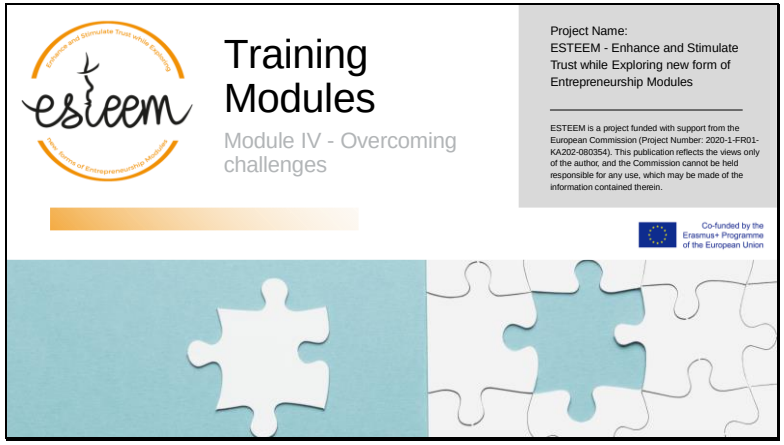
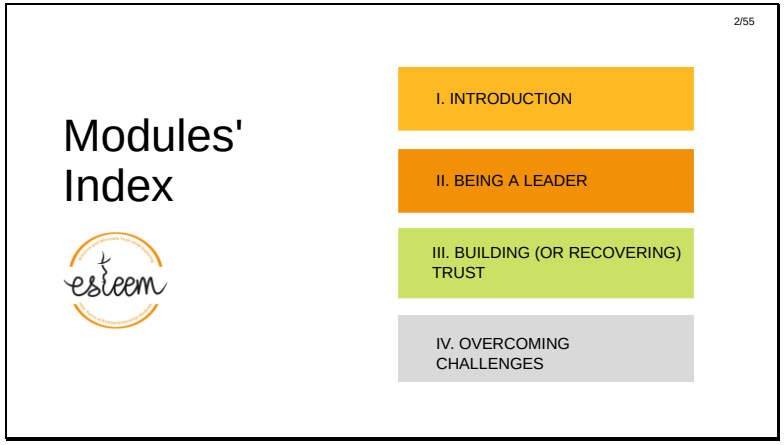
Slide 1

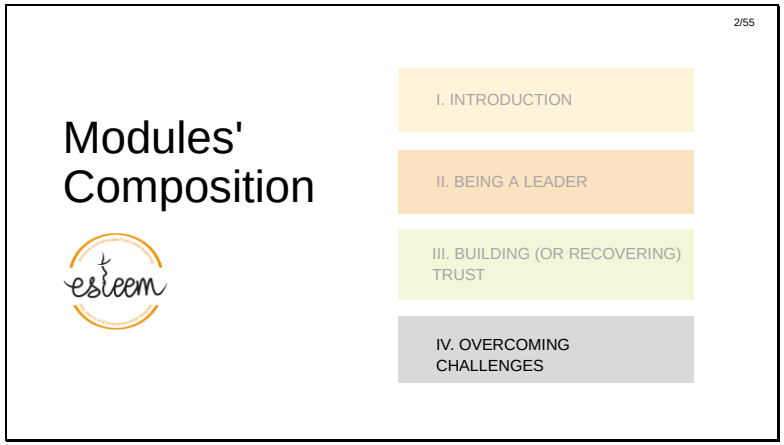


This module should have a minimum duration of 2h30 and a maximum of 3h00. The duration per slide will depend on your group of trainees and the way the management of time suits better (eg. Smaller groups will need less time to interact and can watch the full videos. On the other hand, bigger groups will need more time allocated for interaction activity and maybe adjust the time allocated to the videos and reflection) This module integrates a group of training modules. Nonetheless, each module can be used separately and the order can be changed, according to the need of each training

Slide 2

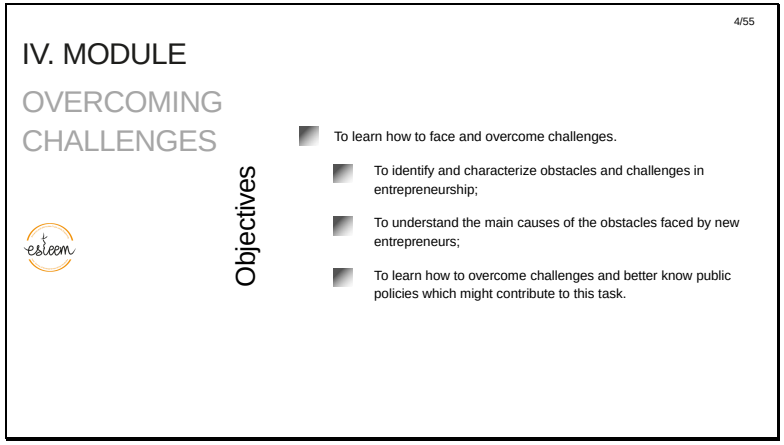


Slide 3



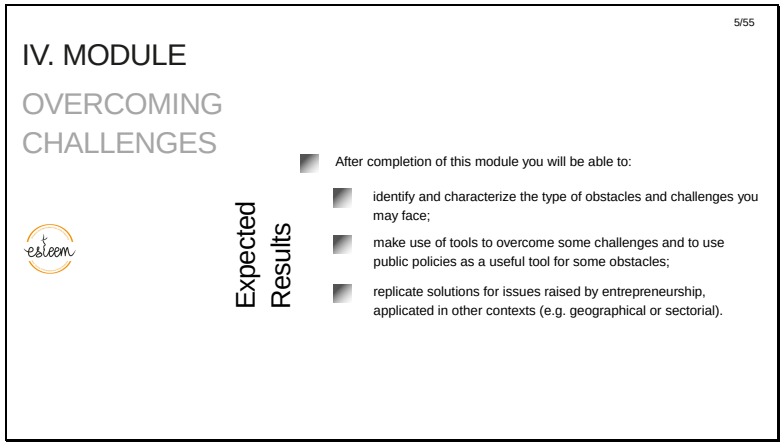
A short overview of Module IV – Overcoming Challenges

Slide 4



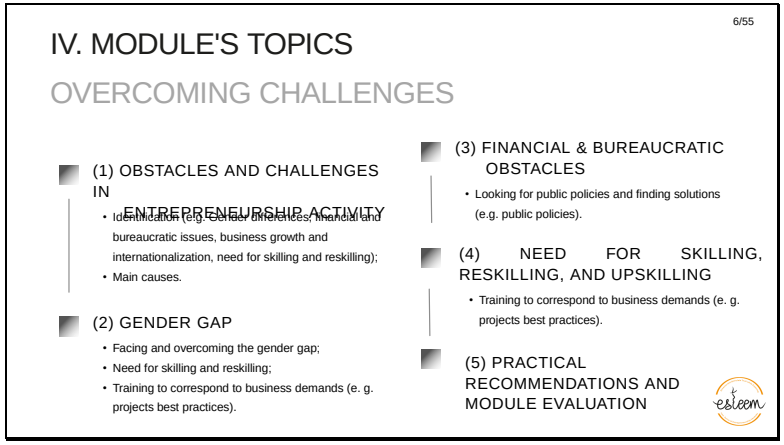
Objectives of Module IV – Overcoming Challenges

Slide 5



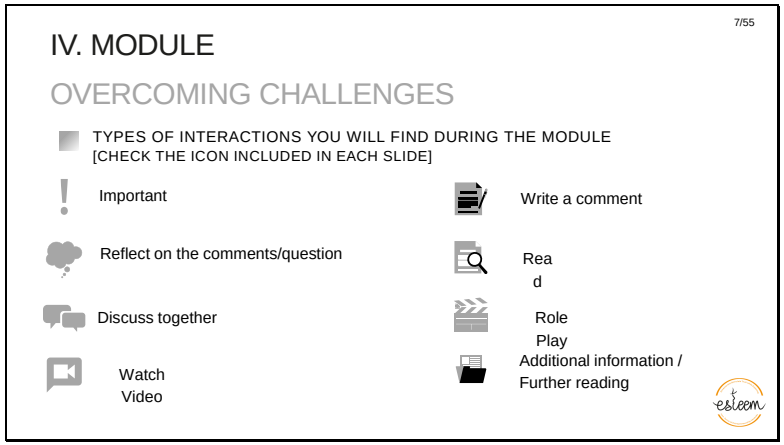
Expected results of Module IV – Overcoming Challenges

Slide 6



Topics that will be addressed in Module IV – Overcoming Challenges

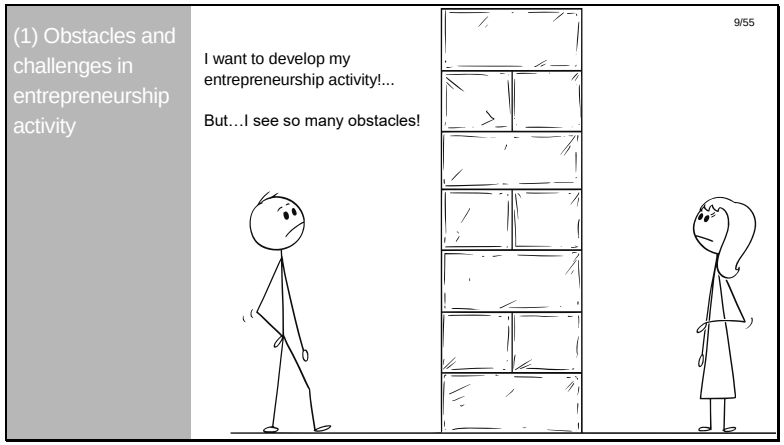
Slide 7



Types of interactions you will find during the module – in each activity slide you will find an icon correspondent to the action to develop.

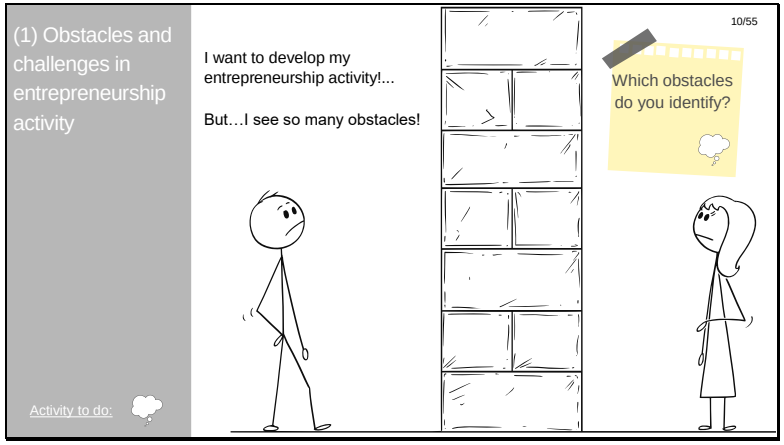
Slide 8

Slide 9



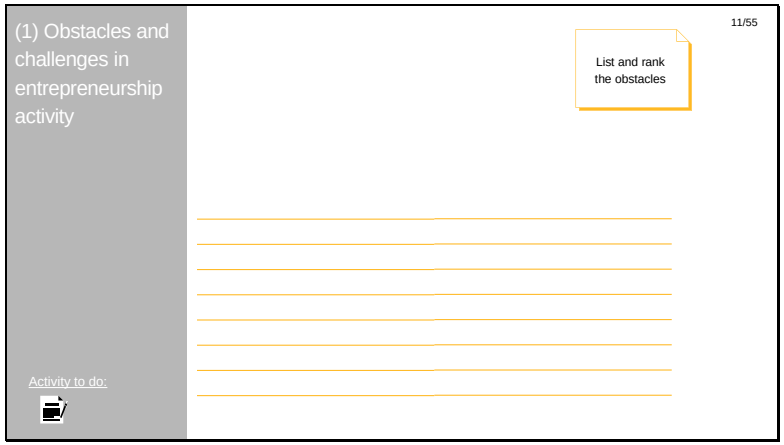
This slide is an introduction to think about the obstacles entrepreneurs face in their businesses

Slide 10



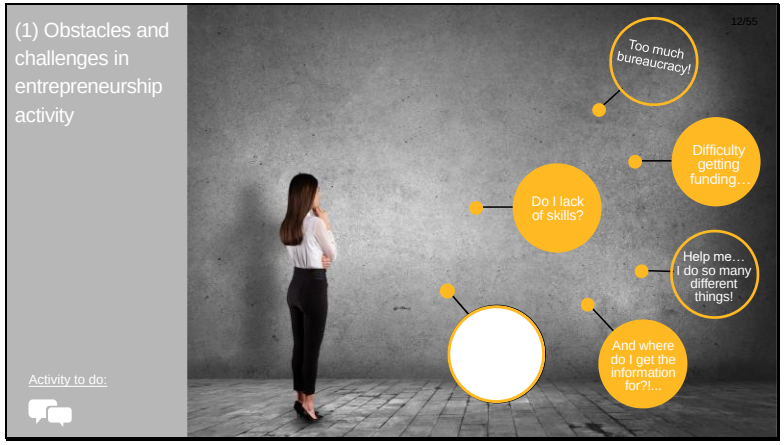
Ask the trainees to think about this, and to identify the main ones for them.

Slide 11



In group, list the obstacles that the trainees identified before and rank them.

Slide 12



Discuss what was identified. This slide gives some other ideas for identified obstacles.
Were these all mentioned in your discussion? Any other topic that came to the mind of the trainees?

Slide 13

Here we list the main obstacles identified by entrepreneurs and that were collected in the literature available for the topic.

Slide 14

Optional slide with video about challenges.

Slide 15

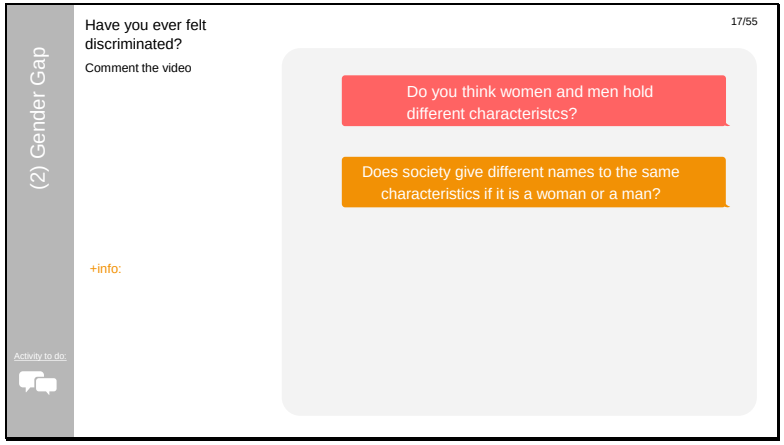
Slide 16

One of the topics identified as an obstacle – the Gender inequality. This slide explores why is important to raise awareness – the lack of equal opportunities, the difference of salary between genders, the access to funds…

Slide 17

Here is presented a video about different labels attributed to women and men considering the same characteristics.

Slide 18

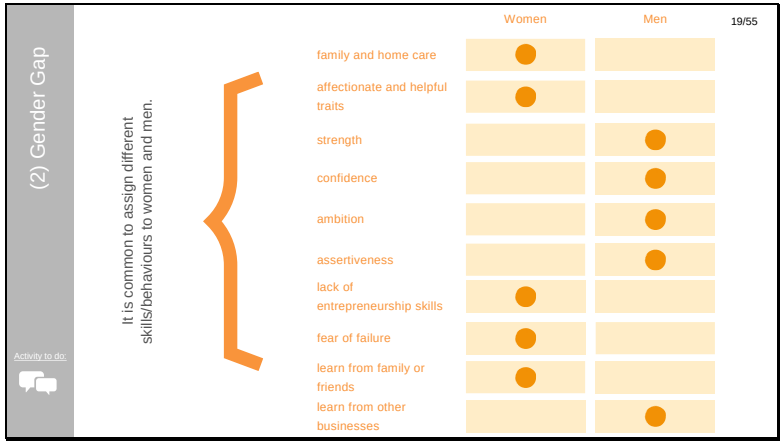


Promote a debate with the trainees about this previous video.
Do they agree?
What is their opinion about this?

Slide 19

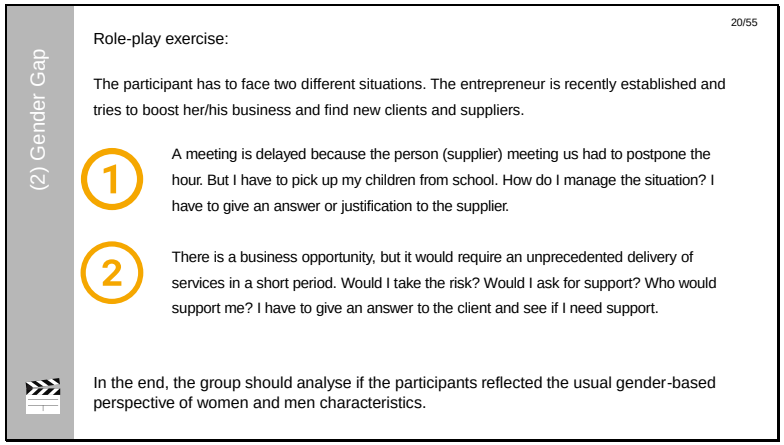
Transition slide.

Slide 20



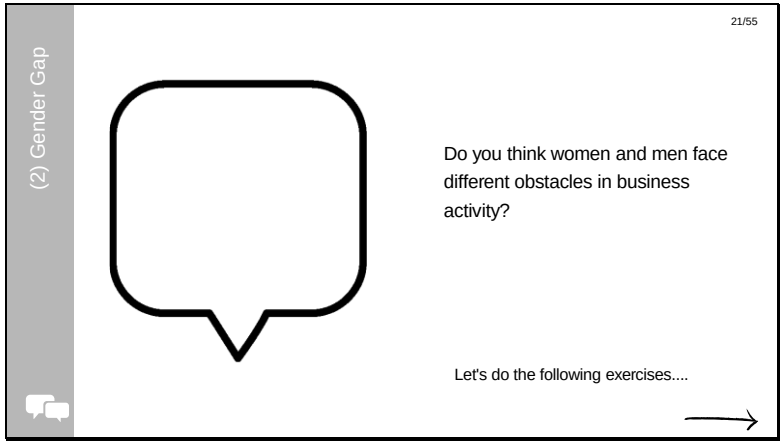
This table shows the different skills and behaviours commonly attributed between men and women

Slide 21



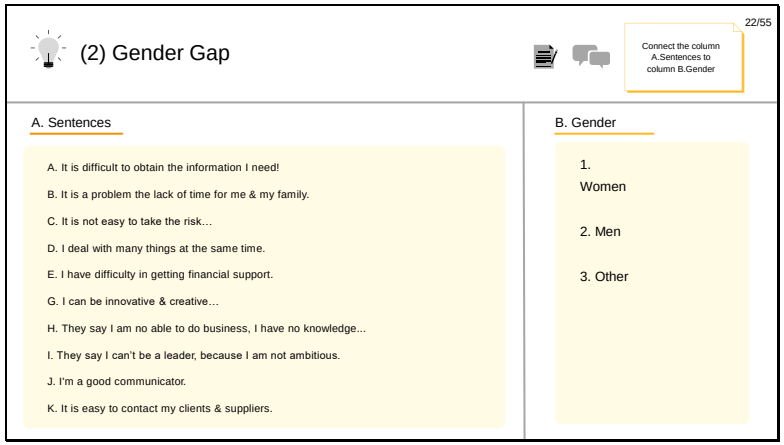
An example of Role-play to be done, that takes into consideration the management of personal and family time. How would the trainees react and be able to overcome this?
After the exercise: do the trainees react differently considering their gender? What is their experience?

Slide 22



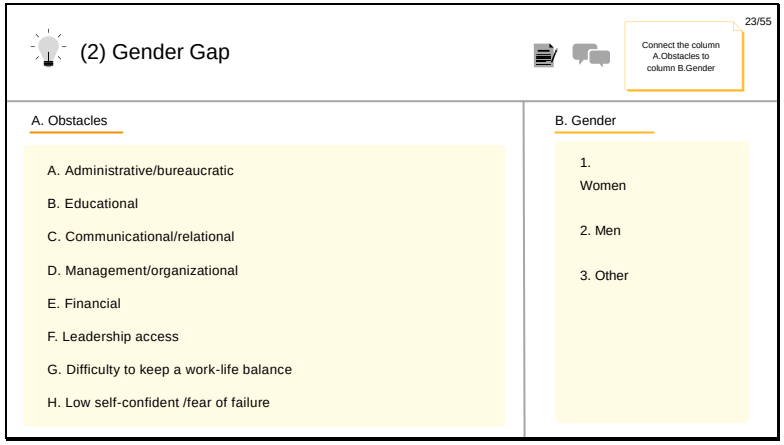
Transition slide to discuss if women and men face different obstacles in business activity?

Slide 23



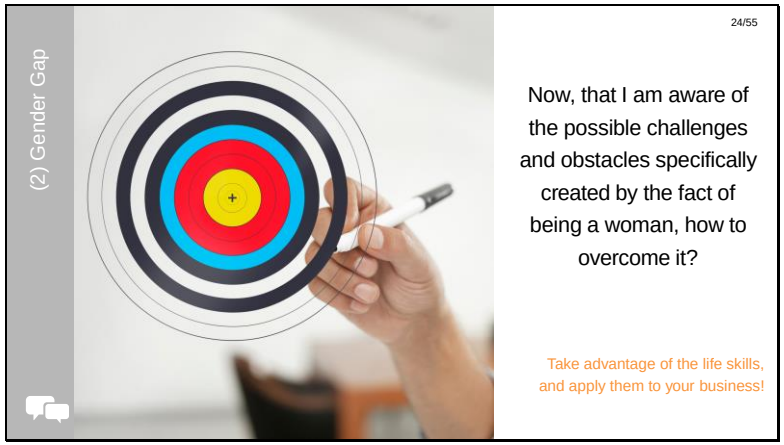
Exercise to connect column A to B. When you hear these affirmations/considerations would you think/associate immediately that they were said by a man or a woman?

Slide 24



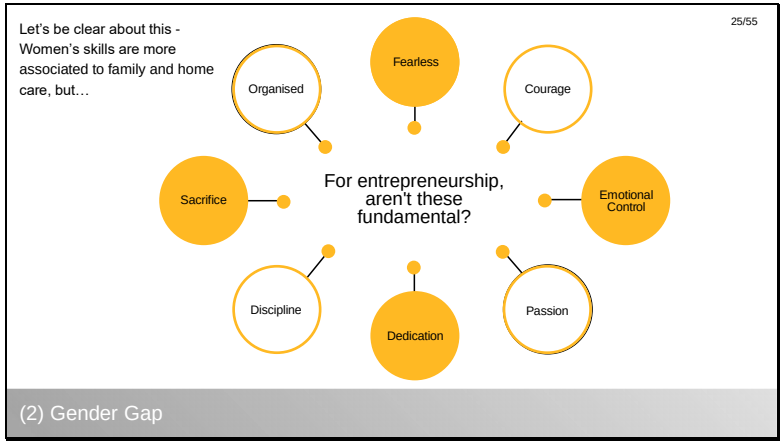
Exercise to connect column A to B. When you hear about these topics would you think/associate immediately that they were more considered by a man or a woman?

Slide 25



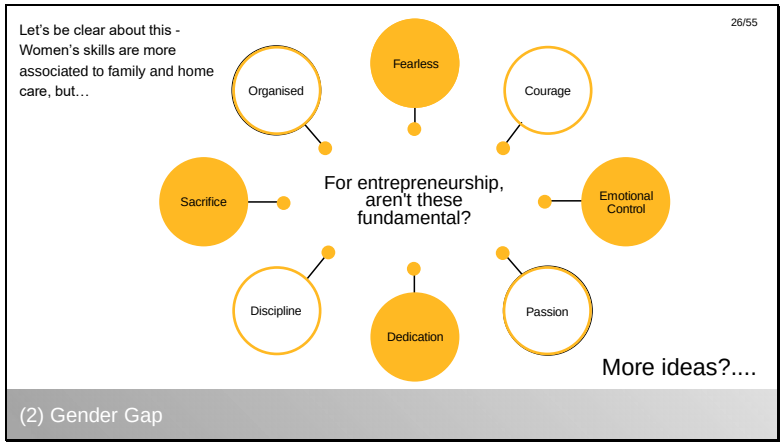
Transition slide to promote reflection on how to overcome challenges.
Take as reminder that our life skills will be an excellent tool to our business, as the management of time and relations.

Slide 26



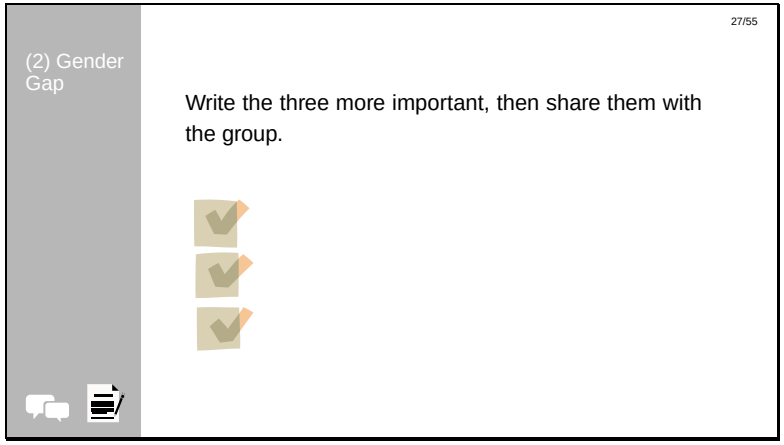
Example of how life skills can be fundamental for entrepreneurship skills.

Slide 27



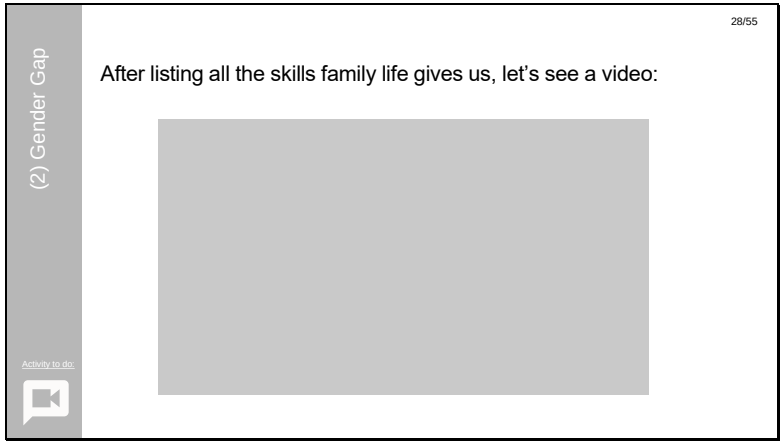
Promote debate with trainees to collect other characteristics.

Slide 28



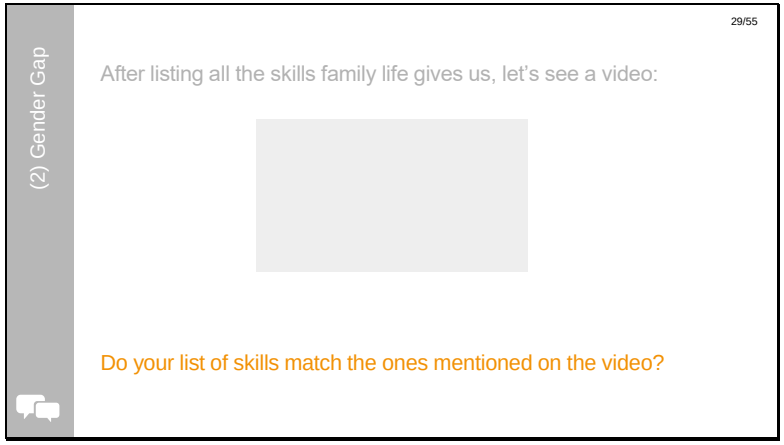
After discussion, rank the three more importante ones.

Slide 29



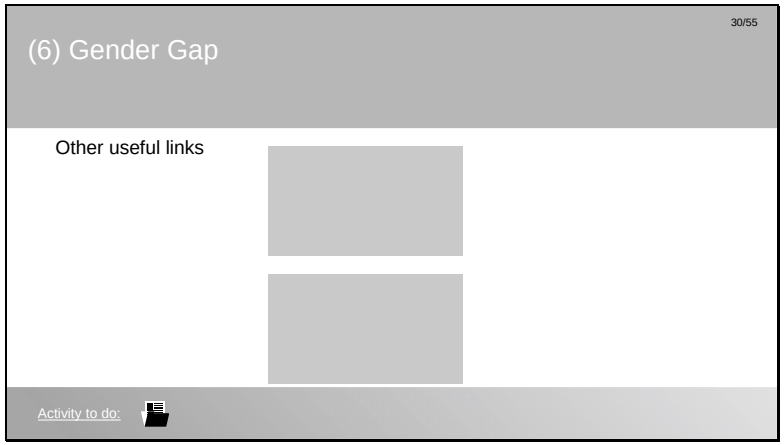
Watch the video about life skills

Slide 30



Debate about the topic of the video.

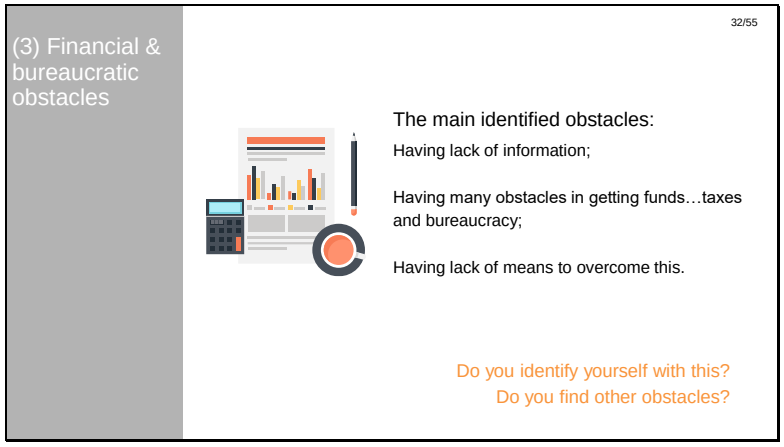
Slide 31



Optional links.

Slide 32

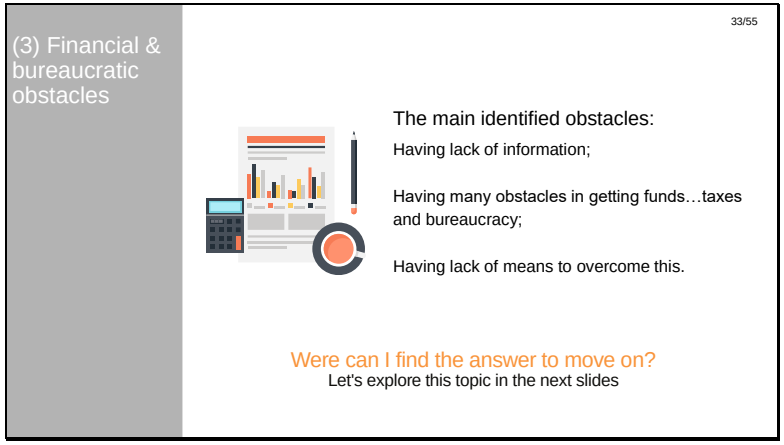
Slide 33



Another topic that is addressed in this modules is the financial and bureaucratic obstacles.

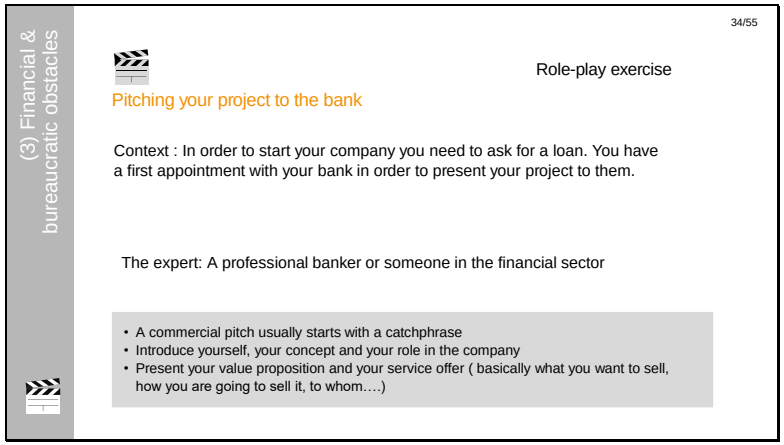
The ones mentioned are the most relevant, Ask the trainees if they identify themselves with this.

Slide 34



Transition slide to more content on this topic

Slide 35



Role Play exercise. More information to develop this exercise is available on the annex of the toolkit.

Slide 36

(3) Financial & bureaucratic obstacles

35/44

Knowing that...
"The lack of access to financial services for female entrepreneurs is one of the biggest gender gaps, and a major factor holding back progress towards financial inclusion of women in developing countries"
[FMO, Entrepreneurial Development Bank]

...HOW CAN I OVERCOME THE FINANCIAL OBSTACLES?

- Using crowdfunding;
- Establishing links with the business community;
- Getting specific advice for financial issues;
- Skilling for financial issues.

Suggestions of different opportunities to overcome the funding obstacles.

Slide 37

(3) Financial & bureaucratic obstacles

36/55

What more can I do?

- Look at government incentives to small business
- Look at innovative measures for creating start-up's
- Get information
- Be resilient to difficulties
- Look for business support (local or national)
- Look for technical support

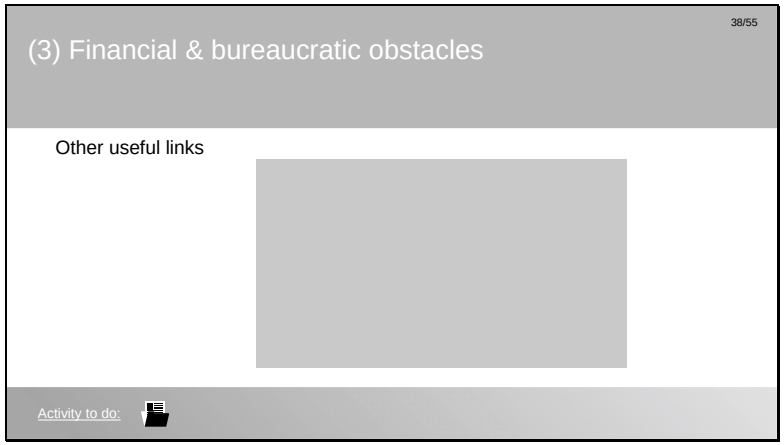
and keep in mind...

Other suggestions on how on overcome financial challenges.

Slide 38

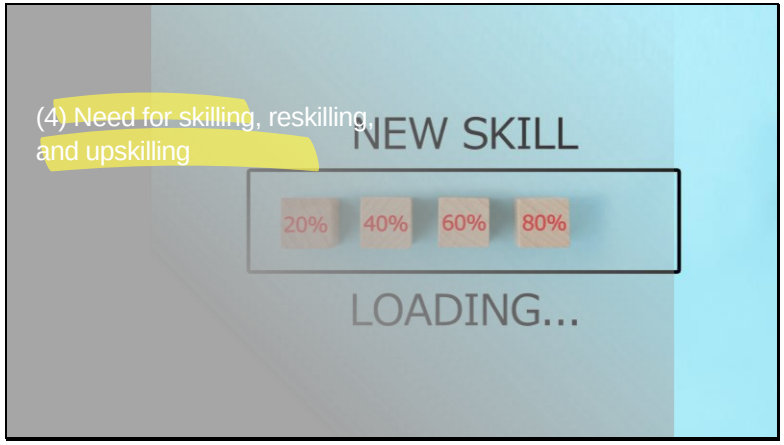
Wrap-up slide of the main key ways to overcome the identified obstacles: Find support programmes and continuous skilling

Slide 39

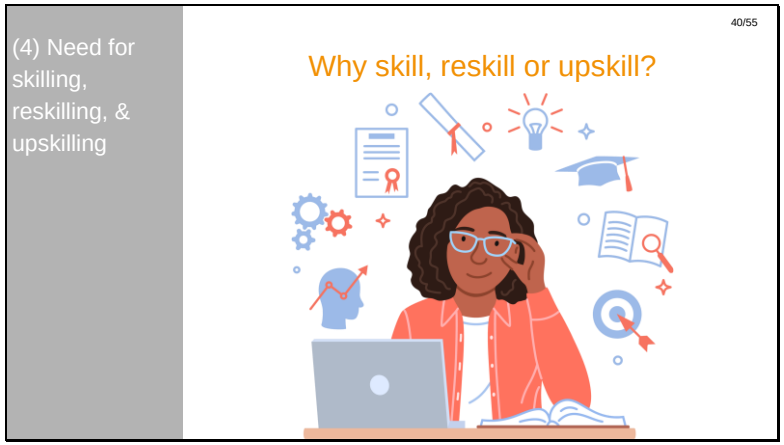


Optional slide

Slide 40



Slide 41



Introductory slide to the topic of skilling, reskilling and upskilling.

Slide 42

(4) Need for skilling, reskilling, & upskilling

41/55

! WHY skill, reskill or upskill?

- Since the COVID 19, entrepreneurs had to deal with the unexpected effects of a pandemic situation.
- Therefore, adaptation to new economic conditions was/is essential.
- Organisations such as the European Union, the OECD, and the International Labour Organization launched mechanisms in order to assure the life of learning .

Explain the need to skill, reskill and upskills.

Slide 43

42/55

(4) Need for skilling, reskilling, & upskilling

WHAT is skill, reskill or upskill?

Skilling

Training a worker/entrepreneur to do a particular task.

Reskilling

Reskilling is the process of learning new skills so you can do a different job, or of training people to do a different job, e.g. to offer a new kind of product or service.

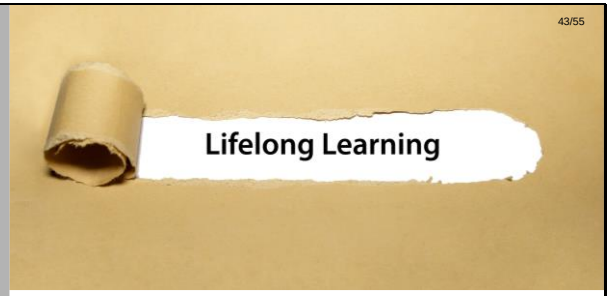
Upskilling

Upskilling occurs when workers improve upon existing skills and deepen their abilities and impact within their area of expertise; e.g., to learn a new technique to offer the same product or service.

Definition of each concept.

Slide 44

(4) Need for skilling, reskilling, & upskilling



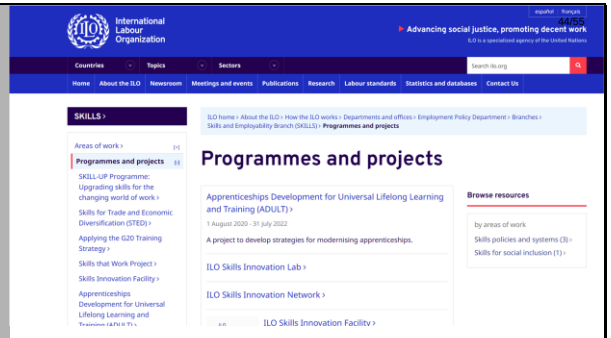
Skilling, reskilling & upskilling

Having the capacity for continuous learning

Highlight the need to have continuous life learning.

Slide 45

(4) Need for skilling, reskilling, & upskilling



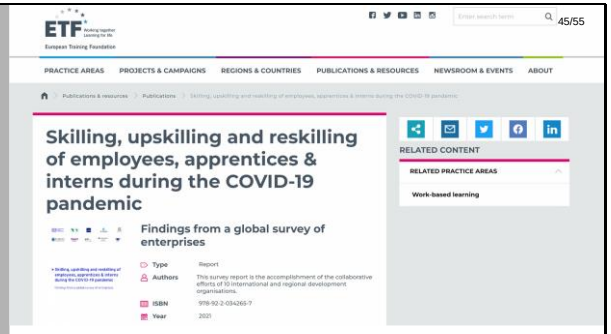
International Labour Organization

The International Labour Organization (ILO) develops a set of programs and projects that are based on lifelong learning and training apprenticeships, showing the relevance of permanent skilling for developing an economic activity.

Example of institutions and organisations that promote skilling, reskilling and upskilling support programmes.

Slide 46

(4) Need for skilling, reskilling, & upskilling



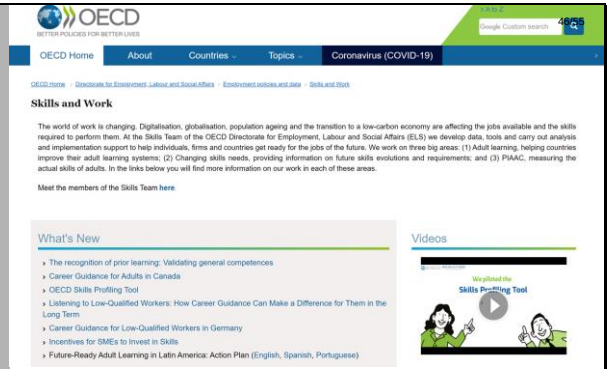
European Training Foundation

The European Training Foundation, an EU agency, gave special attention to this issue during the COVID19 pandemic.

Example of institutions and organisations that promote skilling, reskilling and upskilling support programmes.

Slide 47

(4) Need for skilling, reskilling, & upskilling

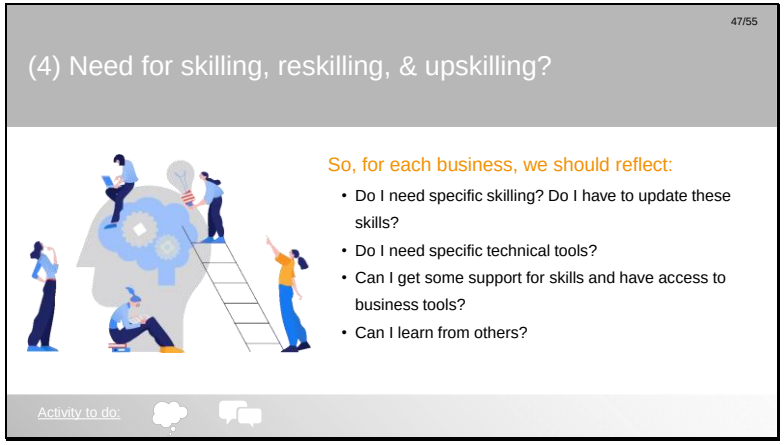


Organisation for Economic Co-operation and Development

The OECD created a topic only about skilling, recognizing its relevance for the economy and society today.

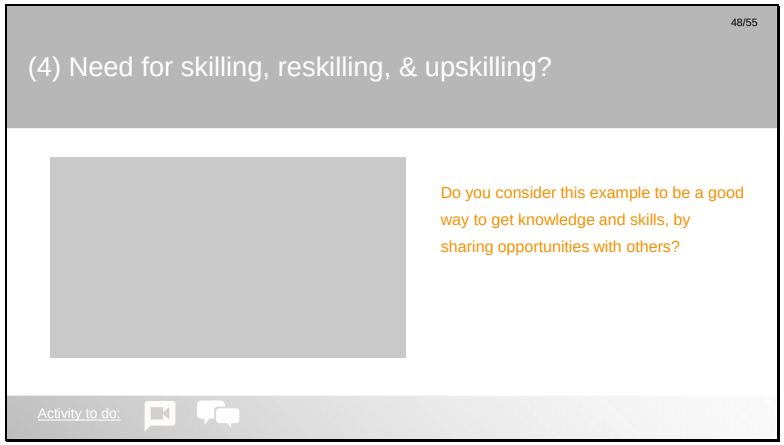
Example of institutions and organisations that promote skilling, reskilling and upskilling support programmes.

Slide 48



Promote reflection and discussion with trainees about these questions.

Slide 49

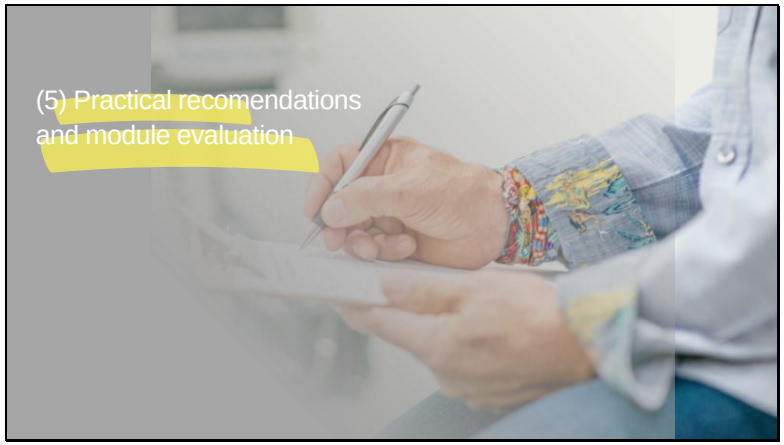


Watch and discussion the present video.
This is na example of how international networking is relevant for skilling.

Slide 50

Wrap-up of this 4th topic.

Slide 51



Slide 52

(5) Practical recommendations & module evaluation

Possible obstacles

- Gender Gap
- Financial & bureaucratic obstacles

Skilling & reskilling & upskilling

- Provides solutions

Wrap-up of the module's content.

Slide 53

(5) Practical recommendations & module evaluation

Gender Gap

- The attribution of specific characteristics by gender is more a social construction than a reality in practice.
- Family and domestic tasks also skill for entrepreneurship.
- The neighbouring (family and friends) network can also provide a relevant support to entrepreneurship activities.

Financial & bureaucratic

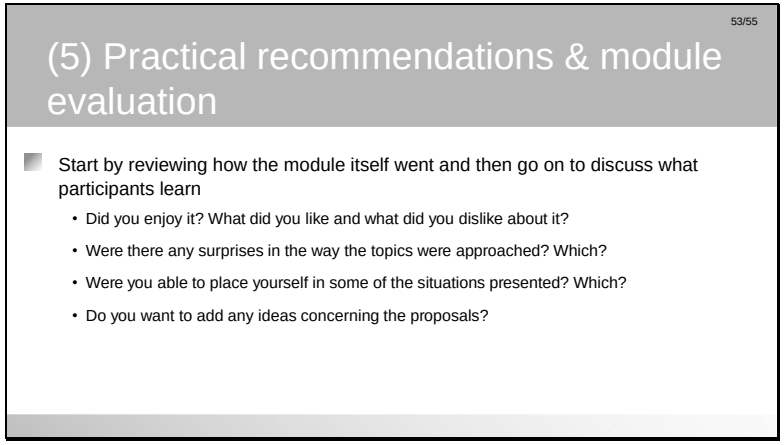
- The access to information an technical support is essential to overcome the financial and bureaucratic issues.
- The need for proactive attitude will help to better know the programmes and possible solutions for each case.
- Crowdfunding and skilling for financial issues are significant tools that contribute to solve these problems.

Skilling, reskilling & upskilling

- There are three types of capacity building: Skilling & reskilling & upskilling.
- All economic sectors are now exposed to the need of capacity building.
- There are specific programmes orientating public policies in this area.

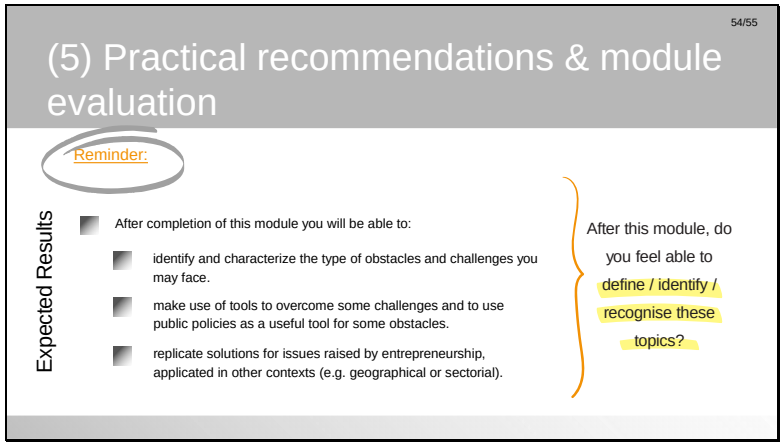
Key information to retain for each topic.

Slide 54



Quick feedback from the trainees about this module. To be completed with google form evaluation.

Slide 55



Checking if trainees feel that they achieved the expected results

Slide 56

55/55
Enhance and Stimulate Trust while Exploring
esteem
new forms of Entrepreneurship Modules
Thank you for your participation!
Follow us !
@ESTEEM project
Co-funded by the Erasmus+ Programme of the European Union