



Training Modules

Module IV - Overcoming challenges

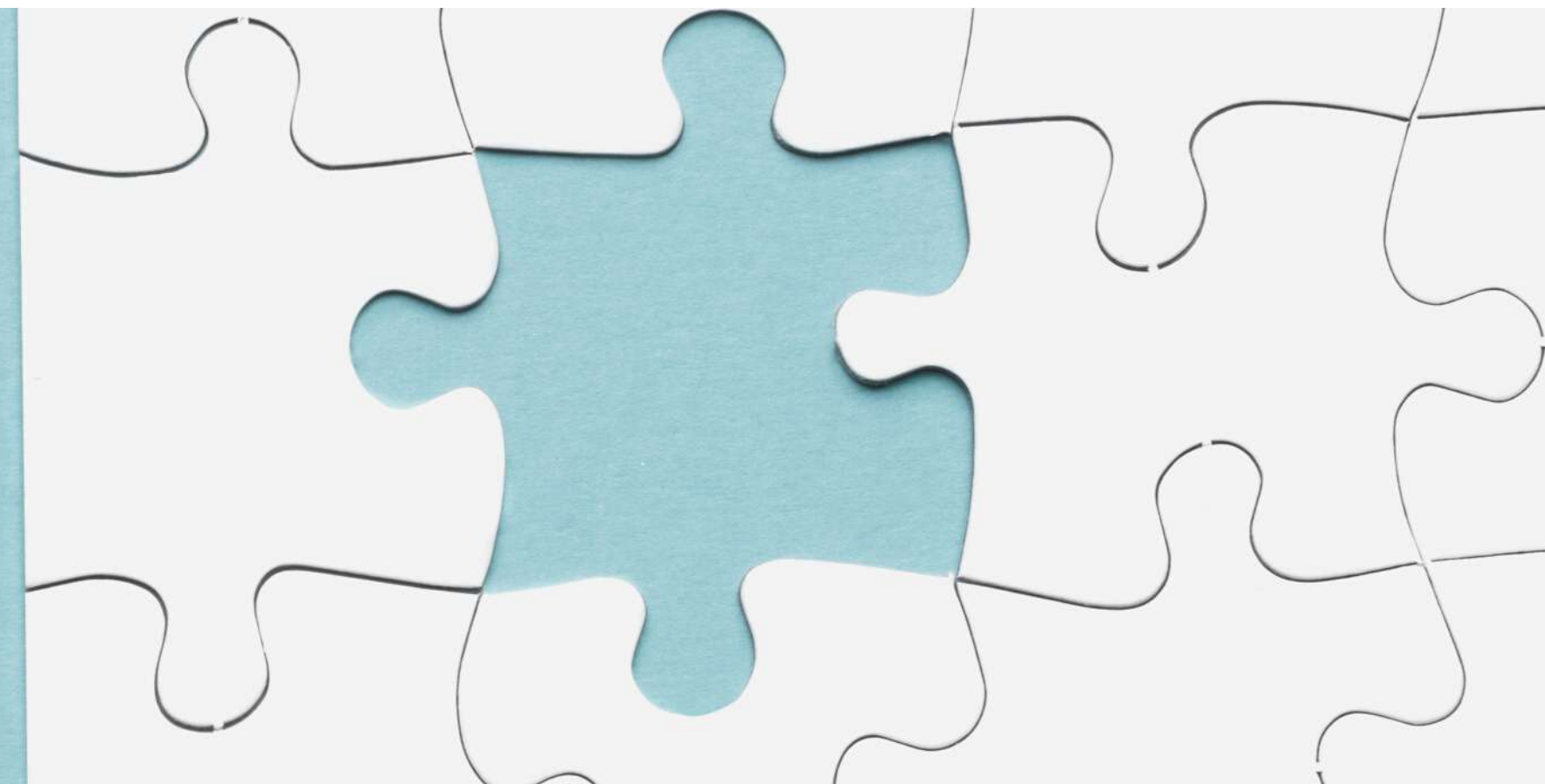
Project Name:

ESTEEM - Enhance and Stimulate Trust while Exploring new form of Entrepreneurship Modules

ESTEEM is a project funded with support from the European Commission (Project Number: 2020-1-FR01-KA202-080354). This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
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Modules' Index



I. INTRODUCTION

II. BEING A LEADER

**III. BUILDING (OR RECOVERING)
TRUST**

IV. OVERCOMING CHALLENGES

Modules' Composition



I. INTRODUCTION

II. BEING A LEADER

III. BUILDING (OR RECOVERING)
TRUST

IV. OVERCOMING CHALLENGES

IV. MODULE

OVERCOMING CHALLENGES



Objectives



To learn how to face and overcome challenges.



To identify and characterize obstacles and challenges in entrepreneurship;



To understand the main causes of the obstacles faced by new entrepreneurs;



To learn how to overcome challenges and better know public policies which might contribute to this task.

IV. MODULE

OVERCOMING CHALLENGES



Expected Results

After completion of this module you will be able to:

- identify and characterize the type of obstacles and challenges you may face;
- make use of tools to overcome some challenges and to use public policies as a useful tool for some obstacles;
- replicate solutions for issues raised by entrepreneurship, applicated in other contexts (e.g. geographical or sectorial).

IV. MODULE'S *TOPICS*

OVERCOMING CHALLENGES

(1) OBSTACLES AND CHALLENGES IN ENTREPRENEURSHIP ACTIVITY

- Identification (e.g. Gender differences, financial and bureaucratic issues, business growth and internationalization, need for skilling and reskilling);
- Main causes.

(2) GENDER GAP

- Facing and overcoming the gender gap;
- Need for skilling and reskilling;
- Training to correspond to business demands (e. g. projects best practices).

(3) FINANCIAL & BUREAUCRATIC OBSTACLES

- Looking for public policies and finding solutions (e.g. public policies).

(4) NEED FOR SKILLING, RESKILLING, AND UPSKILLING

- Training to correspond to business demands (e. g. projects best practices).

(5) PRACTICAL RECOMMENDATIONS AND MODULE EVALUATION

IV. MODULE

OVERCOMING CHALLENGES

■ TYPES OF INTERACTIONS YOU WILL FIND DURING THE MODULE *[CHECK THE ICON INCLUDED IN EACH SLIDE]*



Important



Write a comment



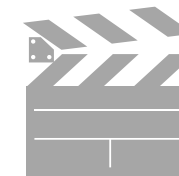
Reflect on the comments/question



Read



Discuss together



Role Play



Watch Video



Additional information /
Further reading

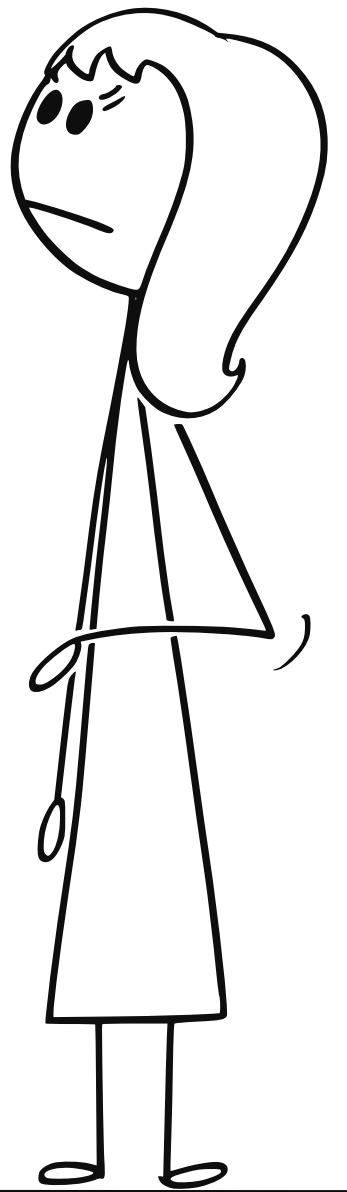
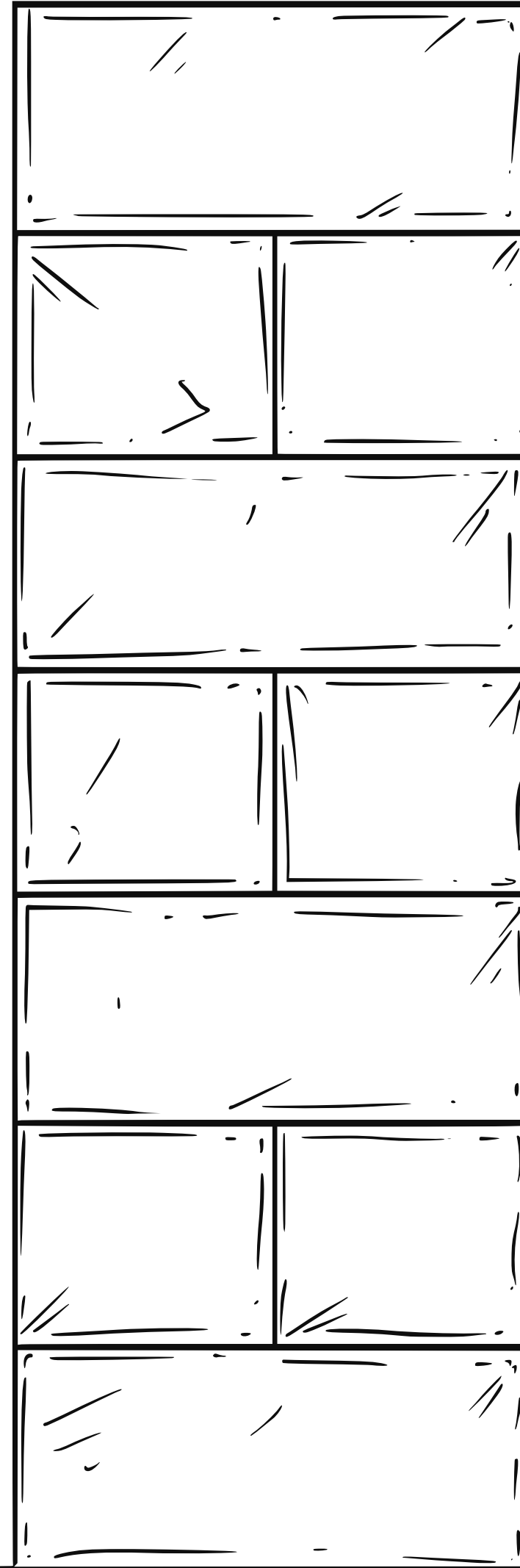
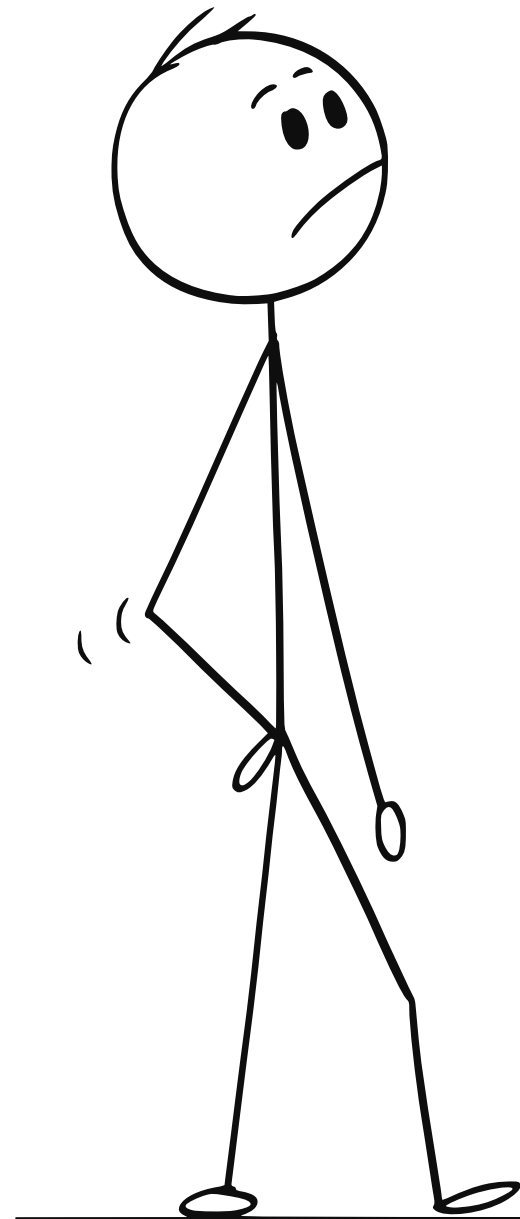
(I) Obstacles and challenges in entrepreneurship activity



(I) Obstacles and challenges in entrepreneurship activity

I want to develop my entrepreneurship activity!...

But...I see so many obstacles!

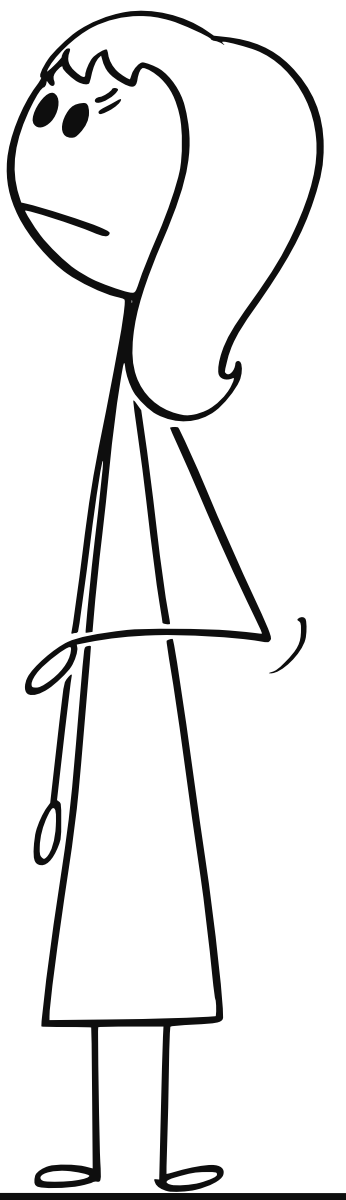
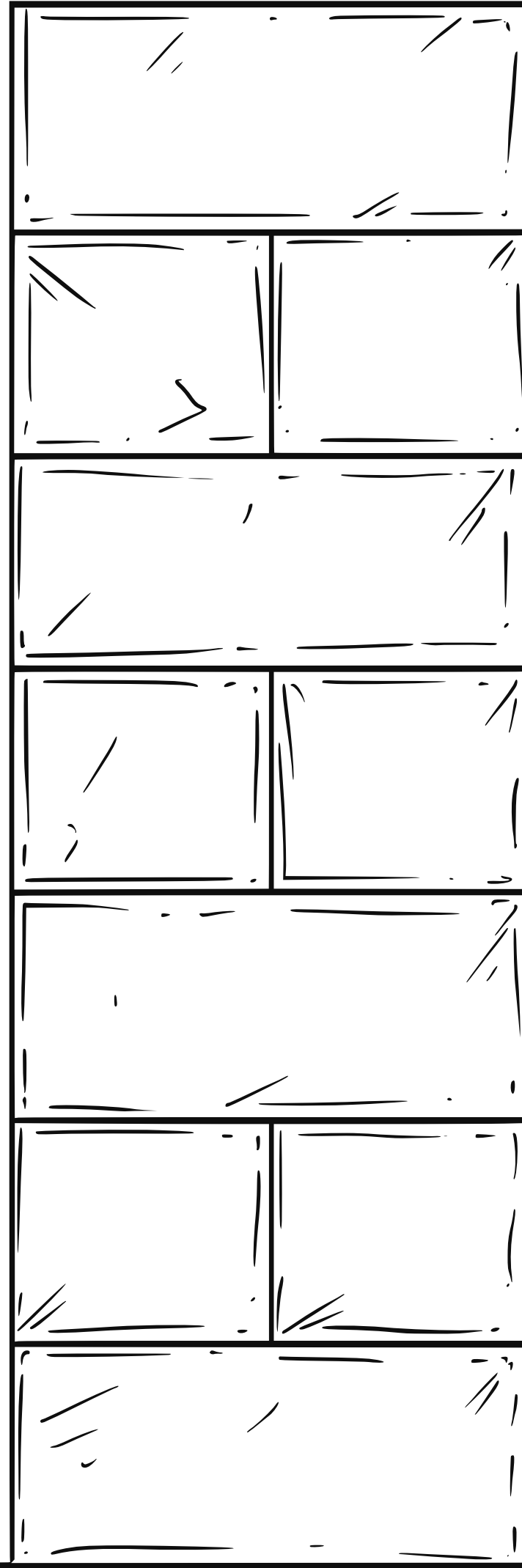
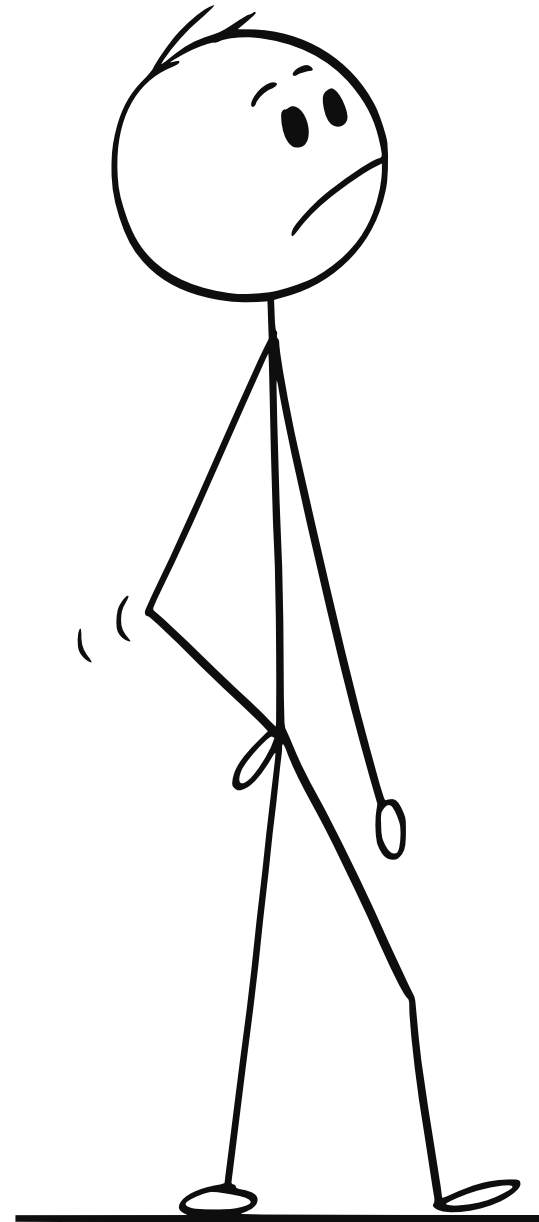


(I) Obstacles and challenges in entrepreneurship activity

I want to develop my entrepreneurship activity!...

But...I see so many obstacles!

Which obstacles do you identify?



Activity to do:



(I) Obstacles and challenges in entrepreneurship activity

List and rank the obstacles

Activity to do:



(I) Obstacles and challenges in entrepreneurship activity

Activity to do:



(I) Obstacles and challenges in entrepreneurship activity



Main obstacles and challenges to the entrepreneurship:

- **Public Policies issues** (bureaucracy; taxes policies; etc.);
- **Financial issues** (need for investment/ budget limitations for applications/difficulties in getting funds);
- **Skilling issues** (lack of entrepreneurial/academic formation concerning entrepreneurial tasks);
- **Social issues** (social support / economic environment insertion);
- **Personal issues** (sacrifices/fear of failure/ need to accept and deal with the risk & challenges);
- **Gender & Generational issues** (Gender and generational gap).

(I) Obstacles and challenges in entrepreneurship activity

Other useful links



Activity to do:



(2) Gender Gap

Facing and overcoming the gender gap





Why is this important to explore?

- 1) There is an invisible barrier that prevents women from climbing to the top of the corporate ladder, regardless of their qualifications or achievements..
- 2) There is a lack of opportunities for female entrepreneurs to access to financial services, to leadership positions, and career progression. These contribute to wider gender gaps.

Have you ever felt discriminated?



DON'T LET LABELS HOLD YOU BACK.

Activity to do:

Video: A Man's a Boss, a Woman's Bossy
[Pantene's 'Labels Against Women' digital ad]



Have you ever felt discriminated?

Comment the video

Do you think women and men hold different characteristics?

Does society give different names to the same characteristics if it is a woman or a man?

+info:



Pantene Philippines 'Labels Against Women' Case Study

Pantene's 'Labels Against Women' ad exposes gender bias: Men and women are shown exhibiting the same behaviors

Activity to do:



(2) Gender Gap

18/55

Generally, society attributes skills and behaviors to women and men, creating a gender-based perspective of personal and technical skills.



Let's see some examples ...

(2) Gender Gap

Activity to do:



It is common to assign different skills/behaviours to women and men.



	Women	Men
family and home care		
affectionate and helpful traits		
strength		
confidence		
ambition		
assertiveness		
lack of entrepreneurship skills		
fear of failure		
learn from family or friends		
learn from other businesses		

Role-play exercise:

The participant has to face two different situations. The entrepreneur is recently established and tries to boost her/his business and find new clients and suppliers.

1

A meeting is delayed because the person (supplier) meeting us had to postpone the hour. But I have to pick up my children from school. How do I manage the situation? I have to give an answer or justification to the supplier.

2

There is a business opportunity, but it would require an unprecedented delivery of services in a short period. Would I take the risk? Would I ask for support? Who would support me? I have to give an answer to the client and see if I need support.

In the end, the group should analyse if the participants reflected the usual gender-based perspective of women and men characteristics.

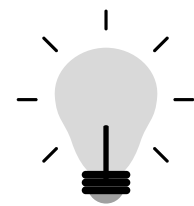




Do you think women and men face different obstacles in business activity?

Let's do the following exercises....





(2) Gender Gap



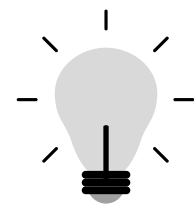
Connect the column
A.Sentences to
column B.Gender

A. Sentences

- A. It is difficult to obtain the information I need!
- B. It is a problem the lack of time for me & my family.
- C. It is not easy to take the risk...
- D. I deal with many things at the same time.
- E. I have difficulty in getting financial support.
- G. I can be innovative & creative...
- H. They say I am no able to do business, I have no knowledge...
- I. They say I can't be a leader, because I am not ambitious.
- J. I'm a good communicator.
- K. It is easy to contact my clients & suppliers.

B. Gender

- 1. Women
- 2. Men
- 3. Other



(2) Gender Gap



Connect the column
A.Obstacles to
column B.Gender

A. Obstacles

- A. Administrative/bureaucratic
- B. Educational
- C. Communicational/relational
- D. Management/organizational
- E. Financial
- F. Leadership access
- G. Difficulty to keep a work-life balance
- H. Low self-confident /fear of failure

B. Gender

- 1. Women
- 2. Men
- 3. Other

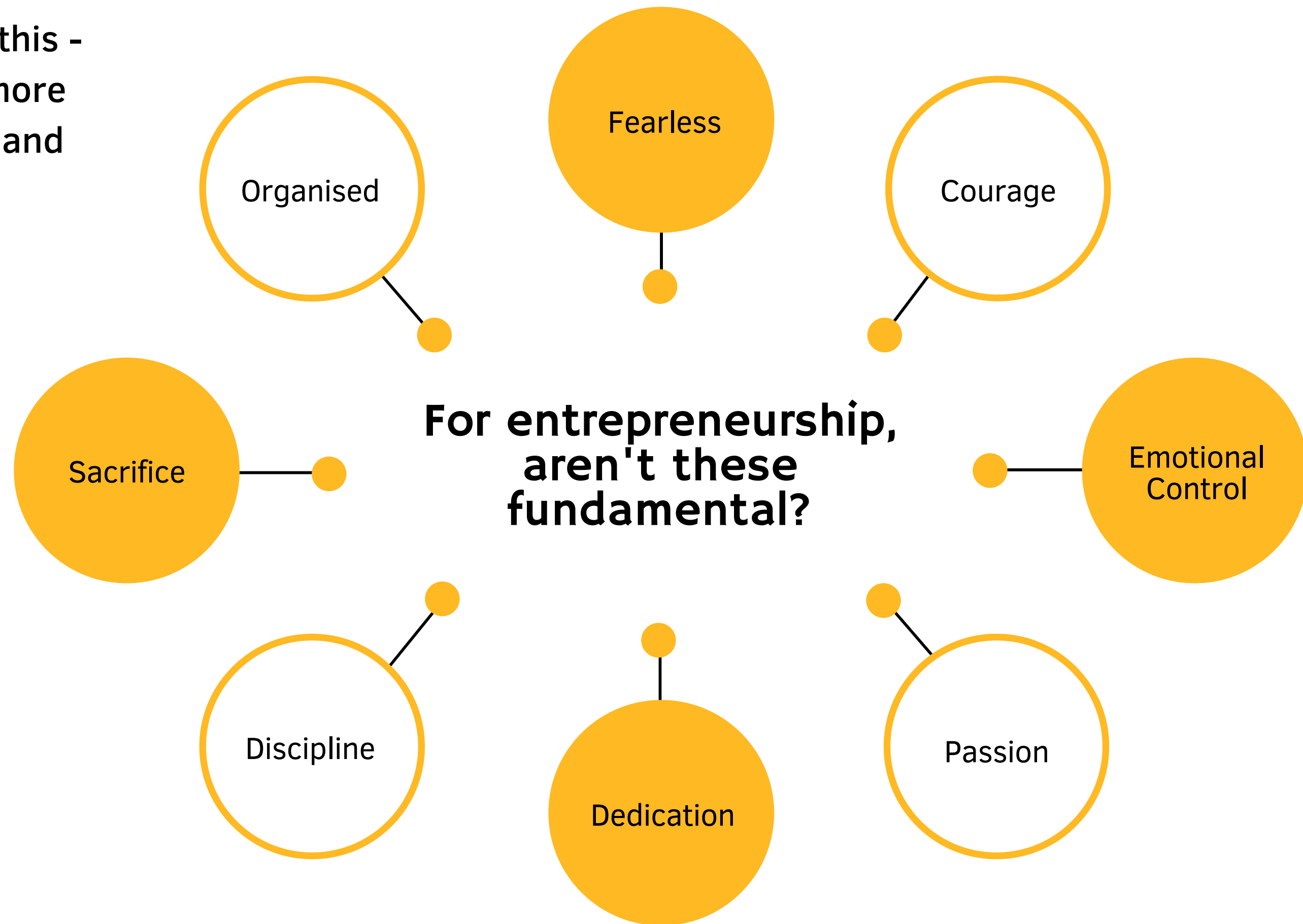


**Now, that I am aware of
the possible challenges
and obstacles
specifically created by
the fact of being a
woman, how to
overcome it?**

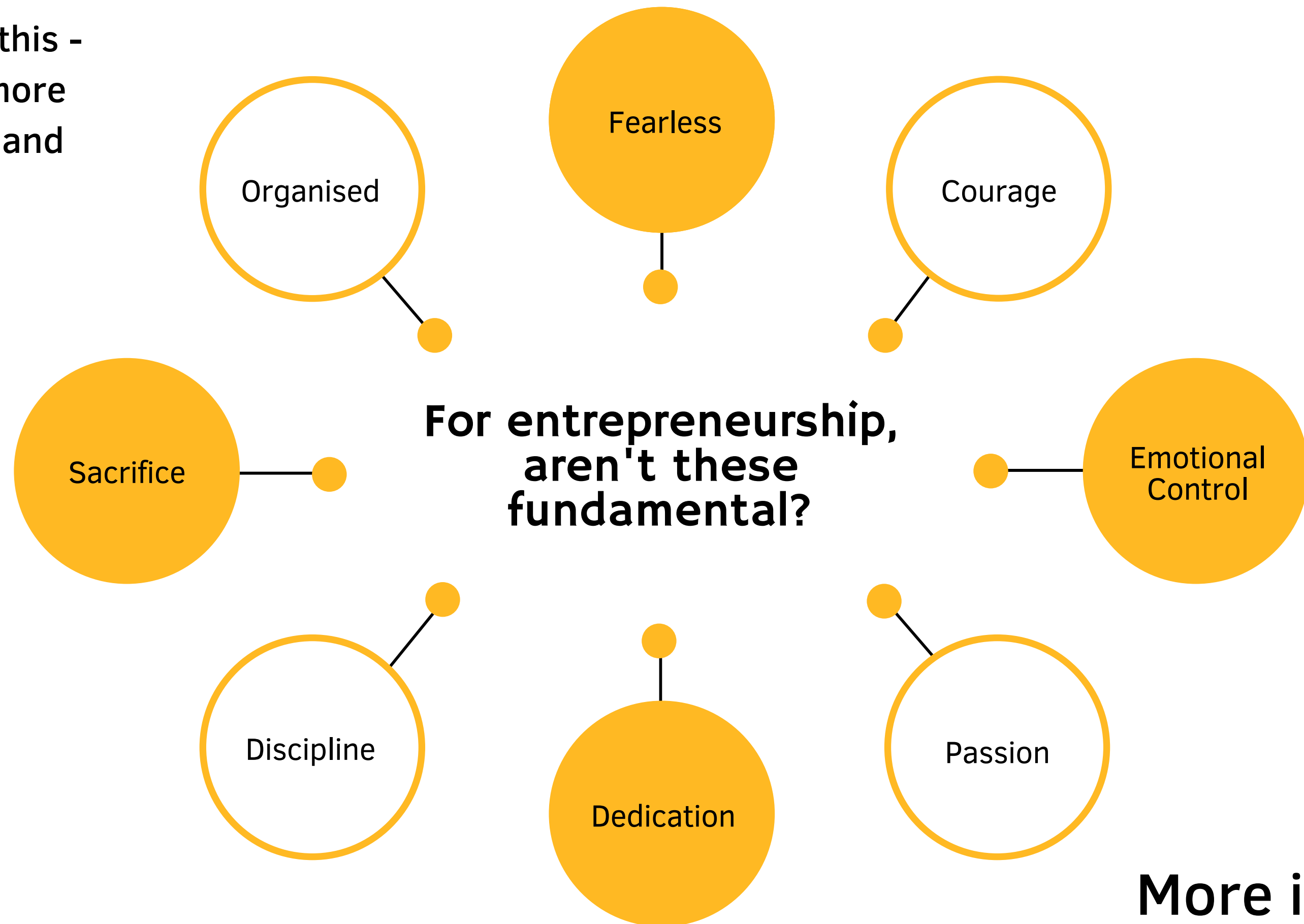
**Take advantage of the life skills,
and apply them to your business!**



Let's be clear about this -
Women's skills are more
associated to family and
home care, but...



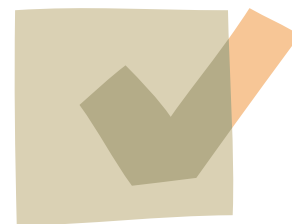
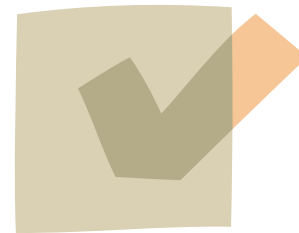
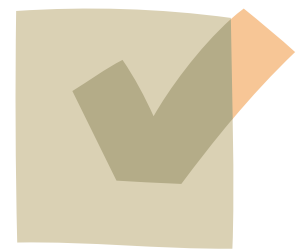
Let's be clear about this -
Women's skills are more
associated to family and
home care, but...



More ideas?....

(2) Gender Gap

Write the three more important, then share them with the group.



After listing all the skills family life gives us, let's see a video:



Activity to do:



After listing all the skills family life gives us, let's see a video:



Do your list of skills match the ones mentioned on the video?



(6) Gender Gap

Other useful links



Is the gender gap in entrepreneurship closing?

Women are under-represented in entrepreneurship. In 2018, women were about 60% as likely as men to be self-employed in the EU and this gender gap starts young. Young women (20-29 years old) were also...

oecd.org



Gender gap in entrepreneurship

Using data on the entire population of businesses registered in the states of California and Massachusetts between 199...

[E sciencedirect.com](https://www.sciencedirect.com)



Gender equality in entrepreneurship | READ online

There are fewer women entrepreneurs than men in OECD countries and women-owne...

oecd-ilibrary.org

Activity to do:



(3) Financial & bureaucratic obstacles



(3) Financial & bureaucratic obstacles



The main identified obstacles:

Having lack of information;

Having many obstacles in getting funds...
taxes and bureaucracy;

Having lack of means to overcome this.

Do you identify yourself with this?

Do you find other obstacles?

(3) Financial & bureaucratic obstacles



The main identified obstacles:

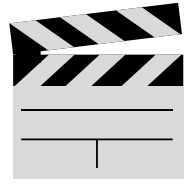
Having lack of information;

Having many obstacles in getting funds...
taxes and bureaucracy;

Having lack of means to overcome this.

Where can I find the answer to move on?

Let's explore this topic in the next slides



Role-play exercise

Pitching your project to the bank

Context : In order to start your company you need to ask for a loan. You have a first appointment with your bank in order to present your project to them.

The expert: A professional banker or someone in the financial sector

- A commercial pitch usually starts with a catchphrase
- Introduce yourself, your concept and your role in the company
- Present your value proposition and your service offer (basically what you want to sell, how you are going to sell it, to whom....)



(3) Financial & bureaucratic obstacles

Knowing that...

“The lack of access to financial services for female entrepreneurs is one of the biggest gender gaps, and a major factor holding back progress towards financial inclusion of women in developing countries”

[FMO, Entrepreneurial Development Bank]

...HOW CAN I OVERCOME THE FINANCIAL OBSTACLES?

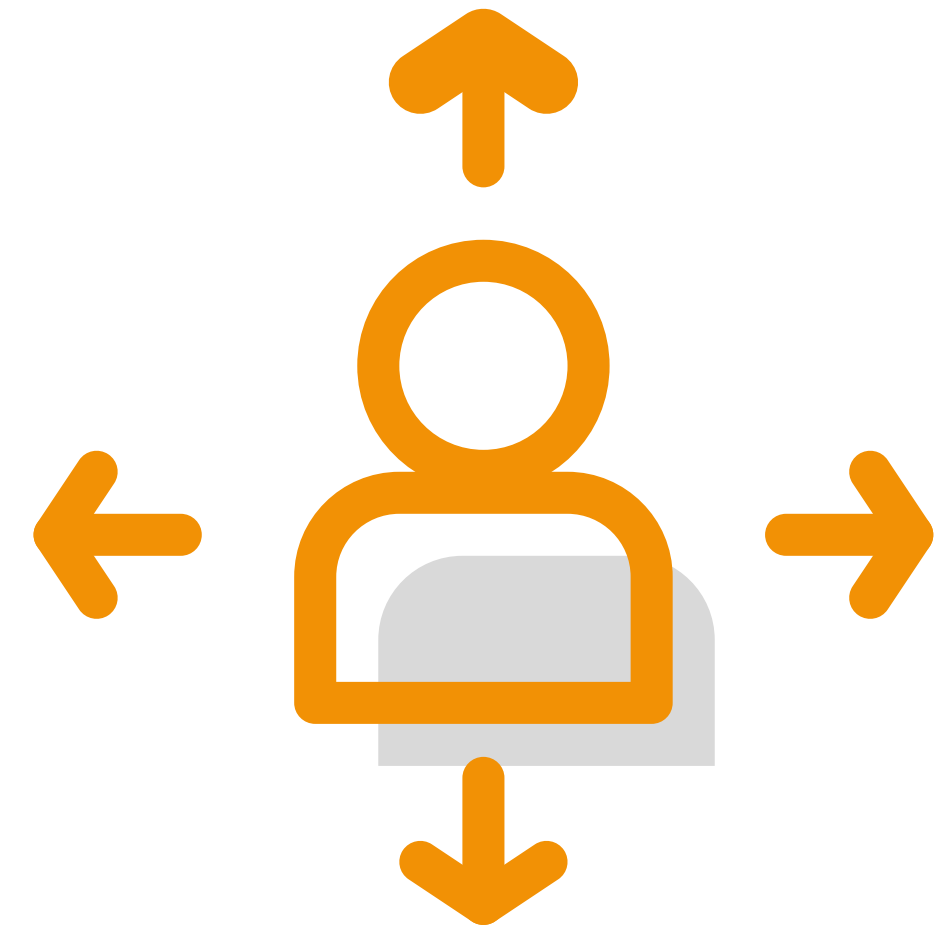
- Using crowdfunding;
- Establishing links with the business community;
- Getting specific advice for financial issues;
- Skilling for financial issues.



(3) Financial & bureaucratic obstacles

What more can I do?

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



and keep in mind...



...and keep in mind...

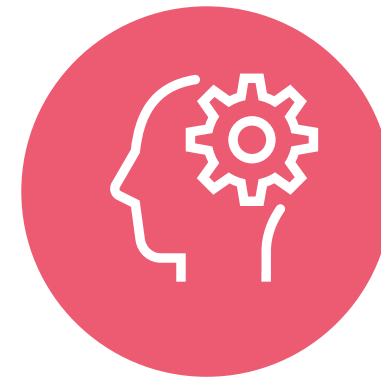
Support Programmes

There are programs designed and developed to promote greater effectiveness in overcoming financial and bureaucratic obstacles



Key skills

Promoting business awareness/Organisational awareness



Education/training

Education & getting information by the connection with other entrepreneurs



(3) Financial & bureaucratic obstacles

Other useful links



Activity to do:



(4) Need for skilling,
reskilling, and upskilling

NEW SKILL

20%

40%

60%

80%

LOADING...

(4) Need for skilling, reskilling, & upskilling

Why skill, reskill or upskill?



(4) Need for skilling, reskilling, & upskilling



WHY skill, reskill or upskill?

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



(4) Need for skilling, reskilling, & upskilling

WHAT is skill, reskill or upskill?



Skilling

Training a worker/entrepreneur to do a particular task.



Reskilling

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



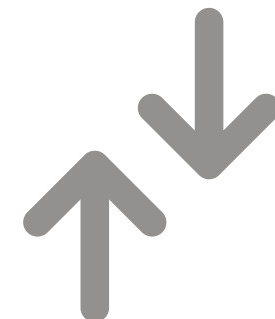
Upskilling

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

(4) Need for
skilling,
reskilling, &
upskilling

Lifelong Learning

Skilling, reskilling & upskilling



Having the capacity for continuous learning

(4) Need for skilling, reskilling, & upskilling

International Labour Organization



International
Labour
Organization

español | français

44/55

▶ Advancing social justice, promoting decent work

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Upgrading skills for the
changing world of work >

Skills for Trade and Economic
Diversification (STED) >

Applying the G20 Training
Strategy >

Skills that Work Project >

Skills Innovation Facility >

Apprenticeships
Development for Universal
Lifelong Learning and
Training (ADULT) >

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Programmes and projects

Apprenticeships Development for Universal Lifelong Learning and Training (ADULT) >

1 August 2020 - 31 July 2022

A project to develop strategies for modernising apprenticeships.

ILO Skills Innovation Lab >

ILO Skills Innovation Network >

ILO Skills Innovation Facility >

Browse resources

by areas of work

Skills policies and systems (3) >

Skills for social inclusion (1) >

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

(4) Need for skilling, reskilling, & upskilling

Skilling, upskilling and reskilling of employees, apprentices & interns during the COVID-19 pandemic



Findings from a global survey of enterprises

► Skilling, upskilling and reskilling of
employees, apprentices & interns
during the COVID-19 pandemic
Findings from a global survey of enterprises

 Type	Report
 Authors	This survey report is the accomplishment of the collaborative efforts of 10 international and regional development organisations.
 ISBN	978-92-2-034265-7
 Year	2021



RELATED CONTENT

RELATED PRACTICE AREAS

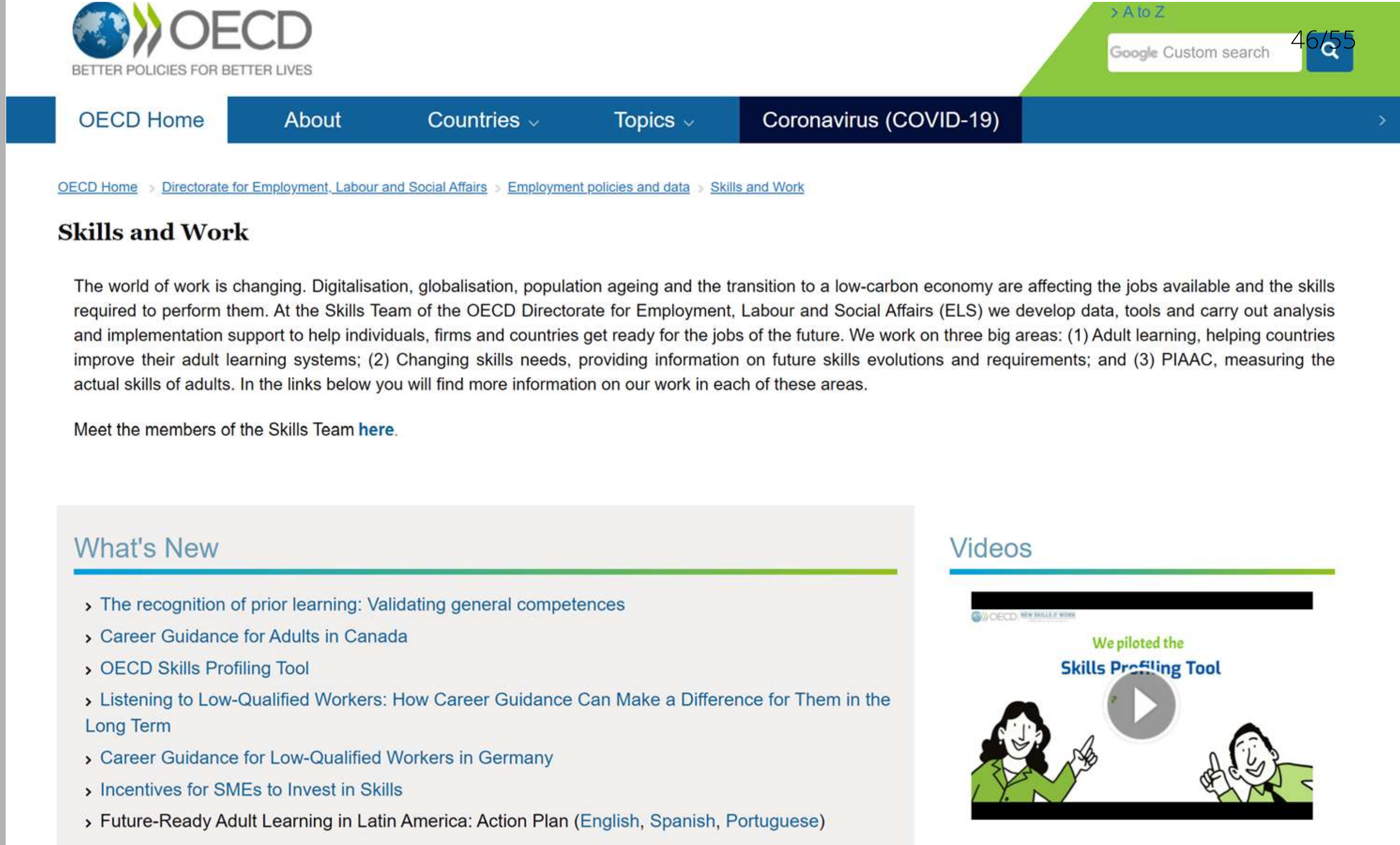
Work-based learning

European Training
Foundation

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

(4) Need for skilling, reskilling, & upskilling

Organisation for Economic Co-operation and Development



The screenshot shows the OECD website's 'Skills and Work' section. At the top, the OECD logo is visible with the tagline 'BETTER POLICIES FOR BETTER LIVES'. A navigation bar includes links for 'OECD Home', 'About', 'Countries', 'Topics', and 'Coronavirus (COVID-19)'. A search bar with 'Google Custom search' is in the top right corner. Below the navigation bar, a breadcrumb trail reads: 'OECD Home > Directorate for Employment, Labour and Social Affairs > Employment policies and data > Skills and Work'. The main heading is 'Skills and Work'. The introductory text states: 'The world of work is changing. Digitalisation, globalisation, population ageing and the transition to a low-carbon economy are affecting the jobs available and the skills required to perform them. At the Skills Team of the OECD Directorate for Employment, Labour and Social Affairs (ELS) we develop data, tools and carry out analysis and implementation support to help individuals, firms and countries get ready for the jobs of the future. We work on three big areas: (1) Adult learning, helping countries improve their adult learning systems; (2) Changing skills needs, providing information on future skills evolutions and requirements; and (3) PIAAC, measuring the actual skills of adults. In the links below you will find more information on our work in each of these areas.' Below this, it says 'Meet the members of the Skills Team [here](#).' There are two main content areas: 'What's New' and 'Videos'. The 'What's New' section lists several items: 'The recognition of prior learning: Validating general competences', 'Career Guidance for Adults in Canada', 'OECD Skills Profiling Tool', 'Listening to Low-Qualified Workers: How Career Guidance Can Make a Difference for Them in the Long Term', 'Career Guidance for Low-Qualified Workers in Germany', 'Incentives for SMEs to Invest in Skills', and 'Future-Ready Adult Learning in Latin America: Action Plan (English, Spanish, Portuguese)'. The 'Videos' section features a video player with the title 'We piloted the Skills Profiling Tool' and an illustration of two people pointing at a play button.

OECD
BETTER POLICIES FOR BETTER LIVES

OECD Home About Countries Topics Coronavirus (COVID-19)

OECD Home > Directorate for Employment, Labour and Social Affairs > Employment policies and data > Skills and Work

Skills and Work

The world of work is changing. Digitalisation, globalisation, population ageing and the transition to a low-carbon economy are affecting the jobs available and the skills required to perform them. At the Skills Team of the OECD Directorate for Employment, Labour and Social Affairs (ELS) we develop data, tools and carry out analysis and implementation support to help individuals, firms and countries get ready for the jobs of the future. We work on three big areas: (1) Adult learning, helping countries improve their adult learning systems; (2) Changing skills needs, providing information on future skills evolutions and requirements; and (3) PIAAC, measuring the actual skills of adults. In the links below you will find more information on our work in each of these areas.

Meet the members of the Skills Team [here](#).

What's New

- > The recognition of prior learning: Validating general competences
- > Career Guidance for Adults in Canada
- > OECD Skills Profiling Tool
- > Listening to Low-Qualified Workers: How Career Guidance Can Make a Difference for Them in the Long Term
- > Career Guidance for Low-Qualified Workers in Germany
- > Incentives for SMEs to Invest in Skills
- > Future-Ready Adult Learning in Latin America: Action Plan ([English](#), [Spanish](#), [Portuguese](#))

Videos

We piloted the Skills Profiling Tool

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

(4) Need for skilling, reskilling, & upskilling?



So, for each business, we should reflect:

- Do I need specific skilling? Do I have to update these skills?
- Do I need specific technical tools?
- Can I get some support for skills and have access to business tools?
- Can I learn from others?

Activity to do:



(4) Need for skilling, reskilling, & upskilling?



Do you consider this example to be a good way to get knowledge and skills, by sharing opportunities with others?

Activity to do:





Key actions to skill, reskill and upskill, and respond to economic market

1. don't delay
2. analyze your current skills
3. know your goals
4. look for resources
5. design tailored and relevant reskilling journeys
6. test and iterate
7. protect your reskilling budget for the future

(5) Practical recomendations and module evaluation



(5) Practical recommendations & module evaluation



Possible obstacles

- Gender Gap
- Financial & bureaucratic obstacles

Skilling & reskilling & upskilling

- Provides solutions

(5) Practical recommendations & module evaluation

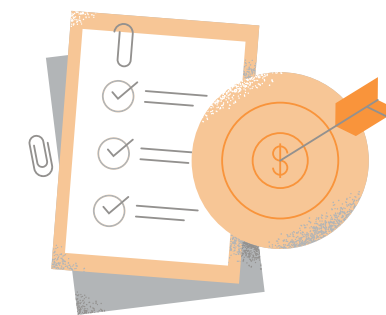
Gender Gap

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



Financial & bureaucratic

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



Skilling, reskilling & upskilling

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



(5) Practical recommendations & module evaluation

 **Start by reviewing how the module itself went and then go on to discuss what participants learn**

1. Did you enjoy it? What did you like and what did you dislike about it?
2. Were there any surprises in the way the topics were approached? Which?
3. Were you able to place yourself in some of the situations presented? Which?
4. Do you want to add any ideas concerning the proposals?

(5) Practical recommendations & module evaluation

Reminder:

Expected Results

After completion of this module you will be able to:

- identify and characterize the type of obstacles and challenges you may face.
- make use of tools to overcome some challenges and to use public policies as a useful tool for some obstacles.
- replicate solutions for issues raised by entrepreneurship, applicated in other contexts (e.g. geographical or sectorial).

After this module,
do you feel able to
define / identify /
recognise these
topics?



Thank you for your
participation!

Follow us !

 @ESTEEM project

Co-funded by the
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