

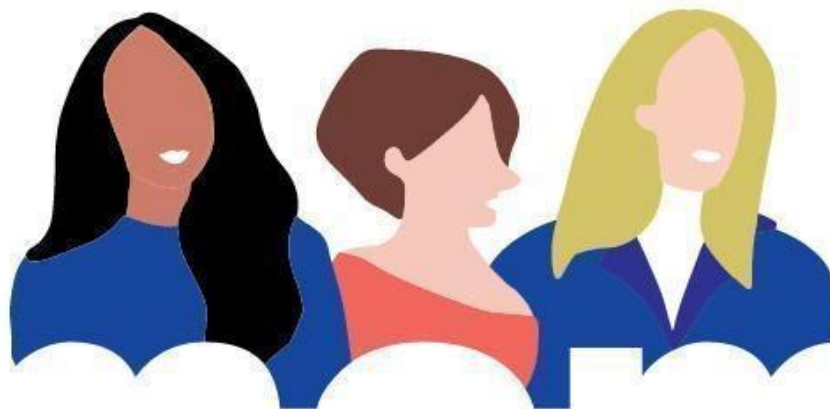


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# MOMentum

## Helping mothers gain MOMentum in entrepreneurship



## Entrepreneurship Education Toolkit



**challedu**  
inclusion | games | education

**INPLA**  
Innovation Platform



**asso**  
agenzia per lo sviluppo sostenibile



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# The Consortium



Institute for Regional Development (IRR) is an NGO from the Czech Republic promoting the development of European regions. It does so through international exchange of good practices and by educating key players in areas critical for regional and sustainable development.

IRR seeks to bring together institutions from different spheres (public, private, non-profit, academia and exchange of good practices).

IRR creates, manages, and implements projects within Erasmus+, CERV, European Social Fund, Visegrad Grants, etc. IRR fields of action count: education, training, European values, life-long learning, environment. The primary target group of the activities conducted by IRR are young people.



Citizens In Power (CIP) is an NGO from Cyprus that addresses the needs and demands of people through their involvement in social and civic life. It also provides them with innovative materials and free trainings in education (including online), inclusion, entrepreneurship and business, culture, labour market, and lifelong learning.

Its main focus is the development of education, entrepreneurship and lifelong learning in Cyprus and abroad. For these, CIP has an ongoing collaboration with leading universities, schools, NGOs and research organisations in Cyprus. CIP retains a valuable network of professional trainers and educational experts experienced in both formal and non-formal education.



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Challedu is an NGO from Greece pioneering new models of learning and engagement. In collaboration with educators, teachers, experts, game designers, institutions and organisations, Challedu designs playful experiences and games rooted in the educational principles of playing.

Challedu aims to transform every educational activity in order to unlock the transformative power of people as seekers and solvers of complex problems, risk takers, inventors and visionaries. Its work empowers creativity, fantasy, and empathy.



Inpla Innovation Platform is a micro SME from Estonia. The team of Inpla has experience in international exchanges of experience, organising transnational events and managing international projects in diverse funding programmes. Inpla promotes innovation and quality in education, information and communication technologies and social inclusion.

Inpla supports young people, schools and enterprises from the SME sector, organizing training courses and workshops on entrepreneurship, integration, social awareness, and applies for EU-funded programs, providing advisory services in the mentioned areas. Inpla is supported by network of schools and training institutions.



Sustainable Development Agency ASSO is an NGO founded in Italy to promote sustainable development at European level. Its values include sustainable cities and communities; valorisation of heritage and landscape; environmental protection; transversal human rights, such as gender equality and education.

ASSO carries out research activities, implement projects, and provides technical consultancy services on sustainable development, with the support of universities, research centres, and experts. Since 2007, over 30 projects funded by EU funds were written by ASSO on behalf of Lead Partners and implemented over 50 projects for Lead Partners and Project Partners.



# PART A

**An overview of today's situation of mothers in Entrepreneurship in partner countries and Europe, and of Entrepreneurship and leadership education through a selection of existing entrepreneurial and leadership education resources**

## Introduction

Entrepreneurship is not just a financial and business term. Research has demonstrated that entrepreneurship is a mindset that can be taught and cultivated in individuals. Over the last few years, therefore, it is observed that entrepreneurship has been introduced at all levels of education, driven by market needs, and adapted to the educational curricula of the states.

The MOMentum project strives to help mothers gain momentum in entrepreneurship. The MOMentum [Gamified Role-model Education Methodology \(PR1\)](#) includes a detailed analysis of the current state of entrepreneurship education for women in partner countries (Czech Republic, Cyprus, Greece, Estonia and Italy).

## Czech Republic

After conducting desk research on employment, pay gap, VET education and entrepreneurial opportunities for mothers in the Czech Republic, the following findings emerged:

- Mothers face higher unemployment rates when they return to the labour market after maternity leave.
- VET is functional in the Czech Republic but does not have a specific/direct focus on mothers.
- Tools and courses focused on entrepreneurship are sparse and target the adult population at large, with little to no tailoring to mothers' needs.



In this context, the MOMentum project in the Czech Republic aims to enhance the employability of mothers and increase their financial stability. In order to do so, we look into a series of good initiatives creating and deploying entrepreneurial and leadership education resources.



One of the larger organizations in the Czech Republic whose mission is to assist women with their path to a successful business is **Business & Professional Women CR (BPWCR)**. This public benefit company is part of the BPW International network, which operates in more than 100 countries. The Czech organization was founded in 2010 to connect active women and promote women's economic independence. Their projects are aimed at protecting women's rights, overcoming constraints, and nurturing education and personal development, through mentoring and the presentation of successful female role models. One of the most recent projects aiming at women in business was the Academy for Women Entrepreneurs (AWE), an online educational project which was successfully carried out in 2022 in cooperation with the US Embassy in Prague. The third round of this project will start in the spring of 2023.

Business and Professional Women (BPW) is an international federation of women with branches in more than 95 countries around the world. It was founded by Dr. Lena Madesin Phillips in 1930. BPW has consultative status with the United Nations Economic and Social Council (ECOSOC) and participatory status with the Council of Europe. Its members are influential women in leadership positions, entrepreneurs, businesswomen and managers. (BPWCR, 2022)

ČMAPM





The **Czech-Moravian Association of Businesswomen and Managers** is a non-political volunteer organization, founded in 1995, and is a member of the International Association of Businesswomen and Managers of FCEM. The organization operates across the Czech Republic through regional clubs that provide members with individual support and an entrepreneurial community right at their place of business. Regional clubs hold their own meetings to complement the range of national and international events. The regional clubs are in Prague, Ostrava, Brno, Olomouc, Nový Jičín, Bruntál, Zlín and Svitavy. CMAPM organizes workshops, conferences, events and carries out projects all designed to support women on their way to a successful business. (CMAPM, 2020)



**The club of female managers at the Czech Management Association** is one of the longest-running clubs in the Czech Republic, bringing together active women entrepreneurs and managers. It strives to increase the number of successful women similar to the ones the club has been bringing together for a quarter of a century. The club supports dialogue, exchange of experience and information, use of skills, intellectual and creative potential of women entrepreneurs and managers by organizing meetings, conferences, formal and informal events, lectures, seminars, visits at members' companies or trade missions of club members abroad. (CMA, 2022)

Besides these organizations operating at the national level, there are several regional organizations and clubs, which will be introduced on the following pages.



### **Central Bohemian Association of Women Managers and Entrepreneurs (STAMP)**

aims at creating a meeting place for women entrepreneurs and opportunities to make new contacts. STAMP provides a platform for the exchange of information, advice, experience and for socializing. The organization also maintains contacts with similar associations of women entrepreneurs and managers in the Czech Republic and abroad.

One of the main objectives of STAMP is to prepare women for entrepreneurship within the European Union. STAMP is a cooperating partner in several projects funded by the European Social Fund (ESF). Among other things, this partnership offers women members and supporters of STAMP the opportunity to participate in various training courses free of charge.

STAMP has partner organizations in Moravia (MAPM) and Southern bohemia (JAPM). (stredoceske-podnikatelky, 2021)



### **KLUB PODNIKATELEK ZE ZLÍNSKA**

The purpose of the **Club of Women Entrepreneurs from the Zlín Region** is to create a space for meeting, sharing, mutual support and cooperation of people from the Zlín Region who are thinking about entrepreneurship, starting a business or are already in business. Activities are developed with an emphasis on ethical and moral considerations in order to promote education, creativity, personal uniqueness, decent and ethical entrepreneurship, as well as to encourage business start-ups in the region. The target group of the project is women, especially mothers. The aim is to convey the



necessary information to start or develop a business in a way that promotes the reconciliation of personal and professional life.

The activities of the club include educational events for the public - courses focused on personal development, health, women's issues. And courses aimed at developing skills needed for business: technical area (programs), strategic (marketing planning), legislative, but also soft skills such as communication, public speaking, etc. Workshops, regular meetings and seminars are also an essential part of the club's activities.

(klubpodnikatelekzlin, 2022)

The club is part of a non-profit organization IdeaZone from Zlín which supports business, cultural, leisure, environmental or educational activities. (IdeaZone, 2022)



[Matka podnikatelka](#) (**Mother Entrepreneur**) is a non-profit organization from Prague 9. The organization supports mothers who are in business or would like to start one. Over the years, their activities have expanded to include administrative services and training provided by qualified trainers. Their members have the opportunity to train in soft, IT and vocational skills at discounted rates through professional training agencies with the possibility of obtaining a certificate. (matkapodnikatelka, 2020)



[Podnikavé ženy](#) (**Entrepreneurial Women**) is a non-profit association from the Pardubice and Hradec Králové regions that organizes marketing and networking events, educational seminars, workshops and breakfasts. The association is based in the Pardubice business incubator P-PINK in the city centre. Their activities link the



corporate sector with the non-profit sector and public institutions. (podnikavezenypce, 2021)



The **Vyškov Women Entrepreneurs Club** functions under the District Chamber of Commerce Vyškov and was established within the framework of the Women and Business project.

The mission of the club is to create a friendly environment to establish personal and business contacts, build credibility and the image of an honest fair play partner. The fulfilment of this mission can only happen with the active participation of its members so that membership in the club is meaningful for every woman. (ohkvyskov, 2022)

Besides established organizations with formal structures, several projects were carried out in the Czech Republic in recent years. Some of them will be introduced below.

The project **"Mothers, don't be afraid of business. We'll show you how to do it!"** was organized by the Association of Small and Medium Enterprises and Tradesmen of the Czech Republic and it was financially supported by the EU.

The aim of the project was to promote measures for fulfilling the principle of equal opportunities for women and men in the labour market and creating conditions for the reconciliation of family and working life. Specifically, to help mothers on parental leave who cannot return to their jobs to embark on their projects and not to be discriminated against childless female competitors or men.

Timeframe: 1.2.2011 – 28.2.2013

(amsp, 2017)

**We inspire women to be entrepreneurs**



The aim of the project was to provide Czech women entrepreneurs with access to new business ideas, sources of innovation and data needed for successful entrepreneurship by transferring the good experience and know-how of the German partner.

Timeframe: 1. 12. 2012 - 30. 11. 2014

(esfcr, 2018a)

### **Women's Entrepreneurship Assistance Centre in Zlín**

The objectives of the project were to support women entering entrepreneurship by removing barriers to their participation in the labour market, and to support women already in business through targeted measures for reconciling family and work life.

Timeframe: 1. 9. 2011 - 31. 12. 2013

(esfcr, 2018b)

### **"Working with little children is possible"**

The Centre for Support of Entrepreneurship and Employment organized free educational seminars for mothers with children under 10 years of age with financial support from the Visegrad Fund.

The project was co-financed by the Governments of Czechia, Hungary, Poland and Slovakia through Visegrad Grants.

Timeframe: 2019 - 2020

(centrumpropodnikani, 2019)

### **Academy of Entrepreneurial Women**

A series of CzechInvest workshops for women entrepreneurs or women who are just thinking about their business started online on 25 February 2021. Topics covered in



each session included entrepreneurship in the age of covid, law, pricing, tax and personal development.

Timeframe: 2021

(czechinvest, 2021)

### **Supernovas programme**

The programme was launched by European Institute of Innovation and Technology (EIT) to increase the role and participation of women entrepreneurs in the EU business ecosystem, under the auspices of three Knowledge and Innovation Communities. The initiative aims to identify emerging female entrepreneurial talent (of different ages, backgrounds, expertise and aspirations) and harness their potential to develop and integrate more women into the entrepreneurial ecosystem. Participants in the programme will have access to financial support, training and networking.

Timeframe: 2022

(dzs, 2022)

### **I'm not alone in this.**

A comprehensive educational project to support women and their businesses. The project offers the following services: a business contact database, childcare, the possibility to get financial support to start a business (this includes administrative payments and purchases that are related to starting a business), and workshops. The project places a strong emphasis on spreading awareness on equal opportunities for women and men.

Timeframe: 2012 – 2014

(nova-dimenze,2014)



## **Enterprising women, an alternative way of solving women's unemployment in the capital city Prague**

The main objective of the project is to support the creation and development of self-employment activities aimed at women returning from parental/maternity leave, women caring for a dependent family member who have interest in starting their own business and gaining opportunities on the labour market.

The project offers courses on the basics of entrepreneurship and a PC voluntary course. These courses consist of different modules that provide clients with basic business, communication and mentoring experience.

Timeframe: 2015

(centrummartin, 2015)

Women can also look for inspiration and tips in one of several podcasts, which have the advantage of being accessible to anyone, anywhere and anytime.

### **Entrepreneurship on Maternity Leave (Podnikání na mateřské)**

This podcast is about female entrepreneurs who decided to start their own businesses while on maternity leave. About what it entails and what challenges mompreneurs face. The podcast is packed with information on what is important or pointless for a successful business too. (anchor, 2022)

### **Businesswoman (Podnikatelka)**

In the podcast Businesswoman, you can listen to interviews with successful Czech female entrepreneurs who share their experiences on their path to success. (info, 2022)

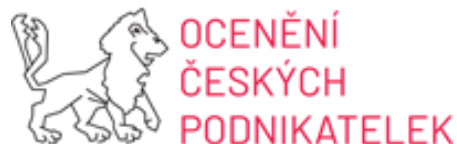


### **The World of Businesswomen** (Svět podnikatelek)

Interviews with the creators of the educational and networking platform The World of Businesswomen and interesting female entrepreneurs. (ceskepodcasty, 2022a)

### **Business For Girls** (Podnikání pro holky)

Business For Girls provides its listeners with guidance in the areas of business, online marketing, or mindset with special attention to the female point of view (ceskepodcasty, 2022b)



There is also a popular and special kind of project **The Czech Businesswomen Awards**. This project raises the profile of successful women entrepreneurs, recognizes their work, and brings inspiration and motivation to many other Czech women entrepreneurs through prestigious awards. (oceneniceskychpodnikatelek, 2022)

### **Greece**

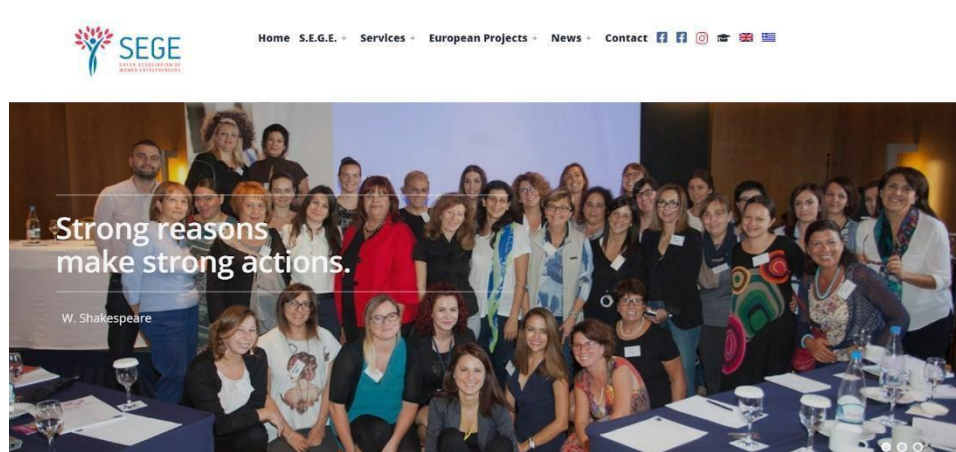
Throughout research on the existing entrepreneurial, leadership, and soft skills education approaches and tools in Greece, many results were discovered as in the last decade there is a breakthrough in the sector of women's entrepreneurship and its supporting mechanisms. However, there is a lack of extensive evidence about the existence of such initiatives that are addressed to mother entrepreneurs specifically.

Regarding the mechanisms that support the entrepreneurial and soft skills development of women in Greece, the following examples were detected:

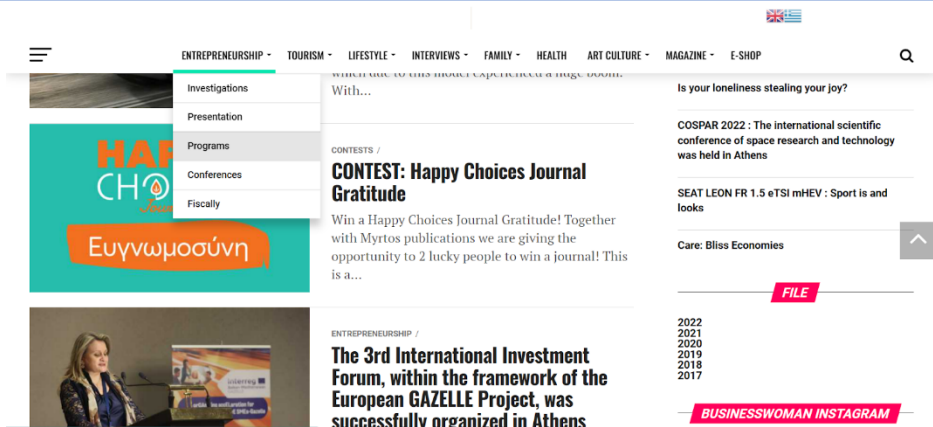




- The Association of Women Entrepreneurs of Greece (SEGE) is a non-governmental and non-profit organization for women doing business in Greece. More generally, SEGE was created to network all women entrepreneurs. The collective treatment of the difficulties and obstacles women entrepreneurs face today, commercial partnerships and networking with similar institutions in the EU member states. Nowadays, SEGE has developed into an organization that supports women in multiple sectors of entrepreneurship via offering mentoring services, conducting researches and analyses in relevant fields and organizing educational seminars. (SEGE, 2019).



- businesswoman.gr is the first Greek online magazine for women's entrepreneurship to provide immediate and reliable information to all interested professionals, executives and businesswomen. It was created by a group of female entrepreneurs, to familiarize the modern female entrepreneur with the ever-evolving technology. It intends to bring businesswomen in contact with renowned scientists and experts in the field of business and at the same time, to inform them responsibly and in detail about programs, services and resources that will enable them to save time and money. (businesswoman, 2019)



In this online magazine, readers can find posts about the organization of seminars and trainings either face-to-face or virtually that address the development of entrepreneurial skills and the support of women's entrepreneurship. An example of those posts found in the website is the following: Online Three Month Mentoring Program "Find your Mentor" by Women Do Business


During the program, 30 women from all over Greece will have the opportunity, upon selection and based on their application, to attend 1 on 1 Mentoring, i.e. the experience of individual guidance, allowing them to develop their business steps, having the help and input from experienced and qualified Mentors. In practice, each of the 30 winners will have 1 online meeting every month, for 3 months in total, with her/his Mentor exclusively. Participating women will have the opportunity to develop their skills and improve their performance, organize their business idea through personal and business development of their skills and also through motivation. They will also learn to apply practical steps to develop their business ideas. (businesswoman, 2019).



Online Quarterly Mentoring Program "Find your Mentor"

ENTREPRENEURSHIP · TOURISM · LIFESTYLE · INTERVIEWS · FAMILY · HEALTH · ART CULTURE ·

## Online Τρίμηνο Πρόγραμμα Mentoring "Find Your Mentor"



WOMEN  
Do Business  
Academy

**Δήλωσε συμμετοχή  
στο "1on1 mentoring"**

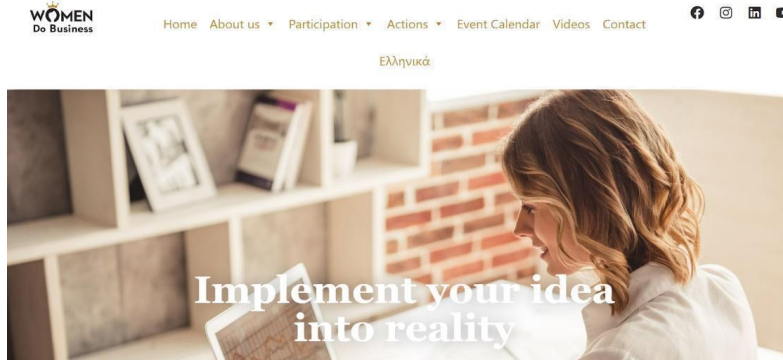
Another example of the website [businesswoman.gr](http://businesswoman.gr) that aim at informing women on their educational opportunities in entrepreneurship is the following: Online conference: "Business of female gender"

The goal of the conference is to formulate opinions and reflections on women's careers, principles and values on the road to success, advice and examples from accomplished women entrepreneurs, but also to present social institutions and programs that support women's entrepreneurship. (businesswoman, 2019)

- Women Do Business is a non-profit organization that promotes female entrepreneurship and the abolition of stereotypes through various actions, initially in the Region of Crete, Greece. (womendobusiness, 2019) One of the various projects of the organization that promote women's entrepreneurship is Koinoniko Epixeiro. 'Koinoniko epixeiro', is an online platform based in Crete and aims to help social entrepreneurs from all over Greece to start, develop and improve their business with the help of the interested community that will be created and the exchange of knowledge. With the right guidance, we want to enable social entrepreneurs to find the best networking opportunities, share their experiences with the community and grow in the field of Social Entrepreneurship, further strengthening the ecosystem of social enterprises. Apart from that, Women Do Business also offers business incubator services for female entrepreneurs. Essentially the goal of a Business Incubator is to support



new or existing businesses to start their entrepreneurial journey. The support offered by the organization is not financial, as it does not act as an investor. Still, it is cognitive, through a three-month Entrepreneurship Academy. At the same time, it acts as an intermediary to put business members in contact with mentors, coaches, partners, organizations and generally anyone who can help them in their development. (Womendobusiness, 2019)



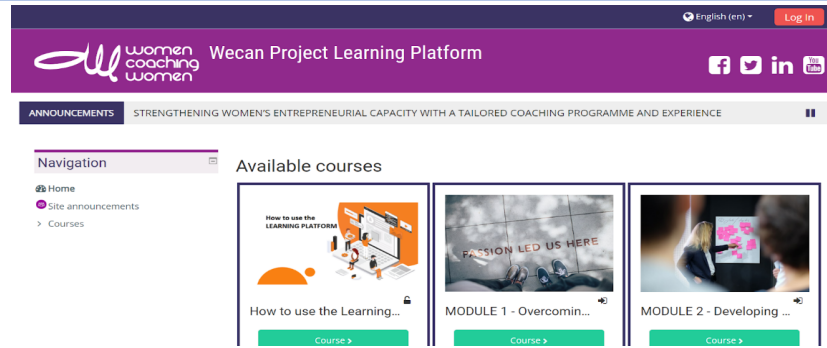
- Another organization that specializes in the entrepreneurial support of women in Greece is Women on Top. Women On Top is an organization for women's economic empowerment and equality at work. It was founded in 2012 as a mentoring network for women, but since then it has expanded its activity in many more fields, following social changes in the field of gender equality. In Women On Top, they design and implement training experiences that aim to develop personal and professional skills and equip women with all the necessary supplies to get as close as possible to their dreams. They focus on employability, entrepreneurship, leadership, financial resilience and communication skills.

Among its other activities, Women on Top is implementing 'Women on Topic' which is a podcast/livecast about women's professional empowerment and equality at work. This is a way to talk about diversity and inclusion in the workplace, about the discrimination women face every day due to gender, and about the tools and opportunities they have at their disposal to make work one of the best parts of their lives (womenontop, 2022).



However, apart from national and local initiatives that aim at enhancing the entrepreneurial skills and knowledge of women, Greek entities actively participate in international projects too to support women's entrepreneurial journeys. The following are examples of Erasmus+ projects in which Greek organizations participate. As a result, all results and outputs are also available in the Greek language as well as implemented with Greek women.

- WECAN. This project treats entrepreneurship as a core competency for starting a business and creating value as described by the EntreComp framework. The project aims to strengthen women's positive perceptions of their entrepreneurial skills through a coaching journey in which mentors with relevant business experience will explain what it really takes to become an entrepreneur. WECAN will strengthen the entrepreneurial capacity of women by empowering potential and new entrepreneurs through a personalized coaching program. One of the project's outputs is an e-learning platform that aims to train women on how to overcome entrepreneurial challenges, how to develop and sustain a business, how to communicate, network and develop their soft skills as well as about social entrepreneurship in the 21st century. (wecanproject, 2020)



- SEEWBAN – South East Europe Women Business Angels Network. The main objective of the project is to increase the number of female business angels in Europe (with a special focus on South-Eastern Europe) and to facilitate the financing of female entrepreneurs by business angels. The project’s outputs include an online platform to facilitate the creation of networks of women entrepreneurs and women business angels in the South East Europe region in order to establish contacts with other international networks. (SEGE, 2018)



- European Region Entrepreneurship Connection – EFEB Network. Its main objective is the training of women, who want to create their own business or already own one, and the development of their skills with the main aim of providing new economic and social opportunities and their active participation in the economic development of Europe. The project also includes an e-learning platform for women entrepreneurs or future entrepreneurs’ development. (efebnetwork, 2022)



- Female Legends - Youth Innovation and Entrepreneurship “FLYie” project is designed to bring out the significant role of women in Entrepreneurship by using an innovative approach like role-model game-based education and enhancing girls' access to successful role models. Among the objectives of [“FLYie” project](#) are to promote entrepreneurship education and social entrepreneurship among young girls and women (age 16-24) and to bring out the significant role of women in entrepreneurship and support them to identify their skills and competencies, in order to succeed in developing their own sustainable (Social) enterprises. In the outputs of the project, a cooperative card game is included. (femalelegends, 2021).



## FEMALE LEGENDS

YOUTH INNOVATION & ENTREPRENEURSHIP

### Estonia

Estonia is regarded as one of the most entrepreneurial nations on earth. A recent [report](#) showed that Estonia is number one in the world in terms of startups per million inhabitants and also has the most unicorns per capita in Europe.

At the [national](#) level, several Ministries and the Estonian Chamber of Commerce have adopted a policy document on the promotion of entrepreneurship education entitled “I am an entrepreneur”. Entrepreneurship education is recognised as a cross-curricular



objective at all levels of schooling. Entrepreneurial competencies are among the essential competencies that ought to be acquired at all school levels.

There are several policy documents combining the policy framework for entrepreneurship competence and its development:

- [Estonian](#) Science and Developmental Activities, Innovation and Entrepreneurship Development Plan 2021-2035. The strategy is being implemented by the Ministry of Economics and Communication and Enterprise Estonia and partner institutions. The plan seeks to reach the goal where Estonian entrepreneurs earn greater income through products and services with a higher value added.
- The Youth Field Development Plan 2014-2020, with a follow-up for the years 2021-2035, where one measure is specifically targeted to encouraging youth entrepreneurship, creativity and ideas.
- Educational and Entrepreneurial Co-operation in Future City is a 2021-2023 [project](#) led by the Estonian Entrepreneurship University of Applied Science. The purpose of the project is to create a strong link between the modern educational system and future businesses, so that studies can directly relate to the expectations of employers.

Estonia is sort of paradise for businesses and entrepreneurs. The Estonian business environment enables one to focus on growing your business instead of dealing with red tape. That being said, the Estonian legislation is transparent and supportive of business. Due to the friendly business environment and innovativeness, there are many initiatives to help the novice business owners and people with great ideas to start their own business, get support and a kick to start developing their idea further.







Such environment has been a solid ground for the development of many great role-model education approaches, both national and private initiatives. Entrepreneurship education begins already at a school level and the Ministry of Education and Research has launched an **entrepreneurship education programme Edu Tegu** to encourage the enterprising spirit in Estonian students and teachers and to ensure that creating the sense of initiative and developing entrepreneurial competencies would become a natural part of education. The strategic aim of the program is to implement a learning concept that develops entrepreneurship and entrepreneurship and career education systematically at all levels and types of education, so that it is a natural part of the education system. To this end, entrepreneurship and career competence-developing methodology, study materials and supporting instructional materials as well as training programs and trainings have been developed so that schools can create an opportunity for all learners to complete their studies. The learners participating in the program acquire new knowledge, practical skills, and experience as well as valuable contacts to implement their idea either in the student company or in the STARTER program within the framework of entrepreneurship and career education.

The program is created in cooperation of three parties: students, teachers and entrepreneurs; the entrepreneurs carry the role of being the role models here by helping the schools in implementing and carrying out entrepreneurship and career studies. The entrepreneurs are also the mentors of student companies or STARTER program, having therefore direct contact and being the role model for the young entrepreneurs.





Another national initiative is **Enterprise Estonia (EAS)**, a national foundation whose goal is to develop the economy of Estonia. For development, it aims to address three principal areas of activity:

- to develop Estonian enterprises and to increase export capacity;
- to enhance tourism;
- to bring high value-added foreign investments to Estonia.

The organization's purpose is to promote business and economically profitable business development throughout the country and stimulate the business opportunities of districts and regions by contributing to innovation, internationalization and profiling. The main guidelines for the Entrepreneurship Development Fund in Estonia are business and regional policy.

The Entrepreneurship Development Fund in Estonia's instruments and services aims to create more good entrepreneurs, more vibrant companies and more innovative business environments.

In addition to providing funding, networking opportunities, advice etc, the foundation has also launched a growth program for entrepreneurs and enterprises. In order to provide a role model approach, the program participants share their experiences in the frame of the program, encouraging others to apply for the program and support them. Such a program consists of 5 stages (pre-consultation, mapping the situation, completing a development plan, implementing the development plan, and reporting); the longest stage of the program – implementing the development plan can last up to 3 years.

Moving onto the private level, SEB bank has launched an initiative called eAkadeemia (eAcademy), which is free, web-based entrepreneurship training providing workshops, seminars and practical tips from experts; in addition to that, the academy provides information about every aspect of a business – from developing an idea to finding customers and sources of funding.



What makes this initiative interesting in the context of MOMentum project is their special section “Women in business” which consists of inspirational and educative videos of women in business, therefore providing a solid role model education approach from women to women.

Going more specific, women themselves have gathered and created organisations targeted to female entrepreneurs. One such organisation is **BPW Estonia - Business and Professional Women Organisation Estonia**, a non-profit organization that was founded in 1992 to develop the professional, business, and leadership potential of women through mentoring, networking, skill-building, advocacy as well as to empower projects on regional, national and international level. It has been a long tradition to elect the Woman of the Year in Estonia and to attribute the title to socially and professionally outstanding women of Estonia; as a result, strengthening the importance of the role active and inspiring women hold in Estonian society.

## Italy

### Current state of entrepreneurship education

The following findings were revealed after conducting desk research on employment, pay gap, vocational education and training, and entrepreneurial opportunities for mothers in Italy:

- Italian mothers have the highest unemployment rate in Europe (more than 4 out of 10 mothers with minor children do not have a job) and Italy is still among the European countries with the most critical issues on gender gap both with and without children. The most affected and vulnerable mothers to the amplified gender disparity are those with lower level education and the single ones.
- VET in Italy is characterised by multilevel governance where regions and autonomous provinces are in charge of VET programs and most apprenticeship-type schemes.
- Entrepreneurship is less prevalent among both the older age groups and young individuals between the ages of 18 and 24 in Italy.



- The gender gap can be also seen in Italian entrepreneurship with the entrepreneurial activation rates significantly higher for men than for women.

Within this framework, we can find some examples of initiatives that promote the entrepreneurship of mothers in Italy as the following.



ME FIRST Academy is a team of professionals focused on helping mothers to live their lives better and to develop their potential through concrete and effective tools.

On the basis that in 2020 in Italy 249,000 women lost their jobs, of these 96 thousand are mothers of minors, 4 out of 5 with children under the age of 5, ME FIRST Academy developed and made available for free download the online guide “WORK LIFE BALANCE, WORK LIFE HARMONY AND WORK LIFE SWAY: BALANCING LIFE AND WORK”. This tool offers mothers a simple model for having a life in balance between work and life with personal and professional goals.



WMITALY is a non-profit association created to support all working mothers and open to the participation of people and organizations who want to support and improve the quality of life for working mothers and their families. WMI is an independent entity that supports mothers with real services and also plays the role of a platform where working mothers can meet, discuss, discuss and exchange advice and opinions.

WMI was created to support mothers in the company, entrepreneurs or freelancers in the difficult path of accompaniment to motherhood and return to the professional world, subsequent professional development or reintegration, and in the family-work



reconciliation of schedules, organization of work and life and commitments family members.

On their website you will find the list of services, discounts, and agreements dedicated to mompreneurs and get interested free educational materials. To access for free download, you must register on the social network and become a member of the Association.

## BUSINESS FOR LADY

Business 4 Lady is a company that provides Women Entrepreneurs and Freelancers with a method to obtain concrete results with their business without giving up their private life. It was born to unite male and female entrepreneurship acting towards women by helping them change their mentality and creating a new business model and their purpose is to help Women Entrepreneurs and Freelancers to realize their business dreams without giving up their private life.

Business 4 Lady method enhance and empower all women who have a strong desire to grow their business by enhancing their skills. The method teaches skills and abilities, gives concrete tools to start a business, make an idea concrete and carry out projects.

You can also find some interesting material as:

- “Business for Ladies Workbook”
- the Book “A happy woman can change the world” (“Una donna felice può cambiare il mondo”) by Samantha Zamboni and Gemma de Francesco
- the online course “Unleash your business” (“Togli il freno al tuo Business”)
- “Business Model Class” which is the event in Italy specifically for business women who want to make it on their own, have more self-esteem and finally be free to choose which direction to give to their lives; and



- The “Small Class Business for Ladies” which is the professional growth path based on female physiological characteristics dedicated to female entrepreneurs and freelancers.



GAMMADONNA is a virtuous community of innovation applied to business that has been working for 20 years for the cultural change of the country, enhancing the entrepreneurial initiative of women and young people, proposing innovative models of doing business, encouraging the network between startups, companies, investors, Big corps and institutions. The digital platform also offer virtual classrooms and courses focuses on planning, strategy, finance, others.



For over 60 years, AIDDA has been the point of reference for women with roles of responsibility. AIDDA is the first Italian association born with the specific objective of enhancing and supporting female entrepreneurship, the role of female managers and professionals. Founded in 1961 in Turin, it is the most authoritative point of reference for women who assume roles of responsibility in the Italian economic structure, providing them with tools and services of excellence thanks to which they can grow, train and establish themselves as a real added value. both professionally and socially. AIDDA with its 800 members, gives a valuable support and contribution in terms of ideas and experience of the female entrepreneurial and professional world,



represented by small, medium and large Italian female enterprises with a transversality in every product sector, a strong representation of companies familiar, historic, handcrafted mirror of an Italy made of tradition, creativity, excellence, quality; an invaluable economic and historical heritage. AIDDA is divided into 13 regional Delegations and its members represent a turnover of 12.5 billion and 35,000 employees.

Here you can find the requirements to be part of their network.



The “Women Integration Through Digital Entrepreneurship” (WIDE) is an EU project focused on strengthen the digital skills of women living in rural areas to trigger entrepreneurial attitudes that offers a digital toolkit in Italian language with e-courses, best practices and case studies regarding:

- “Digital skills for the empowerment of rural entrepreneurship”;
- “My home- based business”;
- “Female entrepreneurship”;
- “Female leadership”;
- “Access to finance”;
- “Sharing Economy”.

“Take off the brake to your Business” is a guided online video course where we'll take you by the hand and accompany you on your journey to reach the destination you've always wanted.

“Business for Lady Workbook” offers tools and strategies, analysis, planning, monitoring, vision, work-life balance, tips and advice from women who had the same concerns and doubts as you.



“Social Media Marketing: what it is, strategies and advantages” is an online free lecture-course (13min).

“SEA: the definitive guide to your StartUp's online success” is an online free lecture-course (9min) focused on the digital marketing technique of “search engine advertising”.



Grls

GRLS is an innovative startup with the aim of combating the gender gap by creating value connections through a platform that encourages the connection between users and companies, guaranteeing personal and professional growth opportunities in line with the interests of our community.



Network Mamas is a showcase site where workers with children can offer their skills. There are more than 500 lawyers, chefs, programmers, etc. They pay an annual subscription and in exchange they get publicity and advice to put themselves on the market effectively. The number of customers reached 2,500. But, in addition to good deals, moms appreciate being able to support each other.



COACHING4U is focused on “help people and organizations to develop more balance, more satisfaction, more joy and well-being in life and work, encouraging the search for the "meaning" of one's choices and actions”. Monica Giordani supports women entrepreneurs through an ad hoc personal and professional growth path that she has





built: «I study the market and new opportunities with them, of course. But we need to work on emotional blocks: most women delegate happiness and self-fulfillment to fate or luck rather than becoming the protagonist of a change. I encourage them to do it. Overcoming, for example, the shame of asking the boss for a promotion and help from the husband with the housework».

## Cyprus

Initiatives and tools for entrepreneurship education:

According to a report by OECD on [Inclusive Entrepreneurship Policies in Cyprus \(2020\)](#), from 2010 to 2019 ‘There was a substantial gender gap in early-stage entrepreneurship activities over this period. Men were about one-and-a-half times more likely than women to be involved in early-stage entrepreneurship activities over this period (8.4% vs. 6.3%)’ (p.15).

As the MOMentum Gamified Role-model education methodology (PR1) already states, when it comes to entrepreneurship education in Cyprus, it is observed that [Cyprus has seen a significant shift in its focus on entrepreneurship](#) in the last few years. There are several initiatives related to entrepreneurship education happening in Cyprus.

The higher education sector also provides good foundations for entrepreneurship education. For example, the [University of Cyprus, Centre for Entrepreneurship \(C4E\)](#) aims: ‘a) to foster a culture of innovative entrepreneurship within the University and to develop relevant in-house expertise; b) to provide the entire University community with high-quality services and the connections required to bring scientific innovations and novel ideas produced inside the University to global marketplaces, and c) to contribute to the creation of a sustainable innovation ecosystem in Cyprus. C4E aspires to provide the training, expertise, mentorship, support, and connections that UCY’s students and young scientists need to become effective entrepreneurs.’

Civil society provides good opportunities for entrepreneurship education, by engaging the interested population in networking activities that aim to inform and encourage entrepreneurship in Cyprus. For instance, [Junior Achievement Cyprus](#), is a non-profit



organization for the education of students on entrepreneurship, work readiness, and financial literacy skills through experiential, hands-on programs. Junior Achievement Cyprus is one of the key players in entrepreneurial education from a young age.

Recently, it organized the [1st Global Conference on Entrepreneurship Education: Trends and Challenges](#).

There are also several initiatives for the entrepreneurship education of women. [AIPFE Cyprus](#) is an organization with a mission to facilitate and open up the conversation about Women's role in society, empower, motivate and connect women through organizing events, workshops, and leading programs. For instance, in collaboration with the Cyprus Institute of Marketing – The Cyprus Business School (CIM) is offering a [full scholarship worth €7700](#) exclusively to the AIPFE members.



## PART B

### **Entrepreneurship and Leadership Educational Activities and Development of material that will be particularly addressed to the challenges mothers face in entrepreneurship and leadership**

#### **The entrepreneurial mindset – spectrum**

#### **Introduction**

The MOMentum Erasmus Plus project is determined to help mothers gain momentum in entrepreneurship through experiential learning. The partnership has a pool of activities to suggest for mothers who are interested to learn more about entrepreneurship and its practices.

#### **Activity 1: Business analysis through a business model canvas**

Duration of Activity: 3h

Level of Difficulty: moderate

Activity Objectives:

- Find women entrepreneurs that are also mothers in the industry young mothers want to succeed.
- Understand the purpose of a business model canvas.
- Learn to analyze the [business model canvas](#) of the enterprises.



- Design a short activity for mothers who have a limited amount of time to devote to this activity.

Resources/Equipment needed to conduct this activity:

- Laptop - tablet, Internet connection, business model canvas, papers, pen, presentation board, projector

The number of participants needed for the activity:

- 10 women, 1 VET trainer

Detailed Explanation of how to conduct the activity:

- Step 1: Welcome
- Step 2: Icebreaking activity: Participants take 1-2 minutes to answer the following question. What's your superpower as a mom?
- Step 3: All the participants are encouraged to express themselves as it would be crucial for the procedure of the training to get to know one another.
- Step 4: 1st round of the activity. Participants - mothers are split into 5 teams. They are encouraged to pick their collaborator whose superpower they find more interesting. Together, they should search for relevant enterprises led by mother entrepreneurs or in general female entrepreneurs. During the first hour, they should search on entrepreneurs' lives and/or how they overcame several boundaries to pursue their career in this field.
- Step 5: Break
- Step 6: Introduction to **business model canvas**. After the short break, the participants are introduced to the business model canvas tool and learn how to use it. Afterwards, based on their research they could try to fill in the business model canvas for the mum- entrepreneur they admire.



(30 minutes). In other words, they will try to break down the information gathered into the relevant sections of the canvas. If needed, of course, they can search for all the information required, or try to imagine the parts that are missing.

- Step 6: The trainers supervise and advise participants on any issue that occurs.
- Step 7: Presentations of the participants. Each team makes a 5-minute presentation of the business model canvas of existing enterprises.
- Step 8: Create your own model: The last part of this activity involves revealing the participants' inner entrepreneurial wishes. Participants are encouraged to try to create their own business idea by filling in a new business model canvas template.

Methods of evaluation:

- How could a VET trainer evaluate the participant after this activity, to see how their entrepreneurial mindset or leadership skills have developed? How could a mother self-evaluate after this activity? VET trainers may evaluate the participant by examining all the content delivered during the activity. Also, a questionnaire on evaluation from the participant's point of view may be valuable too. Mothers, on the other hand, could self-evaluate by trying to put more effort on using the materials for their own business, for example how easy can she recreate a business model canvas, is she aware of their own (super)powers by using relevant psychometric tests/.

## **Activity 2: Ensuring profit and securing investment through Business Planning**

Duration of Activity: 2h 5mins

Level of Difficulty: Medium



#### Activity Objectives:

- Move from the business model canvas (i.e. the visualization of the main idea) to business planning (i.e. delving into the details and preparing for action)
- Understand how a Business Plan can help with ensuring profit and securing investment
- Learn how to develop a business plan
- Hone their research and negotiation skills

#### Resources/Equipment needed to conduct this activity:

- Laptop/tablet, Internet connection, Business Plan checklist, papers, pen, presentation board, projector

#### The number of participants needed for the activity:

- 10 women, 1 VET trainer

#### Detailed Explanation of how to conduct the activity:

- Step 1: The VET trainer introduces the participants to the key elements of business planning by using a [Business Planning checklist](#). The checklist is divided into 7 categories: Title and executive summary, Company Description, Product and/or service description, Market analysis, Marketing Plan (strategy & implementation), Financial plan, Additional components (30 minutes).
- Step 2: Participants are divided into 2 teams of 5 (5 minutes).
- Step 3: Each team conducts research and develops its own business plan (30 minutes).



- Step 4: Each team presents their idea to the VET trainer and other participants, and they try to convince the VET trainer that their idea is the best one for investment (20 mins per team, 40 mins in total)
- Step 5: The VET trainer announces the winning team and provides feedback (10 minutes)
- Step 6: Open discussion for reflection and further questions (10 minutes)

### **Activity 3: The 5 euro Challenge: What would you do with 5 euro and 2 hours?**

Duration of Activity: 3.5h

Level of difficulty: Hard

Activity Objectives:

- Learn how to do a SWOT analysis for the identification of Strengths, Weaknesses, Opportunities, and Threats.
- Hone critical thinking, problem identification, innovation, and entrepreneurial skills.

Resources/Equipment needed to conduct this activity:

- 2-5 euros (or any other symbolic amount less than 5 euros)
- An envelope
- A place that is located in a fairly busy area, during busy hours
- SWOT analysis template

The number of participants needed for the activity:

- 12 participants or more, 1 VET trainer

#### **Prerequisites**

Detailed Explanation of how to conduct the activity:

- Step1: The participants are divided into teams of 3-4 people.



- Step 2: Each team is given an envelope which contains a small amount of money (no more than 5 euros).
- Step 3: The team can have 15-20 minutes for planning
- Step 4: Once they open the envelope they have 2 hours to generate as much money as possible. This way, the team members are encouraged to be entrepreneurial by identifying opportunities, challenging assumptions, leveraging the limited resources they had, and by being creative.
- Step 5: After the end of the activity, each team has 10-15 minutes to complete the SWOT analysis template and present it along with their actions to the rest of the participants.

#### **Activity 4: Learning how to commercialize a concept through a kick-starter activity (crowdfunding)**

Duration of Activity: 2h

Level of difficulty: Medium

Activity Objectives:

- Learn how to use innovative tools such as crowdfunding and online campaigning for supporting a business.
- Support mother entrepreneurs to reach the startup capital they need for their businesses.
- Hone transferable skills including information gathering, teamwork, presentations, discussion, and reflection.

Resources/Equipment needed to conduct this activity:

- Flipchart, papers, markers, pens

The number of participants needed for the activity:

- Minimum 10 participants, 1 VET trainer

Detailed Explanation of how to conduct the activity:





The internet is a simple and effective way to promote a business, through online tools including social media, websites, online communities, business listing sites, etc that there are available for free or cost little.

One of the most innovative ways to start and promote a farm today is crowdfunding. The main activities of this workshop focus on explaining how crowdfunding can be used as a useful tool for farmers to support their companies.

This workshop will cover the basics of running a campaign, from start to finish. Specific focus will be given to understanding the ingredients of a campaign, choosing their goal, creating rewards, and managing the campaign. There will be shared good examples for crowdfunding such as

<https://www.kickstarter.com/projects/plantingcostarica/re-launch-grab-a-mug-get-a-hug-7-days>

More specifically, the workshop will contain:

- What is a crowdfunding campaign
- How a startup can set up a successful crowdfunding campaign
- Main challenges and how to avoid mistakes
- Crowdfunding platforms
- Peer-to-peer crowdfunding opportunities and risks involved
- Community and how it is involved
  
- Step 1: Participants will be divided into two or three small work teams (it depends on their number), mixing the people randomly. They will share their experience with ways of funding (eg bank loans, EU programs, etc). Each team will present the results of the conversation. They will have a flip chart and they can keep notes and create a presentation for the rest of the groups. (15 min)



- Step 2: In a second discussion round they will discuss how they understand or what they know about crowdfunding. They will create a possible definition that conflates the ideas of the team, they will write it down on the paper as a banner and present it to the rest participants. (10 min)
- Step 3: Based on the results of the banners, a common definition will be written by the group. A presentation about crowdfunding (including examples) will follow (40 min)

### **Activity 5: Leadership skills assessment. Baby steps (based on “[15% Solutions](#)”, by Session Lab)**

Duration of Activity: 1h

Level of difficulty: Easy

Activity Objectives:

- Encourage self-reflection and exchange findings in a non-judgmental way
- Identify feasible, attainable objectives for kick-starting and/or developing
- Stimulate critical thinking and prioritizing

Resources/Equipment needed to conduct this activity: pens, sticky notes

The number of participants needed for the activity:

- 5 participants or more, 1 VET trainer, activity suitable for individuals and groups

Detailed Explanation of how to conduct the activity:

Baby steps story

Oftentimes, self-imposed limitations are greater than external factors. This applies to entrepreneurship as well. Launching, sustaining, and developing a business of any type is a complex, multi-step process. However, not all steps are taken at the same time. Allocating resources the best way possible is a leadership skill of great value and



necessity during this journey of many steps. Strategically deciding which activities to invest your resources in is a critically important skill in entrepreneurship and in life.

Yet, when your resources are very limited as a mother, carer, and entrepreneur, how do you decide where to put your time, energy, and material resources first? This exercise invites you to focus on the small, immediately actionable steps you can take to achieve your entrepreneurial goal. The main objective of this activity is to make you reflect where you have the discretion and freedom to act, with little to no help from the outside needed. By shifting the focus on what a small part of a solution looks like, rather than 100%, you can start to act without fear of being overwhelmed.

Babies typically start taking their first steps between 12 and 18 months. Ask yourself what kind of baby steps you can take in the next 12-18 months for your business to grow. Pace your steps by deciding on which step you will take every 6 months. You can go on a journey of 6/12/18 months, you choose. Describe in 5-10 words each step. Baby steps will take you far.

- Step 1: The VET trainer narrates the “Baby steps story”.
- Step 2: Each participant is given 3 sticky notes and a pen.
- Step 3: The VET trainer asks the participants the following prompt-question: “Which baby steps are you taking in the next 6/12/18 months?”
- Step 4: Each participant writes down on the sticky notes the steps they will take by the 6/12/18 month of working on their business. They have 20 minutes for this reflection exercise.
- Step 5: After the 20 minutes are over, the VET trainer announces the end of the reflection phase.
- Step 6: Each participant is invited to present their 2-3 baby steps of choice. All participants are strongly encouraged to take part in the open discussion phase, yet they can opt out. Writing down the steps is a powerful awareness exercise in itself. Yet,



sharing with the VET trainer and the other participants can further increase the insights of this exercise.

- Step 7: At the end of the open discussion phase, the VET learner asks the participants if they discovered similar steps which other participants took. This part of the discussion can help the participants understand that the “journey of many (baby) steps” is what other mother entrepreneurs go through and sometimes the same milestones and obstacles are there.

### **Activity 6: Self- and Peer Assessment and mentoring. Leading leadership (inspired by based on “[Trust battery](#)”, by Session Lab)**

Duration of Activity: 1h

Level of difficulty: Easy

Activity Objectives:

- Encourage self-reflection and exchange findings in a non-judgmental way
- Identify which are the energy resources of your leadership skills
- Identify which are the challenges to your leadership skills
- Stimulate critical thinking and prioritizing
- Critically contrast needs of leadership/business development in a group

Resources/Equipment needed to conduct this activity: pens, paper sheets, color pens (green, yellow, red)

The number of participants needed for the activity:

- 5 participants or more, 1 VET trainer, activity suitable for individuals and groups

Detailed Explanation of how to conduct the activity:

Leadership is always evolving as it is made up of perfectible skills. Keeping an honest, objective record of how your leadership skills are evolving can be challenging if there is no external support available. Being able to perform self-reflection and review oneself against a set of criteria can provide valuable insights into which



knowledge/competences you need to work on more and which are sufficiently developed/can be worked on at a later time, when more resources are available.

Leadership can be visualised as a battery. Batteries get depleted, charged, and recharged. Each of us has distinct energy resources our batteries work with. In the context of this exercise, the leadership batteries work on the following resources: time, finances, human capital, and support. More precisely, time = time you can devote to the business; finances = money you can invest in the business; human capital = people you work with and can rely on in the business; support = any other resources (coaching, moral support, strategic connections, etc.) available to the business.

This exercise prompts the participants to assess how much energy resources charge their leadership battery. The visualisation of how much of the energy resources they have available can be useful in determining which areas require intervention (self/external) the most. The exercise might also work as a prioritization process. In these respects, the energy resources which show as full/plentiful (green) mean you need to focus less on these and put more into the emptier/scarce (red/yellow) ones.

- Step 1: The VET trainer explains the concept of leadership battery to the participants followed by the explanation of the four energy resources: time, finances, human capital, and support. Steps 1÷6 should take 15 minutes.
- Step 2: The VET trainer hands to each of the participants a blank sheet of paper and a pen and the three colour markers.
- Step 3: The VET trainer instructs the participants to draw rectangles as a symbol for a battery).
- Step 4: Each participant draws four rectangles, one for each of the four energy resources.
- Step 5: Each participant writes inside each rectangle a percentage, meaning how loaded that battery is by the energy resource.



- Step 6: Each participant colours the rectangle based on how loaded the battery is: full/almost full = green; sufficiently full, but needs more = yellow; insufficiently full, needs emergency charging = red.
- Step 7: The participants complete drawing and colouring their leadership batteries.
- Step 8: The VET trainer starts an open discussion by asking all participants to show their respective leadership batteries sheet to the rest of the group.
- Step 9: The VET trainer asks the following guiding questions:
  - A. Which is your fullest battery? And your lowest?
  - B. Do you think all batteries are equally important? Are some more important than other/s?
  - C. Do you think the other participants struggle/excel with the same sources of energy?
- Step 10: The participants can volunteer to respond to all/some of the guiding questions. This reflection exercise can help in identifying which resources you are in need of and if there are critical to your leadership development/business development.

## **Activity 7: Understand your customer through Customer Personas Creation**

Duration of Activity: 1.5h

Level of difficulty: Easy

Activity Objectives:

- In this exercise participants will attempt to step in the shoes of someone who lives in a different place, with a different socio-economic background.
- Understand how to engage with customers effectively.
- Understand how this engagement is different at different points in the product development and introduction journey.
- Learn about the significance of talking with a customer about their idea or market better.



Resources/Equipment needed to conduct this activity:

- Customer persona worksheet, scenario building, discussion, reflection

The number of participants needed for the activity:

- Minimum 10 participants and 1 VET trainer

Detailed Explanation of how to conduct the activity:

The trainers will facilitate the groups to go through the following steps:

- Step 1:
  - A) Describe (draw) a typical customer; give him/her a name. How old is the customer? Where does the customer live and what is his or her family like? What does the customer do (i.e. work, school, etc) and where? What is the customer's background (i.e. experience, education)? Does the customer have certain interests or hobbies? What about the customer's beliefs? Can you say something else about the customer?
  - B) How do the customers spend his/her time relative to the opportunity? Tell a story about a typical usage situation.
  - C) What problems does the customer have relative to your opportunity and why?
  - D) What are the different ways the customer solves this problem? How does the customer feel about the different solutions? (optional question)
- Step 2: Reflection in the plenary

## **Activity 8: "The Power of an Entrepreneurial Mindset" - The entrepreneurial mindset spectrum**

Duration of Activity: 1.5h

Level of difficulty: Easy



#### Activity Objectives:

- to explore the explicit or implicit engagement of faculty members across the curriculum in teaching the entrepreneurial mindset
- recognizing the contextual nature and psychological development associated with entrepreneurial thinking
- The ability to handle novel situations, work with others, persevere in situations of failure and connect people and ideas to create new understanding is critical for being competitive and successful in the global economy

#### Resources/Equipment needed to conduct this activity:

- The entrepreneurial mindset spectrum worksheet, discussion in a group, argumentation, reflection, evaluating, test your entrepreneurial personality  
<https://www.gyfted.me/test/6047c20914f9ed8c04cd3320>  
[http://www.tlu.ee/opmat/HTI/ettevotlik\\_motteviis/ettevtliku\\_mtteviisi\\_telg.html](http://www.tlu.ee/opmat/HTI/ettevotlik_motteviis/ettevtliku_mtteviisi_telg.html)  
<https://files.eric.ed.gov/fulltext/EJ1192500.pdf>

#### The number of participants needed for the activity:

- Minimum 10 participants and 1 VET trainer

#### Detailed Explanation of how to conduct the activity:

#### The trainers will facilitate the groups to go through the following steps:

- Step 1:

A) Describe the entrepreneurial mindset.

The essential components of entrepreneurship that we considered in our development of our entrepreneurial spectrum are:

- Engaging in visionary thinking and creativity (e.g. CITE);
- Taking advantage of opportunities;
- High levels of motivation, tenacity, and resilience;
- Taking action using innovative or novel approaches;





- Reliance on curiosity;
- Tolerance for ambiguity;
- Calculated risk-taking;
- High levels of self-regulation;
- Constant monitoring of needs and progress toward goals when taking action

B) What are the characteristics of an entrepreneurial mindset? What are the components of an entrepreneurial mindset? How is value creation explained? What is meant by curiosity as a component of an entrepreneurial mindset? How is curiosity expressed in the behavior of a person with an entrepreneurial mindset? How is the creation of values expressed in the behavior of a person with an entrepreneurial mindset? How does the association with an entrepreneurial mindset manifest itself in human behavior? How to explain cognitive tuning and goal-oriented thinking? What is deliberative decision logic? What is attentiveness when seeing opportunities? Based on what you read to Artu, what characteristics characterize a person with an entrepreneurial mindset. As a result of the discussion, make a list of the main characteristics. Discuss which characteristics of an entrepreneurial mindset you consider most important to you. Justify why they are important for your stream. Discuss why an entrepreneurial mindset is important in a teacher's work. Justify your views. Discussion on the group. After that take on question from the table

- How to spot your own interests?
- What makes my eyes light up?
- What motivates me?
- What am I good at?
- What am I good at? What makes me special?
- What gives me strength?
- What do I enjoy?
- What keeps me busy?



- What gives me energy?
- What wakes me up?
- What could I talk about endlessly?
- What is exciting for me?

After 5 minutes, let in the tabel of group of 3-4 people talk everyone own story.

C) The entrepreneurial mindset spectrum - What characterizes people with a low level of entrepreneurial thinking? What characterizes people with a moderately entrepreneurial mindset? What characterizes people with a high level of entrepreneurial thinking?

- Me on the axis of entrepreneurial thinking Try to place yourself on the axis of entrepreneurial thinking (see Figure 1). If you placed yourself more on the left end of the axis (low level of entrepreneurial mindset) or in the middle part (moderate level of entrepreneurial mindset), then discuss what you could do to develop your entrepreneurial mindset.

D) test yourself using the

[http://www.tlu.ee/opmat/HTI/ettevotlik\\_motteviis/enesehindamise\\_test.html](http://www.tlu.ee/opmat/HTI/ettevotlik_motteviis/enesehindamise_test.html)

[http://www.tlu.ee/opmat/HTI/ettevotlik\\_motteviis/enesehindamise\\_test0.html](http://www.tlu.ee/opmat/HTI/ettevotlik_motteviis/enesehindamise_test0.html)

<https://www.gyfted.me/test/6047c20914f9ed8c04cd3320>

- Step 2: Reflection in the training session - evaluating and participants stand up and move around the room according to the question the coach asks them about the entrepreneurial mindset spectrum - on the movement scale - agree, disagree.

More online tests are available in the following website: <https://www.gyfted.me/all-tests>

## **Activity 9: "Building a Winning Team: Evaluating Human Resources"**

Duration of Activity: 2 hours

Level of Difficulty: Easy



#### Activity Objectives:

- Identify the main characteristics required for personnel to work effectively in their respective companies, shops, or entrepreneurship ventures.
- Apply the evaluation process to assess the suitability of potential team members.
- Foster collaboration and engagement through gamification elements.

#### Resources/Equipment needed to conduct this activity:

- Flipchart or whiteboard
- Markers
- Sticky notes
  - Evaluation criteria handouts (printed)
  - Prizes for gamification elements (optional)

#### Number of participants needed for the activity:

Minimum 10 participants and 1 VET trainer

#### Detailed Explanation of how to conduct the activity:

##### STEP 1: Introduction (15 minutes)

- a) Welcome the participants and provide a brief overview of the activity's goals and objectives.
- b) Emphasize the importance of building a strong team for the success of their businesses.
- c) Introduce the concept of gamification as a way to enhance engagement and make the learning experience enjoyable.
  - Start the workshop by sharing a brief personal story or anecdote related to the challenges and successes of building a team in entrepreneurship as a mother. This helps create a relatable and engaging atmosphere.
  - Consider including a short icebreaker activity to allow participants to introduce themselves and get to know each other.

##### STEP 2: Identifying Key Characteristics (45 minutes)



- a) Divide the participants into small groups of 3-4 individuals.
  - b) Provide each group with a flipchart or whiteboard and markers.
  - c) Instruct the groups to brainstorm and create a list of essential characteristics that their personnel should possess to work effectively in their companies or ventures.
  - d) Encourage participants to think about skills, attitudes, and values that align with their business goals.
  - e) After 30 minutes, ask each group to present their findings to the rest of the participants.
  - f) Facilitate a discussion to compare and contrast the characteristics identified by different groups.
  - g) Summarize the common characteristics and create a master list on the flipchart or whiteboard.
- Encourage participants to use sticky notes instead of a flipchart or whiteboard to allow for more flexibility in brainstorming and organizing ideas.
  - Consider incorporating a "speed-dating" activity where participants rotate and share their ideas with different group members quickly. This promotes diverse perspectives and active engagement.

### STEP 3: Evaluation Process (45 minutes)

- a) Distribute evaluation criteria handouts to each participant.
- b) Explain the importance of having a structured evaluation process for selecting team members.
- c) Discuss the criteria on the handouts and guide participants in understanding their significance.
- d) Instruct participants to individually evaluate a hypothetical candidate (use a case study or fictional resume).
- e) Encourage participants to use the evaluation criteria and provide ratings or comments for each criterion.



- f) After the evaluation, ask participants to form new groups and share their assessments.
- g) Facilitate a group discussion where participants can debate their evaluations and reach a consensus on the candidate's suitability.
- h) Emphasize the importance of considering multiple perspectives when evaluating potential team members.
  - Provide examples of real-life scenarios or case studies to make the evaluation process more practical and relevant to participants' experiences.
  - Allow participants to share their experiences or challenges they have faced when evaluating team members. Facilitate a discussion where they can learn from each other's insights.

#### STEP 4: Gamification Element (15 minutes)

- a) Introduce a gamification element to reinforce learning and engagement.
- b) Divide participants into teams and explain the rules of the game.
- c) For example, you could create a quiz based on the characteristics and evaluation criteria discussed earlier.
- d) Provide small prizes for the winning team or individuals to add excitement.
  - In addition to a quiz, you can introduce a role-playing activity where participants act out scenarios related to evaluating team members. This adds a practical application element to the gamification.
  - Offer bonus points or rewards for participants who demonstrate creative thinking, innovative approaches, or unique insights during the gamified activities.

#### STEP 5: Wrap-up and Conclusion (15 minutes)

- a) Summarize the main insights and key takeaways from the workshop.
- b) Reinforce the importance of identifying the right characteristics and utilizing an evaluation process for building a successful team.



- c) Encourage participants to implement the knowledge gained in their own businesses or ventures.
- d) Thank the participants for their active participation and conclude the workshop.
  - Encourage participants to exchange contact information and form a support network or community where they can continue sharing insights and supporting each other in their entrepreneurial journeys.
  - Provide handouts or resources (digital or physical) summarizing the main characteristics and evaluation criteria discussed during the workshop. This allows participants to refer to the information later.

Overall, it is important to create a supportive and inclusive environment where participants feel comfortable sharing their thoughts and experiences. Incorporate interactive elements and opportunities for participants to learn from each other. By tailoring the workshop to the specific needs and interests of entrepreneurial mothers, you can create a valuable and memorable experience for all participants.

Note: The time allocations provided are approximate and can be adjusted based on the dynamics and pace of the workshop.

Please see complementary documents for the activity:

- Some suggestions for a short icebreaker activity to help participants introduce themselves and get to know each other;
- Some suggestions for follow-up activities and resources that participants can use after the workshop;
- Some examples of gamification elements that can be incorporated into the workshop;
- Example of an evaluation criteria handout that you can provide to participants during the workshop.



## PART C

**An assessment tool (questionnaire) for recognition of skills of mothers their qualifications and possible role in a start-up, innovative social entrepreneurship**

### **Introduction to Holland Codes**

The Holland Occupational Themes theory and the 'Holland Codes' were introduced by American psychologist John L. Holland in the 1970s. This is a model of personality assessment that foresees which career and vocational choice best suits an individual, based on his/ her character ([Holland Codes, RIASEC](#)).

### **Holland's 6 personality types**

Holland identified six unique personality types, based on a person's interests and how they approach life situations. The 6 personality types are:

- 1) **Realistic types (doers)** are those who like to work with 'things'. People under this personality type tend to adopt a concrete approach to problem-solving and can often be assertive, competitive, and interested in activities that require motor coordination, skill, and strength.
- 2) **Investigative types (thinkers)** are people who are good at solving complex problems, given their analytical skills and preference to work with data and logic.
- 3) **Artistic types (creators)** are those who think outside the box they do not tend to just accept and follow rules. Artistic types are good at considering different perspectives and coming up with new, creative and innovative, ideas.
- 4) **Social types (helpers)** are welcoming, sociable, and most likely to help other people.



- 5) **Enterprising types (persuaders)** are people who have the natural ability to lead others. Their natural ability in persuasion is useful in a wide spectrum of competencies, like selling things.
- 6) **Conventional types (organizers)** tend to prefer structure, rules, and order. Key characteristics of this personality type are good organization and methodical thinking, excellent time management, and the production of high-quality results.

Holland proposed that, once an individual becomes an adult, it is most likely that his/her interests resemble a combination of the six personality types. This means that a person's personality is a combination of several types. In fact, there are 720 possible type combinations.



Source: [The Career Project \(2020\)](#)

## Using Holland's Codes in Mother Entrepreneurship

Holland's theory is a good model to use for assessing the skills of mothers, their qualifications, and their possible role in a start-up, innovative social entrepreneurship.

Questions:

- 1) Do you remain calm under pressure? (calm - realistic type)
- 2) Do you enjoy working with your hands? (practical - realistic type)





- 3) Do you prefer to explore your surroundings and/or situations on your own terms? (independent - realistic type, investigative type, artistic type)
- 4) Do you see yourself as a competitive person? (goal-oriented - realistic type)
- 5) Do you like solving highly complex problems? (problem-solving - investigative type)
- 6) Do you find yourself thinking often about new innovative ideas? (Idea-generating - investigative type)
- 7) Are you constantly trying to expand your knowledge on different topics? (curious - investigative type)
- 8) Do you think you have a good imagination? (Creativity - artistic type)
- 9) Do you often get emotional when watching movies, reading books and/or listening to the news? (Sensitivity - artistic type)
- 10) If you were to move to a new country, do you think you would adapt to the new environment quite easily? (Flexibility - artistic type)
- 11) Do you enjoy passing on your knowledge to others and helping them do better? (helping others - Social type)
- 12) Can you empathise with people often? (Empathy - social type)
- 13) Do you hear the people surrounding you saying that you often make them feel better? (Positive vibes - special type)
- 14) Are you a good team player? (Cooperation - social type)
- 15) Are you able to strategically negotiate and persuade others to do things? (Negotiation skills - enterprising type)
- 16) Do you often get feedback from people around you saying that you are often a source of motivation? (Motivating and influencing others - Enterprising type)
- 17) Are you comfortable with leading teams? (leadership skills - enterprising type)
- 18) Are you the energetic power in a group of people? (Energy - enterprising type)
- 19) Do you find it more likely to thrive when setting plans and tasks and working efficiently towards these? (task-oriented, Conventional type)
- 20) Do you like to pay attention to small details? (Attention to detail, conventional type).



- 21) Do you like order and structure in your life and work? (Organised, conventional type)
- 22) Are you able to finish assignments and projects on time? (Time-management, conventional type).

## Conclusion

### Czech Republic

- Most organizations function in the form of clubs, where women can share experiences and support each other.
- Some of the organizations also provide education to the wide public.
- Many of the organizations depend on financial support from their members and could not function without it.
- Besides the non-profit organizations mentioned in the research body, there are commercial services which provide their clients with membership in a club of female entrepreneurs and know-how for low to high prices.
- Most of the organizations and projects can be difficult to access for female entrepreneurs who are based outside the larger cities and cannot afford to spend large sums on their education or are not able to travel far with a small child.
- This issue has been addressed by a partial transition to an online environment during the pandemic of covid-19 and by some very recent projects like the Academy for Women Entrepreneurs (AWE), an online educational project. Podcasts can also provide education and inspiration to mothers who are not able to commute to larger cities.
- Some organizations concerned with the topic of business and entrepreneurship opted for creating female or mother-oriented clubs within their structures, which allows for addressing specific issues while maintaining the benefits of a larger network.



- Besides large organizations at the national level, there are also smaller regional organizations, which can help their members with overcoming some difficulties resulting from the specific regional environment. They can also keep promising entrepreneurs and their businesses in the region and avoid brain drain towards the capital.
- A prestigious awards project complemented with a public ceremony can highlight best practices, lead to greater recognition of females as business owners, bring publicity, recognition and legitimacy to the winners, and motivate and inspire other female entrepreneurs.
- Successful educational projects cover a wide area of topics common to any business no matter their field, like navigating the legislature and taxes, basic IT skills, knowledge about possible funding opportunities, leadership and communication skills, but also good mental health practices and other topics.

### **Cyprus**

- There is still a substantial gender gap in early-stage entrepreneurship activities.
- Nevertheless, [Cyprus has seen a significant shift in its focus on entrepreneurship](#) in the last few years.
- There are several initiatives related to entrepreneurship education happening in Cyprus, either in the context of formal and non-formal education.
- The civil society is a key player in assisting interested people achieve their entrepreneurial ambitions through the provision of opportunities for entrepreneurship education, by engaging the interested population in networking activities that aim to inform and encourage entrepreneurship in Cyprus.

### **Greece:**



- There is a breakthrough in the sector of women's entrepreneurship and its supporting mechanisms in the last years.
- However, there is a lack of extensive evidence about the existence of such initiatives that are addressed to mother entrepreneurs specifically.

### **Estonia:**

- Estonia is regarded as one of the most entrepreneurial nations on earth, with many entrepreneurship opportunities.
- At the [national](#) level, several Ministries and the Estonian Chamber of Commerce have adopted a policy document on the promotion of entrepreneurship education
- Entrepreneurship education is recognized as a cross-curricular objective at all levels of schooling.
- Entrepreneurial competencies are among the essential competencies that ought to be acquired at all school levels.
- There are many tools and opportunities to further support the development of entrepreneurial skills.

### **Italy:**

- Gender gaps persist when it comes to mothers' employment
- Educating and enhancing the skills of mothers is paramount to get them started with entrepreneurship
- It is important to give them tools that fit their demanding daily schedules with children
- There are several serious games available and other flexible opportunities that can accommodate their demanding lifestyle.





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