



# **Women Empowerment through Entrepreneurship**

## **Training Curriculum Guide**

*April 2025*

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**Co-funded by  
the European Union**

# Training Curriculum Guide

**Project name: Women Empowerment through Entrepreneurship**

**Project acronym: WEntre**

**project n° 101129440**

**Call: ERASMUS-EDU-2023-CB-VET**

**Type of action: ERASMUS Lump Sum Grants**

**Granting authority: European Education and Culture Executive Agency**

**Grant managed through EU Funding & Tenders Portal**

**Starting date: December 2023**

**End date: November 2026**

**Project duration: 36 months**

## PARTNERSHIP

Folkuniversitetet

SW



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## 1. INTRODUCTION

Designed for use by Master Trainers and Trainers, this Training Curriculum Guide (“the Guide”) sets out the **design, content creation** and **training methodologies** that will enable and inspire a unique reimagining of women’s entrepreneurial competency development at EntreComp Foundation through to Intermediate levels, empowering women to discover, explore, experiment and dare. This will be achieved by focusing the continuous professional development of Master Trainers and Trainers through improving their entrepreneurial capacity using the Entrepreneurship Competence Framework at Levels 5 and 6 proficiency levels, encouraging them to improve and reinforce their ability to create value.

Focusing upon entrepreneurial competence development will enable the WEntre Master Trainers and Trainers to take a co-creation approach to flexible curriculum and learning design considering different modes that respond effectively to learner needs. Co-creation, in an entrepreneurial context, refers to the collaborative process in the design, development, and delivery of blended learning curricula. By creatively integrating in place and online learning, the WEntre curriculum takes a more holistic approach to integrating technologies, and at the same time, draws upon existing thinking, research and new approaches to facilitate a wholly new approach to navigating and sequencing modes of learner participation. With a focus on maximising curriculum and learning flexibility for Master Trainers, Trainers and Learners, WEntre takes a distinctive enterprising and value creation approach to facilitating choices in how to participate in aspects of the curriculum.

By focusing upon the entrepreneurial competency development of Master Trainers, Trainers, and Learners, the Guide sets the foundation for an enterprising way of thinking that stimulates and influences change in the vocabulary and methodology associated with synchronous and asynchronous curriculum design, learning development and implementation.

More precisely, the WEntre curriculum and learning design approach actively encourages the fostering of independence in learning and competence development; this being achieved through the blend between live learning interactions and learner independent study/learning time: the synchronous and asynchronous aspects of the curriculum.

Furthermore, this Guide considers important issues in contemporary curriculum and learning design, including the use of AI in both the design of curriculum and learning, and learning outcomes:

- recognising that in-person and online are different andragogy spaces, and integrating these require a unique set of skills and resources.
- technologies enable a dynamic learning space where live learning and independent study can co-exist in the same space.
- trainers and learners require greater levels of choice and have different preferences in setting the approach, pace, and managing learning.

Developing and facilitating different Master Trainer/Trainer and Learner relationships:

- allowing opportunity for open conversations through a co-design approach that authentically takes a learner-centred approach.
- enabling the curriculum and learning design to reflect contextual aspects of choice: what, when, where and how options are blended; ensuring learner voice.

- blending in-person and online interactions create new relationships with and connections between people, and to space and time, requiring design teams and learners to consider sociability requirements, along with effective planning, and time management.

## 2. DESIGN

This Guide draws upon both established research and new thinking to understand how best to use co-creation in curriculum and learning design:

- choices that are made in terms of **what, why, when, where** and **how**, and **who** the co-creation collaborators are
- how the Master Trainers and Trainers create high value combinations of **time, timing** and **pace**, and **space** and **place** to shape the overall design of the curriculum

Co-creation of the curriculum and learning design is integral to WEntre's success:

- co-creation facilitates innovation, as the process can be transformative. It centres around the values of equity, equality, diversity, accessibility, mutual benefit, and reciprocity.
- the process fosters partnerships and collaborative working, in some cases, creates new communities, by enhancing social value/social capital and boosts creative power.
- co-creation *'can do more than just create skills or knowledge: it can be the glue that creates community.'*<sup>1</sup>

Facilitating co-creation requires the Master Trainer, Trainer and Learner, to work together to enable the development of shared goals, achieved by being open to ideas and views, and by gaining a shared understanding that training and learning is a joint endeavour:

- make no assumptions about the learner experience, ask them instead
- be open to add more lived experience that is genuinely reflective of learners' needs
- consider nuanced experiences: avoid implicit biases by welcoming a wide range of contributions from diverse backgrounds (and sectors) which bring different perspectives

Co-creation is ultimately about different mindsets that re-positions learners and trainers as active collaborators – empowering learners to be actively engaged in, and share the responsibility for their own learning<sup>2</sup>

- work to make it meaningful and iterative – learners' voice should not be a 'tick the box' performative exercise
- facilitating 'learner action' gives learners the opportunity to recommend solutions and bring about the required changes
- a key tenet is that learners, as 'experts' of their own experience, become central to the curriculum and learning design process

The Master Trainer and Trainer should consider the two types of co-creation:

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<sup>1</sup> By All, For All; The Power of Partnership, AHRC Creative Communities, Deep Dive Report 2023

<sup>2</sup> Cook-Sather, Bovill & Felten 2014; Mercer-Mapstone & Marie 2019

- Co-creation of the curriculum (usually taking place before a course or programme begins)
- Co-creation in the curriculum (usually involving negotiation of elements of a course or programme while it unfolds<sup>3</sup>)

It is important to think about how to apply co-creation, which can be achieved by gathering experts involved in building a co-creation culture among key stakeholders, including learners, to explore:

- purpose, objectives and materials, along with contextual pre-reads (e.g. learning theories and blended learning practice)
- facilitation approach/methodology, managing power dynamics and encouraging equity
- workshop planning, with topic, purpose, desired outcomes, time allotment, stakeholder engagement at all stages (including learner assessment), and next steps

In co-creating a contextually appropriate curriculum, the Master Trainer and Trainer will use the 'Backward Design'<sup>4</sup> framework, which drives the philosophy behind the most forward-thinking teaching and training, and learning frameworks.

Backward Design<sup>5</sup> begins with desired end goals by focusing on what the learner will learn, rather than what the trainer will teach; taking a learner centred approach that embeds three categories of support – instructional, peer to peer, and technical support.

In designing a context appropriate curriculum, it is important that the Master Trainer and Trainer are encouraged to think beyond the traditional type of session by applying an enterprising approach; seizing opportunities to create value by anchoring curriculum and learning development into the social, cultural and economic landscape, and explore and experiment with innovative approaches. For example, considering how synchronous and asynchronous learning bring about ideas and opportunities to create value. Moreover, how digital environments, can be impacted by many variables:

- learner preferences, needs and digital capabilities
- experience and competence in communicating and/or collaborating digitally, and
- different curriculum and training approaches

A learner-centred environment that takes a **beyond blended approach**<sup>6</sup> is both innovative and enterprising, and is crucial for a learning environment that facilitates the growth of **women entrepreneurs**. Why? Because it prioritizes their unique needs, contexts, and learning preferences. Unlike standard blended learning, which merely combines online and in-person elements, a beyond blended model integrates **flexibility, mentorship, peer collaboration, real-world problem-solving, and cultural sensitivity** into the learning journey.

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<sup>3</sup> What is co-creation? Queen Mary Academy, University of London

<sup>4</sup> Wiggins and McTighe, Understanding Design; Yale Poorvu Center for Teaching and Learning

<sup>5</sup> Refer to Diagram 1

<sup>6</sup> Refer to Table 1

For women entrepreneurs—who often juggle multiple roles, face systemic barriers, and operate in diverse socio-economic settings—this approach ensures:

- **Personalized learning paths** that align with individual goals and business contexts.
- **Accessible formats** that accommodate varying schedules and responsibilities.
- **Supportive ecosystems** that foster confidence, community, and leadership.

Ultimately, this environment empowers women to apply knowledge directly, grow sustainably, and overcome gender-specific barriers in entrepreneurship.



# BACKWARD DESIGN – TRAIN THE TRAINER

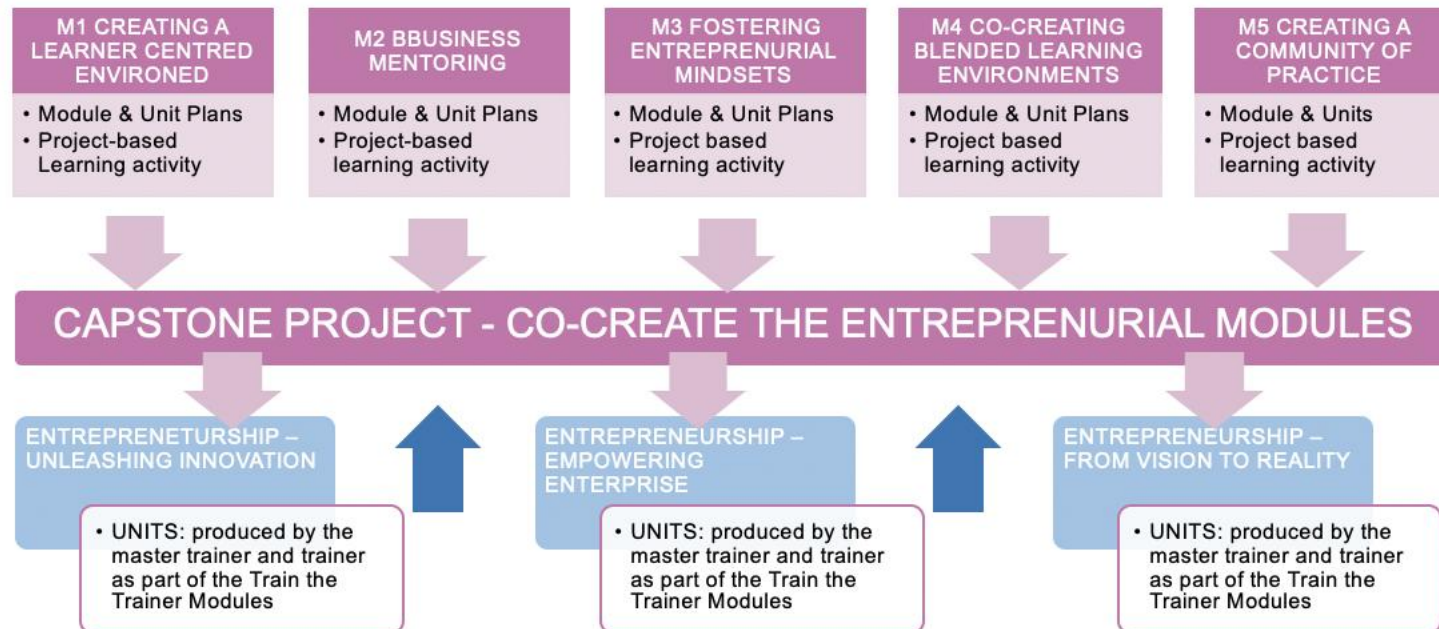







Diagram 1

## The six pillars for 'beyond blended' as prompts for curriculum design and strategic thinking

 <b>PLACE</b> Learners and learning facilitators are always physically somewhere	<ul style="list-style-type: none"> <li>WHERE ARE OUR LEARNERS IN EACH SESSION, AND ACROSS A TYPICAL LEARNING WEEK. HOW DOES THIS PATTERN SUIT THEIR NEEDS?</li> <li>WHAT DO LEARNERS NEED IN PLACE FOR EACH ASPECT OF THEIR LEARNING?</li> <li>WHAT MAKES IT DIFFICULT FOR LEARNERS TO BE PHYSICALLY PRESENT, AND HOW ARE WE HELPING?</li> </ul>	<ul style="list-style-type: none"> <li>HOW ARE THE NEEDS OF EACH PROGRAMME OF LEARNING FACTORED INTO TIMETABLING?</li> <li>WHAT SPECIALIST LEARNING SPACES ARE AVAILABLE AND MIGHT NEED TO BE DEVELOPED IN RESPONSE TO BUILDING AN INCLUSIVE APPROACH, AND IN RESPONSE TO NEW TECHNOLOGIES?</li> </ul>
 <b>PLATFORM</b> Learners and learning facilitators can always be (virtually) somewhere else	<ul style="list-style-type: none"> <li>WHAT GENERIC PLATFORMS PROVIDE AND WHAT ARE SPECIALIST PLATFORMS?, APPS OR ONLINE COMMUNITIES DO WE ASK LEARNERS TO ACCESS?</li> <li>WHAT ALTERNATIVES ARE LEARNERS CHOOSING AND WHY?</li> <li>WHAT IS THE VALUE OF VIRTUAL PARTICIPATION FOR LEARNING IN THIS PROGRAMME AND HOW ARE WE MAXIMISING VALUE?</li> <li>WHAT MAKES LEARNERS WANT TO ENGAGE ONLINE?</li> <li>WHAT MAKES IT DIFFICULT FOR LEARNERS TO PARTICIPATE FULLY ONLINE AND HOW ARE WE HELPING?</li> </ul>	<ul style="list-style-type: none"> <li>HOW ARE THE NEEDS OF LEARNERS TAKEN INTO ACCOUNT IN THE DEVELOPMENT OF PLATFORMS AND DIGITAL INFRASTRUCTURE?</li> <li>WHAT PLATFORMS ARE PROVIDED AND WHAT ARE LEARNERS CHOOSING FOR THEMSELVES?</li> <li>HOW ARE WE BUILDING INCLUSIVE ONLINE COMMUNITIES?</li> </ul>
 <b>PACE</b> Learners experience time and pace differently (synchronous/asynchronous or responsive/reflective)	<ul style="list-style-type: none"> <li>WHAT DIFFERENT TYPES OF SESSIONS ARE OFFERED FOR DIFFERENT ASPECTS OF LEARNING?</li> <li>HOW ARE THESE TIMETABLED ACROSS THE TIMEFRAME TO PROVIDE A RHYTHM AND TO SUPPORT GOOD STUDY HABITS?</li> <li>HOW DO WE ENSURE THAT LIVE SESSIONS ARE USED TO THE MAXIMUM?</li> </ul>	<ul style="list-style-type: none"> <li>WHAT FLEXIBILITY IS AFFORDED FOR CURRICULUM TEAMS TO CHOOSE DIFFERENT SESSION TYPES AND SCHEDULES, INCLUDING ASSESSMENT SCHEDULES?</li> <li>HOW DO WE SUPPORT LEARNERS OUTSIDE OF TIMETABLED HOURS?</li> </ul>

	<ul style="list-style-type: none"> <li>○ HOW DOES REFLECTIVE, INDEPENDENT STUDY TIME SUPPORT LEARNERS' GROWING SELF-DIRECTION?</li> <li>○ WHAT DIFFERENT KINDS OF ASSESSMENT ARE SCHEDULED (EG LIVE, TIME-LIMITED, EXTENDED) AND HOW ARE THEY TIMETABLED TO AVOID OVERLOAD?</li> </ul>	<ul style="list-style-type: none"> <li>○ WHAT OPPORTUNITIES DO WE OFFER, OR PLAN TO OFFER, FOR FLEXXIBLE STUDY SUCH AS PART-TIME, STAGGERED START. HOW DO THESE MEET THE CHANGING NEEDS OF LEARNERS AND STAKEHOLDERS?</li> </ul>
 <p><b>BLEND</b> Most learning has in place and online synchronous/asynchronous elements</p>	<ul style="list-style-type: none"> <li>○ HOW ARE CURRICULUM RESOURCES (TASKS, MATERIALS, INTERACTIONS) DISTRIBUTED IN A RANGE OF SESSION TYPES?</li> <li>○ HOW ARE PLACES AND PLATFORMS COMBINED TO SUPPORT DIFFERENT ACTIVITIES, INCLUDING ASSESSMENT ACTIVITIES?</li> <li>○ HOW IS THE VALUE OF DIFFERENT MODES EXPLAINED TO LEARNERS?</li> <li>○ HOW DO WE HELP LEARNERS TO USE THEIR OWN DIGITAL DIVICES AND RESOURCES, AS APPROPRIATE?</li> </ul>	<ul style="list-style-type: none"> <li>○ WHAT CONSTRAINTS OF PHYSICAL LEARNING SPACES WE MITIGATEBY USING THE VIRTUAL ENVIRONMENT/RESOURCES?</li> <li>○ HOW ARE WE PLANNING TO INTEGRATE ONLINE AND IN-PLACE LEARNING EXPERIENCES BETTER?</li> <li>○ HOW DO LEARNERS AND LEARNING FACILITATORS CONTRIBUTE TO OUR CURRICULUM MODEL AND FRAMEWORK, INCLUDING BLENDED LEARNING?</li> </ul>
 <p><b>FLEX</b> Learners and learning facilitators expect choice and flexibility in mode(s) of learning</p>	<ul style="list-style-type: none"> <li>○ WHEN ARE DECISIONS MADE ABOUT MODES OF PARTICIPATION AND WHO MAKES THEM?</li> <li>○ WHAT CHOICES DO LEARNERS HAVE AOBUT HOW THEY PARTICIPATE, AND WHAT ARE THE TRADE-OFFS?</li> <li>○ HOW IS ENGAGEMENT SUSTAINED IN DIFFERENT MODES?</li> <li>○ WHAT CHOICES DO LEARNERS HAVE IN HOW THEY ARE ASSESSED?</li> <li>○ IS ASSESSMENT WELL MATCHED WITH MODES OF LEARNING AND TEACHING?</li> </ul>	<ul style="list-style-type: none"> <li>○ WHAT DAY-TO-DAY FLEXIBILTY IS AFFORDED TO LEARNING FACILITATORS AND LEARNERS TO SUPPORT THEIR NEEDS? ARE OUR SYSTEMS FLEXIBLE ENOUGH?</li> <li>○ HOW DOES CURRICULUM FLEXIBILTY SUPPORT OUR STRATEGIES FOR ACCESSIBILITY AND INCLUSION?</li> <li>○ DO WE HAVE A STRATEGY FOR OFFERING DIVERSE MODES OF ASSESSMENT AND FEEDBACK?</li> <li>○ HOW IS RESILIENCE BEING BUILT INTO THE CURRICULUM SYSTEM TO MEET FUTURE SHOCKS?</li> </ul>



### **SUPPORT**

Learners and learning facilitators need support to engage in diverse modes

- WHAT DEVICES AND SKILLS ARE NEEDED BY LEARNERS TO ENGAGE FULLY IN THIS LEARNING?
- HOW ARE SKILLS PRACTICED AND SUPPORTED IN THE CURRICULUM? HOW ARE INDIVIDUAL NEEDS IDENTIFIED AND FULFILLED?
- HAVE WE IDENTIFIED THE TIME AND WORKLOAD ASSOCIATED WITH EACH ELEMENT OF THE CURRICULUM AND ALLOCATED STAFF APPROPRIATELY?
- HOW ARE STAFF SUPPORTED WITH ANY ADDITIONAL SKILLS TO MANAGE TEACHING IN DIVERSE MODES?
- HOW ARE WE INVESTING IN STAFF/LEARNER DIGITAL CAPACITIES FOR DIFFERENT MODES OF LEARNING, TRAINING AND ASSESSMENT?
- HOW ARE WE INVESTING IN PLATFORMS AND DEVICES FOR GRATER DIVERSITY OF MODES OF LEARNING?
- WHAT SUPPORT IS IN PLACE FOR LEARNERS AND LEARNING FACILITATORS ACCESSING LEARNING ONLINE?
- HOW DO WE KEEP OUR CURRICULUM UP TO DATE AS NEW MODES EMERGE (IMMERSIVE LEARNING, AI ASSISTED LEARNING)?

**Table 1**

### 3. CONTENT CREATION

*Learner-centred design is the process of building learning experiences by focusing on learner challenges and building fitting solutions by working through an iterative process.*

Within WEntre's value-creation process, testing ideas and co-operating with others to develop ideas and turn them into action is integral. Collaborating on the curriculum and learning design provides Master Trainers and Trainers with a learning opportunity, especially through an intentional process for making the shift from "What do I need to teach?" to "What is the best way for my learners to learn and understand?"

"Learning has become a more complex collaboration between instructor, the learner and the medium."<sup>7</sup> Therefore, Master Trainers and Trainers are required to embrace 'Multimodal Learning'<sup>8</sup>, which aims to cater to diverse learning styles and preferences, promote active engagement, and support deeper understanding and retention of information. By embedding a multimodal learning approach, the process of curriculum and learning design will ensure that multiple sensory channels are used and take advantage of these to provide a richer and more engaging learning environment.

WEntre's model for course design draws from the **EntreComp Framework** and adapts the '**6 Models of Blended Learning**'<sup>9</sup> in recognition of the need for *fundamental reconceptualization and reorganization of the training and learning dynamic*.

#### THE BLENDED LEARNING MODELS

<i>Models</i>	<i>Propose the number of Hours</i>		
<b>Model 1: Flipped Classroom</b>	<div data-bbox="555 1352 938 1830"> <ul style="list-style-type: none"> <li>○ Inverts the traditional learning model, shifting content delivery (like lectures) to be done outside of a classroom, typically through videos or online resources, and using class time for interactive activities, discussions and personalised support.</li> <li>○ Allows learners to engage with the material before entering the classroom and then deepen their understanding during class.</li> </ul> </div> <div data-bbox="963 1352 1378 1420"> <table> <tr> <td>e.g. One hour synchronous</td> <td>e.g. Two hour asynchronous</td> </tr> </table> </div>	e.g. One hour synchronous	e.g. Two hour asynchronous
e.g. One hour synchronous	e.g. Two hour asynchronous		

<sup>7</sup> What is Learning Design? Keeping Learners at the Center of the Design Process, Smart Sparrow

<sup>8</sup> Multimodal Learning v Learning Styles: What's The Difference, Classwork.com

<sup>9</sup> 6 Models for Blended Synchronous and Asynchronous Online Course Delivery

**Model 2: Self-Directed Course**

- Empowers learner autonomy taking full responsibility for their learning path. e.g. Three hours synchronous
- Shifts the trainer's role from instructor to mentor, promoting inquiry, discussion and potential peer collaboration to build deeper understanding.
- Promotes flexible design of course components that can be tailored to varied learning paths, incorporating reflective exercises, and real-world application.

**Model 3: Integrated Lab Time**

- Combines lab work with other learning activities, including workshops/tutorials. e.g. One hour synchronous e.g. Two hours asynchronous
- Enhances understanding and application of knowledge through hands-on experience to develop specific skills and/or solve problems. Final hour synchronous

**Model 4: Capstone Project**

- A culminating project/assignment allowing learners to demonstrate their skills and knowledge by applying them to real-world problems and/or projects. e.g. One hour synchronous e.g. Two hours asynchronous
- Enables demonstration of expertise and ability to integrate and apply learned concepts.

**Model 5: Project-based Learning**

- Work independently or in teams to learn through a practical hands-on experience on a real-life task or mini project. e.g. Two hours synchronous e.g. Two hours asynchronous
- Optional trainer/technician check-ins, peer critiques, and mentorship.
- Actively engage in design and delivery to develop skills in a real-world setting.

**Model 6: Self-directed Learning**

- |   |                                      |
|---|--------------------------------------|
| <ul style="list-style-type: none"> <li>○ Delivered as an activity within a course, learners have the flexibility in a formal/informal setting to identify topics that meet their specific learning needs.</li> <li>○ Learners complete work at their own pace, in the place that they choose.</li> <li>○ Learners may engage in research, watch videos, complete group assignments, on their own schedule.</li> <li>○ Learners are able to take responsibility for their own learning journey.</li> </ul> | <p>e.g. Three hours asynchronous</p> |
|---|--------------------------------------|

In summary, the co-design process requires the Master Trainer, Trainer, and where possible, the Learner to collaborate and focus upon:

- **Identifying desired results:** defining learning goals and outcomes.
- **Determining acceptable evidence:** generating assessments that measure progress towards goals and competency attainment.
- **Planning learning experiences and instruction:** designing activities that enable learners to acquire knowledge, skills and behaviours to perform well on assignments.

## The WEntre Modules

These co-created modules embody a collaborative ethos, setting the foundation for a dynamic way of working that values shared ownership and collective insight. By actively harnessing diverse perspectives, they ensure that the content remains relevant, inclusive, and engaging for all learners. Their development has been and should continue to be enriched through a structured peer-review process as an integral aspect of our culture of continuous improvement, which strengthens quality, enhances credibility and refines ideas through open exchange and mutual learning.

**Modules One to Five** focus upon developing the professional practice of the Master Trainer and Trainer at EntreComp Levels 5 and 6. This series of workshops embeds the WEntre capstone project that requires the Master Trainer and Trainer to apply everything they have learned to the co-creation of three entrepreneurship modules designed for women at EntreComp Foundation through to Intermediate levels. In taking this approach, the modules are designed to showcase enterprising practice, value creation, critical thinking, and problem-solving.

**Modules Six to Eight** focus on developing the competencies of women, especially those developing enterprising ideas and establishing thriving businesses.

To ensure Master Trainers and Trainers fully grasp the significance of enterprising co-creation, it is essential to emphasize that these modules are designed to cultivate the skills and competencies of women at EntreComp Foundation through to Intermediate levels: empowering and enabling women to discover, explore, experiment, and dare.

Their success hinges on dynamic collaboration through a collective process to ensure each module reflects co-creation in practice:

- Engaging in regular collaboration between Master Trainers and Trainers
- Identifying gaps and opportunities in module content
- Supporting the integration of learner input and community relevance
- Ensuring the inclusion of diverse voices and lived experiences
- Allowing for continuous improvement based on feedback and evolving needs

This co-creation approach ensures that modules are not only responsive and practical but also empowering. The more aligned Master Trainers and Trainers are with the process, the better equipped they'll be to inspire women to pursue and realize their enterprising potential.

Both sets of modules align with the **WEntre Competency Framework**. Combined, the Competency Framework and this Guide, demonstrate alignment to EntreComp, the European Reference Framework, the UN Values and Competencies Framework, and the European and Egyptian National Qualifications Frameworks. Within this context, it is widely acknowledged that entrepreneurial learning often resists fixed, predefined competences due to its emergent nature. The specification of competences and learning outcomes within each module ensures the curriculum is practical and implementable.

### Learning outcomes

#### Train the Trainer

#### *Module 1 Creating Learner Centred Environments*

#### Aims and Purpose

This module introduces the Master Trainer and Trainer, at EntreComp levels 5 and 6 to the art of designing and facilitating co-created environments that blend synchronous and asynchronous learning opportunities.

#### Learning Outcomes

- Demonstrate understanding of key principles, theories, and characteristics of learner-centred learning and how they inform effective training design and delivery.
- Design and facilitate inclusive, interactive, and flexible learning experiences that actively engage participants and respond to diverse learner needs.
- Reflect and act on personal values and beliefs to foster empathy, respect, and a commitment to continuous improvement in learner-centred practice.

#### Train the Trainer

#### Aims and Purpose



**Module 2**  
***Business Mentoring***

This module introduces the Master Trainer and Trainer, at EntreComp levels 5 and 6, to the role and function of entrepreneurial mentoring within a synchronous and asynchronous learning environment.

**Learning Outcomes**

- Discuss the role of the Business Mentor demonstrating how the mentee's lived experience and the mentor's own experience and knowledge add value.
- Examine the difference between business mentoring and coaching, illustrating by example, how taking a mentoring approach is different from training, and how the mentee takes ownership in the relationship.
- Provide a real-life mentoring session, reflecting on the outcomes achieved, appraising the approach taken.

**Train the Trainer**

**Aims and Purpose**

**Module 3**  
***Fostering Entrepreneurial Mindsets***

This module introduces the Master Trainer and Trainer, at EntreComp levels 5 and 6, to the importance of continuous learning in the on-going development of a person's way of thinking, their opinions, along with a set of attitudes associated with having an entrepreneurial mindset.

**Learning Outcomes**

- Describe how an entrepreneurial mindset is characterised detailing the key components and how these relate to entrepreneurial success from real-life case studies.
- Apply a structured assessment framework to evaluate learners' entrepreneurial traits, and design tailored learning as a result.
- Associate fostering an entrepreneurial mindset to your own personal development, using the knowledge you have, and the new knowledge you have gained, to create value within a real-life context.

**Train the Trainer**

**Aims and Purpose**

**Module 4**  
***Co-creating Blended Learning Environments***

This module introduces the Master Trainer and Trainer, at EntreComp levels 5 and 6, to gain a deeper understanding and realise the significance of new thinking and approaches that rethink curriculum and learning design, understanding the differences between in-place and online learning and leveraging digital technologies.

**Learning Outcomes**

- Demonstrate digital literacy for navigating, co-creating, and using online learning platforms effectively.
- Relate existing and newly acquired knowledge and skills in instructional design to create cohesive blended learning experiences that expand notions of time and space.
- Design innovative approaches to curriculum design that go beyond combining online and in-person learning, emphasising flexibility, choice, and catering to diverse learning needs.

**Train the Trainer**

**Aims and Purpose**

**Module 5**  
**Creating a**  
**Community of**  
**Practice**

This module introduces the Master Trainer and Trainer, at EntreComp levels 5 and 6, to understand the purpose of a community of practice, as a lifelong learning strategy, and pro-actively participate to share ideas, experiences and effective practice.

**Learning Outcomes**

- Appraise the value of deepening collective knowledge, improving practice, and knowledge exchange, through a community of practice as a shared domain of interest.
- Demonstrate how problem solving and/or the exchange of best practices has resulted in transforming your own practice.
- Articulate how the community of practice has created value within the curriculum/learning design team, and take action on a value creating activity.

**Module 6**  
**A1 Competences**  
**Entrepreneurship:**  
**Unleashing**  
**Innovation:**  
**exploring**  
**enterprising ideas,**  
**creativity and vision**

**Aims and purpose**

This module focuses upon turning ideas into shared value, whether taking an enterprising approach to career, personal and/or professional development. Setting the context, the module considers spotting opportunities to explore value creation in the private, public, and third sectors, and in any hybrid combination of the three. Specifically, considering creativity and vision in taking a solution-driven approach to challenges, and opportunities.

**EntreComp Levels**  
**Foundation to**  
**Intermediate**

**Learning Outcomes**

- Illustrate and analyse different entrepreneurial approaches through the recognition of opportunity that results in needs, that have not been met, being addressed.
- Collaborate with others to take an innovative approach, embarking upon experimentation that demonstrates how value has been delivered at various stages.
- Examine and articulate the various forms of social, cultural or economic value and distinguish which type of value is most appropriate to a given/chosen pathway.

**Unit 6.1: Spotting Opportunities**

6.1.1 Demonstrate the ability to identify and evaluate potential opportunities by conducting market research and analysing trends, customer needs, and gaps in existing products or services.

6.1.2 Develop and present innovative solutions to real-world problems, showing creativity, resourcefulness, and the ability to take calculated risks in pursuit of value creation.

6.1.3 Reflect critically on personal attitudes toward change, failure, and uncertainty, and demonstrate a proactive mindset in seeking and acting on new ideas and ventures.

**Unit 6.2: Creativity**

6.2.1 Generate original business ideas by applying creative thinking techniques and understanding key principles of innovation within entrepreneurial, value creation, contexts.

**Module 7**  
**A2 Competences**  
**Entrepreneurship:**  
**Empowering**  
**Enterprise:**  
**leveraging**  
**resources for**  
**success**

**EntreComp Levels**  
**Foundation to**  
**Intermediate**

- 6.2.2 Design and prototype innovative solutions to identified problems, using iterative processes and feedback to refine entrepreneurial concepts.
- 6.2.3 Demonstrate a positive, opportunity-seeking mindset by embracing ambiguity and using creative strategies to overcome challenges in entrepreneurial ventures.

**Unit 6.3: Vision**

- 6.3.1 Articulate a clear and compelling entrepreneurial vision that aligns with market need and long-term value creation, demonstrating insight into emerging trends.
- 6.3.2 Develop and justify a value proposition that addresses real-world problems or unmet needs, using customer insights and value mapping techniques.
- 6.3.3 Exhibit a proactive and ethical approach to creating sustainable value, showing commitment to social, economic, or environmental impact.

**Aims and purpose**

This module focuses upon identifying the assets needed for entrepreneurial success, identifying interests and building resilience to make the most of opportunities and/or challenges that result in value being created.

**Learning Outcomes**

- Recognise personal and/or group assets and how these successfully support and strengthen the opportunity to create value.
- Identify and demonstrate how challenges have been overcome on route to achieving personal goals/the goals of the group.
- Apply resource and time management within a chosen or given context, demonstrating how those resources have been assigned responsively.
- Recount the financial management of the resources needed for a value-creating opportunity, demonstrating the purpose of these, categorizing day-to-day and future needs.

**Unit 7.1: Mobilizing resources**

- 7.1.1 Identify and assess various sources of resources and demonstrate the ability to align them with business needs and/or growth objectives.
- 7.1.2 Network and build collaborative partnerships to effectively mobilise resources, demonstrating interpersonal skills and an understanding of stakeholder/people management.
- 7.1.3 Exhibit a resourceful and entrepreneurial mindset by taking initiative to secure resources under challenging conditions, demonstrating resilience, creativity, and the ability to leverage available assets.

**Unit 7.2: Financial and economic literacy**

- 7.2.1 Apply fundamental financial concepts to create and manage personal and business budgets, demonstrating sound decision-making and financial planning skills.
- 7.2.2 Interpret economic indicators and their impact on business viability/operations and personal finance, demonstrating an

**Module 8**  
**A3 Competences**  
**Entrepreneurship:**  
**From Vision to**  
**Reality: turning**  
**ideas into action**

**EntreComp Levels**  
**Foundation to**  
**Intermediate**

understanding of the impact of interest rates, for example, and of making individual financial / non-financial decisions.

7.2.3 Demonstrate proactive and responsible attitude towards financial risk, making informed choices to maximize outcomes while managing uncertainty.

**Unit 7.3: Mobilizing others**

7.3.1 Inspire and lead teams by clearly communicating the vision, goals, and value proposition of entrepreneurial projects, demonstrating effective leadership and motivational skills.

7.3.2 Collaborate effectively with diverse stakeholders, using negotiation and conflict resolution strategies to align resources and efforts toward shared entrepreneurial objectives.

7.3.3 Foster a sense of ownership and accountability among colleagues/collaborators by empowering them to take initiative, demonstrating trust and fostering a proactive, entrepreneurial culture.

**Aims and purpose**

This module focuses upon how turning ideas into shared value can facilitate an enterprising mindset, as well as inspiring entrepreneurial learning, encouraging a 'can do' attitude, that considers calculated risks and learning from others.

**Learning Outcomes**

- Demonstrate how effective problem solving has resulted in opportunities to initiate value-creating opportunities, describing how any challenges faced were overcome by adjusting/incorporating changes to the original plan.
- Compare and contrast different sources of information that can inform and shape the value-creating opportunity, and help calculate risk.
- Demonstrate how the value-creating opportunity has been informed and verified by 'end users', taking into consideration their motivations, values, and value propositions.

**Unit 8.1: Taking the initiative**

8.1.1 Proactively identify and seize new business opportunities, demonstrating the ability to conduct market research to assess the potential for entrepreneurial value creation, innovation or growth.

8.1.2 Take decisive action to address challenges and uncertainties in entrepreneurial value creation, using critical thinking and problem-solving skills to navigate obstacles and create solutions.

8.1.3 Demonstrate ownership and accountability in driving entrepreneurial value-creation projects forward, initiating tasks, managing resources effectively, and maintaining focus on objectives.

**Unit 8.2: Planning and management**

8.2.1 Design and execute an entrepreneurial value creation project by effectively planning resources, timelines, and milestones, demonstrating strong organisational, budgeting, and project management skills to ensure successful implementation and goal achievement.

8.2.2 Develop and implement a comprehensive business plan that aligns with entrepreneurial value creation goals, demonstrating strategic thinking, financial planning, and market analysis skills.

### **Unit 8.3: Coping with uncertainty, ambiguity and risks**

8.3.1 Identify, assess and prioritise risk using tools like a SWOT and PESTEL analyses, and demonstrate how risks can be mitigated.

8.3.2 Use a decision-making framework to demonstrate an ability to take calculated risks by evaluating potential outcomes.

8.3.3 Through on-going learning and reflection, demonstrate a resilient mindset.

### **Unit 8.4: Working with others**

8.4.1 Collaborate effectively with diverse team members to develop and implement innovative business solutions, demonstrating strong communication, problem-solving, and leadership skills.

8.4.2 Build and maintain partnerships with key stakeholders to maximise value creation, demonstrating negotiation, relationship-building, and conflict resolution skills.

### **Unit 8.5: Learning through experience**

8.5.1 Apply learning to real-world entrepreneurial value creation situations, demonstrating what has been learned from both successes and setbacks.

8.5.2 Engage in hands-on projects, gaining practical skills in entrepreneurial/business operations and value creation while building confidence and independence.

8.5.3 Evaluate personal growth through self-reflection, identifying key learning moments and using feedback to improve future value creation decisions.

## **4. TRAINING METHODOLOGIES**

In facilitating the development of enterprising competencies, both the Master Trainer and Trainer play a crucial role in the success of WEntre, critically underpinning the learning environment with respect for diversity, integrity and professionalism.<sup>10 11</sup>

It takes time to become an effective trainer, so this section provides you with an overview of the **WEntre Training Culture**, techniques to conduct the training, and how these can to improve your practice.

The success of the WEntre Training Curriculum is contingent on the extent to which the trainer creates a value-driven, safe and collaborative environment where women as learners are

<sup>10</sup> UN Women's Values and Competencies

<sup>11</sup> EntreComp: a practical guide <https://entrecompeurope.eu/wp-content/uploads/EntreComp-A-Practical-Guide-English.pdf>

motivated to develop their competencies and achieve their goals and ambitions. If they are not comfortable sharing their thoughts and ideas, it will be impossible to know where to focus your support until it is too late. WEntre focuses on the value of autonomy and active participation through the following **three key strategies**:

### No1. Experiential learning

Incorporate the principles of practices of Kolb's experiential learning theory<sup>12</sup>:

- **Concrete Experience:** (feeling) having the actual experience – *doing/having an experience. A new experience or situation is encountered or a reinterpretation of an existing experience.*
- **Reflective Observation:** (watching) reflecting on the experience – *reviewing/reflecting on the experience. Exploring any inconsistencies between experience and understanding.*
- **Abstract Conceptualisation** (thinking): learning from the experience – *concluding/learning from the experience. Giving rise to a new idea, or modification of an existing abstract concept.*
- **Active Experimentation** (doing): trying out what you have learned – *planning/trying out what you have learned.*

### No2. Project-based learning

The key characteristics of project-based learning are as follows – project-based learning:

- presents an open-ended, appropriately complex question, with real-world application.
- relates to knowledge acquired through theoretical/technical learning.
- requires learners to find their own solutions to a given problem or question.
- gives learners a choice in how they learn.
- follows a clear, well-defined set of criteria and expectations.

### No3. Synchronous and Asynchronous learning - Blended Learning

In this environment, the Master Trainer/Trainer encourages active participation and collaboration to promote higher order thinking and development of social skills, and builds learner confidence and enables independent, self-directed learning. At the same time, participants can have more influence over the content and pace of their learning.

The Training Curriculum makes use of recognised research<sup>13</sup> that promotes high impact practices, which include, but are not limited to, the following learning and teaching practices:

- **Cognitive load theory** – referring to the amount of information the working memory can process at any given time.
- **Discussion** – drawing upon lived experience and enabling learner voice.

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<sup>12</sup> Kolb's Learning Styles and Experiential Learning Cycle.

<sup>13</sup> Action Research High Impact Learning, June 2022 CDN College Development Network.

- **Retrieval practice** – regular and often checks on prior learning to aid memory retention.
- **Dual-coding** – harnessing the power of visual triggers to aid retention of information.
- **Collaborative learning** – as a key component of the modern learning environment.
- **Guest speakers and masterclasses** – making the link with the workplace and real-world experiences.

Finally, the Master Trainer and Trainer must consider that learners have different starting points and learning capabilities, so in the design of learning and choosing methodology, consider where learners might struggle to grasp terminology, information or concepts.

### Anticipate Confusion

It is important for the trainer to anticipate where learners may struggle with new terminology, concepts and ways of learning. The on-going development and implementation of learning curricula is an iterative process; therefore, it is essential that through 360 degrees reviews, trainers are able to constantly review the guide. In each module, consideration is given to the following:

- **Terminology:** be aware of terminology that causes confusion for learners.
- **Explanation:** be aware of elements where learners find explaining aspects of their learning troublesome.
- **Problematic Points:** take into consideration where learners struggle.
- **Prompting and Guiding:** questions that trainers can use to guide learners through elements of their learning.
- **Real-life Examples:** use examples to relate learning to real-life situations or experiences.

## 5. Annex 1

### How Develop a Unit

Each module is a component of the WEntre Curriculum. Each module is made up of one or more units. Master Trainers and Trainers are responsible for co-creating **units** that make up the **module**. Together, units within the module provides a structure for learning. By breaking down the module into units, the Master Trainer/Trainer is able to consider the subject or theme in more detail, also relate these units into a bigger picture e.g. the curriculum. Co-creating the unit with others will ensure that knowledge and ideas develop sequentially and logically.

#### **Consider the Key Performance Indicators.**

Co-creating a unit can be achieved through the following six steps:

**Step One:** Create Hints and Descriptors - align the unit to the module and the curriculum

Give consideration to the aims and objectives of the module, the competence level and competences, along with the threads and descriptors provided in the WEntre Competence Framework. By taking this approach, the Master Trainer/Trainer will have all the information needed to provide learners with a comprehensive introduction of the unit.

**Step Two:** Identify the unit's intended outcome – learning goals and outcomes

During this step, spend time to consider the key ideas, concepts, and topics that must be covered in the unit. Next, allow ample time to consider what you want learners to know, be able to do, or produce, by the end of the unit.

After developing a detailed outline, take time to consider learning objectives and competences associated with the unit. Developing clear and measurable learning objectives including cognitive and behavioural objectives should be based on **Bloom's Taxonomy**.

**Step Three:** Decide on the unit's content

Essentially, learning content describes the wide-ranging materials and resources used to create a highly-relevant learning experience, including real life application. Content can include traditional textbooks through to digital resources and should be aligned to the synchronous and asynchronous learning rationale.

**Step Four:** Learning activities

It is important to develop units of learning that comprise of a variety of activities that will help different types of learners absorb information in a way that fits their individual needs.

**Step Five:** Hints, tips and tweaks

Developing a unit should be a participatory, creative experience, and include reflective practice<sup>14</sup>, as a means for thinking about what has been learned from preparing and delivering

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<sup>14</sup> Reflective Practice <https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice>



the unit. Reflecting will help to tweak aspects of the unit where improvements can be made, and keeping a record of these can demonstrate how improvements to the unit are being made over time. Simple tweaks can be simplifying language used through to adapting an activity. Reflection can also help prepare for disruptions to the delivery plan; no matter how carefully a plan has been put together, there is always a chance that the unit will not go as expected. Key to success is to be adaptable and stay flexible. Further, hints and tips from others who have delivered the session can significantly improve the unit and how it is delivered, over time.

**Step Six: Assessment**

In each unit, the process of evaluating learning outcomes should be detailed. Unit assessments will be aligned to the unit, and used to measure learners' progress. Both formative and summative assessments such as in-class discussions, 1-minute reflective writing assignment, projects, and the like, should be selected based upon the most appropriate for the learner group and the unit.

## 6. Annex 2

### Unit Planner

WEntre BLENDED LEARNING CURRICULUM

MODULE/UNIT TITLE

Enter UNIT description

*To ensure consistency of approach and use of **shared language** and **terminology**, the unit description must be produced by referring to the WEntre/EntreComp level descriptors and threads<sup>15</sup>*

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<sup>15</sup> EntreComp Practical Guide <https://entrecompeurope.eu/wp-content/uploads/EntreComp-A-Practical-Guide-English.pdf>

## Blended Learning Plan



**Aim:** *use between one and three concise sentence of no more than 18 words per sentence to state the broad purpose of the workshop*



**Objectives:** *use Bloom's taxonomy to create SMART learning outcomes e.g. By the end of this workshop, the learner will be able to give three examples of legal forms of business and explain why one is best suited to them.*



### Blended Learning Rationale

Device

Collaboration

Choice

Feedback

Face-to-Face

Project-Based Learning



**Group Size:** *state group size, ideally in-person groups should be no larger than 15.*



**Duration:** *state the length of the workshop; a workshop should be no longer than 2-hours, with at least 15 minutes included for a break.*



**Room Setting:** *If in person, the layout of the room should allow for easy movement around the room, for individual and group work, and for interaction with the trainer.*




**Materials & Equipment:** *list all the resources that are needed to run the session successfully.*


### STEP-BY-STEP DELIVERY

- 1.
- 2.
- 3.
- 4.
- 5.


#### STEP ONE

a. b. c. d.	
 <b>HINTS, TIPS</b>	<b>TWEAKS</b>


#### STEP TWO

a. b. c. d.	
 <b>HINTS, TIPS</b>	<b>TWEAKS</b>

### STEP THREE

a. b. c. d.	
 <b>HINTS, TIPS</b>	<b>TWEAKS</b>

### STEP FOUR

a. b. c. d.	
 <b>HINTS, TIPS</b>	<b>TWEAKS</b>

<b>PROJECT-BASED LEARNING (enter title)</b>
<b>Project Description</b> <i>Key knowledge, understanding, and success skills</i> <i>Challenging problem or question.</i>
<b>Ground Rules</b> <i>Establish the ground rules for participation.</i>
<b>Information and Technological Resources</b> <i>List references to all relevant/high quality information and digital resources available.</i>

<b>Activity</b> <i>Sustained inquiry</i> <i>Authenticity</i> <i>Learner voice and choice</i>	
<b>Reflection</b> <i>Critique and revision</i> <i>Public product</i>	
<b>Assessment</b> <i>Formative/summative</i> <i>Problem-solution presentation</i>	
<b>Small</b> Duration e.g. 5-10 days Breadth e.g. 1 topic/1-2 competences Technology e.g. Limited Audience	<b>Ambitious</b> Duration e.g. 4-weeks Breadth e.g. Multiple topics/Multiple competences Technology e.g. Extensive Audience e.g. Expert Panel
<b>Value created</b>	

## 7. Annex 3

### Project-based Learning

No matter what module or topic, as a Master Trainer or Trainer you will be able to use the following steps to start designing and planning a project-based learning plan (PBL).

#### Step 1: Select the Standards

Just like with any other learning facilitation method, with project-based learning (PBL) you will want to begin by taking a look at the learning objectives and competences of the module. Developing clear and measurable learning objectives including cognitive and behavioural objectives should be based on **Bloom's Taxonomy**.

Start by asking yourself some general questions:

- What do learners need to know/what will they be able to do?
- What topics do learners struggle with?
- What topics do not work as well when taught traditionally?

The answers to the above questions will help you tailor content that will work well in the PBL building process. Knowing what competency and standards you want to develop is essential. The first step in planning PBL, you will be able to create SMART learning objectives and outcomes.

Learners will be able to (verb) (noun)

Example: *By the end of the (xxx) unit/module, 90% of learners will be able to define a given problem, and relate solution(s) to a real-life context by appraising market data, by working in collaboration with others.*

#### Step 2: Start Creating Authentic Ideas

Within the context of the WEntre module/topic, start thinking about ideas for what your project can be. If you are wanting to experiment with PBL, you could also explore project ideas with learners.

Consider some of the following questions as you plan:

- What is happening in your community? What business opportunities are there? Are there barriers to starting or growing a business?
- What is going on in the economy – are business failure rates high? Which type of business thrives or fails? What markets are growing or declining?
- What are your learners into? This could be a particular type or form of business type or enterprising opportunity.
- What are you interested in? As a learning facilitator, how can you contribute, shape and inform discussions and problem-solving?
- What material or content evokes emotions in your learners? What connects them, do they have a shared interest? What makes them mad, glad, happy or sad? When

content evokes an emotion, it naturally connects our minds to the learning and will ensure content is remembered long after the module/unit is completed.

The answers to these questions will help you determine a useful, interesting real-world problem that you can design a project-based learning module/unit around.

### **Step 3: Decide the Scope of the Project**

Once you know what you want the learners to get out of the project, it's time to start narrowing in on the scope. This means things like how long the unit will last, how many competences it will cover, the tools learners will have access to throughout the project, who will be involved and who the project is for?

Let's look at an example of two different projects: a small project and an ambitious one.

#### **Determine Your Timetable**

Next, within the context of the learning programme, you need to make a decision on how long the project will last. Partly, you'll know how long you have in total to dedicate to the competence(s) that the PBL module/unit is facilitating.

### **Step 4: Know the Driving Question**

What is the driving question behind your project? What are learners striving to answer? This is an essential piece of the puzzle, and it can be the hardest to come up with.

With that in mind, start coming up with the overarching question, which should be all or at least most of the following criteria:

- Provocative
- Open-ended
- Integral to the discipline
- Challenging
- Real-world focused
- Competences aligned
- Thought-provoking

Here are some examples:

- What are the growth and declining markets in Egypt and how does this/could this impact on my business?
- How can textile businesses in Egypt maximise opportunities within the market of Tourism?
- How can women be better represented as successful entrepreneurs so that more women are inspired to start a business or become more enterprising?
- What would fundamentally change the financing of women's businesses and how could this be achieved with resources available in Egypt?

### **Step 5: Designing Your Project to Ensure Authenticity**



Once you know the competences you are helping facilitate the development of, the scope of the project and the driving question, you want them to be able to critically address at the end of the project.

Once you are ready to start building your project, you will want to make it authentic. You can do this by aligning it to a real-world scenario.

Here is the template that could be used to scope out the PBL idea and approach:

You are a <b>[Insert a real-workplace role]</b>
You are faced with <b>[Insert the circumstances and a problem]</b>
You must <b>[Insert what must be done to solve the problem]</b>
Once you have decided on a course of action, you will <b>[Insert an opportunity for presentation to an authentic audience]</b>

Here is an example:

**You are** a business owner of a textile business in Egypt. **You** and your team **are faced with** having to consider climate change and the resulting fluctuating market demands that are challenging the sustainability of cotton farming. Although Egyptian cotton is one of the most sustainable types of cotton, you are seeing soaring trends in sustainable fashion. **You must** research and read the appropriate market trend reports, understand the technical information it contains, and extrapolate the most important information. **You will** plan a “toolbox talk” for your team to effectively convey the challenges and opportunities to make sure that the business continues to grow and thrive, and that your team are encouraged to contribute to business development opportunities.

### **Always Keep Your Ending in Mind as You Design!**

- Make sure your PBL has assessment measures that will lead to the SMART learning objectives, which must be aligned to competences.
- Ensure your formative assessments measures help you modify your style of learning facilitation and support and measure learner progress.
- Ensure your summative assessments are designed to give learners the best chance to exhibit their knowledge and skills.
- Assessing for multiple indicators is better than just one indicator.

### **Step 6: Create Your Timetable**

To determine your timetable, map out your project – what are the steps learners will need to do and how long will it take to do them?

**Step 7: Plan Your Entry Event**

Now that you have a project planned and ready to go, think about how you will introduce it to the group of learners. How will you explain it and prepare the learners for what comes next?

Entry events should engage learners in a way that causes them to want to know more and ask more questions. Touching on emotions always helps learners remember and engage on a deeper level.

Entry events can be as simple as a song, a movie clip, an article or a demonstration.

Authentic entry events may appear like a memo written from a manager to the employees charging them with a task. The more authentic the process, the less school-like the task will appear.

**Step 8: Think About Learning Environment Management**

Along with planning for the entry event, also take into account how the learning environment will be managed.

PBL can work exceptionally well with groups of learners. When working with groups, during the PBL process you can form expert groups and peer groups, for example:

- You may want to use an expert group (one student from each group) to receive small group instruction and task them with teaching the others in their group.
- You may choose to have the slower students observe the work of the faster groups.
- You may want experts to be consultants with other groups.

Experiment; be creative!

**Step 9: Make Sure Your Project Meets the Six A's**

*The six A's were created by the Buck Institute many years ago but can still serve the purpose of helping us measure the quality of our work.*

- Where does your project stand on a scale of 1-10 on each characteristic?
- Authenticity – utilizes real-world context
- Academic rigor – addresses learning standards and helps answer big-picture questions
- Applied learning – has students apply knowledge and use work skills
- Active exploration – gives students a chance to interact with wide-ranging resources
- Adult connections – uses adult mentors/coaches from the wider community
- Assessment practices – determines criteria for measuring desired outcomes

**Step 10: Implement, Monitor and Adjust as Needed**

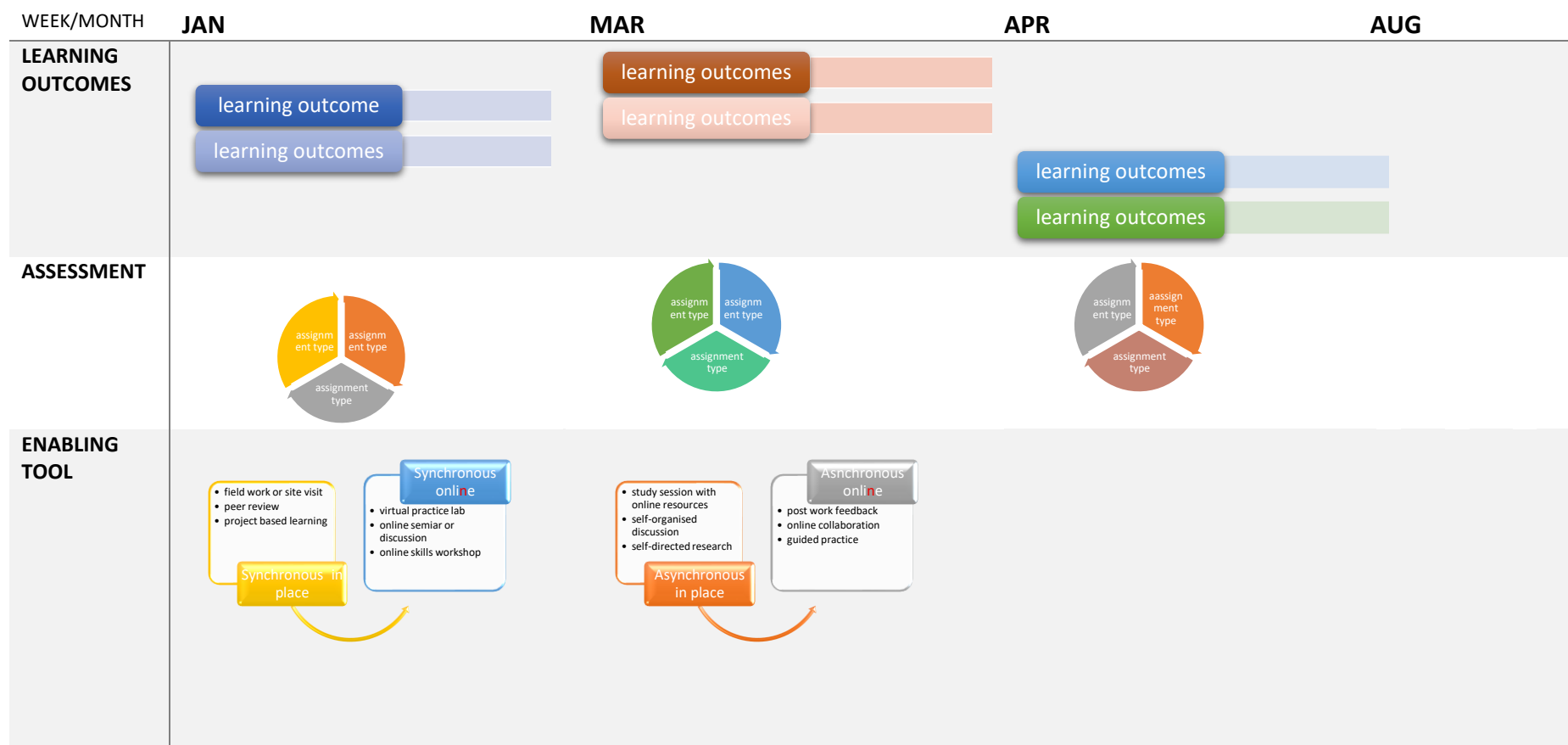
You should be prepared to monitor and make adjustments as needed.

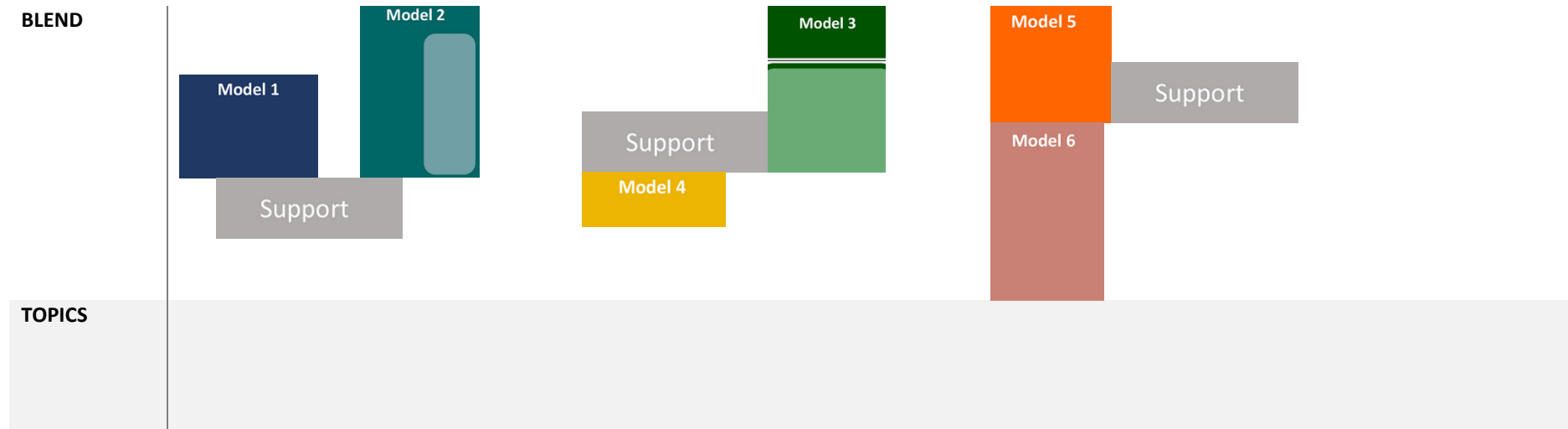
Projects are built over time; sometimes the first time you implement a project you will not have every piece as finely polished as you would like. This does not mean it is a bad PBL experience for learners; it just means there are areas you need to fine-tune, to make the project more engaging, more authentic, etc.

The best projects are typically honed over several implementations with monitoring and adjusting faithfully taking place each time.

## 8. Annex 4

### Synchronous and Asynchronous Curriculum Planning Framework





## 9. ANNEX 5 PEER REVIEW CHECKLIST

Module/Unit produced by: (name of partner, person)	Date submitted for peer review:	Name of peer reviewer: (name of partner, person)
Signature	Date for review to be completed:	Signature

### 1.1 The Training the Trainer modules, when combined, should total a minimum of 15 and maximum of 20 hours of learning.

Achieved                      Partially Achieved                      Not Achieved

Observations and potential for improvement

*Write your constructive responses here*

### 1.2 The Entrepreneurship modules/units, when combined, should total a minimum of 14 and a maximum of 20 hours of learning.

Achieved                      Partially Achieved                      Not Achieved

Observations and potential for improvement

*Write your constructive responses here*

### 1.3 Each module should feature at least three of the models as described in the section above.

Achieved                      Partially Achieved                      Not Achieved

Observations and potential for improvement

*Write your constructive responses here*

### 1.4 Each module should comprise of content that will:

- 1.4.1 Nurture personal development
- 1.4.2 Actively contribute to social development
- 1.4.3 Enable entry to the job market as an employee, as self-employed, or help start-up or scale-up a venture which may have a cultural, social or commercial motive.

Achieved                      Partially Achieved                      Not Achieved



Observations and potential for improvement

*Write your constructive responses here*

1.5 Each module/unit should contain at least two forms of easy-to-access/easy to digest reading material that is relevant, two forms of appropriate audio-visual material, and one form of project-based learning.

Achieved

Partially Achieved

Not Achieved

Observations and potential for improvement

*Write your constructive responses here*

1.6 Each module/unit should include an introduction that makes use of a shared language and terminology, and must be produced with the project's values and principles in mind, especially to eliminate discrimination, and empower women.

Achieved

Partially Achieved

Not Achieved

Observations and potential for improvement

*Write your constructive responses here*

1.7 Each module/unit must feature an appropriate form of assessment.

Achieved

Partially Achieved

Not achieved

Observation and potential for improvement

*Write your constructive responses here*

## 10. Annex 6 Module Project Based Learning Mapping – The Capstone Project

There are five "Train the Trainer" modules, and within these, three specific modules must be created. Each of the three will include a total of 11 blended learning models.

To ensure:

- All 11 blended learning models are developed across the three modules,
- No duplication occurs,
- And the development workload is evenly distributed across the five "Train the Trainer" modules,

The following outlines a clear, step-by-step process to guide the development work.

### 1. Identify the Themes and Modules

- There are **11 themed learning plans** that need to be developed in order to create the WEntre Entrepreneurship Modules.
- The 5 **Train the Trainer modules** have their key areas or topics. This will help to understand which modules are more suited to which themes; as far as reasonably possible.

### 2. Map Themes to Relevant Modules

- Each theme has been mapped to a module that seems most relevant. Multiple themes have been mapped to one module if the topics align well.
- Similar themes have been grouped together under each module. For example, module one focuses on "creating learner centred environments," so where possible appropriate themes are listed under that module.

### 3. Avoid Overlap

- Time has been taken to ensure that each theme is unique to its module, and no theme is repeated across modules.
- Partners will cross-check themes within each module to confirm that there's no redundancy. If any overlap occurs, there may be a need to refine or adjust the mapping.

### 4. Distribute Workload



- If certain modules have more themes assigned than others, every effort should be made to balance the workload by shifting themes. Ideally, each module should have an approximately equal share of the themes.
- Each Partner/Master Trainer will take the role of a "lead" for each module who will be responsible for coordinating the development of learning plans within that module.

## 5. Establish Clear Ownership

- Assign each of the **Master Trainers/Trainers** to specific themes within a module. Depending on the size of the team, some members might handle multiple themes within one module, while others might focus on only one.
- If there are experts for certain themes, assign them accordingly to ensure that the learning plans are of high quality.

## 6. Set Deadlines & Milestones

- Each of the Train the Trainer modules has a project-based learning activity that is allocated to the production of a module. The description of the project based learning activity will be broken down into the development process into phases (e.g., research, draft creation, review, finalization).
- Clear deadlines will be set for the completion of each phase. Ensure that these deadlines align across all modules to keep the process streamlined.

## 7. Collaborate and Review

- Once the learning plans are drafted, facilitate a review process to ensure consistency across modules and that there's no duplication.
- Encourage feedback and make necessary adjustments.

### No1 Creating Learner Centred Environments

- Mobilising Resources
- Mobilising Others

### No2 Business Mentoring

- Spotting Opportunities
- Vision

### No3 Fostering Entrepreneurial Mindsets

- Planning and Management
- Financial and Economic Literacy
- Coping with uncertainty, ambiguity and risk

### No4 Co-creating Blended Learning Environments

- Taking the initiative
- Creativity

### No5 Community of Practice

- Working with others
- Learning through experience

## Example Work Allocation

Module	Themes Assigned	Lead
<b>Module 1: Creating Learner Centred Environments</b>	Theme 1: Mobilising Resources Theme 2: Mobilising Others	Trainer A
<b>Module 2: Business Mentoring</b>	Theme 6: Financial and Economic Literacy Theme 8: Taking the initiative	Trainer B
<b>Module 3: Fostering Entrepreneurial Mindsets</b>	Theme 5: Planning and Management Theme 7: Coping with uncertainty, ambiguity and risk	Trainer C
<b>Module 4: Co-creating Blended Learning Environments</b>	Theme 3: Spotting Opportunities Theme 4: Vision Theme 9: Creativity	Trainer D
<b>Module 5: Community of Practice</b>	Theme 10: Working with others Theme 11: Learning through experience	Trainer E

- **Trainer A** leads on the themes listed under Creating Learner Centred Environments
- **Trainer B** leads on the themes listed under Business Mentoring
- **Trainer C** leads on the themes listed under Fostering Entrepreneurial Mindsets

## 11. GLOSSARY & DEFINITIONS

<b>Andragogy</b>	The method and practice of teaching adult learners; adult learners having greater levels of independent and self-directed learning capabilities and desires.
<b>Asynchronous</b>	Allowing learners to learn at their own pace and/or to their own schedule, within a certain timeframe.
<b>Co-creation</b>	Co-creation is the practice of collaborating with other stakeholders to guide the design process. Participants with different roles align and offer diverse insights, usually in facilitated workshops, gaining more holistic views.
<b>Curriculum design</b>	Reviewing, planning and developing a course of study resulting in the production of a formal document.
<b>Learner Voice</b>	Learner voice gives learners an opportunity to share their opinions as active participants within curriculum and learning design, and share their perspectives on learning.
<b>Learning design</b>	Defining how learning will be supported within each module, session or workshop; defining tasks/activities, assignments, assessments, learning materials and interactions; formal production of a learning plan.
<b>Modes</b>	<p>There are four predominant modes of learning/learning styles: visual, auditory, read/write, and kinaesthetic.</p> <p>Kolb's model includes concrete experiences, reflective observation, abstract conceptualisation and active experimentation, as a four-stage process cycle.</p>
<b>Multimodal Learning</b>	Multimodal or multimodal instruction, is an instructional approach that engages learners through multiple sensory channels or modalities. It involves incorporating varies modes of communication and representation to enhance the learning experience and promote deeper understanding.
<b>In place</b>	Where trainers and learners are physically present in the same space.
<b>Synchronous</b>	Learning takes place when the trainer and the learner engage with the course content and each other at the same time; sometimes in place and from different locations.
<b>UDL</b>	A framework to improve and optimise teaching and learning to accommodate the needs and abilities of all learners and eliminates

unnecessary hurdles in the learning process; engage students, to represent content, and to promote learner expression; making materials more accessible, offering different options for an assignment, making materials accessible.

## 12. ACKNOWLEDGEMENTS

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