

INTELLECTUAL OUTPUT 3

Guidance for professionals



Encouraging integration for newly arrived immigrant women through entrepreneurship

2019-1-SE01-KA2045-060421



Co-funded by the
Erasmus+ Programme
of the European Union



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Co-funded by the
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INTRODUCTION

The Intellectual Output 3 of the project WeCan has had the aim to efficiently coach and support women in the context of their integration into the labor market through entrepreneurship. As described in the WeCan application, the IO3 Guidance would suggest and discuss the ways migrant/refugee women entrepreneurs can assess and develop a business idea. The purpose of the Guidance, according to the application, is to:

- Develop a suitable instrument to support the business ideas of future women entrepreneurs,
- Test this instrument in the specific case of the women enterprises and, in the longer run, validate it,
- Use the support strategy instrument as a monitoring tool for business consultancies, start-up agencies etc.

The Guidance sets, also, the objective to help immigrant women determine if they've got a viable and profitable product idea on their hands, and how to take a look “under the hood” of a market and a product to make sure they are building a business on a strong foundation. This tool helps immigrant women to decide if they can turn their idea into a business, empower them into believing in themselves and the feasibility of their business idea and ultimately guarantee commitment and sustainability.

Through the research conducted at the primary stages of the project and the pilot implementation of the WeCan training course, the consortium has approached the Guidance in a way that would serve the real needs of the migrant women as they have emerged throughout the duration of the project. The final Guidance for professionals working with low skilled women, as developed and designed by the consortium, provides suggestions *on how to enrich current integration programs* for low skilled women with training material, for the **development of the entrepreneurial competence**. For those women having their own entrepreneurial ideas it offers guidelines on how to develop these ideas one step further.

According to the project's needs, there was a little need of focusing on the business start-ups and the development of business ideas of the migrant women. Instead, there was a clear need for

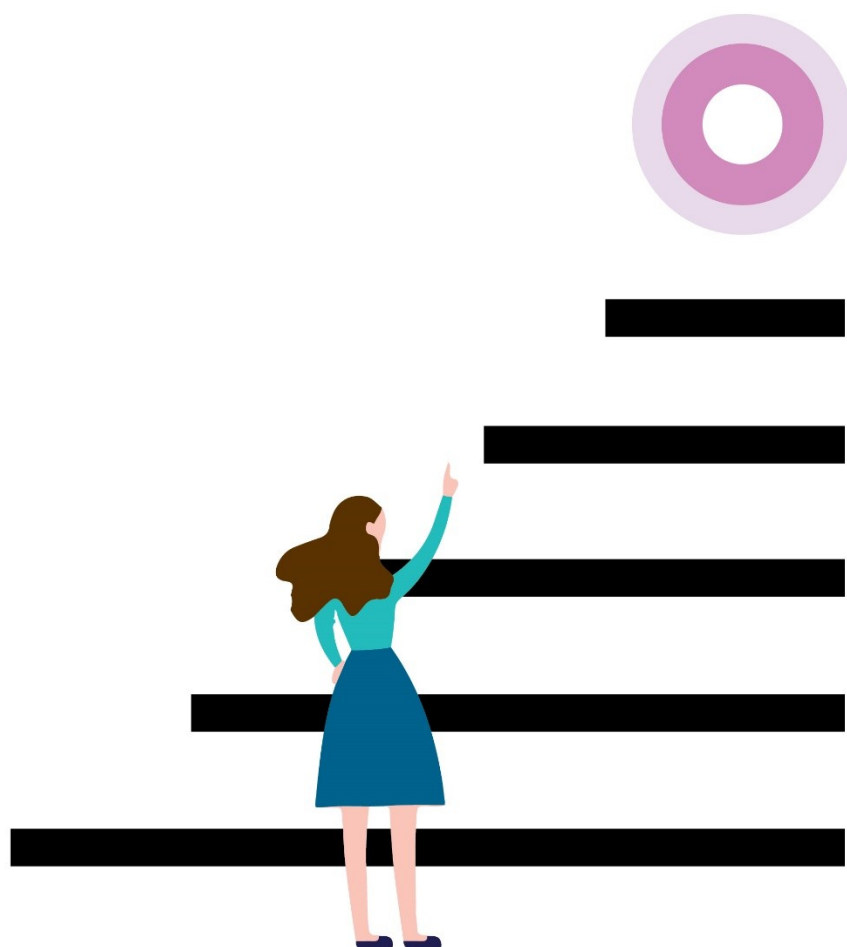


the development and cultivation of the **entrepreneurial competence** for the migrant women. Thus, the Guidance takes the role of a multitool that can be used in various programs/training courses/consultation sessions, by professionals who work with migrant women either low-skilled or with certain entrepreneurial ideas. **The core idea is that professionals working with low-skilled women or women with entrepreneurial ideas, use the creation of an event as a simulation in order to apply some of the entrepreneurial skills.**

In more details, the first chapter will examine the barriers that women face in their efforts to get integrated in the new societies they enter. The second chapter will explain how the entrepreneurial competence can serve as a solution to the barriers that these women face in their integration process. The third chapter focuses on the WeCan material and how the WeCan theory and activities contribute to the development of the entrepreneurial competence. Then, chapter 4 will advise professionals working with immigrant women in mapping and exploring opportunities, as well as in generating and developing event ideas. Chapter 5 will analyse the to plan and execute the event. Subsequently, chapter 6 will analyse the evaluation of the event that the migrant women have arranged. Finally, the last chapter will also give tips on ways that an individual working with migrant women can follow-up on them and the work achieved during the time they worked together.

1

MIGRANT WOMEN'S BARRIERS (IN) TO INTEGRATION



1. MIGRANT WOMEN'S BARRIERS (IN) TO INTEGRATION

While migrants are seeking to create new lives and settle down into their new host countries, it is evident that migrant women are often facing multiple barriers in their efforts to develop themselves and integrate, let alone they try to become an entrepreneur. There are various reasons that create these barriers. Migrant women can be considered as a double disadvantaged group. Although challenges may differ based on the country of residency, it is often the case that migrant women face significant challenges in terms of language, finances, lack of specific skills and experiences. Additionally, they also face gender related issues which are rooted in their own culture and sometimes even in the culture of the host land. To raise our awareness of these barriers the main ones are presented in the summary below.

Culture and migration:

- Dealing with trauma, loss and grief;
- Having to break with own traditions, role patterns as well as expected responsibilities (like family situation);
- Lack of self-confidence, motivation;
- Aversion to risk and fear of failure;



- Lack of understanding of new norms, values and expectations of host country; disorientation;
- Gender-based discrimination and stereotyping and discouragement;
- Imposter syndrome;
- Relative often dealing with a divorce due to the new reality and related awareness of own gender role.

Work-related competences, knowledge, skills and education

- Lack of relevant work experience;
- Mismatch of work experience due to gender roles;
- Lack of self-management;
- Lack of relevant to the context education;
- Low literacy, numeracy and communication skills (especially of host country);
- Challenges to access to educational programs (even re integration)

Barriers related to system and rules

- Lack of understanding of legal requirements for starting a business and how to deal with bureaucracy;
- Lack of a gender sensitive approach to integration

within the policy of host country;

- Lack of knowledge to address supporting organisations to help with business plan, funding issues etc.
- Lack of relevant network;
- Limited access to services and support related to own development as well as entrepreneurship.

To contribute to the integration process of migrant women development activities need to address a wide range of potential barriers: not only required knowledge and skills but (and maybe more import) attitudes and belief especially self-awareness, self-confidence, motivation and self-management. This mix of training objectives was the main reason to introduce the approach chosen: a mix of real-life activities in combination with supporting lessons thus offering tailor made support to low skilled women as well as to those who have an entrepreneurial ambition.

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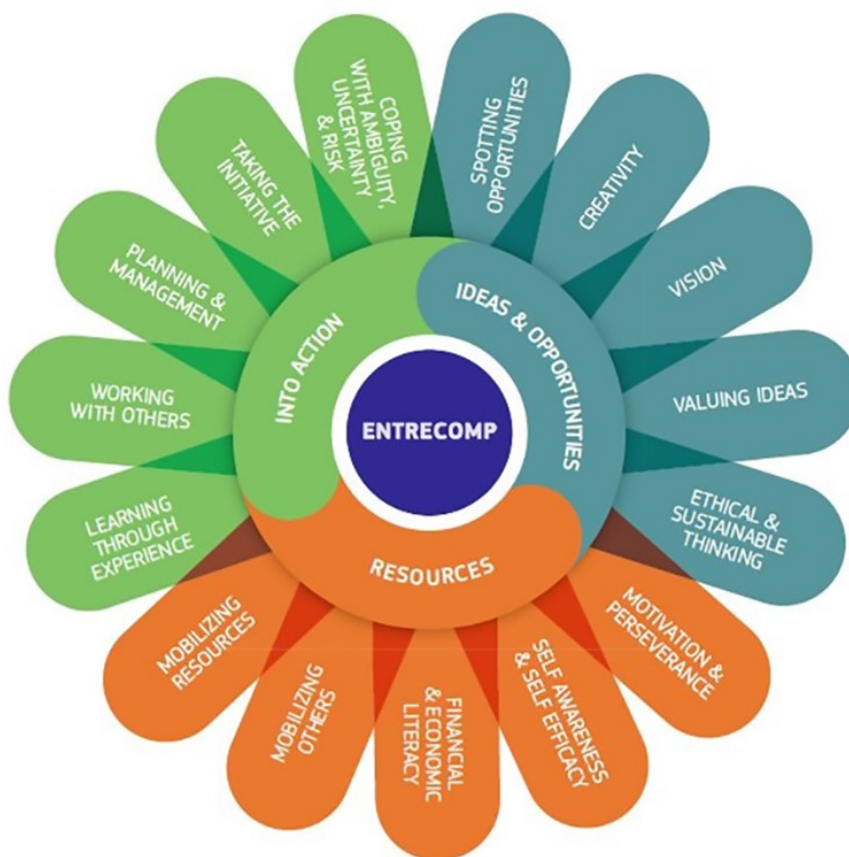
ENTREPRENEURIAL COMPETENCE IN SOLVING BARRIERS TO INTEGRATION?



2. ENTREPRENEURIAL COMPETENCE IN SOLVING BARRIERS TO INTEGRATION?

Entrepreneurship (which involves a sense of initiative) is one of the discerned key competences prioritised by the European Commission considers as essential for all citizens. The European Commission's definition for Entrepreneurship (or "sense of initiative") is: the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.

By developing the entrepreneurial competence, one is addressing the basic competences and attitudes which migrant women in host countries are often lacking due to the barriers they face during the integration process, their prior history and the context of their home country: being self-managing, taking initiative and being able to take control of their own lives and careers. The graph summarises all competence areas related this entrepreneurial competence (Source: EU Entrepreneurship Competence Framework: eplatform.eu , 2018)



EU refers to the need of this competence for start-ups and innovation, but also as a part of their concept of Active Citizenship. Therefore, it is one of the key competences for all citizens helping to become and stay active, contribute to the societies and benefit from the society's offerings. In the process of helping citizens, it is essential to cultivate the culture of being and staying active as well as enhancing their power in coping with future barriers. Therefore, it is considered to be a key competence for newly arrived migrants to master and turn their integration efforts into a success.

How is this competence developed?

This manual will help migrant women to develop the entrepreneurial competence through organising a real-life activity and supporting the road to accomplish this. An activity which is beneficial for the local community or an activity which can be a first step in the world of real entrepreneurship. The organisation of such an activity serves the purpose of learning by doing. The learning process itself will be further supported by offering additional training material which can be used in meetings / sessions in which participants are preparing steps for this activity.

The outcome of the practical experience and supportive training will be:

| | |
|---------------------------|---|
| Entrepreneurial attitude | The capacity to act upon opportunities and ideas, and to transform them into values for others |
| General learning outcome: | "Able to collaboratively plan, organise (resource, execute) and evaluate a community-based activity using the collaborative background, knowledge and experience" |
| Ideas and opportunities | "Able to collectively come up with ideas which are relevant/support the local community and check their potential" |
| Resources | "Able to collectively arrange for the resources required for the community-based activity" |
| Turn ideas into action | "Able to (collectively) develop an action plan for the community-based activity and follow it through successfully" |



3

WECAN MATERIAL TO BUILD ENTREPRENEURIAL COMPETENCES



3. WECAN MATERIAL TO BUILD ENTREPRENEURIAL COMPETENCES

See our training material as a roadmap and basket of suggestions from which you, as a professional working with immigrant women, can get inspiration from to build your course and working sessions.

All may be adapted to the specific group and individuals you are currently working with and the context in which you operate. Immigrant women with entrepreneurial ambitions are an as diverse group as any – there is no one solution that works for all individuals. Learn about your group and develop based on what works for you.

This will hopefully help you to support them to develop the necessary competencies to plan, organize and evaluate an event or a community-based activity, and to further generalize this knowledge for their future success in entrepreneurial endeavors.

The material is built on what experts in the field believe is relevant for anyone who wishes to start their own business, but also for those who wish to be an employee who is creative, full of initiative, and has the ability to execute (also known as ‘intrapreneur’).

WeCan training is an interactive and inspirational course designed specifically for newly arrived women and has the aim to provide them with tools and motivation to start a business. The training is constructed in a way which includes a lot of networking and connecting women to local actors.

This training can significantly increase the business potential of women. While educational centers dedicate courses on how to start a business as self-standing courses or embedded into curricula, the WeCan training material can be a useful tool to be added to such courses. It can also stand as a single course for trainers who wish to build the entrepreneurial mindset of migrant women through education.

Learning by doing – To create an event

A “learning by doing” approach has been adopted, as the skills needed to develop a good business are best achieved by real practice. The suggestion is for the women to create an actual event. It will need researching of local target groups, generating of ideas of possible events, testing and developing these ideas, deciding on one idea, and lastly planning and executing the event.

Activities are for example: defining an activity close to their own zone of comfort/competence, developing the idea based on learnings from their target group, calculating, finding resources, arranging a location, developing promotional actions, selling, and managing.

Participants will develop skills such as communication, digital competence, teamwork, salesmanship, and management. An understanding of how their strengths, experiences, and background can be applied in their new country of residence can grow their self-confidence and facilitate the next steps in their career and integration process.



Role of the trainer

A trainer’s role is ultimately to coach the participants in developing the skills they need to build the professional life they wish and to integrate into their new societies. As mentioned, the role may need to adapt depending on the current individuals/group. Some may be more experienced and ambitious and need mainly emotional support, while others may have less professional experience and need more detailed directions and more frequent assistance.



Long-term growth

As for preparation, the trainer needs to consider the amount of time the participants will have to work on their ideas and how this particular program fits in their regular training and objectives.

Consider also that evaluation is an essential part of this way of learning and therefore needs to be given proper time to result in long-term personal growth.

Before starting off

- Prepare ways for the participants to get to know each other and build trust.
- Trainers may need to be flexible during the course, re-arranging sessions, or adding competencies when it becomes clear that learning in other areas is important.
- Ensure that the time and location you are using are appropriate to women's needs. For example, it may be suitable to provide a child-friendly space and flexible break times for breastfeeding or picking up kids from school.
- Apply some flexibility with the time the women need to learn and apply their knowledge.
- Create a support system and communication strategy between training days by offering the possibility of answering questions that may arise and offering guidance.

Arrange mentors for the women arranging the events?

- There may be many individuals who have arranged event locally in the past who may be up for supporting immigrant women who are trying the same
- Contact such people and ask for their support, by for example meeting these women once in a while to discuss the challenges of arranging an event



Mentors/Role models

Mentors can share their experience about their business. Women and mentors can have QA sessions regarding the event. Maybe they can even offer support all along the way.

Some practical tips how mentors can help by sharing their experience:

- Share their target group, introduce their networks to migrant women
- Show examples on how they marketed their event (brochures, social media, etc.)
- Share which channels did they use for marketing (local library, speaking club, own networks, other)
- Several mentors may be valuable. See to what needs or knowledge gaps that the participants have and what kind of mentors are needed.

Starting off on the right foot

The start sets the energy and experience for the remainder of the training. Prepare it well with inspiration from the following advice:

- The training should begin with the establishment of a favorable and warm atmosphere for the participants. One way to do this is to conduct small exercises to allow participants to get to know each other for easier teamwork.
- When getting the whole group together, introduce the idea of organising an event as a simulation of starting a business and describe the process the group will go through.
- It is important to determine the participants' expectations from the training. Mutual understanding will come from open and honest discussions on what the situation is today, what hopes the individuals have and what you realistically can achieve together.
- Pay attention to the energy and motivation levels women have when they arrive and adjust your training accordingly if needed.



Continuing on the right path

- Lack of confidence can be an issue, so it can be helpful to build confidence throughout the course. Fun icebreakers exercises, putting women in pairs and small groups where they may feel easier to talk, encouraging the women to give each positive feedback etc.
- Use examples of situations in life where entrepreneurial competence is useful. Making it relevant to those who may not have worked in formal situations previously. For example, situations that need initiative – such as preparing for weddings, arranging school for their children, co-ordinating their families, negotiating housing solutions etc.
- Refer to the EntreComp Framework as a reference for the development of entrepreneurial knowledge, skills, and attitudes.
- Integrate the European Reference Framework for Lifelong Learning (ERF).
- Offer material and practical exercises for self-study in between sessions, which can allow better internal processing of the material.
- A mix of methods is proposed for sessions. The facilitator may alter the mix based on the size/needs/preference of the group:
 - Presentations – PPT but also other presentation formats with tables and visuals, such as graphs, diagrams or flow charts, for easy reference and delivery of content.
 - Engage the participants through standing up exercises. In general, it is a good pedagogical idea to involve the participants as co-creators of your sessions together.
 - Use of audio-visual tools – such as videos, documentaries or images used as a basis for reflection, discussion and/or analysis.
 - Another useful method is group discussions – share knowledge and opinion. Analyze cases together based on specific questions/assignments.
 - Role-playing is a strong way to live through different situations. For example, many individuals are scared to go and interview their target group, but it is vital to develop the event based on reality. It can be liberating to role-play such interview situations.

Reflect after each session

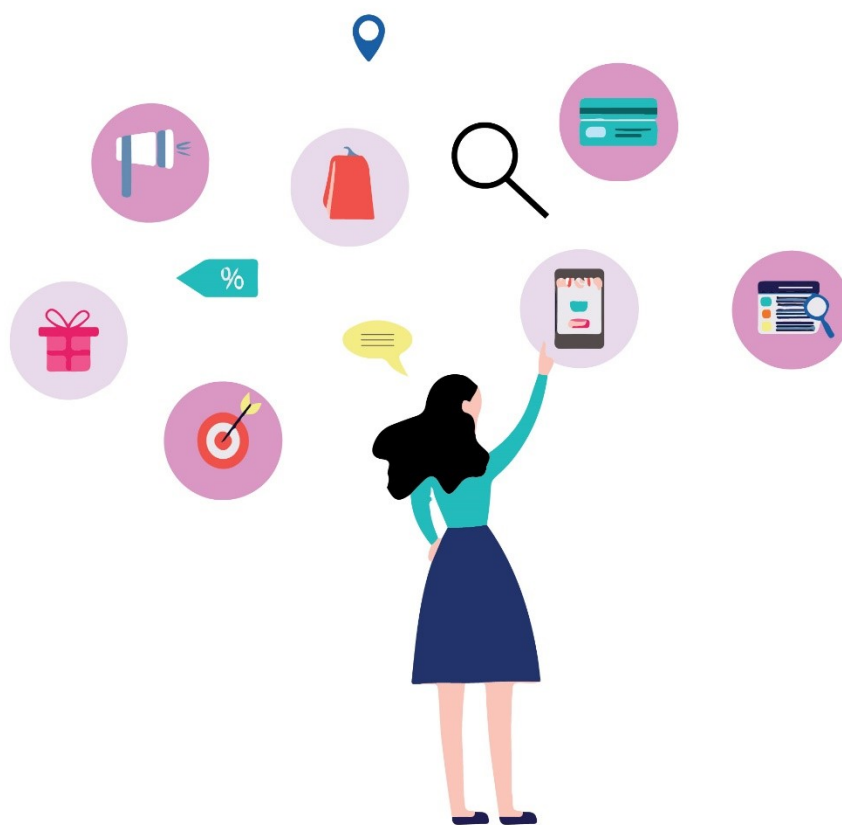
At the end of each session or finalized work, it may be suitable to reflect on the participants experiences (both positive and negative), learnings of the day, and hopes for future sessions. It will allow the trainer to receive feedback, raise understanding and hopefully raise motivation.

Discuss how the experiences can be used to help them achieve their ambitions and goals in the future. If they wish, help the group to find ways to continue their contact and support of each other during the course, and after. They are probably a great resource for each other as well.



4

MAPPING AND EXPLORING OPPORTUNITIES



4. MAPPING AND EXPLORING OPPORTUNITIES

To create a good event, you need to do the same as those who try to create a good business; learn who your best target groups may be, and then learn enough about them to understand what, how and why your event should be.

Of course, the event also needs to be created based on who the women are, what they are interested in and want to work with. The challenge is to build an event that has a good balance between what the women want to do, and what their target groups want to have.

Many entrepreneurs create things others don't want or need, simply because they don't understand their target groups well enough. To create an event that is wanted and needed, you need to know who you are creating it for – and know them well. This way of working will also strengthen the participants' integration process right away, as they will need to communicate and interact with individuals from possible target groups locally.

A possible structure of a brainstorming session:

- **Let each participant sit down in silence and write down:**
 - What she likes to do (craftwork, dance, volleyball, racing, baking etc.)
 - What she is good at or have experience of doing
 - What resources she has access to for an event (locals, garden, community spaces, footballs, lakes, artist studios, etc.)
 - What people she knows who can be helpful for an event (family members, colleagues, friends, church members, etc.)
 - What needs and wishes the community where they live seem to have (more activities for kids, more physical activity for parents, better support for the elderly, etc. If they don't know, it may be good to go out and find out.)

- **Couple them up or set them in small groups** so that they can look at each others' papers and help each other to come up with even more answers to write down.
- **Let each participant sit down in silence again and brainstorm possible ideas for an event based on combinations of what they have written down.** Encourage them to have as many ideas as possible, maybe 10-30 ideas, to really get the creative juices flowing. (For example, if one has a son that is a Salsa dancer and access to a community space that is good for dancing, then one idea may be to arrange a Salsa event) Don't analyze the ideas, just spit out as many as possible, even if they sound off or they don't know at all if it is suitable.
- **Couple them up or set them in small groups again so that they can help each other** to generate more ideas of possible events.
- **Now it's time to get a bit more analytical.** Let the participants by themselves again look at their 10-30 ideas, and choose a few that they actually would want to do and think may be possible.
- **No one can say if an idea is bad or good.** The concept of the idea must be tested and understood first. This is done by figuring out some possible narrow definitions of who the best possible target groups may be in the local community.

Brainstorming ideas! If they are supposed to arrange events together:

After the brainstorm session, during the evaluation process.

1. Create a shortlist of different ideas.
2. Note the shortlist on a flip chart.
3. Hand out criteria that is suitable for event idea evaluation.
4. Rate the ideas on each of the criteria.
5. Collect all scorecards.
6. Call out a winner.

14 A creative problem-solving technique in which the problem is turned around and considered from a different point of view to spur new and different solutions.

Consider while extracting ideas through brainstorming:

1. What is the best balance between who the participants are and the needs of the local community?
2. Should you vote for the ideas presented and select accordingly?
3. Have a keen eye on limiting and setting boundaries to keep things well under control and achievable.
4. Be positive when setting limits.
5. Arrange for inspiration: Invite migrant women who have integrated successfully and let them tell their story / a successful start-up done by a migrant / a role model
6. Form teams if needed.
7. Ask the team to come up first with ideas on how to proceed and start coaching from there on.
8. Remember that sustainable integration is not one-sided. It is not just immigrants that should adapt to their new societies, the new societies have a lot to learn from and be enriched by from their newly arrived fellows. Diversity may offer many new and attractive things for the local community – new foods, new music, new culture, and so on. The women may find things that they know and can offer that the local communities will love.

Techniques for the trainer

Look at problems in different ways.

Get the group to change their perspective on the problem. Once people “lock into” one way of looking at things the idea flow will slow to a trickle. Have people take a new persona. Ask them to look at the issue from the perspective of another group. Ask them to think about how their grandmother or an 8-year-old would solve the problem. These are simple ways to force people into a new perspective and the new perspectives will generate more ideas.

Make novel combinations.

The ideas in a brainstorming session are typically considered individually. Have the

group look for ways to combine two or more ideas to create new ones.

Force relationships.

Once a group is finished with their initial list of ideas, provide them with words, pictures or objects. The objects can be random items, the words can come from a randomly generated list or from pictures in magazines or newspapers. When people have their random word, picture or item, have them create connections between the problem and their item. Use questions like, “How could this item solve our problem?” What attributes of this item could help us solve our problem?”



Make their thoughts visible.

Have people draw! Too often the brainstorming session has everyone sitting except the person capturing the ideas. Let people doodle and draw and you never know what ideas may be spurred.

Think in opposites.

Rather than asking your direct problem question, ask the opposite. “How could we ensure no one bought this new product?” could be one example. Capturing the ideas on “the opposite,” will illuminate ideas for solving the actual problem.

Think metaphorically.

This approach is similar to forcing relationships (and is another way to use your words, pictures or items). Pick a random idea/item and ask the group, “How is this item like our problem?” Metaphors can be a very powerful way to create new ideas where none existed before.

Prepare.

Too often people are asked to brainstorm a problem with no previous thinking time. If people have time to think about a topic, and let their brains work on it for a while, they will create more and better ideas. Allow people to be better prepared mentally by sharing the challenges you will be brainstorming some time before the meeting whenever possible.

Set a Goal.

Research shows that the simple act of giving people a quantity goal before starting the brainstorming session will lead to a longer list of ideas to consider. Set your goal at least a little higher than you think you can get – and higher than this group typically achieves. Set the goal and watch the group reach it!



Idea development and market research

A normal but misleading way to develop anything is to have the idea, develop it, launch it, and then try to market it and hope it sells – without ever having deep conversations with the target group. This is market research in its essence. To google and research online and so on is a good complement, but no research is complete without qualitative conversations face to face with the people who you want to attend to your event. To not work very tight with the right target groups is one of the biggest reasons for failed projects and endeavors.

- **With a couple of ideas for a possible event, the next step may be to generate ideas of who can be the best target groups of these different event ideas.**

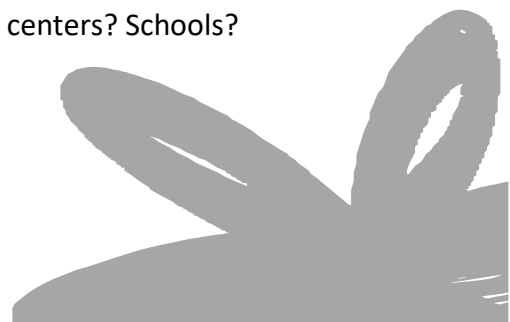
For example, with the Salsa event, one obvious target group is “Salsa dancers in the nearby community”, another may be “Dancers in the nearby community who would like to try Salsa”, a third definition may be “Couples in the nearby community between the age of 20-50 who previously have taken a dance course in one of our city’s dance school”. Any definition that is based on behavior, rather than demographics, that lets you quite easily understand where you can find and reach out to these individuals, is the best definitions, as you will need to find them.

- **An event for everyone is actually an event for no-one.**

There is such a big competition for people’s attention and time, that you cannot make your event too broad. A common misunderstanding is that you should make something for as many as possible to get as many as possible to buy it. But doing so makes it uninteresting and unattractive to everyone. Be brave and narrow down the event so that it becomes something that some groups will really love. That way, at least they will be much more likely to come.

- **Figure out ways of how to reach and talk to/communicate with individuals from these possible target groups.**

Visit dance classes? Reach out in local Facebook groups? Local organizations? Ask friends and colleagues? Online forums? Church? Community centers? Schools?



- **Prepare what questions you need to ask these individuals to understand what kind of event they would love to attend.**

Do not pitch them the event idea and ask if they think is good – because people are polite and will seldomly be completely honest with you if they are afraid to make you feel bad. Instead, prepare open questions that really let you get the honest truth from them, such as; Do you dance? Why? Do you ever go to dance events? What makes you go to dance events? What kind of dance events would you like to go to? What is important for you when you go out? Why? (Ask “Why?” often)

- **Based on your conversations with individuals from your possible target groups** you will be able to understand which of your event ideas you should continue with – and how you should continue with it to meet needs and wishes.

- **A big bonus of talking to them far before you actually create and try to market the event, is that when it’s time – you already know them.**

You already have connections inside the group you want to attract. They have met you and contributed to the development of what the event will become – and thus they are much more likely to actually attend and love what you do.

- **Always keep in touch with your target group throughout the event development.** You don’t need to, or even should, have all the answers to how it should become – all decisions should be based on what you learn about the target group, and if you miss some information, reach out to them again and ask. (For example, about what food or drinks they like, what time and local is attractive for the event, etc.)

Things to remember while going forward

1. Is there a gap in the market for this – do other such events already exist and if so, should you modify your idea to a different target group?
2. If you think you’ve found a great idea, be critical – look at the problems and limitations associated with the idea, and test out different options.
3. Collect feedback on the idea from your target groups.
4. Analyse competition: find out what your competitors offer.
5. Speak to other entrepreneurs: Find out how they did it, get their advice/feedback.

Group activities - *may be used, if suitable, at any time*

Take Five

A technique to accommodate different thinking styles or preferences and help discussions begin quickly and on-track. Individuals have preferences in how they think and make decisions. Some people, extroverts, prefer thinking out loud. Introverts prefer thinking silently. The Take Five technique guarantees that those with an introverted thinking style get the time and silence they need to organise their thoughts. Understanding others without trying to alter or judge their behaviour is an ability in itself. Allowing for differences maximizes each person's ability to contribute. After you begin the session by stating the purpose for bringing the participants together, acknowledge the differing preferences or styles that people will be using during the session. Tell them you'll use a technique that will accommodate their different thinking styles. When assigning members to breakout groups, suggest each person take a few minutes (like five) to organise their thoughts and ideas. They can make a written list if they wish. You may ask participants to do this before the session begins and bring their notes. After this brief quiet period, the group then begins discussion.

1-2-4 All

With this structure, you “engage everyone simultaneously in generating questions, ideas, and suggestions.”

While there are several variants, the basic technique is four rounds:

Silent work by each participant. Timeboxed to one minute.

Work in pairs, building on the ideas from the silent work. Timeboxed to two minutes.

Work in foursomes, building on ideas from the pair work. Timeboxed to four minutes.

Each foursome shares one idea with the entire group Timeboxed to five minutes.

The goal is to create an open conversation that unfolds naturally, while actively involving every person in an equal manner to reach a decision.

Go wild

The 'Go Wild' facilitation method involves writing down 20 ideas beginning with the phrase 'wouldn't it be good if...'

As a result, the group is encouraged to come up with better and more imaginative solutions. To begin with, the statements might be obvious and predictable, but will become increasingly creative and 'wild' as you go on.

Ranking

Ranking is a decision-making technique that helps the group select the most appropriate and relevant idea, if it is supposed to be a group decision and not an individual decision. Firstly, you can use brainstorming to generate the quantity of ideas you are looking for. Then the group must determine a selection criterion to use, to guide their personal decision-making process, against a numerical scale.

For example, each person might apply a one to six rating, where six is their preferred choice. Finally, the scores of each participant are then added together to determine the most appropriate and relevant idea.

Business plan for the event

A business plan is a tool that can assist people interested in evolving their entrepreneurial ideas. Is it not always needed for a project, but is more important for an actual future business. A good business plan not only **helps entrepreneurs focus on the specific steps necessary for them to make business ideas succeed, but it also helps them to achieve short-term and long-term objectives**. One type of business plan template is the "Lean Canvas", which is online and may be used for the planning of the event, if found suitable.



Communicating and pitching the event

Another important part of the development of their event idea, when it has been fully decided on (based on a true understanding of the target groups and knowledge that it is an event that has a serious interest within the community), is to create and train on pitching the event.

To briefly, in text and speech, being able to summarize and communicate the event in an attractive way is key to getting people to attend, possible corporations to sponsor, getting the local media to cover and market the event, and so on.

One possible way of building a pitch is by clearly, shortly and attractively formulate a pitch is:

- **Hook** – Say something that catches the attention of the target group. (A rhetorical question, a joke, storytelling or such)
- **Problem/Need/Wish** – Describe the problem, need or wishes that exists today (that the event will address) and it's consequences
- **Solution** – Describe how your event solves this need
- **Benefit** – Describe the benefits and value of your event
- **Close** – Close in a clear manner and ask for what you want from the one's listening (for sponsorship, engagement, application, funding, volunteering or other)

Things to consider when developing your business plan

What is the short- and long-term goals of the idea?

What are the problems associated with it?

What different paths could it take?

Do you have any similar ideas that might be better? Can the idea be improved?

What opportunities will the idea provide?

What resources do you have (money, time)?

Ideas from the WeCan project

1. **Acu'WO'men:** Create a web platform to support women throughout the world with easy access and being affordable.
2. **International Event Management Business:** Make an international event management agency providing the organisation of the events.
3. **Support newcomers** in addressing their problems in a pro-bono event (both men and women).
4. **A day for homeless** people to come to a centre to visit a dentist, have a haircut, have their pets checked by a vet, have a hot meal, etc.
5. **A cultural food festival**, with food stalls, cookery lessons, cooking demonstrations, a master chef competition, and tasting sessions from different cultures.



5

PLANNING AND EXECUTING THE EVENT



5. PLANNING AND EXECUTING THE EVENT

Analyse the different elements involved in organizing an event. Encourage participants to think of events they have been to and what they think would have needed to have happened to make it a success. As a part of this, you could introduce the concept of mind mapping and use the creativity materials.

Steps for the development of an event

- **Identify the purpose and reason for planning this event.** Determine what you are looking to accomplish and how this event will help you do that.
- **Identify a set of objectives that will support your ultimate goal.** With your goals and objectives in place, you can create a preliminary scope of the event.
- **Make a to-do list** with key details and point to how you will achieve your outlined goals. Event details including:
 - **Dates:** Your time frame for the event, e.g., in 9 months.
 - **Attendees:** Will this be a 10 persons event, 100 persons event, or 1000 persons event? You should begin to think about size. Are your attendees coming from around the country or is this a local event? You'll also want to keep your attendees' demographics in mind as you plan.
 - **Location:** Is your event local? Start to create a shortlist of cities and venues that make sense for your event. Possible venues are:
 - City library
 - Municipality locals
 - Language course locals
 - University/vocational training institution campus
 - Language cafe/social cafe in your city
- **Deadlines:** Make sure that you set deadlines on your to-do list.
- **Type of event:** Are you driving awareness of a new product? A one-day event with keynote may make sense. Bringing together thousands of customers? A two-day user conference may be right for you. Hosting an internal or association meeting? A day of small sessions could be a fit.
- **Set up an operational team** that will be responsible for the realization of the plan and appoint roles. Let the team members to organize between themselves by organizing individual meetings and meetings with the team.

- **Suggestion for a team set-up:**
 - i. Team Leader
 - ii. Administrators - Handling everything from catering to scheduling activities.
 - iii. Creative team– Handling marketing, attendee engagement, and more.
 - iv. Volunteers to help on the spot of the event/activity.
- **Establish an event budget.** Creating a budget is an essential early step in event planning that helps to clarify other aspects of your plan. Additionally, establishing a budget helps to avoid unwanted surprises (like running out of money for decor, etc.). You will be more successful if you map out your entire budget in advance, continue to update as you finalize variables, and stay very close to the process.
- **Pick your venue and date.** Choosing your venue and date for your event are two major considerations that will shape the rest of your project plan. Start researching venues as early as possible.
- **Work with suppliers** based on your event needs.
- **Event Marketing & Advertising** - Market event with blog posts and other promotions like video and online ads.
- **Try to write down 3-4 keywords that can characterise your event.** To take for instance: Event 1: #business #education #youth #modern. Event 2: #celebrate #children #play. *Keywords can help you design, promote and make decisions.*
- **Develop a plan to build on your new relationships with attendees** – Should you create a new social media group based on it? Have meetings afterwards? Create an e-mail list of those more enthusiastic in hearing more from you?

6

EVALUATION OF THE EVENT



6. EVALUATION OF THE EVENT

Evaluation of each session

Split the group into smaller groups and give time at the end of each session to the women to discuss what they have learnt and reflect on each step they took during this path. Then bring the group back together and allow for exchange of feedback.

In order to assist the reflection process, you can provide them with possible questions to use in their discussion:

- What did I learn in this session?
- How can I relate this to the creation of an event?
- What could be some of the issues I need to be aware of related to this topic?
- How might I overcome these?

Evaluation of the event

This is a sample of a questionnaire that can be used during the evaluation session. It can be developed based on your needs.

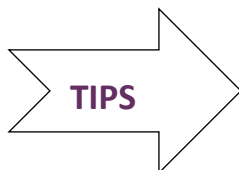
| Evaluation of the event | | |
|-------------------------|--|--|
| 1. | I feel that I have developed my entrepreneurial mindset. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 2. | I believe that I have gained the adequate skills in order to come up with new ideas. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 3. | I believe that I have gained the adequate skills in order to organize an event. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 4. | I gained confidence through the training sessions. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 5. | I feel that I am capable of setting up something in my own life. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 6. | The trainer/ mentor has effectively supported me during the process. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

| | |
|----|--|
| 7. | What have you enjoyed the most during the session and what do you believe has been a success in the process? |
| 8. | What have you struggled with during the session? |
| 9. | Would you change something? If yes what that would be? |

Presentation of the experience

Organize a session where the women will dedicate time to present their experience from the organization of the event. Possible topics:

- Summarize the event
- What were the different aspects of planning?
- Give a timeline of activities that were undertaken.
- What issues arose and how were they managed?
- How did they work as a team? Any issues and how were they resolved?
- What was learned and developed from this experience that can be used in the future?



- Plan the evaluation well ahead as part of the whole process
- Celebrate their success; even a failure can be a success in learning
- Discuss what the individual participants are proud of
- Collect feedback from the event visitors
- Relate your evaluation to each part of the process: planning, execution, marketing, attendance feedback
- What would they have done differently?
- Link evaluation to the integration process, career perspectives, and barriers to be taken in everyday life
- What is the personal success of each participant?



Link the experience to future career or entrepreneurship

Mentors and trainers who have assisted the women with their business plan could go through each individuals' work, in order to assess if the plan was adequately followed and address any deficiencies. This is done in collaboration with the woman entrepreneur and also takes into account the national context and the labour market.

If you can, contact business consultants or successful entrepreneurs that could evaluate each of the women's presentations and offer guidance for future endeavors.



7

FOLLOW-UP



7. FOLLOW-UP

The trainers/mentors who will use the WeCan material and facilitate the process of the creation of an event with the migrant women could also follow-up on the impact of the process. Consider the following questions/reflections in order to assess the process that you have followed:

- How do you evaluate the process? Have your ambitions related to the event as well as to the participants been met? If not, why? What would you have done differently?
- Were there resources enough for you to allow you to do what was necessary?
- Which practises will you adopt and what would you do differently next time?
- Collect feedback from role models and entrepreneurs about their contribution, their expectations and experiences.
- Inform your organisation about the results and how this could be further improved / how it could be turned into a sustainable activity in your program.

Further follow-up steps:

1. Encourage participants to follow up their training with relevant actions to apply, improve, develop and reinforce the learning attained.
2. Initiate discussions regarding the topic and thereby keep in touch with the activities they are doing.
3. Design a follow-up plan to compare the expectations and ambitions of each learning exercise with what trainees actually learned.

Organizations that can assist migrant women entrepreneurs in the WeCan partnership countries

GREECE

Incubators

Ashoka Greece

Athens Center for Entrepreneurship and Innovation (ACEin)



ATHENS CENTER FOR
ENTREPRENEURSHIP
AND INNOVATION



Athens Startup Business Incubator (ThEA)

Attica Business Innovation Center

Centre 'ERGANI'

Higgs

Impact Hub Greece INNOVATHENS

Orange Grove

Social Dynamo – Bodossaki Foundation

Solidarity Mission

Athens Makerspace

University of Thessaly

Funding Programmes

NSRF Programme : "Action 3a.1.4.1.1: Support for existing enterprises to exploit patents and/or innovations and support services to improve their productive activity and/or to develop new products and services" and

'Action 3a.1.4.1.1.4: Support for new, start-up and incipient enterprises for the exploitation of patents and/or innovations and support services to improve their productive activity and/or to develop new products and services'.

Technological Park

Joist - JOIST is a phygital ecosystem that fosters innovation and knowledge transfer in the fields of entrepreneurship, technology, science, art and design

Links with SME entrepreneurs who are willing to support/contribute the process.

[The Economic Chamber of Greece -](#)

[STHEB](#) The services provided by STHEB are focused on representation and support, the promotion of research & innovation, the promotion of exports, education, information, work networking and business solidarity.

THE NETHERLANDS

UWV / Werkpleinen

Chamber of Commerce / Ondernemersplein

Service desk of municipalities

Websie: Ik ga starten

SWEDEN

Drivhuset

Drivhuset is a foundation that supports people with entrepreneurial dreams. They provide coaching and educational events for you to realize your ideas and ambitions.

Almi

Almi offers consultancy, support and loans to companies with growth potential and assists in their business development. This applies to businesses in the start-up phase as well as established companies.



Verksamt

At verksamt.se one will find information, tools and e-services from several authorities. Verksamt.se is for those who run or want to start a business.

Support group

Support group is a group for newly arrived immigrants in Sweden which provides different kinds of support including for starting own company, links with SME entrepreneurs who are willing to support/contribute the process

Tosterud & Friends AB

Tosterud & Friends helped develop this training material. The founder Erik Tosterud is a business economist, project manager, and innovation leader who provides services for the benefit of sustainable development in our societies.

Athenas

Social entrepreneurship is entrepreneurs who have found solutions to social and societal problems. They are entrepreneurs who create a sustainable society for the masses. They have an



idea that they want to get through, that benefits and helps society by diving different projects. Send in our lecturers to see what they are talking about or get in touch with us and we will help you find what suits your event!

ELSA & SAM

UK

Nationally the government offers advice and support on its website

<https://www.gov.uk/browse/business/setting-up>. This includes information about legislation, funding streams and more generally the practicalities of starting a business

National enterprise network <https://www.nationalenterprisenetwork.org/> who also offer support

Regionally, including in London, there are local growth hubs <https://www.lepnetwork.net/local-growth-hub-contacts/> which are local public / private sector partnerships led by the Local Enterprise Partnerships (LEPS) <https://www.businesshub.london/> with dedicated business advisers

CYPRUS

[Web Portal of the Republic of Cyprus](#)

[Cyprus Refugees Council](#)

[Caritas Cyprus](#)

UKRAINE

Non-Governmental organization “Educational Space 2.0”;

“New IT School”;

Non-Governmental organization “Vinnytsia Club of Business People”;

Department of social and youth policy of Vinnitsa regional state administration