

Methodical-didactical learning principals

The basis for a successful assignment of the concept to other institution is that there are not only the intended teaching contents are provided, but also that the other Münster people successful factors are considered.

The following success factors could be crystallized out:

Making possible didactics

The bases of a making possible didactics are used contrary to in former time's usual production didactics. (Generative didactics)

The making possible didactics is a form of the didactics, which was based on the principles of the self-determination and self appropriation of learning contents and was shaped by Rolf Arnold (compare Arnold, Rolf / Tutor Gomez, Claudia: Grundlinien einer Ermöglichungsdidaktik, Nürnberg 2007). With a constructional background she assumes that a learning process cannot be produced from others. The instructor can make only by the suitable general conditions the internal learning process possible. Same plans and same behavior produced with different participants different effects. Learning means a process of active appropriation and as admission of not instructing knowledge transfer. The participants select consciously and unconsciously from the act, they tie to the existing knowledge and rate the new after the situations, from which they come and turn into them back again. The learning process is to run off self-controlled and not foreign controlled.

The course instructors (teacher) are acting as learning tutor. Active learning of the female participants is located in the center and not to be instructed.

Orientation at the learning interest of the female participants

A criterion for choice for course contents is whether this is relevant actually and in concrete way for the occupation everyday life of the class participants. The class participants can take influence on the selection of course contents. A goal is the advancement that the vocational action authority of the participants. A substantial success factor for the course is the fact that beside contents given by the curriculum also individual topics in the course are treated for e.g. generation

conflict in the enterprise, employment contractual situation of the collaborating entrepreneur women.)

Support of personnel and social competences

Beside purely professional oriented course contents such as human resource management or accountancy also contents are obtained, which the personality of the female class participants promotes for e.g. discussion guidance, methods of negotiating, conflict management, presentation.

Course climate

A course climate is created, where community and mutual support stands in the center and not competition and the individual achievement.

Appreciation, tolerance and mutual support are the philosophies, which constitute the secret curriculum of the course.

Course instructors

Course instructors are selected, that are able to identify themselves with the concrete situation of the women and tie with the common development of course contents to the individual questions of the participants.

Course organization

At the course organization account is taken the specific life situation by collaborating entrepreneur's women concerning their family and operational obligation. Thus the course is offered not in full time or Block form, but in two mornings per week. During the holiday period lessons are not taken place.

Development of a network

Representatives of local organizations and associations who are active in similar areas are integrated into the project. Like that for example the chairman of the working group of collaborating entrepreneur's women and the vice-president of the European federation FEM are involved in a project development and advertise for the course concept. In addition, contacts with former course

participants are established who can be helpful for the women, which took only recently operational responsibility. For the course participants is the exchange with other women who are in a comparable situation, a possibility to develop new solution possibilities for their different, partly contradictory role standards.