

ERASMUS+ Programme 2015 – KA2 Adult Education  
Project nº: 2015-1-ES01-KA204-015937  
Partner: DVV International

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

**Teaching Guide for the resources design related to the Training Plan “From the Household to the SME”**

**Knowledge Area: Strategic Plan Development**

**A. Requirements**

**a.1 Teaching Staff**

Our educational offer is completely outside of any state regulation. That is why we do not necessarily need certified teachers. Out-of-school adult education is based on the fact, that practitioners can design lessons. We should take advantage of this.

Indeed it is not of great importance that the teachers are trained economists and / or educators. Freelance teachers can be very qualified if they have already dealt extensively with the subject and have certain experiences similar participants.

**→ Our teachers can be practitioners from relevant business areas, accountants, lawyers, tax consultants, etc. Ideally, they should have founded an own business. In many cases, it may also be possible for housewives, who have already become self-employed, to take the lessons.**

It is therefore important to emphasize that these persons do not have to have a pedagogical training and therefore do not understand certain concepts. Educational subject vocabulary, terms like "skill level", "didactics", "didactic resources", "methodology", "ISCO-08" etc., will not provide clarity for these teachers.

However, they have life experience and special expertise. They know what they are talking about.

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**→ When writing the educational content, attention should be paid to the general understanding of the purpose. A more general explanation of the (didactic) meaning of the modules and units will be helpful for them.**

## **a.2 Participants**

Our participants are adults who will voluntarily participate in our events. They can cancel the lessons at any time if they are dissatisfied. Unlike in the regular school system, we have to offer to the participants the teaching content they consider themselves to be right, and not just what the curriculum provides.

**→ Teachers and students meet in this way at eye level.**

**→ Since the participants are housewives, it cannot be assumed that these persons have much time to prepare themselves at home for our lessons.**

In addition, it might be difficult for some of them to speak to a larger number of people because they had no opportunity to train it.

## **B. Training Plan**

Some women may need help to find out which modules from MUPYME's Training Plan are essential for them and which they should use first. We will offer a certain decision support in the "Strategic Plan Development" Knowledge Area by explaining the individual parts of MUPYME's Training Plan, whenever further information seems to be necessary.

### **b.1. Main Training Goals**

**→ However, the main goal of these lessons is to help the participants understand their own strengths and weaknesses with regard to the planned start-up.**

**→ Each participant should have an exact idea of what is needed next to successfully realize one's own business idea.**

**→ The women are supposed to form networks, in order to be able to help and advise each other later.**

The Knowledge Area "Strategic Plan Development" consists of two modules

- 1. Strategic Planning (2 units)**
- 2. How to Make a Strategic Plan (3 units)**

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We recommend the future participants to complete the learning units in the given order. Women who already have good information, e.g. because they have already received detailed advice through certain services, might visit just the last unit.

## **b.2. Professional Training Goals**

The focus of this unit is not the provision of expertise that would be relevant to a particular professional activity. The point is that the participants learn to plan the individual steps required to carry out the desired activity later on. This may include the realization that certain specialist knowledge has yet to be acquired.

# **C. Modules Structure**

## **Module 1**

### **1. Strategic Planning**

This module serves to raise the awareness of the participants for the necessary planning (see below). This course also offers the opportunity that the women, who want to start an own business, get to know each other and their ideas. These acquaintances could be useful for later working life.

#### **Didactic unit 1:**

**45 m**

#### **Similarities and Differences in Planning of Private Household and Business**

The Household Strategy  
The SME Strategy

Similarities and Differences

The students list and discuss the differences. If necessary, the teacher give inputs to make aware of problem-consciousness for economic constraints.

#### **c.1 Training goal**

**→ The participants should recognize that there are important differences between the two planning objects, which have far-reaching consequences.**

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**Didactic unit 2:**

**45 m (+ visits ?)**

**Needs and Benefits to have a carefully considered strategic plan before rising up an own business**

Examples for strategic planning  
Discussions with female entrepreneurs (Company visits)

**c.2 Training goal**

**→ The participants should recognize the need to have a written and carefully audited plan for setting up a company.**

**Explanation of the didactic meaning of the module**

There can be no doubt: Each company founder needs a good plan before beginning the business activities. Economic opportunities can be correctly recognized and used, and risks and financial losses will be minimized only based on a conscious business plan.

Strategic planning involves the development and assessment of the own entrepreneurial skills, opportunities, and resources against the background of the presumed demand of a certain clientele or customers. This plan always has to be replaced, when the requirements of the market are changing or if it turns out that false premises were assumed.

As we have seen, housewives have a lot of knowledge and skills that are also of great importance in business. Anticipatory planning, time management, economical use of resources, customer (family members) responsiveness, dealing with authorities (school etc.) and "networking" (other parents, neighbourhood) are every housewife's daily work.

However, there are important differences in planning a family budget or a business.

The main difference in the management of a family and of a company is in the relationship between the "manager" or business owner and the "customers".

The mother ("manager"), her children and husband ("customers") are firmly connected. There will be no exchange of people, if a partner is dissatisfied with the performance of other members of the family. Therefore, there is no competition, which would be comparable to the competition in the business world: Children e.g. cannot look for any other mother when they disagree with her cookery (even if they would like to do so ...). On the other hand, no parent can look for new children, because their training proves to be too expensive.

A "manager" of a family pursues no profit motive, but only aims to conserve or to use the available resources in the interests of the family. The purpose of her activity is happiness of the family members

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and not money making. A poor performance of an actor does not lead to termination of the connections.

Experience shows, that housewives, who want to start their own businesses, must learn to be always aware of this differences.

In principle, they must recognize that it is important to have a precise plan, which must include other topics than the family plan.

## Module 2

### 2. How to Make a Strategic Plan

Didactic unit 3:

90 m

#### Objectives and Goals of the planned business activities

The women write down their founding plans with the help of prepared questions.

They share the results with their classmates and discuss them.

#### c.3 Training goal

→ **The founders are to fix a first structured planning for their projects and to justify them against others.**

The individual plans, modified by discussion with the peers, are the basis for the next unit.

Didactic unit 4:

90 m

#### SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

- individual
- external

The teacher explains a prepared checklist which helps to identify individual and external strengths, weaknesses, opportunities and threats in view of the planned business idea (for ex. need to learn other modules of the MUPYME-project). The participants complete the lists for themselves and develop an individual plan with the next steps for their own company founding. The teacher helps, if necessary.

The individual results are the basis for the next unit.

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#### **c.4 Training goal**

→ **The Awareness of important individual and objective conditions, which must be met before a concrete start-up of the company**

#### **Didactic unit 5:**

**90 m**

#### **Plan to rise up a new business**

##### **Assessment**

The participants present their individual strategic plans in front of the class and discuss them with all. The other participants evaluate the plans and provide suggestions for improvements

#### **c.5 Training goal**

→ **Each participant should develop a realistic plan and timetable how to rise up a business of one's own.**

#### **Explanation of the didactic meaning of the module**

The strategic development plan that guides founders' operations should articulate a development strategy to face the economic, individual, social, spatial and practical challenges the former housewife has to face. It is a process of developing an accordance between the founder's opportunities and the needs of the market. The order is intended to facilitate an understanding of the individual planning steps. The participants must know, that in practice, they will have to repeat some steps depending on the results of others.

The teacher will outline and discuss some checklists, which are helpful to develop an individual strategic business plan. He or she will also refer to other sections of the entire MUPYME's training plan and curriculum (accounting, organization, human resources management, marketing etc.)

At the end, each participant should have a realistic plan and timetable how to rise up a business of one's own on which she can go on working.

## **D. Modules length**

A modular approach proves best suited to serve the various interests and needs. Following the model of an "educational supermarket", participants should be able to pick up the modules they need and leave the rest. Or pick them up when they need additional knowledge. Therefore each module should be largely understandable without additional information.

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The order of listing the modules in our `Training Plan Structure` does not mean they have to be used by the participants in this order.

The individual modules or "Knowledge Areas" need not and cannot be completed by all women.

We will plan seven "Knowledge Areas" which include module and didactic units. In view of the fact that most of our participants want to fulfil responsibilities towards their families (result of our surveys) they do not have unlimited time. Many are likely to have a longer journey to the places of instruction. The implementation of each individual "Knowledge Area", therefore, to our opinion, should not exceed 10 lessons (45 minutes).

**For the topic "Strategic Plan Development", we are assuming a duration of 360 minutes, without the operational visits.**

## **E. Modalities**

There is no teaching method, which is ideal for every student. In this case, however, preference should be given to classroom training so that disturbances from the home environment can be excluded and the contact with peers can be intensified.

Teachers should plan the lessons without large extent home works. They should, however, be very careful that all participants can practice free speech and articulate their questions and views in front of the class. (See above)

**Classroom training**

**Work in groups**

**Black/Whiteboard**

**Flipchart**

## **F. Teaching Ressources**

**Checklists**

**Examples for "SWAT"-Analysis**

**Examples for "Strategic Business Plans"**

**Examples of invoices, business documents etc.**

**Company visits to successful female entrepreneurs**

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Demonstration and teaching materials for these subjects are offered by various agencies, so that the teacher do not have to develop their own materials. However, we recommended modifying the materials according to individual needs.

## **G. Pedagogical Suggestions**

Housewives might have, like most people who have no economic education, a low understanding of 'business language'. Therefore, it is necessary to 'translate' all business terminology into simple language, and to explain it in easy comprehensible terms. Among the participants, there will be many people too, who have no high level education and who are not trained in reading books etc.

This must be respected, because otherwise it will be impossible to meet the needs of the participants

## **H. Aspects related to the training efficiency**

In particular, very different learning needs can be eroded because of the different individual requirements and the type of planned company start-ups. The requirements for companies with several employees, e.g., can be very different from those, which are operated only by one person or family members, etc. Differences also arise from the company's purpose. An activity in the area of child rearing requires different entrepreneurial knowledge than activity in the field of tourism.

This must be considered by the responsible teachers within the modules/ units, depending on the needs of the concrete participants. In advance, such differences cannot taken in account.