seminar. The topics are organized into 10 main modules. As the course is focused mostly on female entrepreneurs, it is emphasised that Modules 1, 3, 5, 6 and 8 – in addition to individual skill and competency development – cover the following topics, which complement each other:

- Concepts of gender and gender issues,
- Gender-sensitive data on characteristics of female entrepreneurship,
- Factors affecting characteristics of female entrepreneurial activity,
- Barriers to success and main constraints behind the disadvantaged situation of female entrepreneurship,

¹ See methods outlined in Annex I.

Teaching material for international curriculum

- Gender equality,
- Concepts of and approaches to equal opportunities,
- How to overcome barriers at the individual level.

For each topic, a sample lesson plan and a step by step description of the various learning activities are presented. Some activities are presented in more detail while in others more well-known training exercises are presented in less detail. A link for further information is always added, and the presentation script for lectures is provided. Finally, each module ends with a recommended literature list, links, and a list of the availability of useful resources.

It is suggested that a concept plan for topics can be adapted to participants' needs, interests and previous knowledge. Therefore, in some lessons, additional training exercises are offered in order to choose the most relevant aspect in the local context. The overall intention is to provide an interactive tool for teachers as much as possible, therefore it is up to teachers how to use and adjust the material to needs and objectives of the particular student group. The various activities and the content of lectures can be made more relevant at any time. The content of this handbook, can always be updated by those who use it by adding further material, resources and recommendations, etc.

As the focus is on soft-skills development in this course, there is great emphasis on the application of participatory methods. However the more traditional method of lecturing is also minimally included

Training techniques used in this Curriculum include:

Lectures: in Modules 1, 3, 6 and 8

This comprises traditional ways of giving lessons which draws upon theoretical and research oriented knowledge generated within the fields of sociology and gender studies on women and entrepreneurship. These are usually short presentations given by teachers or students on basic definitions and concepts. Furthermore this course material is mainly built on the idea of a 'learning by doing' approach. Therefore only limited time is dedicated to PPT presentations. When a fruitful discussion is developed it is recommended to skip presentations of lectures to incorporate its content instead as a summary or as teacher's feedback at the end of a group discussion.

Training Activities: in Modules 1, 3 and 6

A series of pair or small group activities is offered during the courses. Alternative activities are introduced, so teachers can choose those that best fit the participating students' needs and previous knowledge. These are based on the application of training tools and games for the aim of soft skill development. These types of games encourage students to brainstorm, negotiate, debate, discuss issues, exchange ideas and then present their opinions and work. Moreover, training activities can help to build a sense of community and at a practical level they can be very energizing as activities require active participation from students both at individual and group levels. Additional material is needed for training activities such as poster paper, colored papers, pens/pencils/markers, tapes, scissors, etc.

Group activities: in Modules 3 and 6

Group activities applied in the course are longer and require larger teams or sometimes the whole group to work on a specific task; see for instance: World Cafe Method, Dilemmas Cafe, Resources for the IDEA, training exercise named 'Challenges'. The aim of this type of activity includes awareness raising, encouragement of collaborative teamwork, learning through developing understanding of issues and perspectives.

Plenary Sessions: in Modules 1, 3, 6, and 8

Teaching material for international curriculum

Dedicated time is allocated for students to participate in facilitated group discussions. Through discussions, students can develop the experience of sharing knowledge, develop critical listening and questioning skills and can learn how to engage critically in relevant issues.

Case Study Analysis: in Module 6

Case study analysis is also used as a typical exercise to teach students critical thinking skills while also developing their analytical skills. Scenarios from real-life situations related to female entrepreneurship are used for analysis for the purpose of identifying challenges and for a better understanding of what participants are likely face during entrepreneurial activity. Topics and examples should be adjusted to be relevant to the context of the local environment and culture. Results of the interviews in Output 1 with the entrepreneurs/experts/angels can be used here as case studies: i.e. to identify challenges female entrepreneurs face, to identify skills and strengths, and to identify solutions.

Students' presentations: in Modules 3, 5, 6 and 8

Participating students are required to submit various assignments (both individual and group work) during the course in line with the aim of providing a practically-oriented course. Some assignment to be presented during class while others have to be submitted online. Final project work should be presented by using a digital platform.

How to begin and how to end classes

It is essential to create a positive atmosphere and an environment that feels safe, but challenging at the same time. Therefore, at the beginning of each class, there is a 10 minutes period set up for this purpose. It can be used for evaluating weekly reflection, to play icebreaker games or to introduce the topic which will be discussed by asking for personal experiences to be shared. It is highly recommended to apply 'check-in' and 'check-out' circles (5 minutes at the beginning and end of the class). In circles, students should ask no more than 1-2 questions about how they feel, what they liked in the previous class, or just to indicate numbers with their fingers signaling how satisfied they are with the topics, group discussions, etc. The end of the session is always about asking students what they have learnt, what they want to share and what feedback they want to give. It is also a good opportunity to ask and answer questions regarding the next lesson, for weekly reflection and assignments.

The time at the beginning and end of classes also can also be used to measure individual development and the level of understanding. Instead of distributing surveys or conducting tests, there are other more creative methods such as throwing a ball one by one to each student with a question reflecting on the previous class, Training exercises may be applied (for example 'What is your position...', Green card - Red card, Hot chair?') for evaluating knowledge. Alternately some students may be asked to give a two minutes speech on the content of the previous class, on submitted weekly reflection records, or to set up a quick debate session.

Finally, it is essential to always emphasize the importance of respecting differences in opinions and to practice active listening during the whole semester in order to create a respectful and safe environment.

3.1.4. Schedule

The main topics covered by these aspects may fit with the schedule of the course as follows:

Module	TOPICS (Lectures/Seminars)	Learning activities
MODULE 1: Gender – <i>Key terms of gender and gender analysis</i>		
Module 1 Topic 1	Introduction to the course Gender and sex	Lecture Training exercises Individual and small-group assignments
Module 1 Topic 2	Gender roles and stereotypes	
Module 1 Topic 3	Factors impacting on individual entrepreneurial activity	
MODULE 2: Entrepreneurship		
Module 2 Topic 1	INTRODUCTION 1. Course Introduction 2. Economic panorama – SMEs in focus	www.menti.com word-cloud SME Fact Sheet
Module 2 Topic 2	ENTREPRENEURIAL MINDSET 1. The Entrepreneurial perspective: the entrepreneur 2. Clarifying entrepreneurial skills and attitudes – self-knowledge 3. Developing business thinking – Case Study on identifying alternatives and decision making	Case Study
Module 2 Topic 3	ENTREPRENEURIAL TEAMS 1. Recruitment 2. Team development model 3. G.R.P.I. tool	Guest Entrepreneur A.

Module 2 Topic 4	PRESENTATION 1. Presentation techniques 2. Presentation Skills 3. Syllabus for Presentations	Video lectures Elevator Pitch / Business Presentation
MODULE 3: Project Idea and Team Development		
Module 3 Topic 1	WHO IS AN ENTREPRENEUR? Brainstorming for business ideas	Lecture Group discussions Individual and small-group assignments Group activities Group project work
Module 3 Topic 2	BUSINESS IDEA DEVELOPMENT 1 Idea Presentation Team building for project work	
Module 3 Topic 3	BUSINESS IDEA DEVELOPMENT 2 Finalizing ideas	
MODULE 4: Sales and marketing		
Module 4 Topic 1	BUSINESS IDEA 1.Creating, collecting business ideas 2. Business Idea vs Business Opportunity 3. Value proposition	Idea Generation Techniques Brainstorming
Module 4 Topic 2	MARKET RESEARCH 1. Segmentation, targeting and positioning	Design Thinking
Module 4 Topic 3	PRODUCT MARKET FIT 1. Validating product or service 2. Validated learning	Marshmallow Challenge Value Proposition Canvas
Module 4 Topic 4	SALES AND MARKETING 1. Placing, pricing and promoting	Midterm exam by use of www.kahoot.it

MODULE 5: Idea presentation

Module 5 Topic 1	SUPPORTING FEMALE ENTREPRENEURS AT EU LEVEL	Student presentations
Module 5 Topic 2	PRESENTATIONS OF TEAM PROJECT WORK	

MODULE 6: Entrepreneurial women

Module 6 Topic 1	CHARACTERISTICS OF FEMALE ENTREPRENEURS Introduction to fieldwork	Lecture Case study analysis Group discussions Student' presentations Individual and small-group assignments Group project work
Module 6 Topic 2	WOMEN, LEADERSHIP AND NETWORKING	
Module 6 Topic 3	WORK AND/V.S. FAMILY	

MODULE 7: Business Plan and Risk Management

Module 7 Topic 1	BUSINESS CONCEPTS 1. Business model for new venture	Business Model Canvas Business Concept Map Lean Canvas
Module 7 Topic 2	BUSINESS PLANS 1. Developing a business plan 2. Risk and risk management	Guest Entrepreneur B.

MODULE 8: Gender equality – *Gender equality and affirmative actions for women entrepreneurship*

Module 8 Topic 1	GENDER EQUALITY MATTERS	Lecture Training exercises
-----------------------------	--------------------------------	-------------------------------

Module 8 Topic 2	SUPPORT FOR YOUNG FEMALE ENTREPRENEURS	Group discussions Studen' presentations Individual and small-group assignments Group project work
MODULE 9: Establishing SMEs and financing female run enterprises		
Module 9 Topic 1	FINANCING SMALL BUSINESSES 1. Cash Flow Plan 2. Break Even Calculation 3. Potential for use of financial resources 4. Financing a business	
Module 9 Topic 2	ESTABLISHING SMALL BUSINESSES 1. Regulation and taxation 2. The Entrepreneurial perspective: Types of ventures and strategies	Peer Instruction
MODULE 10: PROJECT presentation – Case study or business concept		
Module 10 Topic 1	STUDENTS' PRESENTATION OF GROUP WORK RESULTS (case study or business concept)	Student presentations

3.1.5. Assignments

MAIN ASSIGNMENTS

Students have two options (to be decided on at the beginning of the course). In groups of three they must choose one of the following major assignments:

1. Prepare an analytical Case Study about an entrepreneur and his/her venture –this also applies if students have no business ideas;
2. Elaborating a Business Concept if students have business ideas but no intention to start their own business;
3. Preparing a Business Plan based on the Business Concept. This applies if students have both business ideas and the intention to start their own business;².

In either case students present their results in the last three classes. Other students are required to actively participate in discussing the Business plan/case study. (For detailed instructions see “Aims, Methods and Syllabus”.)

A guideline for creating the business plan and links to sample business plans will be available on the course website and in *Guidance for teachers for Module 10*.

FURTHER ASSIGNMENTS

This curriculum includes soft-skills development at an individual level. A main aim is also to prepare female university students for the challenges they might face as woman when they plan to start an entrepreneurial activity. Therefore traditional ways of exams (i.e.: mid-term exams, test or oral exams, seminar papers, presentation on journal articles) are excluded from the curriculum and replaced by choices which support self-awareness and awareness of issues related to gender based discrimination. It also develops presentation skills, critical thinking, and teamwork. The aims and concepts behind the assignments are as follows:


- These consist of tools for teachers to follow students’ development and level of understanding of the issues raised during the course.
- There is no mid-term or final exam. Instead students are required to continuously reflect on readings or on other material week by week or to complete an assignment individually or in a team.
- Team assignments are built on each other, so that each step contributes to finalizing the students’ group project (final assignment), in this way carrying out all tasks during the course of the semester is step by step preparation for the final presentation of team work.

² Students will be required to prepare a business plan if they wish to attend summer/winter school.

SUMMARY OF ASSIGNMENTS (Modules 1, 3, 5, 6, 8)				
Assignments	Tasks	Learning objectives	Submission	Percentage Score
Individual assignment # 1	Submission of a short essay on an ideal role model entrepreneur. it can be either a fictional or a real person.	To assess students' knowledge of previous lectures To use their essays in class	Module 3 – Topic 1	5%
Individual assignment # 2	Field work and presentations of experience This is an ongoing task- it can be performed at any time, but for presenting experiences there are spaces scheduled in three particular weeks.	To develop student's own experience of networking, business events, or public lectures on business related issues To apply analytical tools and theory.	Once in Module 6 or 8	15%
Team's assignment # 1	Identifying an idea	To initiate work on the chosen idea	Module 3 – Topic 2	5%
Team's assignment # 2	Presentation of the chosen idea	To present mini research with the aim of finalizing the idea To analyze the potential business idea, how viable it is: assess its reliability, strengths and weaknesses	Module 3 – Topic 3	10%
Team project work	Presentation of project work on a business idea through a digital platform (video report, audio essay with pictures, application plan, website plan, blog)	To present a simulation of a business idea, in which students have to present a new business idea which tackles current issues/particular problems To develop digital skills, creative skills To obtain real experience of team work	Module 5	35%

Teaching material for international curriculum

		To launch business ideas, depending on how far teams develop		
Reflection papers (individual assignment)	Submitting papers on various topics discussed during classes. On six occasions during the course students will be required to submit written reflections on assigned material provided by the teacher/instructor (videos, journal articles)	To practice academic writing To test students' knowledge of previous lectures To develop student's critical reflection skills To apply analytical tools, theory	6 times/semester	5% each 30% combined



Conclusion & Recommendations

4. Conclusion

This teaching material has been developed to support teachers who will teach the iFEMPOWER international module at partner universities. It is structured in a flexible module-based structure that provides a high level of flexibility in teaching strategies and practices. Accordingly, particular universities or other types of organisations dealing with entrepreneurial training of (potential) female entrepreneurs may adapt the teaching material to their specific institutional environment. The teaching material is interactive and involves various tools to enable teachers to prepare for the modules.

The suggested teaching objectives, learning outcomes, teaching methods, the suggested schedule and assignments have been developed in a congruent manner and most of these methods were tested in iFEMPOWER training sessions. Participants of courses developed upon this teaching material will be familiar with the general challenges of entrepreneurship, the specific challenges of female entrepreneurship. Thanks to the manifold interactive teaching methods and case-solving orientation, at the end of the course participants will possess an in-depth knowledge on relevant practical hindrances and potential solutions to overcome them.

Based on contributions of partner universities, entrepreneurial organisations and entrepreneurs participating at presentations and discussions of the draft versions of this teaching material we provide the following recommendations:

- ✓ Interactive teaching methods are inherent part of the course and they play a crucial role in providing appropriate knowledge, skills and attitudes for potential female entrepreneurs.
- ✓ When institutional framework does not support gender-specific courses that exclusively target female students, soft motivational tools could encourage that female participants perceive that a safe and supportive environment is provided to them during the teaching process.
- ✓ Experiences of successful female entrepreneurs and meeting opportunities with them should be directly incorporated among the case studies used during the course.
- ✓ The teaching material could and should be used not only at educational institutions but also at other organisations that provide entrepreneurial training for female entrepreneurs. This partnership between universities and entrepreneurial support organisations could logically develop into a mentorship type cooperation – that is also a target of the iFEMPOWER project.

5. Suggestions for Application of the Curriculum and the Teaching Material

This output functions as an update on the application of the Curriculum and Teaching Material 'The entrepreneurial woman of the 21st Century – Creating and starting a new venture by women' course developed within the ifempower project. It is firmly based on the feedback and discussions provided by instructors and participants who used the teaching material and most methods in ifempower partner university courses and training sessions. In addition, it closely builds upon the assessment results of the curriculum and the teaching material as well as the experiences of adapting teaching to the online space due to the COVID-19 pandemic situation (see evaluation results in IO8). Based on the feedback and evaluation results, we do not have to implement changes regarding the content of the curriculum and the teaching material. At the same time, this update provides practical guidelines for instructors on using the curriculum and the teaching material.

Smart and Flexible Application of the Teaching Material

The module is structured in a way that it provides a high level of flexibility in applying teaching practices. It is always possible to illustrate the substantive material of the course with relevant new local, national examples and best practices. Moreover, most of the tools are also applicable in a training environment. Accordingly, we encourage NGOs and agencies supporting female entrepreneurship to adapt the teaching material to their specific institutional environment. In addition, prolongation of the course over 2-3 semesters is possible. All the course material can be changed into an online teaching format.

Practice-oriented and Interactive Teaching Methods

Interactive teaching methods are an inherent part of the courses, and they play a crucial role in providing appropriate knowledge, skills, and attitudes for potential female entrepreneurs. Therefore, it is important to create an encouraging, supportive, and safe environment for students to engage in activities and be open about their business plans during the teaching process. It is recommended to dedicate quality time to those exercises and group activities that can help creating this safe and involving environment.

Close Cooperation with Mentors and Women Entrepreneurs

The course is built in a way that mentorship can be an inherent part of it in a form of long-term mentor-mentee cooperation or can be developed as a side programme. In addition to close mentor-mentee cooperation, involving successful local female entrepreneurs into the course is

useful at any topic. These occasions and meetings with experienced entrepreneurs and mentors can provide the students with real-life experiences, help to contact different type of women entrepreneurs, create networks, get out of their comfort zone, and dare to talk about their projects to other people, and so overcome fears in starting a new venture on their own.

Gender-sensitive Teaching Material

This course offers a particular gender-sensitive perspective of entrepreneurship. This perspective should be in focus at any topic – at least implicitly – by illustrating examples, even if the topic apparently has no gender-specific aspect (e.g. basics of accounting). The gender-sensitive view helps students to have a deeper insight into the entrepreneurial world, to meet specific situations the women entrepreneurs face.

Empowering Young Female Students

The course can improve university students' in-depth knowledge of relevant practical hindrances and potential solutions to overcome when starting an enterprise, which is crucial in developing an entrepreneurial mindset. It is a great challenge, especially for young female students, to start their businesses. Applying any methods or tools of the teaching material is recommended to do with these thoughts in mind. Therefore, providing opportunities for students to develop soft skills during courses, such as problem-solving skills, critical thinking, leadership skills, presentation skills, is as vital as learning how to write a business plan. It is essential to pay attention to and improve self-confidence, self-awareness, ability to work with others, ambition and competencies for competitiveness as they are essential assets of empowering female students. The proper application of the course methodology reflects divergent potential scenarios of start-up companies and encourages young women to use networking opportunities and cooperate with others to better secure the success of starting a new enterprise.



Bibliography

6. Bibliography

Acker, Joan (1990) Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. *Gender & Society*, 4: 139-158.

Acker, Joan (1998) The Future of 'Gender and Organizations': Connections and Boundaries. *Gender, Work & Organization*. Vol. 5. No. 4: 195-206.

Acker, Joan (2006) Inequality Regimes: Gender, Class, and Race in Organizations. *Gender & Society*, Vol. 20, No. 4:441-464.

Calás, Marta B. - Smircich, Linda - Holvino, E. (2014) Theorizing Gender-and-Organization: Changing Times, Changing Theories, in: *The Oxford Handbook of Gender in Organizations*, eds: Savita Kumra, Ruth Simpson and Ronald J. Burke.

Fagenson, E. (1990) The Earth of Women in Management Research: Theoretical and Methodological Approaches and Their Biases, *Journal of Business Ethics*. 9: 267-274

Fitzsimmons, W. Terrance - Callan J. Victor - Paulsen, Neil (2014) Gender disparity in the C-suite: Do male and female CEOs differ in how they reached the top? *The Leadership Quarterly* 25: 245–266.

Gherardi, Silvia - Poggio, Barbara (2001) Creating and Recreating Gender Order in Organizations. *Journal of World Business* Vol. 36, No.3: 245–259

Martin P.Y. (2003) “Said and Done” versus “saying and doing”. Gendering practices, and practicing gender at work. *Gender & Society*, 17, 342-366.

Diana M. Hechavarria, Amy E. Ingram, (2016) "The entrepreneurial gender divide: Hegemonic masculinity, emphasized femininity and organizational forms", *International Journal of Gender and Entrepreneurship*, Vol. 8 Issue: 3, pp.242-281

West, Candace. - Zimmerman, Don. H. (1987) Doing Gender. In: *Gender and Society*, Vol. 1, No. 2: 125-151.

Ahl, H. (2006), “Why Research on Women Entrepreneurs Needs New Directions”, *Entrepreneurship Theory and Practice*, Vol. 30 No.5, pp. 595-622.

Ahl, H. and Marlow, S. (2012), “Exploring the dynamics of gender, feminism and entrepreneurship: advancing debate to escape a dead end?”, *Organization*, Vol. 19 No. 5, pp. 543-562

Aggestam M., Wigren-Kristoferson C. (2017) "How women entrepreneurs build embeddedness: a case study approach", *International Journal of Gender and Entrepreneurship*, Vol. 9 Issue: 3, pp.252-268

Ayesha Kalim Women Entrepreneurship The Emerging Workforce in 21st Century: Turning Challenges into Opportunities. Innovative Educational Solutions (IES), Lahore

Bruni, A. – Gherardi, S. – Poggio, B. (2004) Doing Gender, Doing Entrepreneurship: An Ethnographic Account of Intertwined Practices. *Gender, Work and Organization*, 4 (11): 406–429.

Bruni, A. – Gherardi, S. – Poggio, B. (2004): Entrepreneur-mentality, gender and the study of women entrepreneurs. *Journal of Organizational Change Management*, Vol. 17(No 3), p. 256-268.

Gupta, V.K., Turban, D.B., Wasti, S.A. and Sikdar, A. (2009), "The role of gender stereotypes in perceptions of entrepreneurs and intentions to become an entrepreneur", *Entrepreneurship Theory and Practice*, Vol. 33 No. 2, pp. 397-417.

Lewis, P. (2006) *The Quest for Invisibility: Female Entrepreneurs and the Masculine Norm of Entrepreneurship*. *Gender, Work and Organization*. 5 (13): 453– 469.

Mirchandani, K. (1999) *Feminist Insight on Gendered Work: New Direction in Research on Women and Entrepreneurship*. *Gender, Work & Organization*. 4 (6): 224–235.

Pogessi, S. – Mari, M. – De Vita, L. (2016): What's new in female entrepreneurship research? Answers from the literature. *International Entrepreneurship and Management Journal*, p.735-764.

Yadav, V. – Unni, J. (2016): Women entrepreneurship: research review and future directions. *Journal of Global Entrepreneurship Research*, 6(12), p. 1-18.

Billing, Yvonne Due - Alvesson, Mats (2000) Questioning the notion of feminine leadership: A critical perspective on the gender labeling of leadership. *Gender, Work and Organization*. 7, 3: 144–57.

Billing, Yvonne Due (2011) Are Women in Management Victims of the Phantom of the Male Norm? *Gender, Work and Organization*. 18, 3: 298-317.

Burnett, Simon B., Caroline J. Gatrell, Cary L. Cooper & Paul Sparrow (2010): Well-balanced families? A gendered analysis of work-life balance policies and work family practices, *Gender in Management: An International Journal* 25/2010, p. 534-549.

Carli, Linda L. - Eagly, Alice H. (2001) *Gender, Hierarchy, and Leadership: an Introduction*. *Journal of Social Issues*, Vol. 57 No. 4, pp. 629-36.

Christopher, Karen (2012): Extensive Mothering. *Employed Mothers' Constructions of the Good Mother*, *Gender & Society* 26/2012, p. 73-96.

Eagly, Alice. H. - Carli, Linda. L. (2007) *Through the labyrinth: The truth about how women become leaders*. Boston: Harvard Business School Press

Fodor, Éva - Balogh, Anikó (2010) Back to the Kitchen: Gender Role Attitudes in 13 East European Countries. *Journal of Family Research*. 22, 3: 289-307.

Glass, Christy – Fodor, Éva (2011) Public Maternalism Goes to Market: Recruitment, Promotion and Hiring in Hungary. *Gender & Society*. 25, 1:5-26.

Green, Fiona Joy (2015): Re-conceptualising motherhood: reaching back to move forward, *Journal of Family Studies* 21/2015, p. 196-207.

Halrynjo, Sigtona - Lyng, Selma Therese (2009) Preferences, constraints or schemas of devotion? Exploring Norwegian mothers' withdrawals from high-commitment careers. *The British Journal of Sociology*. Vol. 60, No. 2:321-43.

Heikkinen, Suvi - Lämäsa, Anna-Maria - Hiillos, Minna (2014) Narratives by women managers about spousal support for their careers. *Scandinavian Journal of Management*. 30: 27-39.

Hobson, Barbara, Susanne Fahlén & Judit Takács (2011): Agency and Capabilities to Achieve a Work-Life Balance: A Comparison of Sweden and Hungary, *Social Politics: International Studies in Gender, State & Society* 18/2011, p. 168-198.

Hobson, Barbara & Susanne Fahlén (2009): Competing Scenarios for European Fathers: Applying Sen's Capabilities and Agency Framework to Work-Family Balance, *The ANNALS of the American Academy of Political and Social Science* 2009, p. 214-233.

Hochschild, Arlie R. (2001) *The Time Bind. When Work Becomes Home and Home Becomes Work*. Henry Holt and Company. New York, 2nd ed.

Kvande, Elin (2009): Work–Life Balance for Fathers in Globalized Knowledge Work. Some Insights from the Norwegian Context, *Gender, Work and Organization* 16/2009, p. 58-72.

Martínez, José Manuel L. (2011) *Feminizing Middle Management? An Inquiry Into the Gendered Subtexts in University Department Headship*. SAGE Open 2011 1: originally published online 5 July 2011. DOI: 10.1177/2158244011414731

Mainiero, Lisa A. and Sullivan (2005) Sherry E. Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution. *The Academy of Management Executive*. Vol. 19., No. 1:106-123.

Marlow, S. and McAdam, M. (2013), "Gender and entrepreneurship: advancing debate and challenging myths; exploring the mystery of the under-performing female entrepreneur", *International Journal of Entrepreneurial Behavior & Research*, Vol. 19 No. 1, pp. 114-124.

O'Neil, Deborah A. - Hopkins, Margaret M.N. - Bilimoria, Diana (2008) Women's Careers at the Start of the 21st Century: Patterns and Paradoxes. *Journal of Business Ethics*. Vol. 80, No. 4: 727-743

Powell, Gary N. (2012) Six Ways of seeing the elephant: the intersection of sex, gender and leadership. *Gender in Management*. 27, 2: 119-141.

Saxonberg, S. - Sirovatka, T. (2006) Failing Family Policy in Post-Communist Central Europe. In: *Journal of Comparative Policy Analysis*. 8, No. 2: 185 – 202.

Primecz Henriett, Andrea Toarniczky, Csaba Kiss, Sára Csillag, Roland Szilas, Anda Milassin & Katalin Bácsi (2016): Information and Communications Technology's Impact on Work–life Interference: Cases of 'Employee- friendly Organizations', *Intersections*. EEJSP 2/2016, p. 61-83.

Santos, F.J., Roomi, M.A. and Liñán, F. (2016), "About gender differences and the social environment in the development of entrepreneurial intentions", *Journal of Small Business Management*, Vol. 54 No. 1, pp. 49-66.

Smith, Paul - Caputi, Peter - Crittenden, Nadia (2012) A maze of metaphors around glass ceilings", *Gender in Management: An International Journal*, Vol. 27 Iss 7: 436 – 448

Tomlinson, Jennifer & Susan Durbin (2010): Female part-time managers: Work-life balance, aspirations and career mobility, *Equality, Diversity and Inclusion: An International Journal* 29/2010, p. 255-270.

Williams, Christine L., Chandra Muller & Kristine Kilanski (2012): Gendered Organizations in the New Economy, *Gender and Society* 26/2012, p. 549-573.

Yang, T. and Aldrich, H.E. (2014), "Who's the boss? Explaining gender inequality in entrepreneurial teams", *American Sociological Review*, doi: 0003122414524207.

Ely, R. J. – Meyerson, D. E. (2000): Theories of gender in organizations: A new approach to organizational analysis and change. *Research in Organizational Behavior*, 22, p. 103-151

Ely, Robin - Padavic, Irene (2007) A Feminist Analysis of Organizational research on Sex Differences, *Academy of Management Review*, Vol. 32., No. 4., 1121-1143

Ely, R. J. and Meyerson, D. E. (2000). *Advancing Gender Equity in Organizations: The*

Challenge and Importance of Maintaining a Gender Narrative. *Organization*, 7, 589-608.

Ely, R. J. and Meyerson, D. E. (2000). Theories of gender in organizations: A new approach to organizational analysis and change. *Research in Organizational Behavior*, 22, 103-151.

England, Paula 2010 The Gender Revolution. Uneven and Stalled. *Gender & Society*. Vol. 24 No. 2: 149-166.

ILO Report (2015) Women in business and management: gaining momentum / International Labour office, ILO, Geneva

Metcalfe, Beverly - Afanassieva, Dawn Marianne (2005), "Gender, work, and equal opportunities in central and eastern Europe", *Women in Management Review*, Vol. 20 Iss 6 pp. 397 - 411

OECD/EU (2016), Inclusive Business Creation: Good Practice Compendium, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264251496-en>

OECD Council Report (2012). Gender Equality in Education, Employment and Entrepreneurship. Paris: Final Report to the MCM 2012 Meeting of the OECD Council at Ministerial Level. 23–24 May 2012.

Utzeri, M. (2019). The dark side of Gender Equality Schemes in Management - A Deep Dive Into a German auto Manufacturer. *Budapest Management Review*, Vol. 50, Not 5., pp.38-47.



Annexes

7. Annexes

7.1. General Teacher guidelines for the course

7.1.1. Annex I – Online and offline pedagogical methods in use

7.2. Specific and detailed Teacher guidelines for the course

7.2.1. Annex II – Module 1

- Detailed guides for class discussion and slides for each topic

7.2.2. Annex II – Module 2

- Detailed guides for class discussion and slides for each topic

7.2.3. Annex II – Module 3

- Detailed guides for class discussion and slides for each topic

7.2.4. Annex II – Module 4

- Detailed guides for class discussion and slides for each topic

7.2.5. Annex II – Module 5

- Detailed guides for class discussion and slides for each topic

7.2.6. Annex II – Module 6

- Detailed guides for class discussion and slides for each topic

7.2.7. Annex II – Module 7

- Detailed guides for class discussion and slides for each topic

7.2.8. Annex II – Module 8

- Detailed guides for class discussion and slides for each topic

7.2.9. Annex II – Module 9

- Detailed guides for class discussion and slides for each topic

7.2.10. Annex II – Module 10

- Detailed guides for class discussion and slides for each topic

7.2.11. A folder of extra material which can be used during the course



ifempower

ifempower

