



# ifempower

**TRAINING METHODOLOGY FOR  
INTENSIVE STUDY PROGRAMME FOR  
FEMALE EMPOWERMENT IN  
ENTREPRENEURSHIP**



Training Methodology for Intensive Study Programme for Female  
Empowerment in Entrepreneurship

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## INTELLECTUAL OUTPUT 5

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# **Executive Summary**

## 1. Executive Summary

The document you have in your hands, titled “iFEMPOWER Training Methodology for Intensive Study Programme for Female Empowerment in Entrepreneurship”. It is the fifth output of the European project iFEMPOWER, acronym of “Interactive and mentorship based FEMale emPOWERment in the field of entrepreneurship”. This project has been co-funded by the Erasmus+ Programme of the European Union.

The objective of this document is to guide and offer relevant information to iFEMPOWER partners and other relevant stakeholders about how to organise, coordinate and manage intensive training programmes in the summer and winter for selected participants from higher educational institutions to empower female entrepreneurship. Therefore, the first, introductory chapter will focus on the general presentation of the iFEMPOWER project.

Then, the foundations guiding the design of the training methodology will be outlined in order to highlight how the “iFEMPOWER Training Methodology for Intensive Study Programme for Female Empowerment in Entrepreneurship” is embedded in the overall framework proposed by the project.

Besides, this document will provide the formal definition of the iFEMPOWER training methodology for intensive study program for female empowerment in entrepreneurship. It will identify the key elements of selection, structure, content and methodology.

The document will also present materials and outputs that can be utilised during the intensive study programme by workshop facilitators and participants. Finally, evaluation and dissemination of the module will also be included in this document, tailor-fit to the specific audience and the context of the summer and winter schools.

Finally, the document will be concluded with a chapter describing references and bibliography, and the last pages will also include an annex about the detailed programme of the summer and winter school.

# Introduction

## 2. Introduction

As described in the executive summary, the “iFEMPOWER Training Methodology for Intensive Study Programme for Female Empowerment in Entrepreneurship” has been developed in the frame of the project titled “iFEMPOWER - Interactive and mentorship based FEMale emPOWERment in the field of entrepreneurship”.

iFEMPOWER is a project co-funded by the Erasmus+ Programme of the European Union, with 9 partners from 7 European countries (Hungary, Austria, Germany, Iceland, Portugal, Romania and Spain) and leaded by HÉTFA Research Institute (Hungary). This particular document has been developed by Sigmund Freud Private University Vienna, a higher educational partner from Austria, in strong consultation with all the partners of the above-mentioned project.

iFEMPOWER aims to empower female students to get engaged in self-employment and entrepreneurship especially in SMEs. The project will elaborate and test an international module for university students which will broaden their knowledge on entrepreneurship related topics, providing hands-on training and case study based learning to support their engagement in self-employment and entrepreneurship. This comprehensive module will reflect to all obstacles in female entrepreneurship and empower students to successfully overcome them.

Under this scheme, one of the activities to be implemented in the frame of iFEMPOWER is the intensive training programmes in the summer and winter for selected participants from the higher educational partners of the iFEMPOWER project. The summer and winter schools will provide additional training for the female students, who have already excelled the modules at their universities and by the time they participate at the summer or winter schools, they have benefitted from other products of the iFEMPOWER project, namely the course(s) on entrepreneurship, the entrepreneurial support point and the mentoring programme.

Therefore, the purpose of the present document is to guide and offer relevant information to partners and other relevant stakeholders about how to design, implement and coordinate international, intensive training programmes outside the curricula of higher educational institutions for female empowerment in entrepreneurship.

We have to acknowledge that in order to serve the specific population of women at higher educational institutions, we have to consider the specificities of this group. Therefore, the document will address the challenges and opportunities of digitalization, it will incorporate gender and self-awareness-specific activities and will also provide certain guidelines on climate-crisis-specific aspects of the design and implementation of intensive training programmes.



To achieve the goal of the iFEMPOWER project, all the stakeholders in joint effort must show strategies, which promote structural changes that affect both the entrepreneurial process itself, and the social and cultural norms that influence this process.

Therefore, within the framework of the intensive training programmes in the summer and winter schools the selected participants from higher educational institutions will have the chance to introduce themselves to the participants of the multiplier events taking place in parallel to their intensive training programmes. Besides, during the devoted special networking sessions the young women will be able to arrange meetings with media representatives and experts from various countries and ask for professional counselling relating to their inquiries on launching and managing enterprises, with a special view on potential problems deriving from the professional and family life of women entrepreneurs.

This intellectual output (O5 – “iFEMPOWER Training Methodology for Intensive Study Programme for Female Empowerment in Entrepreneurship”), as all the other outputs of the project, is closely based on the previous outcomes of the iFEMPOWER project, but particularly it has strong relation with the output number one, two and three (O1 - "Women entrepreneurs in Europe – Challenges, strategies and policies", O2 – “International Curriculum” and O3- “International teaching material for the curriculum”), and due to its strong focus on digitalisation, also the number seven (O7 – “iFEMPOWER online toolkit supporting female entrepreneurs”).

The design of this training methodology has been mainly based on the above-mentioned outputs of the iFEMPOWER project, as well as on lengthy discussions between the partners. All the other university partners and business partners with experience in training were invited to cooperate in the design of the proposed training methodologies to ensure the strong link between the research results and the international curriculum and at the same time to prevent any unnecessary overlaps. Besides, the methodology relies on the year-long experience of Sigmund Freud University in implementing international summer schools and short-term intensive study programs in the field of mental health, counselling, self-awareness, etc.

After the realization of both the summer and winter schools, the methodology will be complemented with the lessons learned, suggestions from students and trainers and the final method will be made accessible on the website of the iFEMPOWER project: [www.ifempower.eu](http://www.ifempower.eu)



**iFEMPOWER Training  
Methodology for Intensive Study  
Programme for Female  
Empowerment in  
Entrepreneurship**

## **3. iFEMPOWER training methodology of summer and winter school for female empowerment in entrepreneurship**

### **3.1. Definition of the iFEMPOWER summer and winter school**

As declared in the introduction, the objective of the “iFEMPOWER Training Methodology for Intensive Study Programme for Female Empowerment in Entrepreneurship” is to guide and offer relevant information to project partners and other relevant stakeholders about how to set up and manage such international intensive training programmes for female students in higher educational institutions interested in entrepreneurship, which can provide additional information and useful set of skills to the university curriculum.

In the framework of the iFEMPOWER project, which aims at empowering potential female entrepreneurs among HEI students in any field by providing the necessary knowledge and skills, an international intensive training program, a winter and summer schools will be organized for selected students. Through workshops with stakeholders and intensive knowledge sharing, 12 female students in each semester will get an insight into the entrepreneurial mindset and have the chance to build a strong international network with young women with similar interests and stakeholders with long experience in the field of entrepreneurship.

The international intensive study programs will complement the academic training held during the academic year at the home universities. They will focus on (1) practical skills on how to launch an enterprise, how to sell an idea, and attract investors, (2) will focus on gender-specific self-awareness. In addition, during the devoted special networking sessions the young women will be able to arrange meetings with media representatives and experts from various countries and ask for professional counselling relating to their inquiries on launching and managing enterprises, with a special view on potential problems deriving from the professional and family life of women entrepreneurs.

Although summer and winter schools on business and entrepreneurship can be found in the countries of the European Union, the iFEMPOWER summer and winter school will be unique for various reasons:

- Firstly, because its content will be evidence-based (stemming from the research results on lived experiences of entrepreneurial women and their supporting organisations in seven European countries – see O1).

- Secondly, because the summer and winter school will complement the courses offered at the participating higher educational institutions (O2 and O3).
- Thirdly, they will rely on three pillars: entrepreneurship, gender studies and self-awareness, and will rely on digitalisation strategies (O7).
- Fourthly, students interested in entrepreneurship will not only learn theory and develop skills during the seven days of the intensive programme, but due to the parallel running multiplier event of the iFEMPOWER project, they will be able to present themselves and their entrepreneurial project ideas to representatives of the media, business angels, investors etc.
- And finally, on the contrary to most summer and winter schools, this intensive study programme will be offered free of charge for the female students.

Students will receive ECTS points for attending the training program, yet, in the number of awarded ECTS points there might be national differences.

The language of the intensive summer and winter training program will be English. Its methodology will also be provided in English.

### **3.2. Target audience**

The target audience of the intensive summer and winter training programs are those students from higher educational partner institutions, who completed the international curriculum and whose achievements were proven to be outstanding throughout the months of cooperation. The female students should all have been actively engaged in planning their own enterprise and eager to develop their skills. In addition, the prerequisite of taking part in the intensive summer and winter study is the fluent knowledge of English language both orally and in writing. Out of the foreseen one-hundred-and-twenty (120) students participating in the two-semester-long teaching module on female entrepreneurship, twelve (12) female students will be given the opportunity to participate in the winter and also in the summer program. After each semester of the iFEMPOWER module at the higher educational institutions engaged in the project, 3 students from each partner university will be selected to attend the intensive study program. The selection will be conducted through a transparent procedure, described later in this document.

The arrangement of the participating students' travel and accommodation will be made by their sending university (arranged in the contract too) following the suggestions of the local host (Sapientia and Steinbeis), concerning the accommodation, venue of the study program, local

transport, and the like. Catering, program, accompanying persons and control will be organized by the local host as well.

### **3.3. Time Planning of the intensive summer and winter programmes within the iFEMPOWER project**

The creation of the intellectual output is a lengthy process, which happens in close collaboration with the partnership. It began in September 2019, and it will be concluded at the end of May 2021. Throughout these months the methodology of the summer and winter intensive study program was drafted, presented to the partnership, debated and complemented by feedback and criticism from the university partners and business partners experienced in training. The program will be implemented in two weeks: in Month 24 (August of 2020)\*<sup>1</sup> and in Month 30 (February of 2021)\*, after which the methodology will be revised, and the final version made accessible to the public for future use.

More specifically the timeline of this output will be as follows:

Month 12 – the beginning of the preparation phase of O5

Month 20 – Training methodology for winter and summer school for the empowerment of female entrepreneurs

Month 24\* – Summer school in Romania, Miercurea Ciuc for selected students from partner universities

Month 30\* – Winter school in Germany, Stuttgart for selected students from partner universities

Month 33 – Final, revised methodology for winter and summer school for the empowerment of female entrepreneur

### **3.4. Keys aspects for preparation of the intensive summer and winter school for female empowerment in entrepreneurship**

The higher educational institutions within the iFEMPOWER partnership will have, as their main mission, to empower the students with necessary lexical knowledge and practical skills and by this, to enable them to create and manage new businesses. Over the course the three most

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<sup>1</sup> Please note that due to the crisis situation related to the corona pandemia the above-mentioned time planning (marked with\*) might need major revision!

motivated students (and in case of cancellation one additional person) will be offered the opportunity of participation in the summer or winter school.

The following criteria must be met for participation:

- Female students,
- Students who completed the course on entrepreneurship designed by the iFEMPOWER project,
- Students fluent in English both spoken and written,
- Students being available for the entire duration of the summer or winter school,
- In case the budget of the project does not cover the full expenses, students willing to contribute to the costs of the summer or winter school.

The following selection criteria are foreseen and can be decided by each higher educational institution based on the local specificities:

- Students having strong motivation for establishing own SME during or after finishing their studies,
- Students interested in deepening their knowledge about entrepreneurship,
- Students showing excellent achievement and outstandingly active class participation during the iFEMPOWER courses.

The selection can be organized either:

- (1) top-down, coordinated by faculty members or can be
- (2) bottom-up, facilitated by the participating students themselves.

In either case, the students aiming to participate in the summer or winter school should present themselves and their motivation in a way that makes them stand out of the group of other applicants. They can e.g.

- Write a letter of motivation describing why they would be the best candidates (but pinpointing the above-enlisted selection criteria),
- Prepare a short film/animation pinpointing their fit to the summer or winter programme.

It is essential that the people in charge of selecting motivated women for the summer and winter programme are able to take into account the particularities and potential of each applying person, regardless of their age, study programme, religion, sexual orientation, former educational achievement, etc.

The names, contact details and short vita of the selected three students (and one additional person in case of cancellation) has to be sent to the coordinators of the summer and winter school as soon as possible, but *no later than 2 months before the*

*summer or winter school takes place.* The coordinators then will contact the selected students and will inform them about the details of travelling, accommodation, course participation, etc. This process supposes the close collaboration of the four participating universities and the coordinator of the summer and winter school. Therefore, a local coordinator responsible for the selection and communication is to be announced and communicated to the partnership.

Key selection criteria
Female students
Students who completed the course on entrepreneurship designed by the iFEMPOWER project
Students fluent in English both spoken and written
Students being available for the entire duration of the summer or winter school.
In case the budget of the project does not cover the full expenses, students willing to contribute to the costs of the summer or winter school

**Table 3 – Key selection criteria for participation at the iFEMPOWER summer and winter schools**

## 4. Outline of the training methodology of the summer and winter school for female empowerment in entrepreneurship

The international intensive study programs will complement the academic training held during the academic year at the home universities. They will focus on practical skills on how to launch an enterprise, how to sell an idea, and attract investors.

Through the workshops with stakeholders and intensive knowledge sharing during the seven days of the summer and winter school the twelve selected female students will get insight into the entrepreneurial mindset and will have the chance to build a strong international network with young women with similar interests and stakeholders with long experience in the field of entrepreneurship.

The presented training methodology focuses on the major tasks that should be accomplished by the summer and winter school.

This outline has been prepared by Sigmund Freud University Vienna with input from the other universities and Project partners involved.

Please be aware, that due to the health crisis in the world the presented material might have to be altered significantly, especially regarding the time structures.

### 4.1. “WoMEEn doing business – ME in doing business”

Why do women establish fewer businesses than men? Why do they procrastinate starting, even if they have a well-defined idea and all the necessary skills to run a successful business? And how can we enable and empower young women already at higher educational institutions not only to learn about entrepreneurship but to utilise their knowledge and skills in the longer run in the real life?

By applying design thinking and self-awareness techniques in the intensive training module for female empowerment in entrepreneurship, by identifying personal and social obstacles, setting obtainable goals, engaging social support, and, in parallel to this, translating project ideas to various audiences and via various digital communication channels we can empower female students to develop their ideas into great business plans, gain skills in networking and pitching, and reach beyond the ivory towers of universities, where their business ideas are usually stuck.



This document aims to provide educators with the content, methods and resources for implementing the training methodology of the course entitled '*WoMEen doing business – ME in doing business*' entrepreneurial activity.

#### **4.1.1. Short description of teaching and learning objectives**

High-quality entrepreneurial project proposals and then established businesses – this is the dream of most lecturers at universities focusing on business and economics. Yet, the lived reality is often quite the opposite: lengthy writing process, postponed deadlines, sloppy chapters, unmotivated students and frustrated faculty members are part of the process. In addition, even if the project proposals seem feasible, the big majority of them will never be transformed into a real business project. This intensive training programme offers solutions for a complex problem many European countries face: the low proportion of women among entrepreneurs. The 7-day-long intensive training programme approaches the complex phenomena from a slightly different perspective than the courses offered at universities. By introducing gender-specific self-awareness, design thinking, and digitalisation into a specific course, it aims at creating a “thinking-out-of-the-box” perspective and together with the courses, the mentoring programme, the support points and the online toolkit at the host universities it aims to enable the participating students to start their enterprises.

Conventional courses on business and business development at higher educational institutions tend to have a top-down approach. They usually focus on introducing basic knowledge on business models, market research, financial analysis etc. and by that, they hope to enable students to start their first real enterprises. They tend to be gender-neutral, and rarely consider the aspects of the psyche. The novelty of the iFEMPOWER project is that besides the above-mentioned crucial skills and knowledge offered in the framework of complex modules at local universities, the summer and winter school, as a complementary module to the academic context, utilises a bottom-up perspective when opening the space for introspection. In this space, where the faculty is the facilitator, but students lead the discussion, participants are free to explore underlying emotions and assumptions, which might act as barriers in the process of establishing their enterprises.

Selected design thinking techniques, such as writing love or a break-up letters to their business projects in the making, students create transference and discover self in the crucial, business-preparational process. Besides, the preparation of a personal navigation plan, translation of their progress and results to various audiences and contexts, presentation of „out-of-the-box” narratives in the classroom sets the scene for in-depth conversations about foundations, necessary skills and standards of today and tomorrow.

#### 4.1.2. Long description of teaching and learning objectives

Writing a complex business plan for the first time is a highly challenging experience for most university students. Cash-flow analysis, market research related to their own (often not yet well-defined) ideas differ significantly from any short class assignment, which students had to deliver earlier in several ways: they have to come up with a feasible business idea, collect and analyse data related to various aspects of the business idea, do market research and formulate a catchy, yet structured narrative (pitch), which has many formal and content-related requirements. Besides we also have to acknowledge that establishing a business right after graduation occurs at a highly stressful, transitional life-phase, when students are finalising a long education-focused period in their life, that started in their early childhood, and are about to start a new one, which awaits them with a whole set of new challenges. Among others, they might be overwhelmed by having to move out of student homes, having to apply for jobs and attend job interviews, having to start paying back student loans, just to mention a few. All these circumstances might play a role in their (lack of) motivation for establishing their own business, but also in staying in a vicious circle of procrastination and continuous failure of making self-set deadlines. Business plans prepared for university courses, when submitted and presented in class, are rarely transformed into real business projects, and only in exceptional cases are utilised in the longer run.

By taking into consideration the challenges of social structures, gender roles, (as highlighted in O1), and the new digitalised era, this course was designed to approach the university students' entrepreneurial ideas and their business project drafts from a holistic perspective. The intensive training modules will view the preparation for entrepreneurship not only as a set of conventional academic requirements, but as an adaptable process, in which students are enabled to recognise, understand and evaluate all underlying processes, evaluate their (lack of) available resources (such as time, network, infrastructure), and in parallel to this, to broaden the scope of what their projects could be in the long run at the time of rapid social transitions and technological acceleration.

To confront these challenges, design thinking with the combination of self-awareness can offer such significant new pathways, which can shape students' experiences of business project development and sustainability of the projects. Besides, design thinking creates space for exploration and transformation, approaches final theses as an adaptable process, and invites all stakeholders to shape the process of learning, creation, and dissemination.

By the implementation of selected design-thinking exercises the students taking part in the summer and winter schools are encouraged to (1) challenge the perspective they previously held on business development, and (2) to shape the process of drafting

a business project around the life phase they are currently in, and (3) through out-of-the-box classroom presentations pave the road towards sustainability of their projects and framing their professional presence in the online and offline sphere.

More specifically, during the seven days of the intensive summer and winter training programs, the attending students from partner higher educational institutions will be introduced to entrepreneurial mindset and business skills via small group discussions, teamwork, workshops, simulation exercises, individual coaching, inputs from expert, daily reflections, peer learning, and feedback.

#### 4.1.3. Structure and content of the summer and winter school

As highlighted in the above chapters, the intensive training programme will cover seven main topics related to the *self* in female entrepreneurship, while paying significant attention to the *perception and narration of the self* within gender-related issues in order to better address challenges faced by women doing business locally and in various countries of Europe.

Each of the seven days will start with an ice-breaking activity. Each of the seven days will be given a particular theme, ranging from aspects of self-awareness, cross-cultural understanding of business, gender-specific aspects of entrepreneurship, networking, and pitching.

The method of gamification is proposed to be implemented, whereby the learning material is broken up into small (thematic) units, the pace and trajectory are tailor-fit to the specific contexts, and circumstances of each student and reward is built-in for every small victory. The learning pathway will be defined at the beginning of the study program by each student, using a longitudinal approach.

The study program will end with a forum where students will be asked to visualize their entrepreneurial idea in a pitch and then to discuss potential developments with investors/business angels in the form of matchmaking.

#### 4.1.4. Short overview of the thematic days of the summer and winter school

Below, you will find a short overview of the seven thematic days of the iFEMPOWER summer and winter intensive training sessions.

- Day 0 - arrival
- Day 1 - **WHO**: Welcome session, focus on self-awareness: who am I, what are my roles, what is my position, where do I want to get, what do I want my business to look like in 5 years – start with the end

- Day 2 – **WHERE**: Contextualisation: focus on family, social networks, culture and society they live in. Special attention will be given to the challenges of the climate change – sustainability, non-growth, local instead of global, etc.
- Day 3 – **HOW and WHY**: Look out of the box: Innovation in business projects
- Day 4 – **BY WHICH MEANS**: Communication of growth and failure will be under the radar, Narrative formulation, Digital technologies and communications channels will be discussed
- Day 5 – **BUT HOW?** - TALKING ABOUT ME: formulation of the self-narrative will be the focus of the day.
- Day 6 – **WITH WHOM?** - CONNECTING TO OTHERS: Networking skills and best practices will be discussed
- Day 7 – **IT ALL STARTS and ENDS WITH ME**: Sustainability - Gender specific self-awareness: how not to burn out and learn to delegate, wrap-up, lessons learnt
- Day 8 - Departure

#### 4.1.5. Detailed overview of the thematic days of the summer and winter school

As the previous chapter in short, and the detailed table below indicated, each day of the summer and winter school will be given a specific theme.

Each thematic day will start with a skills training session. These morning sessions will incorporate short keynotes by experts, guidelines based on best practices as well as groups discussions.

The afternoons will be devoted to skills developments and team work. Students will be given more time to reflect on the topic of the day from various perspectives.

The lunch breaks will have specific purpose within the summer and winter school as well. Students during thematic lunches will have the chance of meeting media representatives, local entrepreneurs, local university students, and local and international experts.

Evenings will also serve a special purpose: every second evening students will take part in organised events and will have the chance of meeting various interest groups. For example, an evening with the local “momprenneur” (mother-entrepreneur) community is envisioned. Besides, film screenings (e.g. “Hidden Figures” or other movie on gender and excellence), concerts, or other cultural events could be organised in cooperation with the local hosts.

Given that the participants of the summer and winter school will travel long distances and might be in the region of the intensive training programme for the first time, local organisers are highly encouraged to arrange cultural programmes, excursions for the students. Afternoon sessions could easily be arranged at external settings.

	<b>MORNING – Skills training</b>	<b>Lunch</b>	<b>AFTERNOON – Skills development</b>	<b>Evening</b>
Day 1 - WHO	Ice-breaking, Self-awareness activities	Students team	Goal setting, team development	Welcome cocktail party
Day 2 - WHERE	Contextualisation – art in the classroom	Media representatives	Team work, evaluation	Free time activity
Day 3 - WHY	Out of the box-external location	Local entrepreneurs	Team work, evaluation	Pub-crawl with local university students
Day 4 – HOW	Growth mindset and communication campaigns	Local university students	Team work, evaluation	Free time activity

Day 5 – TO WHOM	Pitching know how	Local and international experts	Team work, evaluation	Networking event with local mompreneurs
Day 6 – WITH WHOM	Networking know how	ifempower team, local and international experts	Multiplier event – real- life networking and pitching	Free time activity
Day 7 - WHO	Evaluation and self- awareness	Media representatives	Excursion	Farewell party

For a more detailed overview of the days please consult Annex 1 and 2.

#### 4.1.6. Selected exercises

A specific exercise is applied at the beginning of each session to set the scene for fruitful discussion. The exercises always take place *before* the short lecture on specific aspects of self in entrepreneurship, which is then followed by group activities and the innovative student project presentations.

*Identifying the features of the personal and professional landscape:* The session is initiated by a metaphoric exercise when students are encouraged to locate themselves on their own map: to recognise their position at the faculty, as well as in social and professional networks. They also map their resources, describe the landscape, state their time goals and investigate possible barriers (just like in real-life navigation when driving from place A to B, where the network of neighbouring streets is visualised, construction on the road is noted, the possibility of fast, comfortable and optimal journey is offered etc.).

*Engaging with personal goals:* When setting the destination, students have to address their entrepreneurial journey by writing a special letter to it. The letter can be a love letter, a break-up letter, but it can also state the difficulties and suggest a temporary break up („it has been a difficult relationship, let us give each other time to think”). By addressing their business-in-the-making in this particular way, they reflect on their relationship, tend to name emotions, fears, frustrations, and towards the end of the text, they also declare their personal resolution. *Transference*, that is well-known in psychoanalytical theory, is created, and once realised through a writing exercise, it can be discussed in the classroom and can enhance the early experiences of running/setting up a business. Once the students become conscious of what they

have explicitly been afraid of, what scared them away of e.g. doing market research or cash-flow analysis, they can eliminate feelings of self-blame, guilt, shame, and start acting upon it more effectively.

Understanding the learning process: Another helpful, creative writing exercise from the toolkit of the design-thinking methodology applicable to understanding one's learning process is the animal/car description exercise. Students are asked to describe their entrepreneurial experiences as if it was either an animal or a car, whereby they also elaborate on its physical features, speed, voice, natural habitat, behaviour in different part of the day or the year, etc. By completing this exercise both the students and the faculty get much more in-depth information about the phenomenon the students face, and instead of blaming laziness or mere procrastination, they can act together to let the „family car, which has to serve all purposes“ arrive at its destination or help „the lazy cat, which ate all the books he found in the library and is now watching others passing by.“

Acknowledging the barriers and moving on: „How might we...“: While learning about entrepreneurship, students can be discouraged or stopped by many factors. Faculty members and business advisors due to limited consultation time are often unaware of the hindrances, and by putting more pressure on students, they run the risk of being counterproductive. The sailing boat exercise in the classroom translates the research and writing process into a symbolic journey, a team work, whereby the small groups work on mapping the winds, the seabed, the position of the anchor and then together by answering the „How might we...“ question they try to find a solution.

Evaluation of the entrepreneurial journey: Given that the intensive training aims to empower female students to proceed with their entrepreneurial ideas and establish their own business, the session is concluded with the evaluation of their own learning process. The „Rose-bud-thorn exercise“ is applied, whereby the rose stands for everything that worked well in their entrepreneurial process so far, the thorn represents their negative experiences and failures, and the bud equals for the opportunities they still want to develop into something concrete. By visualising their experiences and reflecting on the work that was planned together in the beginning of the intensive training, students can better understand the consequences of their (in)action.

Out of the box entrepreneurial project presentations:

Besides the application of selected design thinking exercises, the student project presentations, taking place during the training, also represent an „out of the box” perspective. Students are encouraged, from the beginning, to learn to translate their work to different interest groups and audiences, and to present parts of their entrepreneurial project ideas in the sessions accordingly. They can choose between three major types of business project presentations. They might either opt for:

- 1) a knowledgeable audience and summarise the state-of-the-art of their entrepreneurial idea in highly technical terms according to the formal requirements of the field they are working in, or
- 2) apply their findings to a specific group/setting, e.g. a target group in a highly specific sub-culture. For example, if their project idea is about group-psychotherapy of transgenerational trauma in a post-war region, they might present their findings to a group of policy makers in the field of education and health-care in a post-war country. Their vocabulary, style, the visuals used etc. will then be adjusted to and be coherent with the educational level, interest, and purpose of the selected context and audience.
- 3) Besides these two approaches, students participating in this training might decide for online communication and take a popular, digital route: their short project presentation then should be in the form of a vlog, a podcast, a series of infographics, etc., but always taking about aiming for the highest possible quality standards.

Given that these short presentations are an integral part of the training and students are given freedom both regarding their content and approach, they tend to maintain high motivation to experiment with various communication tools and continue their research. They learn new skills in the process, such as video editing, and reach out to a much wider audience than they would by „simply” presenting a standard presentation they are used to at their home universities. Moreover, the material presented online, can, on a longer run, also become the basis of their professional presence online, and might enable them to build up a professional network on their own.

#### **4.1.7. Self-awareness in the training sessions**

Past research has highlighted that regardless of cultural or socioeconomic background women respond to the opportunity to take a leadership position with much greater ambivalences than men. In addition, the proportion of women among business owners all over the globe is still significantly lower than that of men. The reasons are manifold, but when taking the perspective of psychology and psychotherapy one might emphasise a specific factor, namely that women



and men tend to have different identity development, which is reflected in a different attitude and approach towards power and influence.

While masculinity is socially associated with assertiveness and the pursuit of power and dominance, femininity is associated with motherhood, caring, and the world of relationships and a balancing approach. As a result of this attribution, when women assume leadership positions, they quickly become involved in an *internal conflict* with their gender role. They tend to think that they must be "female" and "male" at the same time.

Psychoanalytic self-awareness group exercises within the iFEMPOWER intensive training sessions could, where possible, serve to liberate women from their potentially *unconscious inhibitions* so that they experience responsibility and leadership as less ambiguous and threatening, and positively evaluate and influence the culture of leadership in their organization over the long term.

The group analyse would be a form of self-exploration, which allows in the group setting to reflect on the own life story and on the internalized social images and norms with the different experiences, attitudes and conflicts.

In dealing with herself and the group, the psychoanalytical method of free association is used to explore one's own emotional worlds, fantasies, conflicts and relational patterns on their unconscious and social dimensions in order to enable self-determined thinking and acting.

Questions that could arise in the context of self-experience, would be the following:

- *What do I associate with a leadership position?*
- *How do I deal with phenomena of envy and competition?*
- *What causes the idea of profit thinking and certain thematic complexes associated with "capitalistic ideas"?*
- *Is a leadership position with the associated decision-relevant needs to be considered critically?*
- *How does a potential leadership position influence any family-related decisions and thoughts?*

These and many other questions could be raised in the context of the question posed and raise certain questions and reflections into space on the basis of a "classical" role of femininity assigned to this as a society of female identity.

This can be seen as a brief thought experiment on the topic under discussion and may give you some incentives for the subject matter to further formulate and follow up the relevant topic.

#### 4.1.8. Digitalisation in the training sessions

As described in previous chapters, the iFEMPOWER intensive training programme aims at empowering selected women at higher educational institutions to start their enterprises. In order to reach a much wider audience than the selected three students from four universities, the participating students will be encouraged to share their experiences online with their peer-groups. Among others, they could utilise:

- *Social media* channels to online stream, share stories, write key messages or incorporate the other students at their home universities to raise questions or join in the discussion
- Prepare short videos and upload them to the *YouTube channel* of the project
- Prepare short interviews, record lessons learnt and share them as *podcasts*
- Write summaries, reflect on experiences, etc. on their *blog*
- Reach out to online and traditional media outlets in their home countries and report about their experiences at the summer or winter school

With these activities students not only benefit their peers, who could not participate at the summer and winter schools, but they also learn to translate their ideas and experiences into a narrative that is easily understood by their target audience, build an online audience in their home country and internationally, and might pave the road to their professional presence online.

#### 4.1.9. Additional benefits of the intensive training programme

Exercises, which are implemented in the training sessions, have a long-term effect. The information that the students gain via introspection can be applied outside the classroom, e.g., when they are faced with the overwhelming dataset or a complex problem in their business projects. Besides, the activities are easy to perform outside the classroom at a later time-point as well, as they do not require special technology or equipment. Both the design thinking and self-awareness exercises could be applied over and over again and could be useful resources over a long period of time.

Moreover, the skills the students learn by translating their entrepreneurial project ideas in the making to various audiences and utilising different channels seem to maintain their motivation

level high during the intensive training week, and if applied on a long run, it can also serve as a basis of their professional presence in the online and offline sphere.

#### **4.1.10. Transferability and sustainability of the intensive training methodology**

The concept is easily transferable to other teaching/training situations and contexts. The proposed modules can be applied in a digital classroom as well, and are easy to use in shorter-term intensive study programs (e.g., weekend-courses, one-day-long programmes, etc.).

Besides, the texts and visuals formulated by students (if consent is given) could serve as interesting material for further analysis and could serve as the foundation of a longitudinal research project to understand the lived experiences (motivations, fears, expectations etc.) of female university students considering entrepreneurship for their future.

#### **4.1.11. Additional advantages of the training methodology (time, costs, etc.)**

To major advantages of the concept belong its easy utilisation. The selected design-thinking exercises do not need extra equipment, just paper, and pen. They are easy to learn and apply – academic staff members from any discipline could learn the method in a day and could utilise them in their courses. The out-of-the-box presentations do not require special equipment either: students can record sound files and videos with their mobile phones. Free editing software could be utilised, and there is a great variety of online channels where the material could be uploaded and shared widely.

Digital application of the entire training methodology concept is also possible.

#### **4.1.12. Dissemination plan**

Given its unique content and methods, the international summer and winter school of the iFEMPOWER project might have a broad audience at the participating universities, as well as outside academia. The following table summarises the main audience, the means of reaching them and the main messages that could be communicated to them. Dissemination will be performed in collaboration with the selected students from higher educational institutions and with the assistance of the specialised team within the iFEMPOWER partnership. Besides, the host institutions could serve as a bridge between the project and the local stakeholders (experts, media, influencers, local entrepreneurs and their supporting organisations, etc.).

Who should be reached?	How do we reach them?	Comments (e.g. main messages?)
Faculty of partner universities	Website, Newsletter, social media, videos	Exchange experience regarding teaching, selection procedure, etc.
Students participating at the learning module	Website, newsletter, social media, videos	Invitation to participate, exchange experience, build network, etc.
Selected students participating at the summer and winter schools	Website, newsletter, social media, videos, closed Facebook group, WhatsApp group, separate email list	Invitation to participate, build network, pitch their ideas, etc.



# **Conclusions and recommendations**

## 5. Conclusions and Recommendations

The intensive summer and winter training programmes play a very important role among the activities of the iFEMPOWER project. It was designed by Sigmund Freud University Vienna after a thorough discussion with the international partnership consisting of experts from seven European countries.

The main purpose of organising the summer and winter school is the empowerment of women at higher educational institutions and to provide them with knowledge base, skills set and a broad international network of fellow students, academics, business support agencies, NGOs, communication experts, representatives of the media, policy makers, business angels, etc.

The summer and winter schools will serve as a complementary module to the official curriculum, the mentoring programme and the entrepreneurial support points at the local universities. It will focus on such aspects of entrepreneurship, which would not fit into the curriculum of the university courses. Besides, it will rely on digitalisation strategies in order to empower selected participants with sufficient digital skills and to allow others to get an insight into the training material of the summer and winter school.

During the seven intensive days students coming from four universities will be offered keynote sessions on gender and self-awareness aspects of entrepreneurship, in addition, every afternoon space will be open for practice and implementation of the studies knowledge and skills.

Finally, it has to be noted that the summer and winter schools of the iFEMPOWER project will be closely monitored and evaluated, and all the lessons learnt during the process will be incorporated in the final training methodology.



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Ameera Shah: Entrepreneurship: A journey in self-discovery:

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Amy Wilkinson: The secret of thinking like an entrepreneur:

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# **Annexes**

## 7. Annexes

### 7.1. Annex I – Time plan

Overview of the daily schedule:

	<b>Time</b>	<b>Activity</b>
<b>MORNING</b>		
	9:00 – 9:30	Arrival
	9:30 – 10:00	Ice breaking and goal-setting for the day
	10:00 – 10:45	Key-note of the day
	10:45 – 11:30	Discussion related to the key-note
	11:30 – 11:45	Coffee break
	11:45 – 13:00	Small-group exercises related to the theme of the day
	13:00 – 14:45	Thematic lunch break with various groups
<b>AFTERNOON</b>		
	14:45 – 15:00	Arrival
	15:00 – 15:15	Evaluation of the morning session and goal-setting for the afternoon
	15:15 – 16:30	Small group exercises on entrepreneurial projects
	16:30 – 16:45	Short break
	16:45 – 17:45	Short presentations of the day
	17:45 – 18:00	Evaluation of the day
<b>EVENING</b>		
	19:00 – 21:00	Thematic evening session

## 7.1. Annex 2 – Detailed overview of the thematic days

### Day 1 – Morning session

- **Theme of the day: WHO**
- Suggested ice-breaking exercise: Alphabetical line-up
- Design thinking toolkit:
  - Sailing boat exercise
  - Write that letter (love, it is complicated, break up) to entrepreneurial idea, followed by a discussion on the topics:
    - Description of the entrepreneurial ideas
    - Evaluation of influencing factors
    - Finding oneself in the letter
    - Contextualising the project
- Lunch – Getting to know each other

### Day 1 – Afternoon session

- Evaluation of the morning session and a short ice-breaking exercise
- Formation of new groups (3-4)
- Discussing existing business ideas and continue working on them. Alternatively:
  - either selecting a project idea for the newly established group, that is
    - Women-focused
    - Sustainable
    - Has a social impact
    - Might make use of artificial intelligence, virtual reality, augmented reality, etc.
  - OR: Developing a business, marketing etc. model for the future iFEMPOWER summer schools
- Each working group selects itself a name, and decides on division of various tasks: e.g. The people responsible for communication in each group could online stream, Instagram stories, tweet of the current event, the CFO's could always reflect on the financial feasibility of the project(s) in the group, etc.
- Evaluation

- Discussion based on the *organisational psychological model of team functioning* by Bruce Tuckman (1965):
  - Forming
  - Storming
  - Norming
  - Performing
  - Adjourning/mourning
- Evaluation of the day and farewell
- EVENING: Welcome cocktail party

### Day 2 – Morning session

- **Theme of the day: WHERE**
- Welcome session and goal setting for the day
- Ice-breaking exercise - Locate oneself on the map (design thinking toolkit)
- Key note on Contextualisation –
  - Minding the climate change – sustainability, non-growth, local instead of global due to various travelling restrictions, culture specific and audience specific features
- Discussion based on the key note with the help of Art in the classroom
  - Creation of visuals for planning and communication purposes
- LUNCH with the representatives of media and influencers

### Day 2 – Afternoon session

- Evaluation of the morning session and a short ice-breaking exercise
- Team work based on the themes discussed in the morning, application of the material on own projects
- Short presentation of the group and individual work and feedback by CFO's, CPO's etc.
- Evaluation of the day and farewell
- *Alternative: Mini excursion could be organised after the lunchbreak and the afternoon session could be arranged outside the walls of the university*

### Day 3 – Morning session at an external location

- **Theme of the day: HOW and WHY – Day of innovation**
- External location to promote out of the box thinking
- Welcome session and goal setting for the day
- Ice-breaking exercise
- Keynote on *Why to start with the Why* (see Simon Sinek)
- Creativity-inducing exercises
- LUNCH – with local entrepreneurs

### Day 3 – Afternoon session

- External location to promote out of the box thinking
- Evaluation of the morning session and a short ice-breaking exercise
- Team work based on the themes discussed in the morning, application of the material on own projects
- Short presentation of the group and individual work and feedback by CFO's, CPO's etc.
- Evaluation of the day and farewell
- Free time/Evening pub crawl

### Day 4 – Morning session

- **Theme of the day: BY WHICH MEANS** - Day focusing on growth mindset and communication campaigns
- Welcome session and goal setting for the day
- Ice-breaking exercise
- Keynote on the *Growth Mindset* by Carol Dweck
- Overview and discussion of selected best practices of the application of the growth mindset
  - E.g. Anna Freud National Centre for Children and Families – Heads together campaign, Social challenges
- Lunch with local university students

### Day 4 – Afternoon session

- Evaluation of the morning session and a short ice-breaking exercise

- Team work based on the themes discussed in the morning, application of the material on own projects
- Short presentation of the group and individual work and feedback by CFO's, CPO's etc.
- Evaluation of the day and farewell
- Free time/Cultural programme

#### Day 5 – Morning session

- **Theme of the day: BUT HOW? - TALKING ABOUT ME**
- Welcome session and goal setting for the day
- Ice-breaking exercise
- Keynote on *Finding our own voice (based on M.Obama's Guided journal on discovering your own voice)*
- Discussion based on the key note, its cultural applicability, gender-specific aspects etc.
- Overview of a few best practices:
  - TED talks, videos and podcasts (e.g. Nathan Gold – Pitch Elevator, HBR ideacast, HBR - Women at Work, Tilted – A lean in podcast, ...)
  - Bodily movement, self-awareness (TedX)

LUNCH with experts

#### Day 5 – Afternoon session

- Evaluation of the morning session and a short ice-breaking exercise
- Team work based on the themes discussed in the morning, application of the material on own projects
- Short presentation of the group and individual work and feedback by CFO's, CPO's etc.
- Evaluation of the day and farewell
- Free time/Cultural programme

#### Day 6 – Morning session

- **Theme of the day: WITH WHOM? - Day about social support and networking**
- Welcome session and goal setting for the day
- Ice-breaking exercise



- *Keynote on the findings of the iFEMPOWER research (O1)* on the effect of spouses, family, mentors and broader context on the success or failure of the enterprise with special attention to gendered division of labour
- Discussion based on the key note, its cultural applicability, gender-specific aspects etc.
- Evidence-based examples and discussion on the effect of networks based on The Formula by Barabási-Albert László
- LUNCH with the iFEMPOWER team

#### **Day 6 – Afternoon session**

- Multiplier event – real-life networking and presentation of students’ entrepreneurial projects (individual or team)
- Round-table discussions, world-cafe,
- Evening: wine-down event with the participants of the multiplier event

#### **Day 7 – Morning session**

- **Theme of the day: IT ALL STARTS and ENDS WITH ME:**
- Welcome session and goal setting for the day
- Ice-breaking exercise
- *Keynote on the Sustainability - Gender specific self-awareness: how not to burn out and learn to delegate*
- Wrap-up, lessons learnt
- Preparation of evaluation videos
- LUNCH with the media about final results

#### **Day 7 – Afternoon session**

- Excursion
- Evening: Farewell party/Departure

\*The programme of the week serves as a guideline. It can be altered according to the needs of the students, the local host and the partnership.



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