



MUPYME

Employment and Women
on the 21st Century in
Europe



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Pedagogical didactic guide for the MUPYME Training Plan implementation



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MUPYME Project

Employment and Women on the 21st century in Europe: From Household economy to SME economy (Small and Medium enterprises)

PEDAGOGICAL DIDACTIC GUIDE FOR THE MUPYME TRAINING PLAN IMPLEMENTATION

Intellectual Output 04. - Methodological guide about optimization and adaptation the training business skill to the selected target group

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SUMMARY

The MUPYME Intellectual Output 04 is basically a Teaching Guide to advance in our purpose to transform the findings of our study into a training programme. We have made some highly valuable findings regarding training: now it is the time to adapt those findings to make them susceptible to be transferred. MUPYME has taught us that housework is a rich environment that goes beyond carrying out plain housework-related tasks. These experiences have a professional value regarding management professional qualification in a SME context.

However, the performance of such work within the household requires a technification process in order to make the shift to the output environment in SMEs. This is our Training Plan designed for the shift from Household economy to SME economy's aim, which is the core of our proposal. Obviously, the Plan is the item that conducts our activities in MUPYME and, especially, this Methodological Guide for its implementation that is the **Teaching Guide** for the development and enforcement of the Training Plan.

The materials, supporting training resources, teaching suggestions and strategies, didactic support, forms and all the aspects related to the implementation and enforcement of the Teaching Plan are comprised in this report. Therefore, our specific goal is to make all the materials required to start the training and qualification process for the shift from household economy to SME economy available for those interested in providing such training.



We highly recommend any adult education institution interested in starting up programmes following our approach to check our website (www.mupymeproject.org) and explore it thoroughly. There, you may find all the information required to understand the project as a whole and see how and why you may structure a training programme such as the one we propose. However, we are aware of the fact that time is quite restricted in some cases, and those interested in implementing a teaching programme sometimes need to adjust to administrative aspects and figure out what is convenient. Therefore, we are setting up a synthesis of the Project, so they can get familiar with it. If they want to take the challenge, we insist on the importance of checking our website to get a detailed and much more clarifying view



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of the contents of this report. That way they will be able to make the right decision regarding what training strategy approach they want to take. Down below, you may find the route map we have followed to develop MUPYME.

1. MUPYME Route Map

In the last section of this document, the teaching guide, the general issue regarding how to implement training courses in line with our proposal is introduced. We include here some suggestions to implement general training actions in a way that they are still related to this proposal developed by the experts in MUPYME.

However, we are aware of the fact that, before reaching that point, any institution would need to consider what decisions to make previously. So, before starting any specific training action, those making the decision must be sure their expectations are in line with our proposal. We believe it is a basic requirement to know the main principles of training proposal before selecting it – in this case, MUPYME's proposal. Therefore, as a brief summary, we include here a set of activities that support our training plan as well as some key aspects required to examine the documents comprising all the information regarding the purpose and achievements made in each stage of the project. We present it as a route map of a sort: a guideline to get through all the materials comprised in this project, which is the result of the work made by more than 20 technicians (researchers and trainers) and the collaboration of dozens of women who have shared their experiences with us both as housewives and business managers.



It is important to bear in mind that the ultimate purpose of this action is developing a representative number of training modules for women who are experts in household economy, whose skills shall be transferred to SME economy. Each partner has developed at least one training module regarding management, logistics,



human resources, etc. But we have done it following the usual approach in labour economics:

- 1.** Identifying the Initial Qualification (work within the household).
- 2.** Identifying the Target Qualification (work in a SME context).
- 3.** Identifying Distinctive Aspects (among both qualification levels).
- 4.** Developing a Training Plan adapted to the specific needs for such context.



To achieve this goal (4) –that is, developing a training plan suitable to address housewives' needs to make the shift to SME economy– we have carried out the following activities.

1.- Identifying the Initial Qualification.

We have done this by means of a thorough study on housework, implementing Job Analysis methods in a household context: development of work science in the household.



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Each MUPYME partner has analysed the circumstances of 5 women: 39 analyses in total.

Findings: O1 - 1. Comprehensive study applying etnomethodologic patterns and work science to an unbiased group of housewives

2.- Identifying the Target Qualification.

Analysis of work in a SME context from the point of view of women that have experience in SME management.

We have carried out case studies with 5 businesswomen per country. Total: 35 case studies.

Findings: O3 - Study and analysis on the professional skills found in Businesswomen that could be transferred to Housewives

3.- Distinguishing Flaws in Qualification and Training Requirements.

Our team has carried out this process gathering experiences from both contexts: household economy and our own experience as adult education professionals –in this case, targeting women.

MUPYME partners have organized workshops with businesswomen and housewives, where businesswomen could share their experiences with housewives and these could contrast their own experiences, express their doubts and talk about their feelings regarding the development and performance of activities in both contexts.

4.- Curriculum Design for the Training Plan.

This stage consists on identifying the training requirements and the specific approach to the Training Plan in order to overcome those gaps.

Findings: Activities 3 and 4 need to be developed simultaneously, since they are both related.
The results are the following Intellectual Outputs:

- O2 - Development of the Full Frame Curriculum Regarding the Target Group of Housewives. Work science in the Household.



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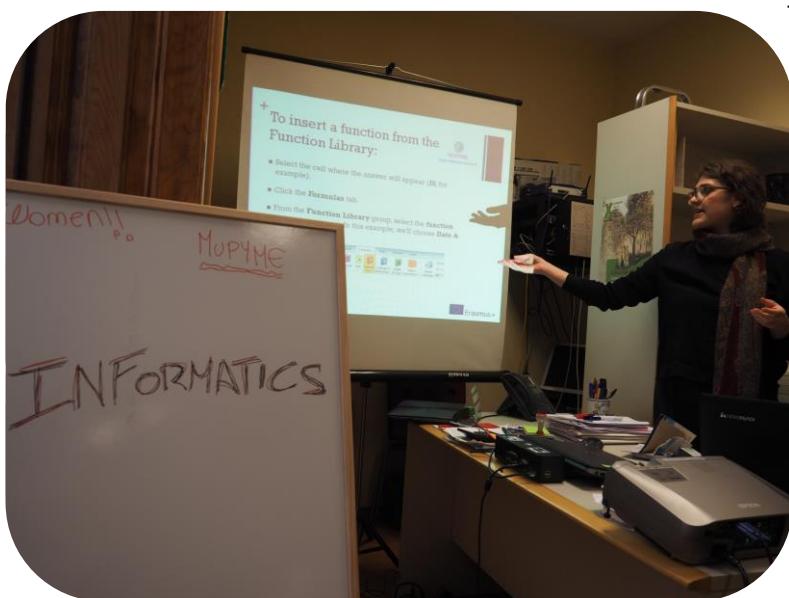
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- O4 - Methodological guide about optimization and adaptation the training business skill to the selected target group.

5. Drawing and editing teaching materials.

In this stage, we made the main decisions regarding the drawing and editing of teaching materials. Moreover, each partner is responsible for the development of at least one module within the Training Plan.

Findings: O5 – Open teaching materials for the Training Process.



The last Intellectual Output is: **O6 – Study and Analysis: Employment and Women on the 21st century in Europe: From Household economy to SME economy**, which will comprise all the research carried out in MUPYME.

Each stage requires its own methodological activities. In FEUP, we have performed our coordination tasks by proposing guidelines and models to develop each stage.

We have created a great amount of documents. Such is the amount of materials, that we have considered appropriate to codify them in order to avoid missing some parts or repeating them. The codification option chosen is the following:

- Document Codification:

In order to ensure the coherence and tracking of the documents related to the Project, we have developed a format reference and codification for them.

Regarding the code, we suggests the following system:

DATE(YearMonthDay)_MU_XX(Document Acronym)_XXX(Partner Acronym)_version



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2. Approach, Mission, Strategy

In successful organization strategies, identifying the base for the proposal is a must. Making the approach clear, describing the mission and drafting the strategy are the first steps towards success. Since we strive for success, in this point, we begin the description of the Teaching Guide to promote the shift from household economy to SME economy.

1. Approach

The MUPYME partners share the same approach. The core element of business economy is the decision-making process. It is its stem cell, it grows from it: there is no progress without it, there is no life. As a skill, decision-making is a restricted ability that is only available for those with a long experience in it. Therefore, it is a rather flawed aspect in the management qualification required for SME management or business entrepreneurship.

However, we have taken a slightly different approach to the usual for economy phenomena observers and, among them, those related to training aimed to the acquisition of the necessary skills to achieve success in SME economy.

According to our approach, the number of people experienced in the complex process of decision-making is higher than what is usually established. To our minds, there is a large group of people that are qualified for this core task in business and entrepreneurship. Said group are housewives, who are left out when it comes to the processes involved in business economy, sadly.

By means of household economy, housewives have acquired a vital skill for other economic contexts. However, this fact is so often overlooked that they themselves are not even aware of their valuable professional potential.



2. Mission

Our mission in MUPYME has several purposes.

First of all, we want to generate social awareness. Management qualification is scarce and we need to promote a network of new enterprises that could be able to create social wealth and individual independence. The most difficult aspect is how to recreate the risk scenario for decision-making. In this context, it is our mission to make people aware of the fact that we have these management resources; we just need to retrieve it from domestic life.

Our second mission is to develop examination mechanisms for the skills acquired at home that could be implemented in SME economy.

Our third mission is to promote the awareness process as much as possible among housewives who do not realize their potential as clearly as we do.



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The fourth one is developing all it takes to provide training plans adapted to the different needs of housewives in several territories, with different cultural contexts and circumstances.

The fifth one leads us to propose at least an experimental Pilot Scheme as a guide for all training proposals for housewives that would follow our training option.

Lastly, our sixth mission is to spread our input, suggestions and findings among as many organizations related to adult education as possible. This way, we believe we can reach the core of our mission: release housewives from household economy isolation and help them –and help us– to join in in economy outside the home.

3. Strategy

Our strategy focuses on developing a training Pilot Scheme that could be implemented by as many training organizations as possible and, therefore, by all the women linked to those organizations.

Since this sort of training would be available in different cultural contexts, training networks and different means, our strategy implies:

- 1.** Making all the analytic resources available for any organization wishing to implement our research in their own contexts. Therefore, it is part of our strategy to make MUPYME research resources, analysis and thesis methods available for them.
- 2.** Developing a demo space to show the training model that, we believe, is the most suitable considering our objectives.
- 3.** Establishing the base to start planning training targeted to women in order to make their household skills more technical with no need to implement a training plan by default.

With our strategy, we intend to uncover some hidden truths, as well as to encourage other parties to join our approach regarding household economy, and, above all, to provide a training guide for the shift from one economic context to the other. However, we do not want to be too



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steering, since we consider each organization should have the freedom to approach its own

proposal considering its own means
and training context.



Because of these reasons, we focus
on core elements, on common
spaces, in order to design and
implement the Training Plan – we
will go over it shortly-, bearing in
mind that it should be flexible and
have an appropriate structure so as
to leave room for modification if
necessary.

Within the framework of the new language implemented by information and communication technology, we are setting a Plan and a guide for its implementation as an Open Educational Resource that is liable to be modified to address the need of any training organization interested in our proposal.

4. Training Plan: from Household Management to SME Management.

As we have already established in other reports, the initial structure for the Training Plan has been developed by all the partners in MUPYME. The working dynamics have been founded on internal discussion regarding the general structure of the plan. However, each partner has developed a knowledge area and its modules. Following this trend, they are also committed to the development of instructions to teach each area, which implies structuring said area, including criteria for its implementation, developing material and supporting resources.



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Knowledge area: Accounting.

This area has been developed by the MUPYME partner in Macedonia. For details, [see the original document](#).



1. Accounting general concepts

- 1.1 DU1: The Role and Functions of Accounting
- 1.2 DU2: Financial Statements and Cash Flows
- 1.3 DU3: Basic Accounting Models

2. Accounting within the household

- 2.1 DU1: Keeping track of financial data in the household
- 2.2 DU2: Balance of profit and loss in the household
- 2.3 DU3: Taking care of the taxes
- 2.4 DU4: Financial planning and control

3. Household accounting and SME accounting

- 3.1 DU1: Business Organization and Taxes
- 3.2 DU2: Managing Accounting Systems
- 3.3 DU3: Using Accounting Software
- 3.4 DU4: Investment and Financing Strategies



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Knowledge area: Enterprise organization and human resources

This area has been developed by the MUPYME partner in Portugal. For details, [see the original document](#).

1. What is the organization chart of an Enterprise?

1.1 DU1: Organization Charts

1.2 DU2: Enterprise Structure & Organization

2. The tasks organisation in the household and in the Enterprise

2.1 DU1: Management of tasks in an Enterprise

2.2 DU2: Organization activities

2.3 DU3: Organization techniques & plans

2.4 DU4: Time Management



3. How to allocate human resources to the different tasks

3.1 DU1: HR Development & Training

3.2 DU2: Leadership & Motivation

3.3 DU3: Conflict Management & Negotiation

Knowledge area: Maintenance and sustainability

This area has been developed by the MUPYME partner in Italy. For details, [see the original document](#).



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1. General Concepts of Maintenance and sustainability

1.1 DU1: Sustainability, Maintenance and Wellness definitions, examples and use.

1.2 DU2: Home's maintenance.

2. How to extend the home and its contents' life

2.1 DU1: Time management

2.2 DU2: Ecological house

2.3 DU3: Household work organisation

2.4 DU4: Relationship managing

3. How to make a Maintenance Plan

3.1 DU1: Practical household management

3.2 DU2: The toolbox to manage the house





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Knowledge area: Safety and quality and risk prevention

This area has been developed by the MUPYME partner in Cyprus. For details, [see the original document](#).

1. The quality and safety in the household

- 1.1 DU1: The quality and safety at the household
- 1.2 DU2: To identify the hazards at home
- 1.3 DU3: To be able to transfer the knowledge –experiences from household to SME environment.

2. General concepts of Safety, quality and risk prevention

- 2.1 DU 1: Concept of quality control, knowledge about ISO and HACCP. Securing high levels of quality products.
- 2.2 DU2: Practical approaches on quality control
- 2.3 DU3: Risk prevention: How to improve the quality and safety in a small enterprise.

3. How to improve the quality and safety in a small Enterprise

- 3.1 DU1: To develop a strategic plan to improve Quality and Risk Prevention both at the household and in SME.



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Knowledge area: Sales and purchases and marketing

This area has been developed by the MUPYME partner in Spain (Lorca PU). For details, [see the original document](#).

1. Marketing general concepts. Distributor's catalogue and satisfying the customers.

1.1 DU1: Commercial function.

1.2 DU2: Marketing Useful Dictionary



2. If you know how to buy, you know how to sell

2.1 DU1: Selling strategies

2.2 DU2: Selling is not about talking, it is about asking.

3. Marketing general concepts. The supplier's catalogue and customer's satisfaction

3.1 DU1: Resistant customers. How to guide and attract

3.2 DU2: Customer loyalty.

4. A Brand is an emotion

4.1 DU1: The 22 essential rules to build a brand

4.2 DU2: Claims and Complains. Building emotion in critical situations

4.3 DU3: Emotional Marketing



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Knowledge area: Strategic Plan Development

This area has been developed by the MUPYME partner in Germany. For details, [see the original document](#).

1. Strategic Planning

- 1.1 DU1: Differences and Similarities between household and business planning.
- 1.2 DU2: Requirements and Benefits of having a plan before launching a business.

2. How to develop a strategic plan

- 2.1 DU1: Goals of activity planning.
- 2.2 DU2: SWOT analysis implemented in business activity.
- 2.3 DU3: Planning for start-ups.

Knowledge area: Informatics

This area has been developed by the MUPYME partner in Greece. For details, [see the original document](#). This is a cross-disciplinary module and might be implemented combined with other modules or as a complementary area for other modules. Because of this reason, we propose a single module consisting of 3 didactic units.

1. Informatics at home and in SME

- 1.1 DU1: Informatics inside the household
- 1.2 DU2: Recreational, social and professional use of Informatics
- 1.3 DU3: Developments and useful applications to the SMEs



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5. Importance of the Teaching Guide

The teaching guide will be set out in a separate document. It is an independent document comprised in the Intellectual Output 04 of the MUPYME project. However, we would like to highlight a few points to introduce the matters that will be set out in the next document before leaving these considerations regarding the curricular structure for the design and implementation of the training plan aimed to the shift from household economy to SME economy.

We would like to insist on the importance of the teaching guide, since it is the item that will reflect the distinctive aspects of MUPYME as a training proposal compared to other traditional approaches.

It shall not be forgotten that our working hypothesis is based on the conviction that housewives have a professional qualification acquired through their performance within the household, and this brings them closer to the professional profile of a SME manager.



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Housewives have a broad knowledge, but they are not aware of how it could be implemented outside the household. The main target of our training plan is to increase awareness in order to bring out the potential manager that can be found in every housewife. This makes the Training Plan contents less relevant than the concept or approach that we will implement and promote within our organizations.

We cannot speak of training as a finished product yet, but of training in process. The important factor is the process. Therefore, it seems highly relevant to conduct our efforts towards the training approach and not so much towards the contents. A large range of educators and sociologists support this idea: learning depends on developing enthusiasm and not so much on insisting on acquisition of a set of specific knowledge. Once it is developed, emotion can last for a very long time and it is a crucial factor for the acquisition of useful knowledge. Specific knowledge that lacks of the emotion factor is bound to be forgotten unless it is used immediately.



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Thus, our teaching guide aims to gather everything that might be useful in order to develop modules and didactic units that breathe life into our training proposals. We could say that, by developing our teaching guide, we are making our approach regarding housewives and their potential in SME real. That is the reason why the guide, the base for the training plan, is developed within the framework of the following three ideas, which are constantly present in our training efforts.

- What housewives know or may know about this specific field
- What knowledge they lack of for sure
- How they can implement their knowledge and skills in order to reach the training goal they pursue.

This is our approach to training in MUPYME; however, we have a challenge ahead. We need to structure the development of contents and recommendations regarding any sort of issue whiting the training plan we are going to implement. That would be the sections of the Teaching Guide that are briefly mentioned down below and that will be fully developed in the present Intellectual Output 04.

The development guide has the following sections:

**Teaching Guide for the design of resources do the Training Plan aimed to
the shift from the Household to a SME context**

A. Requirements:

- a.1 Regarding the teachers
- a.2 Regarding the participants.



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- B.** Training Plan Description
 - b.1 Training objectives
 - b.2 Professional Qualification objectives
- C.** Structure of the modules
 - c.1 Number of modules
 - c.2 Name of the modules
 - c.3 The link between them
- D.** Length of the modules
- E.** Modalities
 - e.1 On-site learning
 - e.2 Distance learning
 - e.3 Mixed learning
- F.** Teaching materials
 - f.1 Basic supporting materials
 - f.2 Ad-hoc technological resources
 - f.3 Ready-made technological resources
- G.** Teaching suggestions
 - g.1 Visits
 - g.2 Gatherings
 - g.3 Projects



This structure, which may change as the project evolves, was discussed during the conference in Florence. Nonetheless, it may be modified to include some improvements depending on the progress of the teaching proposals, the development of materials and the definition of teaching strategies that will be explored in the training modules –including those materials related to the experimental proposals that will be developed by the partners in our project.



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Flexibility, an aspect already mentioned at the beginning of the guide, is a trend we aim to spread over any adult education organization that is willing to follow the MUPYME route. This guide is an open educational resource that is available for anyone and can be freely implemented. We make suggestions on each and every aspect that should be boosted in order to start developing training activities. However, we do not want to be too steering, we are not imposing directions, but making suggestions that we believe would be useful in order to keep on track. These suggestions are not an imposition, nor are they of an assertive nature, since we believe that would not be useful to encourage those providing adult education to see MUPYME as an alternative to their current training strategies.

On the contrary, provided that we are seeking to promote the shift from the household to a SME economy within a context of different organizations and educational circumstances, our guide aims to fit as nicely as possible in the educational context in which it could be potentially implemented. Therefore, we want to highlight the fact that our guide is a set of suggestions that we recommend in the event it is possible, but they shall not be interpreted as a set of mandatory instructions in order to implement our proposal.

We move on to examine the cultural elements inherent to training activities that have been proposed by MUPYME partners as a reference for the implementation of our plan.





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A.- Requirements

Training activities always require some reference elements in order to establish the relationship between teachers and students. This can be done by means of identifying the criteria and requirements they have for one another. In other words, the requirements for those candidates for either teaching or learning following the approach in MUPYME are basically the same common qualification requirements for adult training experts in a broad sense and for those skilled enough to comprehend the training proposal. Therefore, what we set out down below has been developed by each partner regarding their knowledge area; but first we wanted to warn our reader about the requirements for teaching and learning. So, the reader may find here the summary of the core of our proposals. Should you be interested in the details, we suggest you check the full information provided by the partners regarding their knowledge areas. You may find such document in our website under the name "**Teaching Guide**", which includes the supporting details of each area, module and didactic unit.

Otherwise, always bearing in mind the distinctiveness of MUPYME and the training activities we promote, as well as the partners' approach, we would like to make the following considerations:

a.1.- Requirements suggested for the Teachers.

- The first requirement would be that the teachers acquire a solid knowledge of the training approach in MUPYME. The candidates should have a deep understanding of the fact that we are facing a challenge regarding training innovation that stands for acknowledging the skills and knowledge acquired in a specific context in order to implement them in another one. Any personal input should strengthen this aspect: the shift from household economy to SME economy.
- The first requirement is directly linked to the second one. Teachers must have previous experience in adult training and, if possible, in promoting awareness towards gender issues. We are not fixing specific qualification requirements, but some of our partners are suggesting at least a three-year experience in one of these fields.
- The third one is, obviously, having sufficient knowledge on the subject they are going to teach. It is not really about them knowing all the theories and concepts related to the knowledge areas included in the Training Plan, but that they prove themselves able to transmit concepts, techniques and terminology related to SME context whilst linking



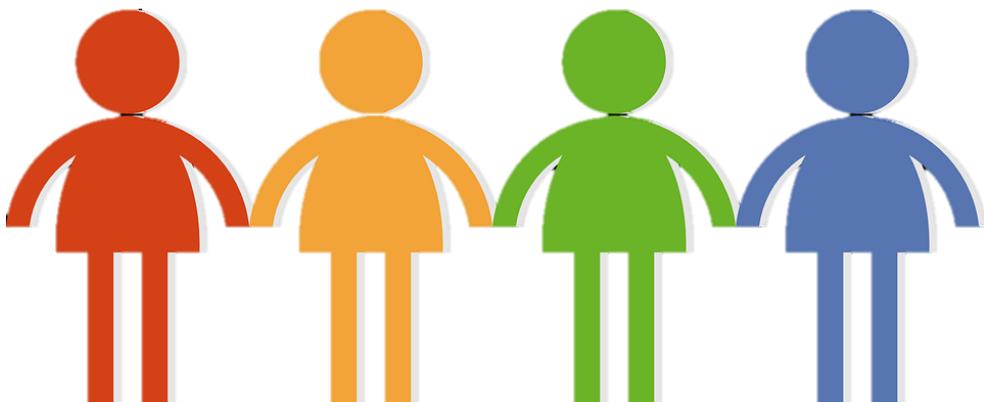
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them to activities in household economy, and how the latter can be implemented in a SME economy. Having previous experience in business management, entrepreneurship and mentoring are also aspects that can strengthen the type of teaching we strive for in MUPYME.

- The forth requirement for the candidates aiming to participate in training proposals linked to MUPYME has to do with the ability to empathise with the target group, the housewives, who have a highly specific profile. The required empathy is clearly related to the emotional and psychological understanding of the recipients of the training we are designing –in this case, housewives. It is not about measuring the candidate's ability to share emotions, but about whether s/he is able to understand the hidden value of household experience.
- The fifth requirement should be highlighted as an essential one: being able to manage the criteria related to andragogy or adult education. The ability to develop their own conceptualization of these techniques in the context we propose should be highly valued. Thus, the teaching materials and the guide, which is the base for our Plan, must set a special emphasis on this matter. We must bear in mind that many people will receive this training, and not all of them will have the ideal features we have established for it. This shall be balanced by means of extremely clear teaching materials and curriculum directions.





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a.2.- Regarding the participants

- We could settle an essential requirement to engage in a training programme based on our proposal in MUPYME. Said requirement is basically having experience as a housewife or as a person responsible for the management on housework. It seems to be a demanding requirement –and it is so– but it is totally inherent to the training plan that we have developed taking household activities and management as a baseline.
- This “strict” requirement goes hand in hand with another one that is as important: the participants must be familiar with the basis of MUPYME. In other words, women that are applying for this sort of training programme should be aware of the fact that they are taking part in an innovative process that considers their personal experiences to be more relevant than the acquisition of some specific theoretical principles. In order to fulfil this goal in a reasonable way, we suggest that, before taking the course, the participants receive an introductory session so as to get familiar with the project, its roots, goals, distinctive features and working dynamics before they get involved in the formal aspects (areas, modules, timetables, methods, etc.).
- Regarding less specific requirements, those requirements we could refer to as “open”, we could remark the importance of a clear willingness to learn. In order to accomplish that, one needs to evaluate the participants’ enthusiasm, as well as their learning potential, especially their self-teaching skills. By the way, that is a very common quality among housewives.
- Having the specific knowledge to keep in track with the programmed activities is not a compulsory requirement, but is it certainly true that having previous knowledge regarding CITs or basic arithmetic can be very helpful. We leave the door open for those initiating the training programmes to decide whether some previous knowledge is required to enrol in the courses. In any case, we recommend the implementation of mechanisms to provide introductory training, such as courses on informatics to learn the basics regarding CITs to get started in this field.



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- From our point of view, we cannot demand any other requirements from those potential participants in training programmes related to MUPYME; except from those regarding practical matters, such as attending programmed training events, taking internships, etc. However, we must state the fact that MUPYME partners have pointed out how heterogeneous our potential target group is in matters such as culture, geographic roots, customs, etc. Therefore, the requirements connected to these matters cannot be set in a general context, but should be specifically chosen by those implementing the training plan, always keeping in mind that the ultimate goal is to achieve a higher training level and dissemination.



- Providing the participants chose a specific course, that is, focusing just on one module and avoiding the others, it seems relevant to inquire what the reason behind that decision is, so it can be evaluated and, then, make adjustments to include it in the requirements if necessary.

B. - Descriptive Objectives of the Training Plan

In the process of developing MUPYME, we have had the challenge to examine housework the same way one would examine any other working setting. The technical solvency of this process allows us to describe the structure of the skills and knowledge set that is implemented by women when they carry out their activities within the household.

More relevant than this matter, which is already quite remarkable since it offers more information about the “black box” – that is the household seen from a management point of view-, is the issue of determining what is the management qualification acquired by means of household experience. Thanks to it, we have been able to structure the skills that could be implemented in different economic contexts outside the household.

This is the main input of our Training Plan targeted to women as household managers: we believe we have established which possible implementations those household activities have in



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a **business context**. Thus, we begin the journey to promote the inclusion of women in SME management, opening the possibility to implement their household management qualification outside their homes.

Professional qualification, in other words, professionalism, comprises three core elements: Training, Qualification and Occupation.

Professional Training has to do with a person's educational background. Professional Qualification is based on Training, but it also implies having some theoretical knowledge and practical understanding that are acquired through working experience and cannot be achieved just by means of training. Occupation involves performing some activities at a specific place and time by means of a set of skills derived from certain training and qualification levels.



Therefore, we could say that every training plan should pursue solely training objectives, together with those that are also relevant for the professional career.

The following Training Plan responds to these training and professional objectives. Once again, we recommend checking the documents regarding the **Teaching Guide** prepared by each partner in order to learn more about the knowledge areas included in the Training Plan.

Here you may find the general descriptive objectives of the Training Plan:

b.1 Training Objectives (Training)

- The first training objective would be increasing the level of skills and knowledge that is inherent to the training process itself.
- The second objective is related to acquiring basic techniques regarding all the knowledge areas included in the plan: acquiring basic theoretical knowledge in Safety, Accounting, Informatics, Planning, etc.
- The third objective would be raising awareness about the existing link between technical principles and their potential implementation both in a SME context and in the household.



- The forth one is being able to see the household as a system that is managed by means of technical thinking and cogent economics.
- The fifth objective is showing business activity as a close phenomenon for the target group.
- The sixth objective, the last one, would be developing enough self-esteem in order to start considering the idea of entrepreneurship as a feasible option.

b.2 Professional Objectives (Qualification)

- The first objective regarding professional qualification is conceiving the household as a complex management unit in which decision-making plays a crucial role.
- The second objective has to do with making the decision-making process more technical and its implementation in the household and in a SME context.



- The third one is related to the acquisition of specific management skills on the fields or management areas included in the Training Plan (Accounting, Safety, Informatics, Planning, etc.)
- The forth objective is developing professional skills in management: leaving intuition behind to embrace a calculating and controlling approach towards SME activities.
- The fifth one, focused on practical matters, implies data processing and managing the document base that are present in every activity. This qualification objective is intrinsically linked to the previous one.
- The sixth one consists in transmitting the mechanisms required so as to achieve improvement, self-training and personal growth.
- The seventh would be developing skills to set production and management targets and designing strategies in order to achieve those targets.



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- The eighth objective focuses on fixing the procedures to develop a support network – that is professional and commercial supporting networks. It is a secondary objective, but very relevant still, since it involves knowing about associations and guilds, as well as selling platforms and other aspects related to the social aspects of business experience.
- The ninth and last one is approaching the 4th level of professional qualification established by ISCO-08 ([International Standard Classification of Occupations](#)). This level is the consequence of highly technical knowledge and a proficiency level regarding management criteria:

Skill Level 4 occupations at Skill Level 4 typically involve the performance of tasks which require complex problem solving and decision making based on an extensive body of theoretical and factual knowledge in a specialised field. The tasks performed typically include analysis and research to extend the body of human knowledge in a particular field, diagnosis and treatment of disease, imparting knowledge to others, design of structures or machinery and of processes for construction and production.

Occupations at this skill level generally require extended levels of literacy and numeracy, sometimes at a very high level, and excellent interpersonal communication skills. These skills generally include the ability to understand complex written material and communicate complex ideas in media such as books, reports and oral presentations.

The knowledge and skills required at Skill Level 4 are usually obtained as the result of study at a higher educational institution for a period of 3 – 6 years leading to the award of a first

degree or higher qualification (ISCED Level 5a or higher). In some cases experience and on the job training may substitute for the formal education. In many cases appropriate formal qualifications are an essential requirement for entry to the occupation.



C. Module-based Structure

The Training Plan comprises seven different knowledge areas. These comprise several modules as well,



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which are also divided in didactic units (see the Training Plan, which has been included in previous sections of this very document).

Apparently, our Training Plan is similar to many others – the distinctive feature is the fact that this structure is not based solely on a propaedeutic approach. This means there is not a hierarchical connection between the contents, so there is no element signalling that certain modules should go first and others follow: to approach a module there is no need to go through the other ones.

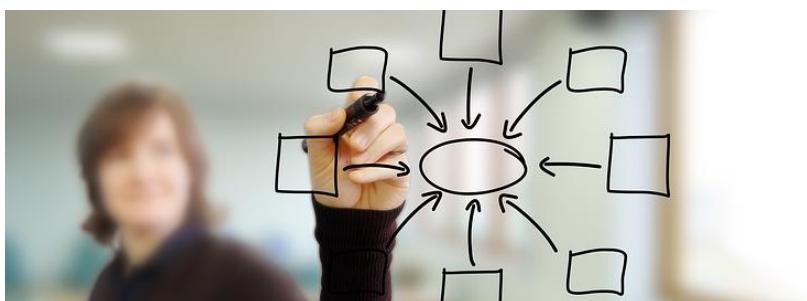
The module-based structure that we include in our Plan makes it possible to teach them as a whole or just a fraction in whatever order is preferred – providing they established their criteria for it previously in their proposals. That way, the participants can also choose the modules they want to attend because of their availability, interests and personal circumstances.

In other words, the Plan we present is structured in modules so it may be provided and demanded on the basis of the specific criteria regarding the responsibilities of those providing the training and the desires and needs of those demanding it.

Presenting it by means of a module-based structure allows for the development of customized training plans, a do-it-yourself concept.

This sort of structure is implemented throughout the whole product: not only the knowledge areas comprise modules, but the modules themselves comprise didactic units, and these also comprise activities and considerations that are independent enough to be implemented in any situation in which some specific training reflected in our Plan is required. By this, we imply that the areas, modules and didactic units can (and even must) be implemented in different training lines that might be developed in other adult training-related organizations.

Training aimed to strengthen women's basic skills, as well as training aimed to their professional relocation can find these modules beneficial even though they have been originally designed to enable the shift from household economy to SME economy.





D. Length of the Modules.

Previously, we pointed out in this report that the main principle that should be considered by those training providers that are seeking to include MUPYME Training Plan in their programmes is that it should maintain selective offer-demand dynamics. This implies that the training provided and chosen can be selected as a whole or just by fractions in a customized way –as if it was a training boutique.

The Training Plan is not based on formal or administrative criteria, but on occupational criteria. Therefore, our sole objective is to provide skills to those motivated for it, in the way they want and whenever they want. This plan can be implemented in programmes developed by different adult education organizations, and we hope housewives themselves decide what areas they want to pick and when once they know about the Plan and its objectives. That is the reason why the length of the modules cannot be measured in the traditional seasonal division: monthly, quarterly or annually.

The length of the modules and didactic units that are included in the knowledge areas shall be established taking into consideration the most suitable intellectual performance for the potential participants, as well as the maximum amount of time they can invest in training.

As we have already suggested regarding the different sections of the guide, the best thing you can do in order to obtain more information and details about the length of the areas, modules and didactic units, together with the pertaining explanation, is checking the documents regarding the Teaching Guide that have been prepared by the partners. There, they establish, among other things, the suggested length of the modules they have developed.

The general information is the following:

- [Accounting](#) - 11hours
- [Enterprise organization and human resources](#) - 32hours
- [Maintenance and sustainability](#) - 40 hours
- [Safety and quality and risk prevention](#) - 6 hours
- [Sales and purchases and marketing](#) – 120 hours
- [Strategic Plan Development](#) - 14 hours
- [Informatics](#) - 45 hours



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The length of the modules is just for reference, it will be determined by the amount of activities and practical exercises that the organization chooses for its training proposals: the number of hours might be increased or cut. Thus, some areas might be reinforced if convenient, and, in that case, the number of hours should be proportional to the intensity the organization providing the training is striving for.

However, it is inadmissible for us to program sessions that last more than 45 minutes each. Training activities have no effect whatsoever when prolonged longer than that.

Like any other feature of the training plan we present, the length of the areas, modules and didactic units is not strongly predetermined. On the contrary, the length should be fixed by those providing the training and the participants keeping in mind their goal: developing the distinctive skills associated with SME management professional qualification.

E. Modalities



CITs, communication and information technologies, are the core factor when it comes to deciding the modalities available in our Training Plan, or any other training proposal. The



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possibilities and potential offered by these technologies and, therefore, developing training plans that allow to be taught using CIT criteria are very important.

Thus, the first think we would like to point out in this section is a benchmark regarding the implementation of communication and information technologies, as well as distance training, since we cannot demonstrate reasonably that our proposal is not 100% based don CITs without this consideration.

On-line training is carried out by means of digital platforms that contain a set of virtual possibilities. This makes it a modernizing instrument within training modalities that represents innovation and the development of fantastic programmes. There is no doubt.



Its potential to store great amounts of training materials of any kind –from full training plans to specific materials regarding certain training areas– makes this training modality a touchstone in any training plan. If we add the cost reduction it implies compared to other training modalities such as in-person or mentored distance training, we get the recipe for success of this modality. It is also supported by the fact that there is a huge set of on-line experiences and software and hardware technological updates that boosts its predominance in the general training process even more.

On this line, digital training platforms are an innovative feature with a great potential

to provide and implement training plans that help improve or transform the human resources within a specific area. If these training platforms were not available, the main objectives would be creating them.

But, shall we take for granted this innovative process or improvement just because these platforms exist? This is a crucial issue, since it is part of the research we have carried out.

We have already established that the existence of digital platforms is a must in order to develop an innovative training process: especially, when it comes to professional qualification in a broad



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sense – that is the sort of training that allows the participants to enter the labour market to take jobs that require a high level of expertise regarding concepts, skills and abstract matters.

However, this necessary factor is not sufficient. What would be sufficient is transforming the excellent potential of training platforms in a real tool to develop and spread training plans striving for the improvement and innovation in the users' skills. This is a factor that should be considered and analysed outside contexts that show a great polarization regarding the spreading potential and reducing costs.

That is the case of MUPYME, since we are taking as a base the idea that women participating in training aimed to the shift from household economy to SME economy must mainly overcome a symbolic barrier that is very present in their lives. The household is a very stereotypical social place and the experiences derived from it follow a protocol that sets its members' roles. Because of these reasons, housewives are able to show an expertise level of management skills, but they find it difficult to implement those skills in different social contexts. Therefore, developing social contexts out of the household is a vital matter. It might be the main core objective in MUPYME.

Developing training that is suitable for MUPYME implies avoiding the isolation that is often present in distance-learning, whether or not they are CIT based, and promoting the development of training spaces that leaves room to socialize, in which female teachers, educators, mentors and professionals provide the first steps towards professional expertise: displaying social skills on relations, communication and sharing ideas and experiences.

Thus, we suggest the mainly in-person modality:

- That gives major importance to classroom activities.
- That promotes team-work.
- That avoids isolation both in and out the household.
- That is based on experimenting following the idea of doing things in order to learn and not learning things in order to do them.
- That is strongly based on establishing links with realities outside the classroom, especially when it comes to business activity.
- Visiting enterprises and meeting businesswomen is an essential matter, since it is out of their usual social mechanisms.
- The implementation of CITs and other technological methods must be subordinated not to access contents easily, but to the main goal, socializing the participants' management skills.



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- However, accessing teaching materials online is not restricted at all. We just want to avoid an abusive usage of them, which, in some cases, could be detrimental to the main objective of our training strategy: socializing experiences
- Every MUPYME partner has pointed out supporting materials for the activities carried out in the classroom. There are so many and diverse that we believe it would be very enriching for those considering implementing our Training Plan to check the teaching guides developed by the partners regarding teaching aspects within each knowledge area.

Apart from this argument for in-person modality and the facts we have set regarding our preferred training modality, we must be aware of the fact that the content of some knowledge areas would be easier to transfer by means of external materials and resources than other. We do not intent to enforce our criteria on those not involved in our proposal and seeking to promote training. In this case, we only suggest that they check the specific guides for each knowledge area, so they can consider whether saving money by means of a distance training modality is worth it compared to the social experience provided by classroom activities.

However, we are coherent; we believe a method based on “learning by doing” is also beneficial for those providing the training. Therefore, once the commitment with the housewives has been established, the best thing to do is experimenting not only regarding the training modality, but all the teaching aspects linked to MUPYME Training Plan.

F. Teaching Resources

As we have already pointed out in the previous section, MUPYME prefers in-person training as prime modality. Our suggestions regarding the most useful teaching methods to develop a Training Plan aimed to the shift from household economy to SME economy is linked to classroom training experiences





If those providing the training choose a modality that is more distance-oriented, whether it is due to geographical, cultural or any other kind of issue, they might need to strengthen their teaching resources proposal to implement the Training Plan. They might need to secure the most relevant aspects of their adapted proposal in order to offset the weaknesses it might have for its ultimate objective. However, the authors of the contents for each knowledge areas –

MUPYME partners– have suggested a set of teaching materials and resources that, being so general, makes it possible to provide training regardless of the selected training modality.

The only thing to do is putting more or less value in to the teaching resources according to the characteristics of the selected plan modality and the features of the women that are going to receive said training. We can distinguish three types of teaching resources:



- The chosen classroom itself. The better equipped it is, the more efficient it will be as a supporting tool for training. Resources such as audio, video, and computer devices, among others, should complement more traditional resources, such as blackboards, stationary and materials, etc.
- Since we are proposing a “learning by doing” teaching method, the institutions providing the training should examine what sort of resources are required for the simulation strategies that are going to be implemented. The basic materials in a well-equipped classroom are highly important, of course, and they might be enough. However, some strategies implemented by the teachers, participants or guest experts might need a set of resources we cannot yet foresee. A thing we can do, though, is highlighting the fact that this section of the Training Plan should be left open.
- Lastly, since we strive for participants to be as connected as possible to the business market, the logistics regarding that connection must be a part of the teaching resources that should be planned to maximize the activity, both inside and outside the classroom. It is important to identify and achieve a reasonable variety regarding feasible possibilities and their cost.



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- Providing already-made teaching materials are used, it must be done implementing criteria regarding the reality of SME management. Therefore, using manuals or sections of them is a guideline we find convenient. The greatest difference between household activity and business activity is the documentary base inherent to the latter. Thus, in the training process within our Plan, the participants should get familiar with all sorts of documents, charts, rating tools and other common resources in a SME context. These shall create a strong base and models in order to get a full understanding of a new reality.

To finish with this indicative section regarding the teaching resources, we would like to remark the fact that the selection of resources shall be made by those providing the training aimed to the shift from household economy to SME economy inspired in MUPYME. Said selection should be made according to the resources they consider to be more useful in the context in which this vision of creating awareness regarding these parallel realities will be implemented.

G. Suggestions regarding Teaching Methods.

MUPYME's training proposal is based on the essential principle that housewives have the management skills required for SME management due to their experience in household economy.

This idea leads us to suggest a teaching method that intends to bring out the manager in each housewife. It has something of a platonic proposal, since we, as the teacher from Athens, believe that the best way to fulfil our goal is making participants aware of their own skills –in this case, regarding management. We believe, as Plato, and, therefore, we are striving for a particular teaching method: that the training context shall be at the students' service in their journey from "ignorance" to "wisdom" along the path of self-awareness. Teaching implies helping to bring out what we truly are.



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In our case, it results in: teaching implies helping housewives to bring out the manager in them by creating the appropriate conditions for the process (self-awareness process) to be carried out as smoothly, efficiently and comprehensively as possible.

The teaching suggestions, as well as the other suggestions comprised in this guide, has no other purpose. But there are some distinctive circumstances that should be taken into account regarding the context of MUPYME and its hypothetical implementation by any European institution linked to adult education. Said circumstances, unlike the platonic thesis, have an impact on the development of the Training Plan and the strategies required for its implementation.

The first decisive aspect is **heterogeneity**, which can be found all along the Project – heterogeneity regarding both the supply and the demand.

Such heterogeneity is due to the great amount of institutions that could get involved in training proposals inspired in MUPYME, whose circumstances would vary on the basis of culture,



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administration, geography, history and environment. But it is also due to the group of participants, who also present a set of very different educational, biographical, cultural, demographic and generational features.

Heterogeneity is also enhanced because of the extremely broad stage in which we aim to implement our training process (raising awareness and providing the qualification to get involved in a SME context). From a management point of view, there is no great difference between contexts, but their productive specialization creates different profiles and ways of understanding that enhance heterogeneity within MUPYME. This aspect must be considered and reflected on the teaching approach of those interested in getting involved in MUPYME.

Thus, since there is such a high degree of heterogeneity in the foundation of our activity, our suggestions on this field are simple, universal and, above all, optional. Once again, we trust in the instinct and experience of those providing training inspired in MUPYME in the future to help them have better results than just doing whatever we may suggest. However, we would like to set out some basic principles to develop a training proposal in tune with MUPYME as a guideline: on the one hand, avoiding discouragement caused by overinformation, repetition and trivial matters; on the other hand, enhancing enthusiasm to learn by means of promoting practical activities, visits, meetings, individual projects and, in general, anything that complies with the idea of learning by doing.

This idea can be summed up in the following 10 points.

- Generating a training process based on the participants' acquired experience.
- Trying to transfer all theoretical knowledge into practical activities.
- Trying to strengthen the educational aspects of training achievements by means of practice.
- Promoting and enhancing the students' active participation, transforming the training process into a life process in which listening and assimilating is just one part of the matter: the main thing is responding and acting.
- Establishing a teaching pace in tone with the available resources and the participants' features, so they can have sufficient time to assimilate.
- Implementing a coaching-like teaching method to follow the participants' progress and promotes the immersion in those aspects they are less familiar with.
- Suppressing all the irrelevant, useless or inadequate aspects from the plan. Conducting teaching efforts towards the transmission of knowledge that participants can put into practice.
- Making all teaching activity a mean to enhance the participants' motivation.



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- Modulating the training process intensity, so it can be presented in a flexible way that can be followed by participants at different assimilation levels.
- There are several teaching strategies and alternative methods to start up training plans. All of them have assets and, we assume, some flaws as well, which should be managed by teachers by means of their experience. The only aspect we demand in this guide is that the spotlight is set on the participants, turning the teaching process –and conducting the teaching methods– into a personalized supporting act: the more personalized the more effective.



We want to close up by making a brief consideration regarding the means to start up or implement a training plan aimed to be promoted among housewives that have skills acquired in the household that could be transferred to a SME context.

6. Starting up a Training Plan based on MUPYME Project

In other words, getting involved in MUPYME's proposal.

We refer to it as getting involved, since MUPYME is a proposal that connects both the research with the development of the Training Product; but, above all it is a proposal that demands a change in social order. We believe in housewives' skills and that, in the 21st century, our societies need them both in and out the household. This baseline requires an individual and institutional participation, something that goes beyond just implementing already developed training programmes.

And there are different levels of involvement and development regarding the different aspects comprised in MUPYME, obviously. Generally speaking, the specific aspects to implement this training are set out in the Training Plan designed for the shift from household economy to SME economy, which is completed with the present guide. Success is guaranteed for those institutions seeking to get involved in MUPYME's proposal if they follow all the specific aspects



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regarding the number of knowledge areas, modules, didactic units, supporting materials, teaching strategies, etc. However, we encourage them to make a greater commitment and pursue a first-hand experience to figure out how and why there is an exchange of knowledge and skills in a context where there are such different social backgrounds.



Down below you may find a list comprising the different levels of involvement regarding the objectives of MUPYME. There, we set out the modus operandi required in order to develop MUPYME-inspired training.

- 1. Examine our Training Plan** designed for the shift from Household Economy to SME Economy (www.training.mupymeproject.eu). This will enable envisioning the whole training spectrum of MUPYME and choosing whether to implement the whole programme or just part of it.



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- 2. Immerse yourself in the concept behind the proposal.** Find out what is the relationship between household economy and SME economy. Examine thoroughly the Intellectual Outputs [01](#), [02](#) and [03](#). They will help you select the most useful aspects for your circumstances or on-going training strategies.
- 3. Research within your influence area** regarding both housewives and female entrepreneurs in your territory. Examine thoroughly the methodological guide so as to design and implement MUPYME research, which can be carried out at any place and time ([check MUPYME Work Space](#)). Thus, apart from implementing the Training Plan (or part of it) you would be able to adjust the different suitable knowledge levels according to the target group, since you would already have carried out a social research in order to determine such matters. Simultaneously, your institution would develop a set of field research skills that would be extremely useful in different projects, with different purposes and training activities.
- 4. Turn this Training Action based on MUPYME into a formula to build** educational and social partnerships. Organize group of experts both in household and SME economy, as well as experts in adult education and occupational relocation. Analyse the participants in the groups of experts and suggestions that are set out in our website.

Lastly, we want to make a final consideration regarding all activities carried out within MUPYME: feel free to make use of any materials or resources developed by MUPYME and proceed according to your commitment both to the women in your community and to training in general. The rest is just a matter of dedication.



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7. References

Every literary review, content and idea that gives us inspiration and knowledge for the development of the different activities within MUPYME Project is shared through the section ["What inspires us?"](#) on the project website: www.mupymeproject.eu

