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**WOBIS – Enhancement of rural women`s associations
as a chance for growth of women entrepreneurship**

ERASMUS + 2021-1-SK01_KA220-ADU-000033397



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IO1 - Design of the Curriculum, Formulation of Innovative Courses and Creation of Open Educational Resources

**Curriculum and Outline of Contents
Templates for the Learning Material (Theory, Exercises)**

Executive summary

This document has been prepared in order to design a curriculum of courses about women entrepreneurship in agriculture and the preparation of the templates of learning material within the Wobis project. Polytechnic of Šibenik is coordinating the activity of developing the curricula in the context of the Intellectual Output 1 “*Design of specific curriculum elaborated for the training and for the target group and training methodology*”, and the Intellectual Output 3 “*Open Education Resources – OER*” but the contribution of the other partners is foreseen in terms of responsibilities for national content and development.

These outputs follow the findings of the studies and research about the current state on rural women entrepreneurship, with emphasis on participant countries, defines the content and pedagogical methods of the Courses.

The document is designed in order to assure the relevance of the developed learning materials, to adjust them accordingly to stakeholders’ feedback and requirements of the specific conditions of the e-learning and distance learning.

This deliverable summarizes the main information on the Wobis curriculum, used pedagogical methodology, a combination of courses delivered into two thematic blocks, with the aim of helping partners, institutional stakeholders and other relevant parties implement Wobis courses.

Chapter 1, Introduction, explains in more detail the subject of this document, how the training activities will be developed, and presents methodologies and didactical structures.

Chapter 2, State of the Art (literature review)

Chapter 3, Course design – syllabus and curriculum presents the typologies of materials and documentation to be utilized and produced during the training course.

The various criteria adopted to evaluate the course results through the training activities are described in **Chapter 4 Recognition and certification (ECVET)**.

1. Introduction

1.1. Training Objectives

The overall objective of the courses is to enhance the women`s interest in agriculture, improve their entrepreneurship skills and competencies especially for members of rural women`s associations, increase their employability and assist them to become successful entrepreneurs and start initiatives in agriculture.

The Wobis courses content development is structured in 3 main phases:

- development of the curriculum for Wobis courses;
- development of the learning content;
- development of the Open Education Resources (OER)

1.2. Wobis courses development

Two crucial targets need to be addressed for Wobis courses development: the definition of the training structure and methodology and the development of training modules. The training activities contribute to the professional training of the involved actors. The main characteristics of the Wobis training are:

- Simple in form;
- Easy to start;
- Possible integration between modules;
- Focused materials, feedback and support;
- Customization of modules program and training design;
- Provide ongoing guidance and support;
- Provide step-by-step, research-proven materials;

It is essential to select the structure and methodology that will be the most effective for its training environment, considering the factors such as:

- **The overall learning objectives:** what is expected to be achieved through learning? In our case the learning materials will support transfer of know-how and innovations through acquisition of new skills and competencies in entrepreneurship in rural areas among women. The training will put particular focus to empower stakeholders with business and communication knowledge and improve advanced entrepreneurship skills. For this aim, also existing pedagogical materials such as photos, related videos, expert teachers, and books will be used.
- **Who needs the training:** and any categories of trainees that will increase training effectiveness and economy? In our case the training is needed by women in rural areas:

- unemployed or employed/involved in agriculture sector and want to extend their knowledge, entrepreneurship skills and qualifications;
 - members of rural women`s associations
 - graduates of agriculture educational institutes of all levels;
 - 'NEETS' that are not in employment, education or training and would like to study and train in entrepreneurship in agriculture sector;
 - people with fewer opportunities such as in isolated areas and small villages
 - advisors, local entrepreneurs, organizations, associations for development of women in rural areas.
 - Local governments, local public administrations
- **The expected learning outcomes:** what each person trained is expected to be able to do, and expected to know, at different stages and at the conclusion of training. Depending on the intensity level of the training and content of the modules, the trainees are expected to acquire specialized entrepreneurial and communicative skills that will help them to improve their entrepreneurship spirit and capability, increase their employability and assist them to become successful entrepreneurs and start initiatives in agriculture.
- **The scope of the training methods** is to build a strong position of women`s role and promoting their activities.

2. State of the Art (literature review)

Women entrepreneurs in rural areas of the Republic of Croatia

1. Introduction

The problem of women's employment in rural areas has existed for many years. This problem is present in many countries and efforts are being made to solve it. For example, in 2003, UNIDO (United Nations Industrial Development Organization) launched a program for the development of rural and women's entrepreneurship for small and medium-sized enterprises ("Rural and Women Entrepreneurship Development Program"), with the aim of reducing poverty through development entrepreneurship. The program has achieved results in various countries around the world, such as Vietnam, Morocco, Kenya, Federated States of Micronesia, etc., with the fact that depending on the country where the program was implemented, different methodologies and tools were applied, given that each country has its own specifics. For the development of female entrepreneurship, various trainings were used, such as, for example, training of female entrepreneurs in food processing, teamwork, negotiation, etc.¹

Since entrepreneurship represents a solution for increasing employment, especially for women, in rural areas, in 2006, in India, they decided to develop a strategy for strengthening entrepreneurship based on the participation of women from rural areas. Based on the case study conducted in Punjab, they proposed the following areas for microenterprise development: agriculture, cattle breeding and household chores. Here, the specificity of certain areas, that is, the agro-climatic zone of Punjab, was also taken into account.²

Research conducted in 2004 on women living in rural areas of Estonia showed that the main reasons for becoming an entrepreneur are the desire for work and income, financial independence, flexible working hours, gaining new experiences and knowledge, and testing one's own business abilities. The low level of purchasing power of clients in rural areas, lack of financial means to start a business, lack of earnings, high tax rates, lack of loan guarantees, difficulties in finding suitable workers, large bureaucracy and difficulties in obtaining credit are obstacles for women entrepreneurs, and in general for starting a business in Estonia. According to the conducted research, the main obstacles to starting a business are lack of financial resources, lack of knowledge in marketing, sales, accounting, etc., and unstable legislation that regulates business. The research showed that there is no negative attitude towards female entrepreneurship in Estonia.³

2. The situation in the Republic of Croatia

According to the estimate of the State Statistical Office of the Republic of Croatia in

¹ https://www.unido.org/sites/default/files/2009-04/A_path_out_of_poverty_0.pdf, 19.08.2022.

² <http://www.krepublishers.com/02-Journals/JSS/JSS-13-0-000-000-2006-Web/JSS-13-2-000-000-2006-Abst-Text/JSS-13-2-147-149-2006-410-Sidhu-K/JSS-13-2-147-149-2006-410-Sidhu-K-Text.pdf>, 21. 08. 2022.

³ <https://www.eurofound.europa.eu/publications/article/2005/womens-entrepreneurship-in-rural-areas>, 22. 08. 2022.

mid-2019, the Republic of Croatia has a total population of 4,065,253, of which 2,094,569 are women and 1,970,684 are men, which would mean that according to the gender distribution, women occupy 51.5%, and men 48.5%. The number of employees in legal entities according to activities related to agriculture, forestry and fishing in 2019 was an average of 24,351, of which 6,914 were women and 17,437 were men, which means that according to the gender distribution, women occupy 28.4%, and men 71.6%. In 2020, the number of employees in legal entities according to activities related to agriculture, forestry and fishing was an average of 25,446, of which there were 7,273 women and 18,173 men, which means that according to the gender distribution, women occupy 28.6%, and men 71.4%.⁴ When these two years are compared, it can be said that the share of women and men in the number of employees in agriculture, forestry and fishing remained equal.

2.1. Croatian Institute for Employment and Self-Employment

There are different motives for entrepreneurial activity. Thus, business ventures can arise from noticing a business opportunity, or they can arise from the need to solve unemployment. The Croatian Employment Service awards grants for self-employment so that unemployed people, registered in the unemployment register, can solve their unemployment through entrepreneurial ventures. Of the total number of self-employed persons in 2019, the share of women was 37.3%,⁵ and in 2020 their share was 37%.⁶

At the EU level, in the structure of self-employed persons who do not have employees, 34.8% refer to self-employed women, while in the structure of self-employed persons who have employees, 26.7% are self-employed women. In the Republic of Croatia, as well as in the EU, of the total number of self-employed persons who do not have employees, the share of self-employed women is 34.8%, while among self-employed persons who have employees, the share of self-employed women is 28.6%, from which it can be concluded that the average number of self-employed women who have more employees is bigger in the Republic of Croatia than in the EU, but as in the EU, it is about the unused entrepreneurial and leadership potential of Europe.⁷

According to the GEM (English Global Entrepreneurship Monitor) research, entrepreneurial activity between men and women measured by the TEA index (TEA men /TEA women) in the Republic of Croatia is at the level of the EU average, which in 2020 for the Republic of Croatia is

⁴ Državni zavod za statistiku Republike Hrvatske: Žene i muškarci u Hrvatskoj 2021., Zagreb, 2021. ISSN 1848-4603 https://podaci.dzs.hr/media/zoyop1kuq/men_and_women_2021.pdf, 22.08.2022.

⁵ Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva (CEPOR): Izvješće o malim i srednjim poduzećima u Hrvatskoj – 2020., Zagreb, prosinac 2020., ISSN 1848-3526, str.13 <http://www.cepor.hr/wp-content/uploads/2021/01/Izvjesce-2020-HR-web.pdf>, 23. 08.2022.

⁶ CEPOR (Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva): Izvješće o malim i srednjim poduzećima u Hrvatskoj – 2021.: Mala i srednja poduzeća u hrvatskoj u uvjetima pandemije bolesti covid-19, Zagreb, ožujak 2022.,str. 37- 48, ISSN 1848-3526 <https://www.cepor.hr/wp-content/uploads/2015/03/CEPOR-Mala-i-srednja-poduze%C4%87a-u-HR-u-vrijeme-pandemije-COVID-19.pdf>, 23.08.2022.

⁷ CEPOR (Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva): Izvješće o malim i srednjim poduzećima u Hrvatskoj – 2021.: Mala i srednja poduzeća u hrvatskoj u uvjetima pandemije bolesti covid-19, Zagreb, ožujak 2022.,str. 37- 48, ISSN 1848-3526 <https://www.cepor.hr/wp-content/uploads/2015/03/CEPOR-Mala-i-srednja-poduze%C4%87a-u-HR-u-vrijeme-pandemije-COVID-19.pdf>, 25.08.2022.

1.7, and for the EU 1.8. The TEA index represents the number of entrepreneurially active people who start a business venture and business owners younger than 42 in relation to 100 respondents between 18 and 64 years of age. In the Republic of Croatia from 2016 to 2020, 56% of women, and 38% in the EU, stated that they had the necessary knowledge and skills to start a business venture.⁸

According to the conducted research, the largest number of self-employed in rural areas in 2017 was in France, while the largest share of self-employed women in rural areas was in Croatia, which can be seen in Figure 1.⁹

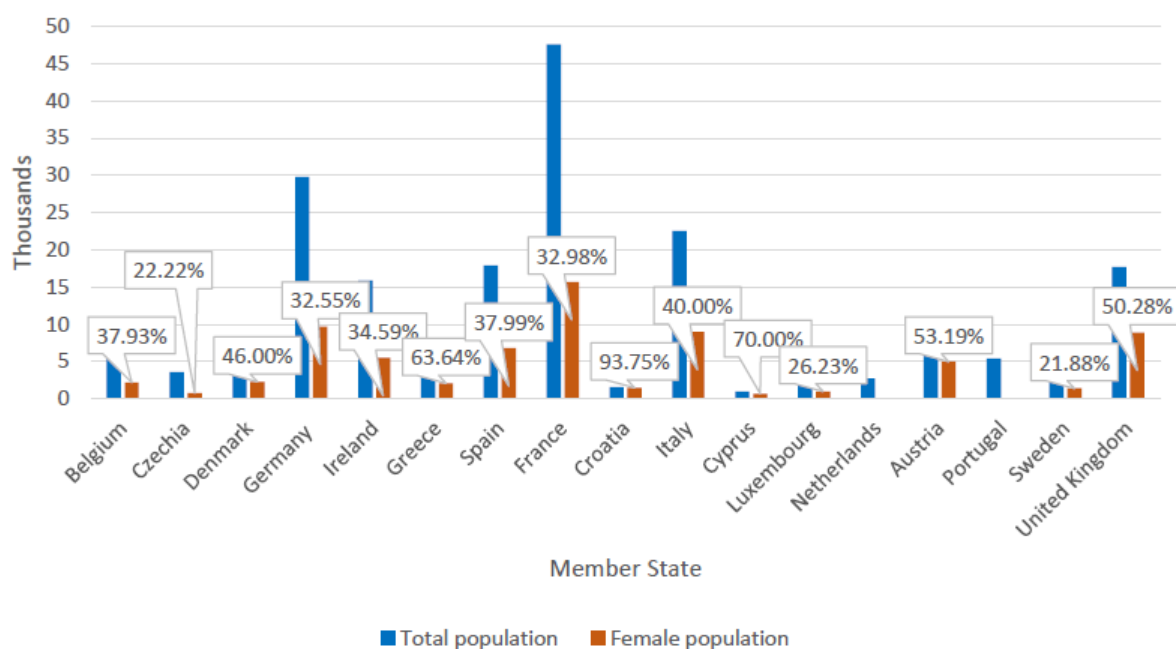


Figure 1. Presentation of total self-employment and self-employment of women in rural areas aged 15-64

Source: European Parliament: The professional status of rural women in the EU, Policy Department for Citizens' Rights and Constitutional Affairs, Brussels, 2019.

2.2. Women entrepreneurs and incentives for their development in entrepreneurship

According to World Bank news from 2019, 3% of women aged 25-29 and 11% of women aged 50-54 are entrepreneurs in Croatia.¹⁰

In order to increase the number of women in entrepreneurship in the Republic of Croatia, the "Strategy for the Development of Women's Entrepreneurship in the Republic of Croatia 2014-2020" was adopted in 2014, the medium-term goal of which is to increase the number of women who start businesses and the number of women who own businesses. In order to achieve the

⁸ CEPOR (Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva): Izvješće o malim i srednjim poduzećima u Hrvatskoj – 2021.: Mala i srednja poduzeća u hrvatskoj u uvjetima pandemije bolesti covid-19, Zagreb, ožujak 2022.,str. 37- 48, ISSN 1848-3526 <https://www.cepor.hr/wp-content/uploads/2015/03/CEPOR-Mala-i-srednja-poduze%C4%87a-u-HR-u-vrijeme-pandemije-COVID-19.pdf>, 25.08.2022.

⁹ European Parliament: The professional status of rural women in the EU, Policy Department for Citizens' Rights and Constitutional Affairs, Brussels, 2019.

¹⁰ <https://www.worldbank.org/en/news/feature/2019/03/08/from-day-to-day-life-of-female-rural-entrepreneur-in-croatia>, 28.08.2022.

established medium-term goal, it must ensure the implementation of four strategic goals: improving the alignment and networking of public policies, improving systematic support for women's entrepreneurship, introducing women's entrepreneurship into the entire institutional infrastructure, and promoting women's entrepreneurship.¹¹ In order to fulfill the goals set in the Strategy, the "Action Plan for the Implementation of the Strategy for the Development of Women's Entrepreneurship in the Republic of Croatia 2014-2020" was adopted.¹²

From 2011 to 2020, there was an increase in the share of companies whose founders are exclusively women. Thus, the share of female entrepreneurs in the ownership structure of Croatian entrepreneurship was 18% in 2011, and 22% in 2020. As women are co-owners with men and/or real persons in a certain number of companies, the share of female entrepreneurship in the total number of companies in 2020 was 31.7%¹³

In the Republic of Croatia, there are various programs that are intended to encourage the development of women's entrepreneurship, either through credit or other forms of assistance, such as counseling or education. Programs that encourage the development of female entrepreneurship and who implements them:¹⁴

- lending program "Entrepreneurship of young people, women and beginners" - Croatian Bank for Reconstruction and Development (HBOR),
- • programs of the Croatian Agency for Small Business, Innovation and Investments (HAMAG-BICRO),
- • "Women In Business program", "Know how in a crisis" program, "Blue Ribbon" program - European Bank for Reconstruction and Development (EBRD),
- • Business incubator for female beginning entrepreneurs - Croatian Chamber of Commerce - Split County Chamber,
- • until 2020, the project "FREE - Rural Women and Entrepreneurship" - CESI (Center for Education, Consulting and Research) - non-profit association,
- • KRUG – Croatian Association of Business Women,
- • Women in Adria – association,
- • Center for entrepreneurs (former Women's Entrepreneurship Center) - non-governmental and non-political association,
- • until September 2021 project "Strengthen, motivate, activate" - DKolectiv - organization for social development.

¹¹ Vlada Republike Hrvatske: Strategija razvoja poduzetništva žena u Republici Hrvatskoj 2014.-2020., Ministarstvo poduzetništva i obrta, 2014.

https://mingor.gov.hr/UserDocImages/GLAVNO%20TAJNI%20A0TVO/Strategija,%20planovi%20i%20ostali%20dokumenti/Strategija_razvoja_poduzetni%C5%A1tva_zena_RH12117.pdf, 25.08.2022.

¹² Vlada Republike Hrvatske: Akcijski plan za provedbu strategije razvoja poduzetništva žena u Republici Hrvatskoj 2014.-2020., Ministarstvo poduzetništva i obrta, 2014.

https://mingor.gov.hr/UserDocImages/ARHIVA%20DOKUMENATA/Akcijski_plan_provedbe_Strategije_razvoja_poduzetništva_zena_RH12117.pdf, 28.08.2022.

¹³ Fina: Analiza udjela žena poduzetnica u vlasničkoj strukturi trgovačkih društava – razdoblje od 2011. do 2020. Godine, Zagreb, 2021. <https://www.fina.hr/-/analiza-udjela-zena-poduzetnica-u-vlasnickoj-strukturi-trgovackih-drustava-razdoblje-od-2011.-do-2021-1>, 27.08.2022.

¹⁴ CEPOR (Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva): Izvješće o malim i srednjim poduzećima u Hrvatskoj – 2021.: Mala i srednja poduzeća u hrvatskoj u uvjetima pandemije bolesti covid-19, Zagreb, ožujak 2022., str. 37- 48, ISSN 1848-3526 <https://www.cepor.hr/wp-content/uploads/2015/03/CEPOR-Mala-i-srednja-poduze%C4%87a-u-HR-u-vrijeme-pandemije-COVID-19.pdf>, 25.08.2022.

It should also be mentioned that in general there are loans for rural development in the Republic of Croatia. The "Rural Development Program of the Republic of Croatia for the period 2014-2020" was approved by the European Commission. Through this Program, sustainable projects are financed through grants and financial instruments in the form of loans/credits and guarantees.¹⁵

2.3. Rural areas and female entrepreneurship

Research conducted in 2019 for EU member states showed that the share of employed women in Croatia, in the age range of 20-64, in predominantly rural regions in 2017 was slightly less than 50%, which can be seen in Figure 2.¹⁶

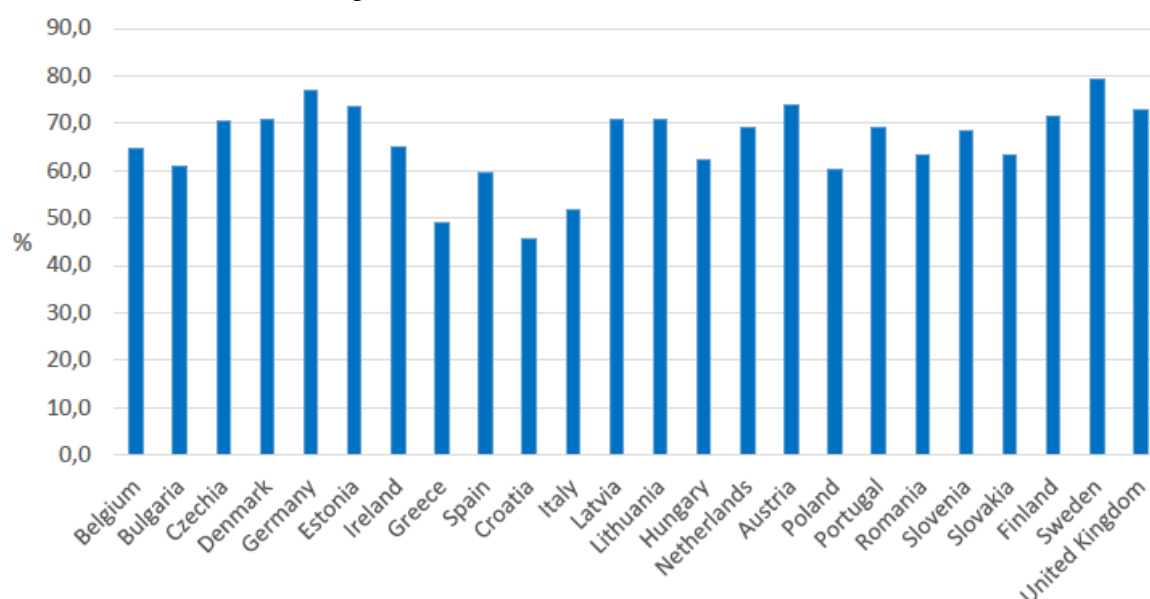


Figure 2. Share of employed women aged 20-64 in predominantly rural regions of the EU

Source: European Parliament: The professional status of rural women in the EU, Policy Department for Citizens' Rights and Constitutional Affairs, Brussels, 2019.

According to the Committee for Agriculture of the Republic of Croatia, which met in 2021, women account for 30% of the agricultural economy. Less than 15% of women own agricultural land.¹⁷

In the Republic of Croatia, there is a "Rural Development Program 2014-2020" which has a program period of 2014-2022, and its goal is to increase the competitiveness of Croatian agriculture, forestry and processing industry and to improve living and working conditions in rural areas in general. It shows that in 2012, the share of women in the structure of permanently employed agricultural workers in Croatia was 40.2%, which was higher than the EU-27 average of 37.5%. When looking at the share of women who were then the owners of the agricultural economy, it can be seen that their share was smaller and amounted to 20.9% compared to the EU-27 which amounted to 23.2%.^{18, 19}

Table 1 shows the number of people employed on farms by workforce and gender in the Republic of Croatia in 2020. The data includes family farms and business entities and parts of business

¹⁵ <https://ruralnirazvoj.hr/>, 25.08.2022.

¹⁶ European Parliament: The professional status of rural women in the EU, Policy Department for Citizens' Rights and Constitutional Affairs, Brussels, 2019.

¹⁷ <https://www.sabor.hr/hr/press/priopcenja/odbor-za-poljoprivredu-raspravljao-o-polozaju-zena-u-ruralnim-podrucjima>, 27.08.2022.

¹⁸ <https://ruralnirazvoj.hr/program/>, 28.08.2022.

¹⁹ European Agricultural Fund for Rural Development: Rural Development Programme of the Republic of Croatia for the Period 2014-2020, Version 10.5, European Commission, 2021., str. 83

entities that perform agricultural activities.²⁰ The number of women who are the owners of the businesses and work on the land is 38,641 or 27.71%, which is 2.61 times less than men. When looking at the workforce of the family members of the business owner, women occupy a larger share than men, which is 54.12%. The female regularly employed workforce that is not part of the family on the agricultural family farm is 2.81 times smaller than that of men, i.e. they are represented by 26.27%.

Table 1. Presentation of the number of persons employed on agricultural holdings by labor force category and gender

	Total	Female	Male
1. The owner of the farm works on the farm	139.472	38.641	100.831
2. Work force of family members of the owner of the business	166.192	89.938	76.254
3. Family work force	305.664	128.579	177.085
4. Regularly employed workforce that is not part of the family	25.809	6.779	19.030
5. Regularly employed work force	331.473	135.358	196.115

Source:

https://web.dzs.hr/PXWeb/Table.aspx?layout=tableViewLayout1&px_tableid=PP41.px&px_path=Popis%20poljoprivrede%202020_Radna%20snaga%20na%20poljoprivrednim%20gospodarstvima&px_language=hr&px_db=Popis%20poljoprivrede%202020&rxid=7faf4051-2e2a-4be2-b7d2-3f4258051976, 03.09.2022.

According to the National Bureau of Statistics, the average hours of work at the main job in the reference week for women in agriculture amounted to 32.1 for the first, 35.8 for the second, 34.2 for the third and 33.2 for the fourth quarter in 2021.²¹

2.4. Association of women from rural areas

On the example of the Croatian Association for Tourism and Rural Development "Village Members' Club", it can be seen that women in Croatia are involved in the establishment of associations whose target groups include women entrepreneurs and women from rural areas. Thus, some of the goals of the association are the development, improvement and promotion of tourism primarily in rural areas with special emphasis on special forms of tourism and tourism of special interests, improvement and promotion of "green" management and "green tourism" and rural and sustainable tourism in general, then development, improvement and promotion of supplementary activities at OPGs, agricultural holdings and various entrepreneurs, primarily in rural areas, as well as village renewal and the overall development of rural areas. Supporting international, national, regional and local development strategies, especially in tourism, agriculture, rural development, culture and other important areas.²²

In addition to associations that promote the material development of women in rural areas, associations such as the Women's Activity "Zene Doljana" are also being established, whose goal is not only to promote, develop and improve the village, but also to preserve the cultural heritage of the village.²³

²⁰ http://www.popispoljoprivrede.hr/izvori_i_metode.html, 03.09.2022.

²¹ Državni zavod za statistiku Republike Hrvatske: Zaposlenost-Aktivno stanovništvo, <https://dzs.gov.hr/>, 22.08.2022.

²² <https://registri.uprava.hr/#!udruga-detajli/wQcBrwkBAAABAgAAAAGQ8ugDAAAAAQEAAAABAgEBAQGSa2x1YiDEjWxhbm92YSBzZWxvAK8JAQAYAQABA AQAAAABgKToAwAAAAUAAAAGAAAAAABAAQFvaeICaeznAQ>, 04.09.2022.

²³ <https://registri.uprava.hr/#!udruga-detajli/wQcBAEAAGQFxb5lbnUAAAAAQAQEBb2niAgHYCQ>, 18.09.2022.

3. Conclusion

The share of employed women in legal entities related to agriculture, forestry and fishing in the Republic of Croatia is significantly lower than that of men. As for entrepreneurship, there is also a small number of women. In order to change this with the Strategy for the Development of Women's Entrepreneurship in the Republic of Croatia 2014-2020 there are various programs that are intended to encourage the development of entrepreneurship among women.

In order to encourage self-employment of unemployed persons and thereby solve the problem of unemployment, various subsidies for self-employment are granted. Men are more self-employed.

Out of the total number of self-employed persons who do not have employees, the share of self-employed women in the Republic of Croatia is the same as in the EU. Among self-employed persons who have employees, the share of self-employed women is higher than in the EU. Therefore, it can be concluded that the Republic of Croatia is not lagging behind. When it comes to the share of self-employed women in rural areas, Croatia has the highest share in the EU.

In the rural regions of the Republic of Croatia, the share of employed women is slightly less than 50%. Nowadays, in the Republic of Croatia, men are mostly the owners of agricultural holdings, and the situation with the ownership of agricultural land is even worse.

There is a smaller number of women who are the owners of agricultural holdings and work on the farm compared to men, but when you look at the labor force of the family members of the agricultural holdings, women occupy a larger share than men. Also, women are employed less often as a regularly employed workforce that does not represent part of the family on the agricultural family farm compared to men.

In addition to the state trying to improve the situation in its rural areas, associations are also being established in Croatia that want to develop and improve entrepreneurship, especially women's, in rural areas.

Although in the Republic of Croatia, compared to the EU, more women stated that they have the necessary knowledge and skills to start a business venture, the Republic of Croatia should continue to work on education, publicity and encouraging the development of entrepreneurship among the women of its country. Also, when increasing employment, especially of women in rural areas, each country or area should be viewed as a separate entity due to its agro-climatic, cultural, political and other specificities.

3. Course design – syllabus and curriculum

3.1. Course design

The training materials will be in compliance with the EQF documents.

"Learning outcomes"	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
"Knowledge"	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
"Skills"	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
"Competence"	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

The levels 2- 4 of the EQF will be appropriate for training.

3.2. Syllabus Template

The Syllabus Template follows the structure and methodology that will be the most effective for Wobis courses, considering the factors such as:

- **Planned types, learning activities and teaching methods** - the following teaching and learning activities can be adapted and used in a range of course target groups¹:
 - o Concept mapping;
 - o Participatory Learning in Action (PLA) Techniques;
 - o Questioning;
 - o Drill and Practice;
 - o Formative quizzes;
 - o Tutorials
 - o Games
 - o Story Telling
 - o Simulations
 - o Role-playing
 - o Discussion
 - o Small group activities;
 - o Social media activities (Facebook, Twitter, Youtube);
- **Teaching hours** - the precise timing is very important part of the course design. During the syllabus development it is very important to consider a time necessary for active learning and for learners to complete major assignments.
- **Mode of delivery** – the course content can be delivered in a variety of ways. However the following innovative methods are required²:
 - o *blended learning*, which encompasses a wide variety of designs, including:
 - technology enhanced learning (e.g. using pdf files or ppt presentations);

¹ Additional reading:

http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf <https://www.uwc.ac.za/TandL/Pages/TandL-Activities.aspx>

² Additional reading:

<http://www.tonybates.ca/2015/02/03/deciding-on-modes-of-delivery/>

- learning management systems as a support tool for face-to-face teaching and for storing learning materials and online discussion;
- o *online eLearning*, as a form of distance learning, with no face-to-face teaching, including:
 - courses for credits or non-credit courses, offered online and cover the relevant content, assessments, self-testing tools etc.;
 - fully open courses, such as MOOCs;
 - open educational resources, which can serve as supporting materials for teaching and learning.
- **Assessment methods**⁴ – the selection of appropriate assessment methods depends on factors such as planned learning outcomes, level of study, target groups of learners and their skills, knowledge and area of expertise, available resources, and delivery mode of the course and so on. Examples of assessment methods:
 - o Case studies;
 - o Examination;
 - o Multiple-choice tests;
 - o Practical project;
 - o Self-assessment.
- **Course objectives & Learning outcomes of the course unit** – course objectives clearly describe what you intend course participants to learn by the end of the course. Learning

³ Additional reading:

https://en.wikipedia.org/wiki/European_Qualifications_Framework

⁴ Additional reading:

<http://facultyinnovate.utexas.edu/teaching/assess-learning/methods-overview> http://www.learningandteaching.info/teaching/assess_form.htm

outcomes describe an intended or observed state.⁵ Depending on the intensity level of the training and content of the modules, the trainees are expected to go through modules divided into two thematic blocks:

1. Block 1:

- **Module 1: Self-esteem**
- **Module 2: Interpersonal communication**
- **Module 3: Assertiveness and expressing your needs and coping with stress and other emotions**
- **Module 4: Organizing own time and planning for the future as well as creative and independent thinking and problem solving**

2. Block 2

- **Module 1: Entrepreneurship in rural areas – current challenges**
- **Module 2: Sources of obtaining and financing investments in rural areas (financial planning and financial analysis)**
- **Module 3: Creative entrepreneur (modern promotion instruments, creative problem solving, an innovative element of building a position in society)**
- **Module 4: Building relationships**

Learning objectives:

- Improving and extending supply of high-quality learning opportunities tailored to the needs of individual lowskilled and low-qualified adults, creating upskilling pathways, improving accessibility and increasing take-up of adult education, inclusion and diversity in all fields of education, training, youth and sport

Learning outcomes:

- Activation of rural women thus strengthening their position and participation in the social and political life of local communities.

⁵ Additional reading:

<http://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learn ng-outcomes.aspx>

3.3. Process of syllabus development



3.4. Curriculum Template

This template serves as the guideline for development of the chapters and content of Wobis learning materials.

In a theoretical sense, the curriculum refers to what is offered by the Wobis learning materials and courses. A wider scope covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a trainee. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

Course description - explain concisely what the course is about and how the overall course will support trainees.

In this part of the curriculum you can describe details of the background of the course and its overall aims. You can also include information how the course relates to the other Wobis courses/lectures/training activities.

To fill this part, answering on following questions can help you:

- What is the course about?
- Why is it relevant, interesting, or significant?
- What questions will your course answer?
- What is the main argument of your course?

Learning outcomes - refer specifically to what trainees are expected to achieve or learn at the end of the course. You can use Bloom's taxonomy to identify verbs to describe learning. Examples of learning outcomes verbs for library instruction include:

- Knowledge/Remembering: define, list, recognize
- Comprehension/Understanding: characterize, describe, explain, identify, locate, recognize, sort
- Application/Applying: choose, demonstrate, implement, perform
- Analysis/Analyzing: analyze, categorize, compare, differentiate
- Evaluation/Evaluating: assess, critique, evaluate, rank, rate
- Synthesis/Creating: construct, design, formulate, organize, synthesize

Course syllabus - highlight the main points in each topic/subject in order to help trainees better understand what is and what is not covered in the course. A course syllabus consists of **a general overview, course information, instructor contact information, required reading, course schedule or activities, course policies and a summary of the content.**

3.5. Syllabus Template

Course title:

Planned types, learning activities and teaching methods (- lists the components of the course (e.g. face to face meeting in auditorium, interactive/3D learning materials, library activities, field-trip via the pathway, etc.):

Teaching hours:

Mode of delivery:

Assessment methods are a part of the learning activities and must match to the planned learning outcomes.

Learning outcomes of the course unit: Course content:

Recommended or required reading: Basic:

Recommended:

Language of the course:

Names of the lectures: Supervisor:

Notes:

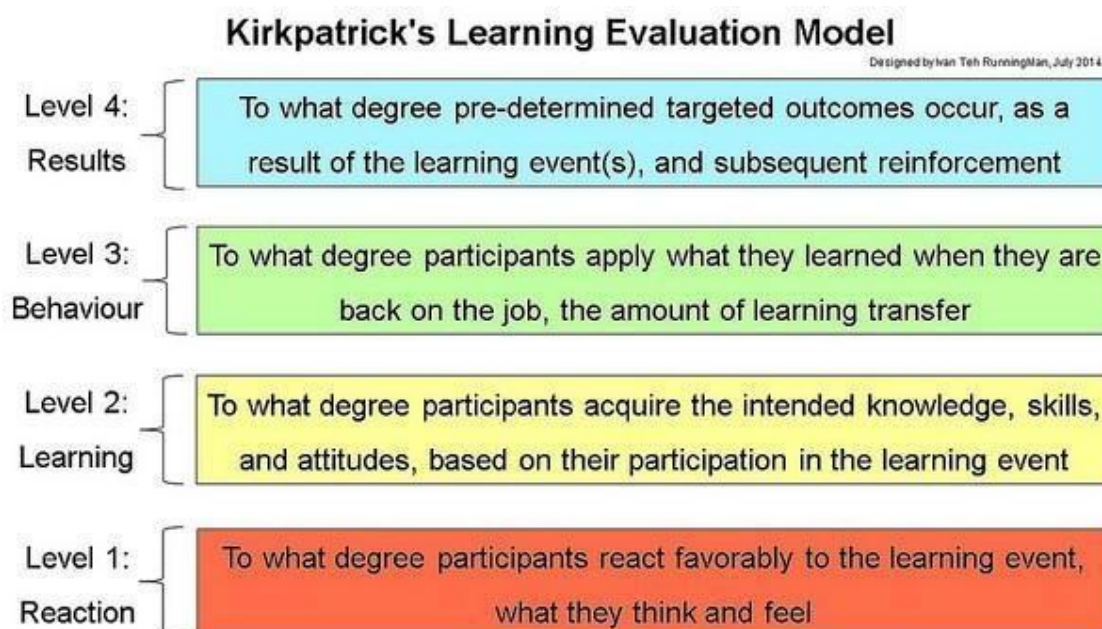
Detailed content for the topic/subject

The units forming the course syllabus:

Topic/Subject	Contents/main points

4. Recognition and Certification (ECVET)

In the evaluation process we will follow Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation. This task involves the definition of the evaluation criteria and how the success of the training will be measured.



Source: Donald L. Kirkpatrick, "Evaluating Training Programs: The Four Levels (1st Edition)" by Berrett-Koehler Publishers, November 1994, ISBN-13: 978-1881052494

An assessment questionnaire based on multiple choice questions will be developed, in order to evaluate the knowledge that has been acquired through the course and the trainees' overall performance capacity. The assessment will take place in the on-line environment, at the end of each module.

A specific user's satisfaction questionnaire will also be employed in order to check the understanding

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acquired by participants. This will be especially useful during the piloting and first editions of training, in order to eventually correct and redesign in preparation for further editions.

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
1. Reaction	<p>Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Level of effort required to make the most of the learning. Perceived practicability and potential for applying the learning.</p>	<p>Typically 'happy sheets'. Feedback forms based on subjective personal reaction to the training experience. Post-training surveys or questionnaires. Online evaluation or grading by delegates.</p>	<p>Can be done immediately when the training ends. Very easy to obtain reaction feedback Important to know that people were not upset or disappointed. Important that people give a positive impression when relating their experience to others who might be deciding whether to experience the same.</p>
2. Learning	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: Did the trainees learn what intended to be taught? Did the trainee experience what was intended for them to experience? What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</p>	<p>Typically assessments or tests before and after the training. Methods of assessment need to be closely related to the aims of the learning. Measurement and analysis is possible and easy on a group scale. Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment.</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation. Highly relevant and clear-cut for certain training such as quantifiable or technical skills. Less easy for more complex learning such as attitudinal development, this is famously difficult to assess.</p>

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<p>3. Behavior</p>	<p>Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and</p>	<p>Observation and interview over time are required to assess change, relevance of change, and sustainability of change.</p>	<p>Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation.</p>
	<p>several months after the training, depending on the situation: Did the trainees put their learning into effect when back on the job? Were the relevant skills and knowledge used Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles? Was the change in behavior and new level of knowledge sustained? Would the trainee be able to transfer their learning to another person? Is the trainee aware of their change in behavior, knowledge, skill level?</p>	<p>Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool. Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements. The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way. Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.</p>	<p>Simple quick response systems are unlikely to be adequate. Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning. Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging. Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluations below.</p>
<p>4. Results</p>	<p>Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test. Measures would typically be business or organizational key</p>	<p>It is possible that many of these measures are already in place via normal management systems and reporting. The challenge is to identify which and how relate to the trainee's input and influence.</p>	<p>Individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures,</p>

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	<p>performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</p>	<p>Therefore it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured. This process overlays normal good management practice - it simply needs linking to the training input.</p>	<p>responsibilities and roles, which complicates the process of attributing clear accountability. Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.</p>
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