

IO4 - BUSINESS PLAN IMPLEMENTATION MANUAL



Intellectual Output 4: Business Plans Implementation Manual

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PARTNERS



1. Introduction

This manual was produced within the framework of the "Entrepreneurs for Autonomy, Self-development and Equality" – EASE, with the participation of the following countries, England, Italy, Greece, Portugal, Spain, Slovakia. The project EASE aims to establish the benefits, or potential benefits of Education for adult refugee women, specifically in an area core to job creation and social inclusion: entrepreneurship. During the project and on its completion, it is expected to improve the capacities of social entrepreneurship support structures while fostering the development and/or reinforcement of linkages with the same type of support structure in the region and in the EU - throughout the partnership countries, and to support and strengthen the existing social entrepreneurship initiatives/social enterprises including the newly created and registered non-profit companies and CSOs, self-employment which demonstrated its relevance and could be considered good practice as a sustainable social entrepreneurship business model.

Moreover, it was expected to deliver a model for entrepreneurship training, adaptable to each country or target reality, flexible and tailorable to the needs both of the user and market demand, to empower local networks of key stakeholders, both public and private, to support entrepreneurship and business initiatives, namely those addressing to vulnerable targets, and to foster a culture of integration through job creation as a means to social and economic inclusion.

As a direct result in the target of the project, it was expected to increase the self-confidence, self-esteem and resilience levels of the participants, the cultivation of a better understanding of the local and national framework for business development and the acquisition of fundamental skills as, for example, language skills.

Topics that were included in the business plans implementation manual:

- Traditional vs. Lean Business plan
- Ideas & Opportunities

- Resources
- Into Actions

2. Methodology

The pilot actions of all partners were carried out over a period of approximately one year. All participating countries agreed and followed a similar process of reaching the target group of vulnerable women through invitation to participate by posting on the relevant website of each partner, on different social networks (e.g., Facebook, Instagram, Twitter, LinkedIn, WhatsApp, etc.).) or through online meetings with local bodies such as municipalities, NGOs and public services, more specifically, the target group consisted of women in vulnerable conditions and/or disadvantaged backgrounds, either unemployed, or employed but with low income, or single mothers, or immigrants, or without higher education degrees, or sometimes with a combination of the aforementioned identities. In all the countries, 103 women participated. 21 women participated in Italy and 21 in Portugal, 16 in England and 15 in Greece, 15 in Slovakia and 15 in Spain. The women approached came from a diverse socio-economic and moral background with their ages ranging from their twenties to 45. +. A common thread for all the women was their eagerness and willingness to absorb information about entrepreneurship and the ambition to apply their newly acquired skills by applying them to their already established businesses or for a select few to start a successful business of their own business from scratch.

The requirements for the few selected participants to set up their own business through the project was to have a concrete and feasible business idea, while selection was based on their performance on the Blueprint (IO1). All participants went through the onboarding process in the coaching learning program, from registration to completing the Blueprint (IO1)/EASE questionnaire, went through a personal interview about their expectations from the program as done in Spain, and completed the modules developing their

business ideas into a business plan. Modules were delivered both in class and via online sessions with presentations, supported by online (asynchronous practical and theoretical) content such as interactive activities, quizzes and other challenges, and hands-on in-session activities such as study visits, business summits, guest speakers. Guest speaker content covered discussions of personal business experiences, grant applications, funding mechanisms, advertising and sponsorships, self-awareness. Throughout the process the women were given tasks such as choosing a business sector they particularly liked, researching its history and explaining why they would have chosen to start a business in that sector. Finally, the trainees were assigned to elaborate their business proposal and presented it through a pitch. This process gave them the opportunity to put into practice what they had learned throughout the pilot program.

There were some concerns about taking their business plan to the next level, which was the implementation level.

3. Pilot Actions

The pilot actions of all partners took place over the course of approximately one year as they started in June 2021 until July 2022.

All countries participating came to an agreement and followed a similar process of approaching the target group of vulnerable women through a call of participation through posting on each partner's relevant website, different social media networks (i.e. Facebook, Instagram, Twitter, LinkedIn, WhatsApp, etc.) or via online meetings with local stakeholders such as municipalities, NGOs, and public services, who in return used their database to contact women of the specified target group by email or phone.

To be more specific, the target group consisted of women in vulnerable conditions and/or coming from disadvantaged backgrounds, being either unemployed, or

employed but with low income, or single-mothers, or immigrants, or not presenting higher education degrees, or sometimes carrying a combination of the aforementioned identities. The women that were reached were coming from a diverse socioeconomic and ethnic background with their ages ranging from being in their early twenties to 45+. A common axis for all women was their eagerness and willingness to absorb information regarding entrepreneurship and ambition to put into action their newly acquired skills by applying them to their already established businesses, or for a few selected to create a successful business on their own from scratch.

The requirements for the few selected participants to create their own business through the project were to have a concrete and achievable business idea, while the selection was based on their performance in the Blueprint (IO1). All participants passed through the process of integrating into the mentoring learning program, from subscribing to filling out the Blueprint (IO1)/EASE Questionnaire, went through a personal interview about their expectations on the program as done in Spain, and completed the modules by developing their entrepreneurial ideas into a business plan. The modules were delivered both through in-class and online sessions with presentations, supported by online (asynchronous practical and theoretical) content, such as interactive activities, quizzes, and other challenges, and in-session practical activities, such as study visits, entrepreneurial summits, guest speakers, or a “Shark Tank” role play as done in Portugal.

The content of guest speakers covered discussions of personal entrepreneurship experiences, grant applications, funding mechanisms, advertising and sponsorships, becoming self-aware and self-sufficient as done in the UK. Throughout the process the women were assigned tasks, such as choosing a business segment they particularly liked, researching its historical data and explaining why they would have chosen to start a business in that area. Finally, the trainees were assigned the task of elaborating on

their business proposal and presented them through a pitch. This process afforded them an opportunity to put into practice what they had learned throughout the pilot course.

The training course was structured into the following modules:

- 1. Ideas and opportunities
- 2. Resources
- 3. Into action
- 4. Business Plan
- 5. Mentoring
- 6. Final Seminar

Italy

In July 2021, the work of IO1 and IO3 was validated, and the Pilot Phase was set and agreed upon between partners. Since August, in all the Association's activities, the EASE project blueprint was promoted and shared. Also, the target was invited target directly through our newsletter, mailings and Facebook. Collected more than questionnaires completed, and split the group into 2 because of the level. The first group was composed of 6 women, and they started with the C1 in Italy in November 2021 and ended at the end of January 2022. The second group was formed of 15 women, and they started on Women's Day in March and finished at the end of April 2022

England

Youmanity worked with 16 women coming from disadvantaged backgrounds who participated in the EASE pilot course. They completed the pilot modules by developing their entrepreneurial ideas into a business plan.

In the pilot course, which started in November 2021 and ended in May 2022, a trainer guided the Sixteen women through the modules. After being introduced to the EASE

project and organising the work in groups, they explored the entrepreneurial history of London and looked at basic ideas that contributed to making London a vital business hub. Throughout the process, the women were assigned tasks, such as choosing a business segment in London they particularly liked, researching its historical data and explaining why they would have started a business in that area. In March, trainees were able to listen to guest speakers presenting their ideas and how they were able to create small local businesses. Sharing their experiences, guest speakers also discussed grant applications, funding mechanisms and bids to open up the women's minds on how to seek funding and support for their ideas. In addition, the trainer offered the women group lessons on how to be more self-aware and self-sufficient. Media and local support were also discussed to allow the trainees to appreciate how advertising and sponsorships were essential components of business planning success. Finally, the trainees were assigned to elaborate on their business proposals and present them through a pitch. This process allowed them to practise what they had learned throughout the pilot course.

Portugal

The EASE capacitating programme in Portugal was piloted under 3 editions, from October 2021 to June 2022. The target group was women willing to start their own businesses, and priority was given to women in vulnerable conditions (unemployed, migrants, single mothers, etc.). Throughout the 3 editions, 21 women participated, from which 12 were unemployed, 4 were self-employed, and 5 were employed. 2/3 of the participants presented a migratory background, mostly from Brazil, but also from Spain and Guinea. 8 out of the 21 participants had no higher education degrees. One participant was 24 years old, five were between 26 and 35 years old, twelve were between 36 and 45, and 3 were 45+. Each one of the 3 piloting editions was disseminated in order to recruit participants from the target group, then all the interested participants passed through the process of integrating the learning program, from subscribing to filling out the Blueprint (IO1). A descriptive learning programme and a

calendar were handed out to the participants, as well as access to the online learning platform were conceded.

The first 3 modules followed the European Entrepreneurship Competence Framework, aiming to develop an entrepreneurial mindset needed to develop businesses and entrepreneurial projects, providing knowledge, and fostering skills and attitudes in order for the trainees to be capable of acting and creating value.

The fourth Module of the training course was composed of learning units where trainees approached and put into practice the following topics: traditional business plan vs. lean start-up business plan; market analysis; funding and partnership request; business exploration and activities; and write your business plan.

Module 5, Mentoring, was a practical module conducted individually by mentees (the trainees participating in the training programme) and mentors (volunteers who presented somehow experience and knowledge in entrepreneurship, and who were willing to support the mentees in their business creation path), where trainees had access to 30 hours of individual and personalized support, feedback and motivational resources, as an extension and complement to the in-class group sessions (modules 1-4).

As mentioned, the piloting in Portugal was conducted in 3 training editions of 160 hours each. The first four modules were composed of in-class presential sessions, online (asynchronous) content, such as practical activities, quizzes, and other challenges, and in-session practical activities such as study visits, entrepreneurial summits, or a “Shark Tank” role play. In addition to the individual and group work (asynchronous and presential sessions, both theoretical and practical) from modules 1 to 4, a 30-hour mentoring program and a final seminar have been conducted.

Overall, there has been good feedback from participants, who mentioned the importance of the training for acquiring knowledge, developing skills, sharing experiences, building a professional network, and learning new business tools, to develop and implement their businesses. They have demonstrated motivation and crescent dedication in the training

path and have reported that the mentoring component has been extremely valuable in terms of consolidating the learnings and motivation for putting their ideas into action.

Both trainees and trainers believed there should be given more emphasis on the 4th module, with more time for them to develop their business model in-depth, while, although they recognize the importance of the first part (modules 1-3) for developing an entrepreneurial mindset, they believed those modules could be compressed into fewer hours of practical exercises.

Participants have mentioned that they believe the mentoring module would be of even higher value if it would begin at an earlier stage. Even though the participants who have fully taken advantage of the mentoring sessions have reported very high satisfaction, we have registered a considerable high rate of abandonment from other participants (both from mentors and mentees), who have reported that 30 hours is excessive and sometimes difficult to schedule/conciliate. Some participants who did not have a robust business idea also said that it was less interesting for them to continue with the mentoring sessions. To foster motivation and continuous engagement, 5 interim group sessions were conducted.

A Final Seminar was handled at the end of the piloting, where participants from the 3 editions were invited to take part, give feedback on the training course, network and share their testimonials.

Greece

In Greece, all participants were recruited from a diversity of socioeconomic and ethnic backgrounds including women with vulnerabilities such as unemployed women, migrants, first job seekers, single parents and employed women. The educational background was also heterogeneous as few of the participants were primary or high school graduates and others university graduates. The participants were recruited through a "call for participation" advertisement on different social networks: Facebook, Instagram etc. and via online meetings with local stakeholders (NGOs and public

services) such as municipalities. A “call for participation” was also posted on the website of KMOP. The aim of the project was presented to local stakeholders and afterwards they informed women with vulnerabilities, using their database, by email and telephone. 15 individuals who registered on the platform and had completed the assessment tool were selected. None of the women with vulnerabilities had their own business or experience in entrepreneurship. However, the majority participated in the project either due to their eagerness to develop a successful business or due to their will to enhance their knowledge for entrepreneurship and have the ability to build their next steps. In general, the majority of the women highlighted that their core challenge for entrepreneurship was the lack of day-care centres for their children. More specifically, single parents mentioned they struggle to register their children to day nursery or kindergarten.

Slovakia

All participants were recruited from different socio-economic and disadvantaged regions, mainly students, unemployed women, first-time job seekers and single mothers. The participants were also characterised by different levels of education - from primary and secondary school graduates to university graduates.

The participants of the pilot education were approached through information on social networks such as Facebook and Instagram, through contacts of the Rural Parliament in Slovakia and online meetings with representatives of local self-government. At the beginning of the pilot meeting, the goal of the project and its outputs were presented to the participants. 15 individuals were selected who registered on the platform and completed the assessment tool.

Spain

The process of recruiting participants for the programme was carried out through different social networks: Facebook, Instagram, twitter and LinkedIn. For this purpose, eye-catching posts were created for dissemination, including a link to the EASE

questionnaire. Subsequently, a call was made to all those registered or interested in the project to arrange a personal interview and find out more about their expectations. The profile of the entrepreneurs selected was heterogeneous. Mainly, the selection was made on the basis of women who already had a clear and achievable business idea.



In addition, a mass mailing by email and WhatsApp was carried out using a database of unemployed women in Ribera de Xúquer.

The selection was mainly based on women who already had a clear and achievable business idea. Of the fifteen selected, five of them had higher education, seven of them had intermediate technical studies or vocational training and the remaining three had no training but had a business of their own, so they had a good idea of entrepreneurship. It was therefore decided to carry out a single training action for the fifteen women entrepreneurs.

In general, the main problem for entrepreneurship was the economic level, as the great majority had a medium-low economic profile.

4. Experience Narratives

All actions undertaken by partners in the duration of the project are listed below:

June 2021 - Preparation of a training program for dissemination and recruiting, which described: the training context, the project main goals and actions; the target groups;

the training format and learning methods; the expected learning outcomes; an overview of the training modules and units; the workload; the evaluation methodology and certification requirements.

July to September 2021 - Dissemination and promotion of the Blueprint and the training course through newsletters, articles in the newspaper, dedicated emails, promotion during other events of the A and posts on Facebook.

September to November 2021 - Selection of the women and analysis of the blueprints. Meetings with them and preparation of groups divided per level. Engaging teachers and preparation of the programs, contents and materials.

October to December 2021 - First phase of the pilot

March to April 2022 - Training with of women

June to August 2022 - Multiplier event

5. Session Reports/Critical Analysis of Implementation

For each session, partners used computers, PPT presentations, projectors, whiteboards, links to other websites and videos to present each module and the programme. In addition, various materials such as sheets of paper, notebooks, pens and a booklet explaining the whole programme, including the contact details of the tutors, were handed out. Each module included a half hour of reflection, questions, exchange of views and had respective short tests. Each module has been delivered and held by different experts, entrepreneurs and professionals with diverse backgrounds and experiences to support and inspire the participants. The sessions were implemented online and with

physical presence from November 2021 to April 2022. However, the deadline for the project's completion shifted various times because of Covid-19.

The modules involved were: **Introduction** Familiarisation with the project and forming groups.

Ideas & Opportunities Realising that opportunities for a business exist everywhere and encouragement to spot patterns and embark on this adventure by being shown different success stories and their vicissitudes.

Resources Focusing on creativity and valuing ideas, personal branding and development through examples of other successful entrepreneurs.

In Action Uncertainty, risk and the fear of failure explored through group dynamics and networking with other women entrepreneurs. Methods to reach self-awareness and sufficiency in a business and ways of implementing ideas, making them concrete.

Business Plan Making a business proposal and being given the opportunity to analyse the strengths and weaknesses of each participant's project.

Mentoring The mentoring took place throughout the pilot implementation. The trainees were able to contact the trainers for queries via email or in-person.

Fundraising Seminar Learning how to raise or access funds and the importance of building a base for multiple and diverse funding sources.

Preoperational Phase

During the preoperational phase of the implementation plan took place the promotion and recruitment of participants. Some partners interacted with consultants that helped them select the women who had completed the Blueprint questionnaire and the average number of women selected in all countries to participate in the pilot were 15, out of which 2 or 3 from each country created their business through the project.

Operational Phase

The operational phase was the period that the pilot was being implemented. It was reported by all partners that the workflow was decreased during the months of February to April due to Covid-19 restrictions. Nevertheless, the last part of the course created a lot of engagement among trainees thanks to the guest speakers and the pitch presentations that came from each woman's ideas.

Post-operational Phase

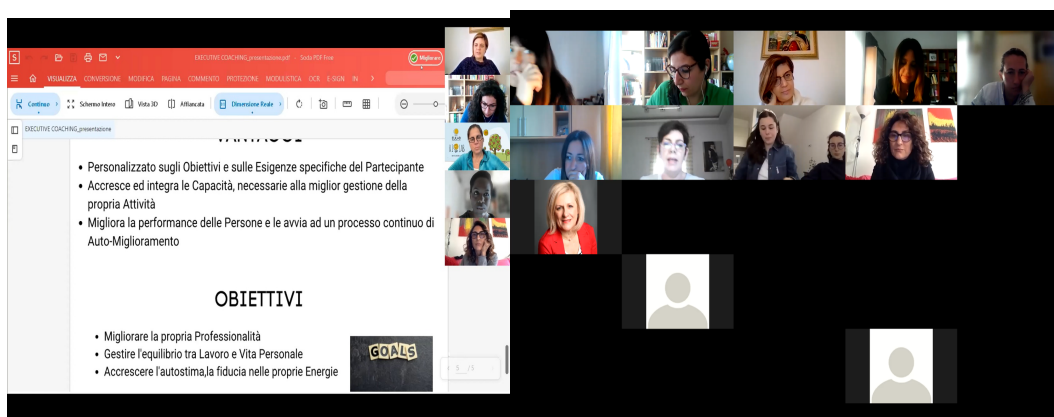
All the training materials and resources are available on each partner's website so that anyone can consult them at any time. There have also been established informal links with technicians who will continue to receive queries.

Italy

For each session, via Zoom, used computers, PPT presentations, links to other websites and videos to present each module and the programme. Each module included a half hour of reflection, questions and exchange of views. Each module had been delivered and held by different experts, entrepreneurs and professionals with diverse backgrounds and experiences to support and inspire the participants. The sessions are scheduled from 8th March to 29th April, for a total of 27 appointments divided into Presentation of opportunities for women; Empowerment, leadership, creativity and networking; Creation of Business Plan; Coaching; Fundraising techniques; Verification of learning and project work.

Among the sessions, the "Creation of business Plan" and "Coaching" were the most successful because participants were interested in exploring these issues and because most already have a Business Idea to implement and work on. It was interesting to work on their ideas and try to help participants to give value to these ideas, discovering how important it is to have a clear business plan and be motivated. The final appointment,

where women presented their project work, was inspiring because it was possible to see how they understood from the previous sessions to put in their business idea.



Among the sessions, the “Write your business plan” and “Self-awareness and self-efficacy” were the most successful ones because participants were interested in exploring these issues and because most already had a business idea to implement and work on.

Critical analysis of the implementation: the procedures agreed were followed. To select the women, the main tool to use was the blueprint. In this case, some difficulties were encountered because of the target. Most of the women weren't able to access the online tool because of the digital divide and also, they didn't have a computer or a good phone. The beginning was a bit hard because covid restrictions. When it was finally possible, a meeting was realised and participants were supported with the registration and the filling. After these first difficulties, everything was good and the women were really inspired and asked for a new edition of the training.

England

Computers, whiteboards and projectors were used in all sessions. Each module was completed with a test. This was taken both online and face-to-face. The main task was completing the business plan, which trainees developed at home and then illustrated in

front of the groups. The deadline for its completion shifted various times because of Covid-19.

The training modules and the hours involved were:

I. INTRODUCTION TO THE EASE CAPACITY BUILDING PROGRAM

17th November - 19th December

Total training module hours: 4

Trainees met with the trainer four times for the introductory part of the pilot. Then, before starting the modules, they familiarised themselves with the project and organised themselves into groups.

II. IDEAS & OPPORTUNITIES

16th January - 20th February

Total training module hours: 22

The women had an opportunity to get to know and share their experiences. They also explored the development of London's business environment and the impact of migration.

III. RESOURCES

20th February - 6th March

Total training module hours: 24

This area was focused on creativity and valuing ideas. Trainees first analysed a business' sector in London to understand how the ideas behind the companies had been generated and then had an opportunity to learn from other people's journeys.

IV. IN ACTION

6th March - 16th April

Total training module hours: 25

The women explored methods to reach self-awareness and sufficiency in a business. They analysed the ways of implementing ideas, making them concrete and having the support needed to spread their ideas.

V. BUSINESS PLAN

16th April - 21st May

Total training module hours: 40

Each trainee dedicated time at home and in class to elaborate on their business proposal. They showed considerable commitment and effort in developing them in detail.

Trainees illustrated their plans in front of their group through a pitch presentation. A discussion on the strengths and weaknesses of each presentation followed.

VI. MENTORING

Total training module hours: 30

Mentoring took place throughout the pilot. The trainees were able to consult with the trainer when necessary.

VII. FUNDRAISING SEMINAR

7th June

Total training module hours: 4

Trainees had an opportunity to learn more about accessing funds. Oksana Pak, Head of Access to Finance and Entrepreneurship, European Bank for Reconstruction and Development, made herself available to trainees for individual advice around their business entrepreneurial plans.

Critical Analysis of Implementation:

The implementation stage was divided into three phases:

1. Preoperational: Youmanity interacted since October 2021 with an entrepreneur and consultant who helped select women to participate in the project. The trainer shared the proposal for the pilot course with groups of women she had worked with in the past. Moreover, Youmanity spread the voice of this pilot course among its supporters. After weeks and receiving many different applications from those willing to participate in the pilot course, 16 women were selected. Four women agreed to participate in the training in Italy, which was the start of the women's journey.

2. Operational: The pilot course started in December in the UK. The 16 women frequently met in December to cover the introductory part of the course. Unfortunately, the workflow decreased between February and April due to Covid-19. Nevertheless, the last part of the course created a lot of engagement among trainees thanks to the guest speakers and the pitch presentations that came from each woman's ideas.

3. Post-operational: After the course ended, Youmanity organised the Multiplier Event and the National Seminar to share the outcomes of the pilot and raise awareness of the project. Women have also been asked to provide feedback on the project's organization.

Portugal

The following table shows an overview of the pilot sessions that occurred in Portugal, detailing each unit of the training, including a description of each face-to-face session, the duration of the correspondent face-to-face and online sessions, as well as the dates in which all 3 editions happened, and the type of supporting materials used.

Module	Unit	Face-to-face session description	Duration (online)	Duration (face-to-face)	Edition 1 face-to-face session date	Edition 2 face-to-face session date	Edition 3 face-to-face session date	Support materials
0	1. Introduction	SESSION 1: Welcoming, introducing the participants and trainers, presenting the training program,	0	2	10/08/2021	07/01/2022	25/03/2022	Face-to-face: PPT

		finalizing the <i>Blueprint</i> , questions.						
1	A. Spotting Opportunities	SESSION 2: Identifying and grabbing opportunities to create value; challenges and adaptation; making connections to create opportunities. Ex.1: observing daily life situations to identify opportunities. Ex.2: researching and presenting case studies of people who spotted opportunities.	2	2	10/08/2021	11/01/2022	29/03/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	B. Creativity	SESSION 3: Creativity and experimentation as a means to create opportunities. Ex.1: stimulating creativity while drawing innovative apples. Ex.2: watching innovative ideas (video) and choosing the most creative one.	2	2	13/10/2021	11/01/2022	29/03/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	C. Vision, Mission and Values	SESSION 4: Understanding the concepts of vision, mission and values; the steps to define them; the relation with the Action Plan Ex.1: identifying the vision, mission and values from 2 different companies. Ex.2: finding out which companies are behind the presented sets of "vision, mission and values".	2	2	15/10/2021	14/01/2022	01/04/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises

	D. Valuing Ideas	SESSION 5: Valuing ideas and the process of ideation; different techniques of ideation; evaluating and selecting ideas. Ex.1: "9/3/9": 3' brainstorming + 9' developing ideas + 3' pitching. Ex.2: selecting ideas through 'the how/now/wow' matrix.	2	2	18/10/2021	14/01/2022	01/04/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	E. Ethical and Sustainable thinking	SESSION 6: Sustainable development, responsible consumerism, the importance of ethical and sustainable thinking, what to do as consumers, case studies. Ex.1: sharing inspiring practices Ex.2: choosing sustainable foods: how to measure the social and environmental and impact	2	2	20/10/2021	18/01/2022	05/04/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	WORK BASED SESSION	SESSION 7: Study visit to Amadora Inova Incubator; getting to know how the incubator works, testimonials, networking and Q&A sessions with entrepreneurs who work there. Each participant did an online report afterwards.	3	3	22/10/2021	19/01/2022	08/04/2022	Report template

2	A. Self-awareness and self-efficacy	SESSION 8: What is self-efficacy; the social-cognitive theory; levels of self-efficacy and its impact; entrepreneurial self-efficacy; how to develop and grow our self-efficacy in 4 steps. Ex.1: changing perspective: turning negative experiences into positive outcomes. Ex.2: applying the 4-step method to grow the self-efficacy of entrepreneurs.	2	2	25/10/20 21	21/01/20 22	13/04/20 22	Online: PPT, quiz, worksheets; Face-to-face: PPT & 2 exercises
	B. Motivation and perseverance	SESSION 9: What is motivation, what characterizes it, and the hierarchy of motivation; challenges for being motivated; what is perseverance and how to keep motivated and perseverant; working under pressure and with adversity. Ex.1: roleplay where A (leader) puts pressure in B (worker) & discussion on how to cope with pressure.	2	2	27/10/20 21	21/01/20 22	13/04/20 22	Online: PPT, quiz, worksheets; Face-to-face: PPT & 1 exercises
	C. Mobilizing resources	SESSION 10: What is a business idea and how to identify its needed resources; analysing the market, target group and demand; distribution and market policies; analysing the resources to access the idea viability; digital resources. Ex.1: business idea pre-viability analysis. Ex.2: comparing businesses with big or small digital presence.	2	2	29/10/20 21	25/01/20 22	19/04/20 22	Online: PPT, quiz, worksheets; Face-to-face: PPT & 2 exercises

	D. Financial and economic literacy	SESSION 11: Economical and financial literacy and the relation between each other; financial literacy among women; how to turn an idea into an added value activity; the process of validating an idea before launching it; financial goals; Ex.1: examples of business that validated an idea before launching it. Ex.2: setting short, medium and long-term financial goals.	2	2	02/11/20 21	25/01/20 22	19/04/20 22	Online: PPT, quiz, workshe et; Face- to-face: PPT & 2 exercises
	E. Mobilizing others	SESSION 12: Mobilizing others: what are stakeholders and how to identify them; how to deal and communicate with stakeholders; the Pitch. Ex.1: identifying one organization's stakeholders Ex.2: developing a pitch.	2	2	05/11/20 21	28/01/20 22	26/04/20 22	Online: PPT, quiz, workshe et; Face- to-face: PPT & 2 exercises
	WORK BASED SESSION	SESSION 13: "Shark Tank" roleplay. Participants were asked to prepare their business idea's pitch, and to present it to the class, while the other trainees played the "jury", giving feedback and asking questions. On the online component the participants improved their pitch according to the learnings from the session.	3	3	16/11/20 21	01/02/20 22	27/04/20 22	Online: Report template; Face-to- face: PPT

3	A. Taking the initiative	SESSION 14: Taking the initiative: what is, its implications and advantages; personal initiative theory; the action theory; lack of initiative (reasons, consequences, and obstacles), the initiative in entrepreneurship and the process of entrepreneurship; women's social entrepreneurship; creating value for success. Ex.1: self-reflection and sharing moments of self-initiative Ex.2: roleplay: motivating the other to take the initiative	2	2	17/11/2021	04/02/2022	29/04/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	B. Planning and management	SESSION 15: The importance of setting goals; SMART goals; short, medium and long-term goals; action plan and Gantt. Ex.1: setting SMART goals for different businesses Ex.2: filling out an action plan	2	2	19/11/2021	04/02/2022	29/04/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises
	C. Coping with uncertainty, ambiguity and risk	SESSION 16: Uncertainty, ambiguity and risk, fear of failing, strategies to cope with uncertainty; environmental vs. internal uncertainty, dealing with uncertainty step-by-step. Ex.1: generating confidence: telling success stories, circle of support, things I'm good at. Ex.2: dealing with stress and anxiety: weekly plan	2	2	23/11/2021	08/02/2022	10/05/2022	Online: PPT, quiz, worksheet; Face-to-face: PPT & 2 exercises

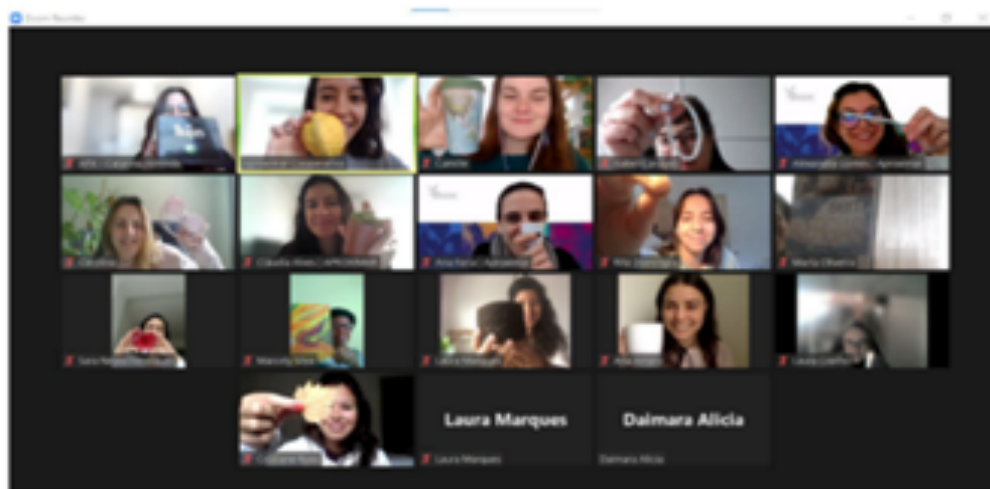
	D. Working with others	SESSION 17: How to work in teams and the advantages of teamwork; high-performance teams; how to organize team meetings; types of cooperation; networking; conflicts in the workplace. Ex.1: organizing team meetings. Ex.2: roleplay - training assertiveness in different situations.	2	2	24/11/20 21	08/02/20 22	10/05/20 22	Online: PPT, quiz, workshe et; Face- to-face: PPT & 2 exercises
	E. Learning by doing	SESSION 18: Learning by doing; mentoring; learning in pairs; learning environment; dealing with failure, wanting difficulties. Ex.1: learning origamis with different approaches. Ex. 2: teaching 1 practical thing to the other trainees	2	2	26/11/20 21	11/02/20 22	17/05/20 22	Online: PPT, quiz, workshe et; Face- to-face: PPT & exercises
	WORK BASED SESSION	SESSION 19: Edition 1: online summit, theme: sustainability. 3 women entrepreneurs were invited to an online event, presenting their projects, while trainees asked questions about their entrepreneurial journeys in real-life. Edition 2 & 3: one-to-one interview with a woman entrepreneur. Each participant was asked to conduct an individual interview with an entrepreneur from their local neighborhood. Sample questions were provided but they could add and adapt as they wished. They should transcript the main conclusions and share in class with the remaining trainees.	3	3	30/11/20 21	14/02/20 22	17/05/20 22	Online: Report template & Face- to-face: Question s template

4	A. Traditional business plan vs lean start-up plan	SESSION 20: What is a business plan, developing a business plan, objectives of a business plan; Traditional business plan vs lean start-up plan; value proposition; Business Model Canvas vs. Lean Canva. Ex.1: BMC: writing a business value proposition; Ex.2: key partnerships; Ex.3: resources and key activities; Ex.4: client's relationships and communication channels; Ex.5: target segmentation; Ex.6: costs and revenues structure. Ex.7: adapting the BMC to the Lean Canva.	4	4	03/12/2021	15/02/2022	18/05/2021	Online: PPT, worksheet; Face-to-face: PPT & exercises
	B. Market analysis	SESSION 21: Why and how to analyse the market; analysing the needs; analysing demand and supply; analysing the environment; analysing the competition. Ex.1: analysing the direct and indirect competition Ex.2: defining the business STP strategy Ex.3: analysing the business environment Ex.4: 5 porter forces competition analysis	4	4	07/12/2021	18/02/2022	20/05/2021	Online: PPT, worksheet; Face-to-face: PPT & 2 exercises

	C. Funding and partnership request	SESSION 22: Needs of funding; external funding, "family, friends and fools", risk capital, business angels, strategic funding; crowdfunding; types of partnerships and pros and cons; partnership relations. Online worksheets: watching a video and writing conclusions; exploring a crowdfunding platform; which partnerships to involve; reflecting on different types of funding for their business.	4	4	10/12/2021	22/02/2022	24/05/2021	Online: PPT, worksheet; Face-to-face: PPT & exercises
	D. Business exploration and activities	SESSION 23: Business plan: what is, goals and guidelines; executive summary; products and services description; market analysis; marketing strategy; financial planning. Ex.1: products and services description Ex.2: marketing strategy SMART goals	4	4	14/12/2021	25/02/2022	27/05/2021	Online: PPT, worksheet; Face-to-face: PPT & 2 exercises
	E. Write your business plan	SESSION 24: Final session for summing up, recalling the Mentoring procedures, finishing online activities, questions and doubts, networking.	4	4	15/12/2021	01/03/2022	03/05/2021	Online: PPT, worksheet; Face-to-face: PPT

5	Mentoring	15 individual + 5 group sessions: Each participant was matched with one mentor to accompany their entrepreneurship process in an individual and personalized mentoring process. Each pair of mentor and mentee conducted in total 30h of mentoring sessions (1h30 each) throughout around 6 months, from which 50% was presential, and 50% online. In each edition, for each one of the 3 groups of participants, 5 interim group mentoring sessions have been organized, aiming to monitor, and foster the engagement of the mentoring processes.	15	15	Nov 21 - June 22	Feb 22 - Jul 22	Jun 22 - Nov 22	Group sessions: PPTS, mentoring activities
6	Fundraising Seminar and Network creation	In the Final Seminar, participants from all the 3 pilot editions had the chance to present their business ideas and ongoing projects and to get together for a networking moment that happened in hybrid mode (presential and face-to-face).		3,5	30/06/2022	30/06/2022	30/06/2022	PPT

2h intro session	30h face-to-face sessions	30h online sessions	61h practical sessions (WBS + Module 4 + final seminar)	30h mentoring	Total hours: 153
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Critical Analysis of the Implementation:

The pilot implementation in Portugal occurred in a structured way that followed 3 phases:

Pre-operational: in this phase, all the procedures that allowed for a good implementation were conducted. Several months before the course started, all the training contents and activities were put together, reviewed, and translated, support materials were developed (PPTs, worksheets, etc.), the logistical and technical requirements were organized, such as defining the timetable, booking the venue for all face-to-face sessions, uploading all contents to the online platform, and the dissemination procedures we prepared in order to recruit the participants. For this, the envisaged target was reached out. As the training was foreseen to be conducted in a b-learning format, it was understood that potential participants with no access to a personal computer or internet would be limited. Fortunately, no candidates showed this constraint, so all interested people could be integrated in the training course, but it is important to consider facilitating the access to a computer and internet for any participants who might need. A close communication with the participants was established from the beginning, enabling for all questions to be clarified, helping with all needed procedures (such as filling out the blueprint), and informing about the training

details such as the timeline and operational procedures. Also in this phase lies the mentors' recruitment, selection and preparation, as well as the matching between mentors and mentees (trainees). For each trainee, we have conducted a rigorous profile and needs analysis, in order to allocate the most indicated mentor, who not only presented the needed interpersonal and technical skills and knowledge to support and guide their mentees in the entrepreneurial path, as they had the most suitable profiles to work with each individual.

Operational: the first edition counted with 8 participants, the second with 9, and the third edition with 4. The conduction of the training sessions happened smoothly according to the planning. Amadora Inova and Aproximar worked closely together to ensure a balanced division of work, and to provide dynamic face-to-face training sessions. All the trainers were closely and individually guided throughout the whole length of the pilot, with constant communication, feedback, and support, regarding both to the training as to their business projects. Their progress in the online learning platform was equally closely monitored and feedback was provided whenever needed. The mentoring processes have started close to the end of each training edition, to provide a continuous and complementary individual support to each of the trainees. Mentees (trainees) and mentors have reported to be very satisfied with the matching and established a trustful relationship of support with each other from the beginning. From the first piloting edition, 5 participants were selected to integrate the blended mobility in Italy, where they had the opportunity to learn new entrepreneurial methodologies, to network with the participants from the other partner countries, and to develop their transversal competencies from the traveling experience.

Post-operational: After the end of the training editions, we continued to communicate with all trainees to ensure that the contact and support would not end. They have all continued with the mentoring sessions, and, in order to foster the engagement of mentors and mentees in the mentoring processes, intermediate group sessions were

conducted together with the mentoring coordinators, which also allowed for the processes to be monitored and supported. In addition, Amadora Inova has provided the opportunity for all the participants who wanted to join the business incubator.



Greece

For each session, via Zoom, and in person, computers, PPT presentations, projectors, table links to other websites, and videos were used to present each module and the program. Each section ended with questions and an exchange of views. Contact information was exchanged for meetings and outside of classes.

The sessions were implemented online and in person from November 2021 to April 2022. Very nice experimental ideas were heard and through workshops each one was examined separately. The evolution from the idea to the implementation was very interesting.

I. INTRODUCTION TO THE EASE CAPACITY BUILDING PROGRAM

November 4 - December 10

Total training hours: 4

Getting to know each other, getting used to the program and modules and getting to know the instructor. Grouping.

II. IDEAS & OPPORTUNITIES

January 17 - February 17

Total training hours: 24

Investigation of female entrepreneurship in Greece, legislation, opportunities. Sharing experiences

III. RESOURCES

February 25 - March 10

Total training hours: 20

Suggestions of ideas. Support programs in Greece regarding women's entrepreneurship, OAED.

IV. IN ACTION

March 14 - April 12

Total training hours: 27

Analysis of their ideas, resulting in the business idea, methodology to support them

V. BUSINESS PLAN

April 15 - May 20

Total training hours: 40

Development of strengths and weaknesses of business plans, opportunities, threats. Examples

VI. INTERNAL

Total training hours: 30

Coaching took place throughout the pilot. Learners were able to consult the instructor when necessary.

VII. INSTALLATION SEMINAR

June 6

Total training hours: 4

The trainees had the opportunity to learn more about access to funds. A detailed analysis of the financing programs through the Development Program in Greece was done.

Critical Analysis of Implementation:

The implementation stage is divided into three phases:

Pre-operational

The promotion and recruitment of people started on 15.01.2022. Participants were recruited through an "invitation to participate" advertisement on different social networks: Facebook, Instagram, etc. and through online meetings with local bodies (NGOs and public services) such as municipalities. "Invitation to participate" was also posted on the KMOP website. The aim of the project was presented to the local stakeholders and they then informed the women with vulnerabilities, using their database, via email and telephone. 15 people who registered on the platform and completed the Blueprint were selected.

Operational

Out of all the registered women on the Blueprint platform, 15 women were selected and two of them stood out as they presented their business idea almost complete. 5 of the women were present at the meeting in Cerignola (Italy) on November 8, 2021.

The projects selected were:

1. "CandleSpot"

https://instagram.com/candlespot_skg?igshid=YmMyMTA2M2Y=

2. COIFURE "Helen"

Post-operational

Communication continued even after the end of the educational editions, and there was a commitment from both for continued cooperation.

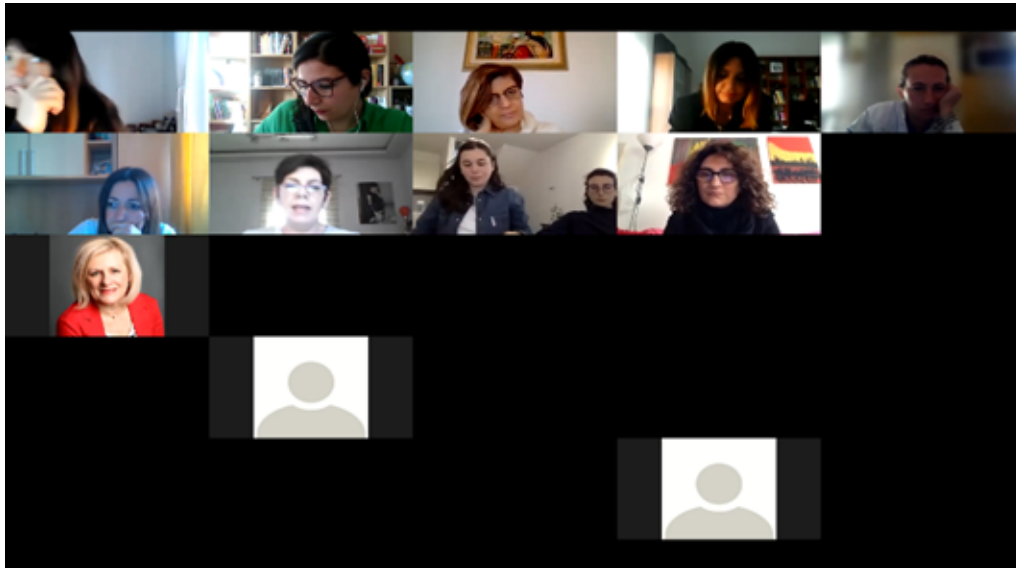
Slovakia

In the case of online training, zoom technology and PowerPoint presentations, various websites and videos were used to present each module and program. Each module was presented by different experts, entrepreneurs and professionals with different backgrounds and experiences to support and inspire the participants.

Each module included a round of questions and answers.

Individual modules were focused on:

- strengthening,
- management,
- creativity,
- networking,
- creating a business plan
- coaching
- fundraising techniques
- verification of knowledge and seminar work.



Critical Analysis of Implementation:

The promotion and recruitment of people started as early as the beginning of 2022.

Pre-operational: Participants in the pilot training were approached through information on social networks such as Facebook and Instagram, through contacts of the Agricultural Parliament in Slovakia and online meetings with local government representatives. At the end of February 2022, 15 people were finally selected who registered on the platform and completed the assessment tool.

Operational: covid brought a lot of difficulties to the meetings that's why many were held online and others face to face. Lots of interesting business ideas were discussed and the group bonded quite well with each other.

Post-operational: All participants and trainers pledged that there will be communication and support even after the project is over.

Spain

Computers, whiteboards and a projector were used in all sessions. In addition, various materials such as sheets of paper, notebooks, pens and a booklet explaining the whole programme, including the contact details of the tutors, were handed out.

Each module had its respective tests which were taken both online and face-to-face. Some of them were carried out by the students at home as they required more concentration and time, such as those related to the completion of the business plan.

The modules and the number hours involved were:

1. IDEAS & OPPORTUNITIES

20th December- 14th January

Total training module hours: 23 hours (4.6h x module)

Different success stories and their vicissitudes were shown, from the point of view of several women who decided to embark on this adventure. Videos and links to different websites were used for this purpose. This first contact motivated them to continue their participation in the programme.

2. RESOURCES

28th January- 12th February

Total training module hours: 23 hours (4.6h x module)

The importance of personal branding: creation and development.

They were also given examples of other female role models, businesswomen, who stand out in the field of entrepreneurship or as managers, helping other women to have role models to guide and motivate them.

3. IN ACTION

13th February- 1st mars

Total training module hours: 28 hours (4.7h x module)

Uncertainty, risk and the fear of failure as an obstacle to entrepreneurship were the points addressed in these sessions. Each participant exposed their fears when carrying out their projects but through group dynamics and networking with other women entrepreneurs helped them to minimise their fear of entrepreneurship.

6. Business Plan

2nd March- 7th March

Total training module hours: 40 hours (8h x module)

In this module the main problem we noticed was the funding part. Some of the participants expressed their concern about the issue of financing in order to be able to continue with their projects. The trainers explained the different possible ways of financing, supported by the business plan of each one of them. In this section they were able to analyse the strengths and weaknesses of each project, concluding that funding was not an impediment to the realisation of the project.

This module was the most successful because it included the written business plan with all its steps and in this way the participants could really see the viability of their project. Simulations were carried out on stage where each participant presented their project. The rest of the participants asked them questions to challenge their project. This was done with the aim of strengthening and learning more about each participant's business. In this way, the entrepreneurs devised new tools and strategies to continue with their business plan.

5.FUNDRAISING SEMINAR 8th March

Total training module hours: 8 HORAS

In this module, participants learned how they could raise funds even if they had little or no budget and the importance of building a base of multiple and diverse funding sources.

6. MENTORING

Total training module hours: 38 HORAS

Mentoring took place throughout the programme. The trainees contacted the trainer to resolve doubts about the programme or any other queries via email or in person.

Critical Analysis of Implementation

The implementation stage is divided into three phases:

Pre-operational

Promotion and recruitment of users started on 10th September 2021.

Operational

From all registered and interested women, 15 participants were selected on the basis of their entrepreneurial potential. Subsequently, a second selection of three entrepreneurial projects with the best chances of materialisation was made.

On 25 September, three of the 15 participants were selected to travel to Italy to establish links with other participants from different countries and to strengthen their training.

The projects selected were:

El Rebost (Silvia Moscardó)

<https://www.facebook.com/elreboostsostenible>

<https://www.instagram.com/elreboostsostenible/>

La Casa a Granel. (Clara Pla)

<https://www.facebook.com/lacasaagranelmercat/>

Ione Escrivá

On 30th September 2021 the "Meeting Spain de EASE" was held with all the partners in Sueca and Valencia.

On 8th November 2021 there was a meeting in Cerignola (Italy) where the three entrepreneurs had the opportunity to present their projects and learn new methodologies.

The training programme started on 20th December 2021 and the closing event took place on 8th March 2022 where the participants were able to present their final ideas, their project and the evaluation of the programme.

Post-operational timeline

All the training materials and resources are available on the website of the Consorci de la Ribera so that users can consult them at any time. They have also established

informal links with the technicians of the La Ribera Consortium, where they continue to receive queries and business management.

7. Case Studies & Result Analysis

Each partner country produced one case study of a participant who went through with the creation of their business through the completion of the programme. Partners in their case study included a brief introduction, the name and logo of the company, the business plan, others included also a SWOT (Strengths, Weakness, Opportunities and Threats) analysis table, an organisation chart, and a marketing plan.

7.1 Italy

In Italy the case study was about a Happiness Workshop.

Happiness as a competence is certainly a strategic resource for building conscious, intentional, resilient adults of tomorrow.

Conscious, intentional, resilient adults of tomorrow and research teaches us this.
We can train the sense of happiness as a competence with a series of practices.

To clear happiness as a competence starting from educational contexts means accelerating a preferable future.

Embedding the concept of positive culture, competence means making the children of tomorrow.

85% of employees worldwide
the world is demotivated.

Gallup State of the Global Workplace research , 2017.

DATA

In Europe, 40 million workers suffer from work-related stress. In Italy 11 million people use psychotropic drugs; In the family, as parental stress increases adolescents are at greater risk of developing alcohol and drug addictions. Ipsad and Eurofond studies.

Companies with happy workers have: better sales higher customer loyalty, higher customers, higher growth rates ,higher profits and share value.

Harvard Business Review research.

A meta-analysis conducted on 225 academic studies has demonstrated that happy workers are 31% more productive, they sell 37% more and are 300% more creative than their unhappy colleagues.

Study by Sonja Lyubomirsky.

THE level of negative stress to which people and organisations are subjected is making the system unsustainable Admissions for attempted suicide

Pandemic + 20%

Data Stefano Vicari head of the department NEUROPSYCHIATRY INFANT HOSPITAL BABY JESUS

"Every pupil has the right to express his or her potential to the full.

Notions are fixed in the brain together with emotions. If I learn with curiosity and joy, the lesson is etched in the memory with curiosity and joy. If I learn with boredom, fear, anxiety, alertness is activated.

The instinctive reaction of the mind is: get away from here it hurts. The school still creates this negative short-circuit'.

Daniela Lucangeli Re - Labour

Positive emotion

"Even many centuries before neuroscience gave us evidence of this, one spoke of 'teaching while having fun' (delectare docendo); therefore one should really get back to looking at the importance of the pupil and his needs, to being able to aim for his good and the good of his future."

Re - Connect Navigating Talents and Skills Ri - I know

Needs, I recognise my own those of others

Re - discover Values and sense of belonging

Ri - CREO

Share Capital

Re - Listening

Positive chemistry

It sees the development and design of a new methodology designed and understood as an 'action space' that through certain tools promotes and stimulates empowerment and self-awareness.

A model that works on the psychological solidity of the individual (children and the entire educational system attached) through the focus, the utilisation in daily life of one's strengths, the promotion of the network of social relations and the search for coherence between one's own actions, values commitment and involvement in the meaningful activities.

RE-LABORATION - Model

The objectives of this model are to improve pro-social relations, recognize and transmute emotions as well as to prevent conduct of violence, bullying between peers but also between adults and children.

Prevention of diversity and thus inclusion (Down, Indiana, ADHA), improving communication using the best learning channels for the individual without necessarily homogenising but also preventing teacher burnout.

Objectives

Specifically

Enabling children to understand their essence, understand who they are, what they want and where they are going, knowing their limits and resources

Promoting a culture of happiness as a competence that needs to be trained

Learning and experiencing self-affirmation, awareness and respect for their own limitations, in order to improve relationships with peers and adults and to facilitate and improve communication.

Providing teachers with communication tools that facilitate exchanges between pupils, between teachers and pupils and between teachers and families .

Enable educators, parents, teachers to become educational figures that can help explore the emotions, needs, values, talents and the empathic communication.

Giving teachers, parents and the educational world tools for personal growth in order to manage stress and burnout.

The elements that support and enable the development of the methodology are stories, stories, play, worksheets and creative expression implemented by a multi-media part such as podcasts and videos to be broadcast via dedicated channels.

Workbook

Team of professionals who for the first time through tools will bring parents, families, teachers and schools together.

Workbook

Stories, teaching sheets and experiential exercises that through creative and expressive activities allow one to get in touch with the "5 RIs".

Six protagonists have been defined.

Children who with the support of educational figures explore:

+ positive chemistry

- negative chemistry

+ us

- me
- + to be
- to
- do and to have
- + discipline
- chaos

Elaborating, experiencing through play, laughter etc...

A story about the protagonists and environments experienced in everyday life according to the

pillar to be explored.

They allow you to work on the story and make an initial experiential part

Each PARTY consists of ...

Storytelling Worksheets Creative play part

The protagonists are a representative cross-section representative cross-section of society short stories.

Paolo: experiencing the loss of his grandfather Fugitive mask

Emotion sadness / kindness

Stephen: Affected by ADHD

Mask: rigid

Dominant emotion: arrogance/rage/euphoria

Martina: Masochistic, hypersensitive mask punishes herself with food

Repressed anger emotion/connection

Laura: Daughter of separated parents

Mask controller

Dominant emotion: positivity/abandonment.

Hernie: Muslim of Indian origin Employee's mask because she experiences the wound of abandonment

Dominant emotion: fear and nostalgia

Lorenzo: suffering from Down syndrome / diversity

Dominant emotion: happiness and fear

Thanks to the protagonists allow the method to be navigated so that the child with the support

of the educational figures can experiment and explore emotions, needs, values, talents and

talents and empathic communication.

IDENTIFYING AND DOING WORK ON THE SELF

Worksheets

The child's play: a creative, cultural, relational experience that helps the child to get in touch with one's Self, within an imaginary space potential.

Playful-creative

Laughter Yoga

Game

Gibberish Cardiac Coherence

Imagination ...

FRAMEWORK

THE SCIENCE OF HAPPINESS

The Science of Happiness is the term that aggregates all scientific disciplines that demonstrate that happiness is not just an emotion (hedonic dimension) but a competence (eudaimonic dimension), and as such can be trained.

4 pillars: why do they exist?

THE GAME

Playfulness

Promote through playful activity the activation of a change in pedagogical strategies that favours

an improvement in relations between the child and all the educational reference figures.

Actively involve parents with the aim of develop awareness of the importance of playful activity

play to foster communication with their children.

Playing is an innate biological need that allows us to develop physical, social and emotional skills in a safe environment.

There is a directly proportional relationship between brain size and the propensity to play in mammals. John Byers, found that the amount of play is connected to the development of the frontal cortex. Through play, during childhood, we are able to discover how the world works and learn to relate positively with others.

There is a true biology of play, play allows us to explore new cognitive possibilities and makes us better adapted to social life.

Bernie de Koven said: 'Playfulness is ultimately a competence to survive, to respond to change and to create community. Play remains the best way to learn that exists.

-Gibberish: it is a playful way to relieve tension but at the same time to send stand-by our rational hemisphere. It helps the development of lateral thinking, problem solving, and cooperation.

* Gamestorming: these are playful ways of brainstorming, i.e. generating ideas in co-creative, fast and effective way

THE GAME: Training Happiness

Error is not something to be ashamed of or should cause suffering but the information that allows the best possible help to be given to the child.

The right to error

Science of the Self

Being self-aware means understanding one's own essence, understanding who we really are, what we want and where we are going, to know our limits and resources.

Family - Social

The family has the task of protecting the child in his or her basic needs, strengthening his or her identity and affective stability, and the community has the task of elaborating interventions capable of developing children's potential and consolidating the social dimension.

The functions exercised by one and the other however can never be so clear-cut and differentiated.

Imagination

Happiness workshop

Benefit societies

7.2 England

Business plan

The company would be part of the tertiary sector, as it is a retail shop of local and homemade food. The target group would generally be tourists interested in having the chance to have access to local and traditional products homemade by people in the area they are visiting. But also, local people who would be happy to find an enterprise which is locally led and sells homemade products.

The most direct competition is big retailers who sell not-so-traditional products, which might have competitive prices and be more inviting for tourists as they are usually easier to find.

SWOT analysis

WEAKNESSES Small production High prices	THREATS Economic and democratic transitions Great competition
--	--

STRENGTHS Good quality of products Tradition Local and homemade production History within production	OPPORTUNITIES Better community engagement and growth Skills transfer Reviewed sense of local confidence
---	---

Name of the company

Cerignola's taste

Points of sale or distribution channels

The business would start with a small local production of products and open one shop in Cerignola. In this main town, the company would be developed within a year. The priority would be to preserve the link with local production and traditions. Within two years, more branches in nearby cities could be opened, and the business could be expanded via trade fairs and marketing to reach a wider audience.

Promotional and advertising activities

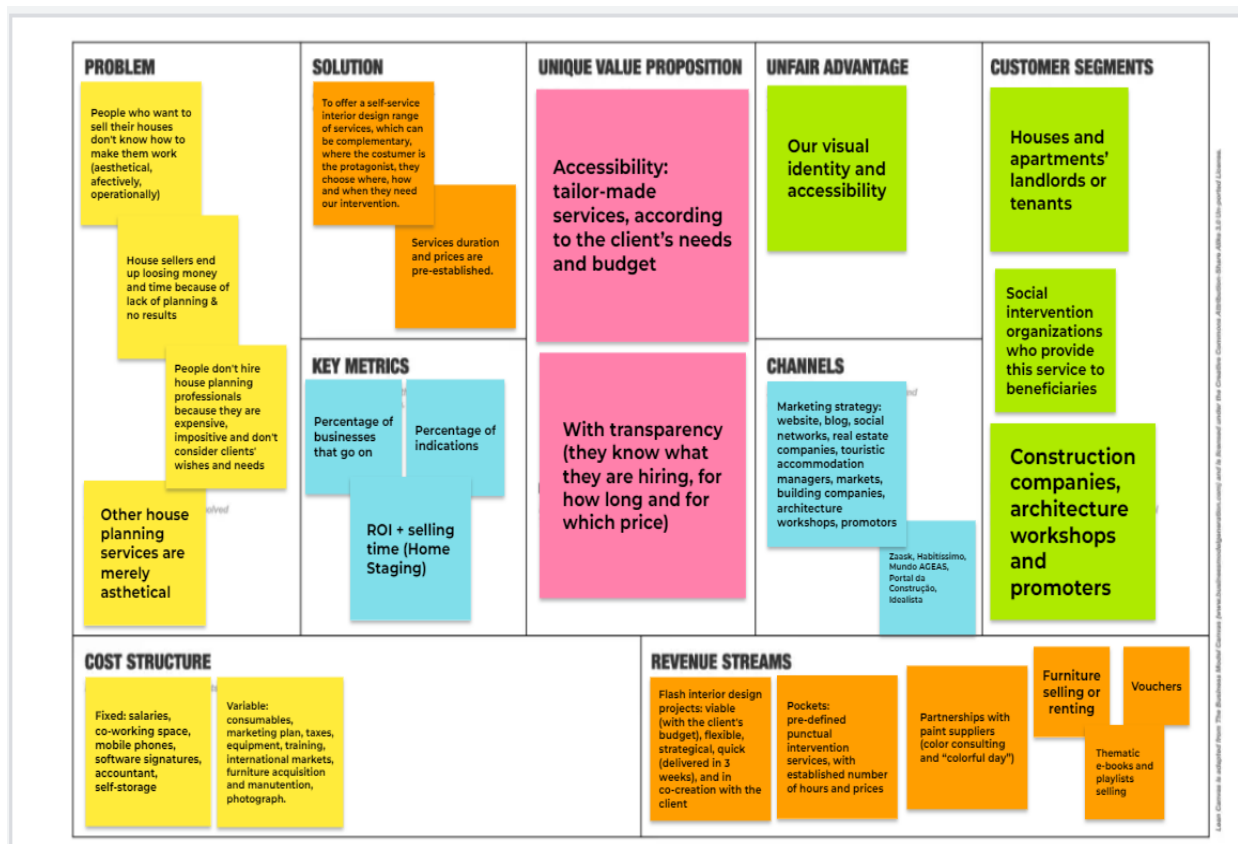
The business would start with a production and first storage stage. In the meantime, it could be sponsored via participation in local fairs and markets to allow local people to taste the products and spread their voice on the new opening of the branches.

Economic and financial feasibility and profitability study of the project

After analysing the project's construction, it was concluded that the business was optimal for development. The project has proven to be profitable. It was considered by everyone a good investment project.

7.3 Portugal

Here is the Business Plan developed together by two participants of the pilot's first edition, who have a common project: "In the House" – interior design services.



7.4 Greece

"CandleSpot" is an online shop of luxury soy and plant- based aromatic candles and home fragrances. All the products are non- toxic and cruelty free. It belongs to the tertiary sector and is addressed to vegan individuals, and to the wider audience who wish to buy luxury products as soy wax is a natural, renewable source, friendly to humans and the environment. The owner of "CandleSpot" started candle making as a hobby out of her weakness for candles and fragrances in general. She thought that her love for her hobby in combination with making things with her hands could be a good idea for a new

business. Thus, after the discovery of the art of candle making, she started planning her project idea.

In the future the owner of the business is planning to create a physical store as well as to deliver candle making seminars. The natural shops of the area are her main competitor, as it is important to see and smell the specific product. However, with the creation of the online page, it can distribute its products throughout Greece.

Name and Logo of the company

“CandleSpot” was created as a pun referring to two different meanings. Firstly, the Spot of Candles and the Candles Pot as most of these candles are made in different luxury pots. The logo was a combination of candle and flowers, specifically orchids, the favourite flower of the company owner.



SWOT analysis

S	W
<ul style="list-style-type: none">- Expertise- Internet- Personalised customer service- Low prices- Knowledge and experience	<ul style="list-style-type: none">- Small business size- Limited financial ability- Large competition

O	T
<ul style="list-style-type: none"> - Subsidies from National and European development programs - The development of new distribution channels (via the Internet) - The new ways of networking for young people (i.e., Facebook, Twitter, Instagram) 	<ul style="list-style-type: none"> - The entry of many new businesses into the market. - The increase in the prices of raw materials

7.5 Slovakia

The chosen case study from Slovakia involving one of the participants that completed the EASE project, was one that had to do with the start-up of an online clothing store called “Oblečenie Druhá Koža” meaning “Second Skin Clothes” to capture how a garment that really suits the person feels like second skin; comfortable, expressive and unique. The name of the store can change to a shortened version “Odekai” in an attempt to maintain the original initial letters but to make it more approachable to people outside Slovakia as well.

What really inspired the participant to start her online business was the fact that her father used to work in the clothing industry which gave her the opportunity to learn a lot about clothes and how they are produced or mass produced, how to differentiate the quality of a garment, and how networking really aids in the process. The participant chose to target the male/masculine audience with clothes fitting most, if not all circumstances; from formal garments to sportswear.

Her idea began from working as some kind of curator of clothes that would suit these descriptions from local clothing lines all around Slovakia. She wants to contribute to making the story of each piece of clothing known by writing a short story of the

designer's ideas when they were designing the garment. By doing that she believes that not only will it make the audience learn about the piece of clothing that they are wearing but also give the spotlight to local businesses and bring them the recognition they deserve. The participant's vision for the future is to expand her target market to women/feminine as well, since expanding too soon would not be in her best interest.

SWOT analysis

S(strengths)	W(weaknesses)
<ul style="list-style-type: none"> - Specialisation - Online Store - Unique idea for clothes with stories 	<ul style="list-style-type: none"> - Competitors in Retail
O(opportunities)	T(threats)
<ul style="list-style-type: none"> - Giving the spotlight to local businesses - Networking - Extending the target audience on a European level 	<ul style="list-style-type: none"> - Consumer preferences - Sustainable price - Starting small

7.6 Spain

One of the EASE participants founded her company after participating in the EASE programme. She was also one of those chosen for the training in Italy.

El Rebost is the name of the company, a Valencian word meaning pantry. This shop is the first market without packaging in the Ribera del Xúquer region, located in Algemesí (Valencia). A space where, among more than 300 products, it is possible to shop in a sustainable, responsible and local way. The elimination of waste, fair and proximity trade, as well as healthy and waste-free food, make El Rebost part of those small actions that produce big changes.

Business plan

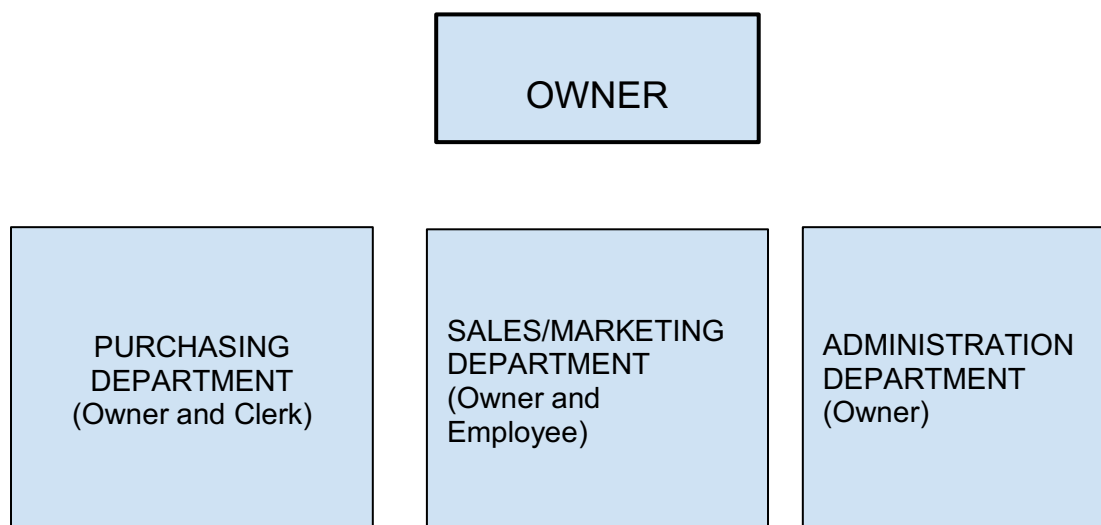
The productive sector to which the company belongs is the tertiary sector, as it is a retail shop of food, personal hygiene and household products. The target group can be all those who are interested in health care and the environment, but especially young people of generation Z and women.

The most direct competition are the online shops that offer the same types of products with the same philosophy at similar prices, and there are currently several of them. Large supermarkets and hypermarkets also represent direct competition in food, hygiene and cleaning products as well as organic products. Indirect competition: in the town where the shop is to be located, there are two shops which offer some food products in bulk.

SWOT analysis

Weaknesses	Threats
Difficulty in finding local suppliers Small business size Limited financial capacity Limited brand image	Entry of new competitors Uncertainty in the acceptance of the business model Changes in consumer tastes Comparison with department store prices Variation in the level of sales
Strengths	Opportunities
Location of the business premises (town centre) Visibility on RRSS Quality products and proximity Personalized customer service New idea in the area Fresh, natural and healthy food Daily purchase frequency Rapid market acceptance	Upward trend in the sector Aid from the regional government Customer loyalty New waste law Environmental awareness Changes in consumer preferences (circular economy, km0, sustainable...)

Organisation chart



Name and logo of the company

The selected name is "El Rebost - Compra sostenible i de proximitat, residu zero" (The Larder - Sustainable and proximity purchase, zero waste) with a clear and concise slogan referring to both the origin of the products and the way they are obtained. They sell all those essential to be able to fill the pantry of any home in a conscious, sustainable and zero waste way.



The products that the company will mainly offer are food products, cleaning and personal hygiene products, as well as products that facilitate a life with a significant reduction of waste, all of them in bulk, free of plastics both in their production process and in their sale, fair trade and coming from national suppliers, especially in the food products.

By product group they can be grouped as follows: nuts, dried fruits, dehydrated fruits, dehydrated vegetables, rice, cereals, superfoods, cookies, pasta, seeds, herbs and spices, flours, legumes, salts, tea, infusions, coffees, sweeteners, beverages, sustainable home, household cleaning and personal hygiene.

- Points of sale or distribution channels.

There will be a single point of sale, an 80 m2 store located in the commercial area of the Valencian town of Algemesí (27,000 inhabitants), where the products will be displayed in a visible and orderly manner for easy access by consumers.

- Promotional and advertising activities

Since this is a new company, the main way to make itself known is through advertising. The various media to be used and with greater reach are social networks (Instagram, Facebook), where through publications such as product presentations, offers, recipes, tips and tricks to reduce waste on a daily basis, etc. Also, through word-of-mouth, customers themselves are urged to publish photos on social networks with a common hashtag to raffle various products, promotions, discount vouchers.

- Economic and financial feasibility and profitability study of the project.

After performing the economic-financial feasibility analysis of the business, it can be concluded that the project is optimal both from an economic and financial point of view. Regarding the economic feasibility, the project has proven to be profitable, since the average financial profitability obtained is well over 100%. This means that the initial own investment of 10,400 € becomes more than 25,000 € at the end of the first year. This profitability is ideal as long as the established projections are met, i.e., it can be considered a good investment project

8. Validation Workshops - National Seminars (Multiplier Events)

All partners organized a national multiplier event that allowed for the presentation of the whole project, its intellectual outputs and its outcomes. This event, while it was associated with marking the closure of the project, was utilized as a means for the participants to share their own experience with the project and realize the progress that they have made. The aim of this multiplier event was to promote the project and simultaneously engage with national key stakeholders and experts in order to gain insight and input about the project's future plans for adoption and implementation. It is noteworthy to mention how attendees appeared to correlate the EASE project with their own life experiences



Italy

The ME in Italy was held on 18 June in Cerignola at the headquarter of LAB OF MIGRATION. It took the whole morning from 10.30 until 13.00 and it was divided in three different sessions: 1. presentation of the results and impact of the project; 2. laboratory activities to think, implement, evaluate activities experienced in shared and participated way with others; 3. final discussion and feedbacks and follow-up. The meeting was attended by a group of women participating in the PON "Parents at stake" accompanied by Dr. Dora Giannatempo but also by stakeholders and work on care and autonomy for a total of 20 persons.



Testimonials

Vittoria: “The sessions were really enlightening for me and I am happy to share these aspects and some doubts with other women, but above all with experienced women, who provide us with the opportunity to have advice, suggestions aimed exactly at the idea of a business. each of us”.

Endrina: “Following the sessions was important because it meant an evolution, getting out of the comfort zone and growing by getting involved and trying to give life to something that until then was just a simple idea. It is a kind of investment because once you have awareness and tools, you become autonomous”.

England

On 7th June 2022, Youmanity held a Multiplier Event to share the outcomes of the EASE project with women who participated in the training and in the pilot as well as to stakeholders able to appreciate the project and offer feedback. On the same day, a National Fundraising Seminar was organised and attended by Oksana Pak, Head of Access to Finance and Entrepreneurship, European Bank for Reconstruction and Development.

This event allowed the presentation of the whole project, its intellectual outputs, and its outcomes. In addition, Oksana Pak had individual talks with attendees and advised them on how to best proceed regarding funding and support in developing business ideas. Given Ms Pak's expertise, attendees of the seminar were very keen to have an opportunity to interact with her.

The Multiplier Event was also an opportunity for participants to share their experiences within and outside the project. They appeared to correlate the EASE project with their own life experiences. It was interesting to see how positively impactful such a project could be on the lives of vulnerable women to whom the EASE project is dedicated. Participants expressed the importance of the project training and support in developing business ideas, but most of all, believing that, yes, it is possible to turn an idea into a concrete business reality.

Testimonials

Beneficiaries of EASE and, in general, women who interacted with the project all showed positive feedback. It is hoped that they will recommend the course to be proposed again in the future and advise aspiring entrepreneurs to follow EASE project steps to develop business ideas.

Charlotte: "I have always believed women are strong and can achieve whatever they want. Unfortunately, not all women have the means to do so. Women like us who joined this course need support to start their careers. I feel this is a great opportunity for us; we had the chance to meet with experts and get useful advice. I would recommend this course to every woman, from whatever background and with whatever level of education; it helps immensely".

Taquis: "My experience in this project has been exceptional. I believe it is a great idea to help women, who never had decent chances, develop their ideas into businesses. It has also been a great opportunity to network and meet so many great women from whom I can be inspired".

Khelsi: "For a young woman like me, it has been mind-opening to go into the specifics of building your own business. This experience will be forever valuable for me, and I will always be inspired by the women I met. I also participated in the in-person training in Italy; that was an excellent opportunity to meet women and experts from other countries. I would recommend such activity be made part of the actual course. "

Portugal

The Final Seminar (Multiplier event) in Portugal – *Seminário EASE: Empreendedoras para a Igualdade e a Autonomia* – took place on 30 June from 14:00 to 17:30 and was attended by 12 external participants. It was carried out by Aproximar and supported by Amadora Inova. The Seminar counted with the participation of local stakeholders from the community such as people who work with women in vulnerable conditions, in entrepreneurship, in the labor market insertion, as well as the participants in the 3 pilot training editions, such as trainees, mentors and trainers. The aim of this event was to disseminate the results of the project and the presentation of the trainees' projects for fundraising.

The agenda of the event included the reception of the participants and the presentation of the project and outputs. A round table discussion was held with the following guiding questions: I. What do you think about the results of the project? (General considerations); II. Which of the results do you think are good/realistic, and which are not; III. What would you add, or eliminate? (Experiences of each one). At the end, the projects and business

ideas of the participants and their testimonials were presented and, finally, the feedback and evaluation of the event was given.

Testimonials

“It has been two months of many learnings, sharing and encounters with very special women. It overcame all my expectations. EASE has opened my mind for opportunities and ways of developing business, it has been an intense period, that demanded dedication and time, but every minute was worthwhile. I recommend to all women that want to create, develop, and even rethink their businesses. I am very grateful to the team (...).” – Sílvia, participant

“Two and a half months in an intense dive in myself and in my professional project. In this programme, I had contact with very useful tools for my project’s development, as well as for my personal reflection. My enthusiasm in the beginning (when I first got to know about this action) is, today, on the last training day, even higher (...)” – Cristina, participant

“The training has been very important for my journey in Portugal. I met inspiring women, such as colleagues, trainers and mentors. I met women entrepreneurs in their ongoing professional process, and it has been very clarifying to get to know their challenges and advantages of working for themselves. With all the information that was shared throughout the training sessions, I can now put in practice my project with the help of my mentor. I am also excited with the help that Amadora Inova Incubator will provide regarding the Business Plan and, who knows, to achieve a future investment or funding for my project. I am very grateful for this opportunity. I believe this training course is very important for the Feminine Social Transformation. I hope I can one day be part of the course as a success case.” – anonymous participant

“When I saw the training announcement, I thought it was what I needed to get motivated and find my way. And it was exactly that: I could focus myself on my purpose, in my goal. I have made friendships, which is important because my network was very small before. I am very happy with this training.” – Aline, participant

“(…) The exchange with other women in different positions in the society made me know that yes, I have my role! Thank you!” – anonymous participant



Greece

The Multiplier Event (ME) in Greece took place on July 22nd 2022, in Thessaloniki at the meeting/conference room provided by the Municipality Delta Building and was carried out over the course of three hours. They were participated 29 people.

This event, while it was associated with marking the closure of the project and having the opportunity to present all the intellectual outputs' results and impacts, was utilised as a means for the participants to share their own experience with the project and realise the progress that they have made. The aim of this multiplier event was to promote the project and simultaneously engage with national key stakeholders and experts in order to gain insight and input about the project's future plans for adoption and implementation.



Testimonials

Nikoleta “I love candles, flowers, eco-friendly products and beautiful decoration. Thus sparked the start of my idea for the company I am creating in small steps. Through my participation to the EASE programme, I had the chance to enhance my knowledge at entrepreneurship, and to make a useful structure for the necessary steps after the continuous guidance of the mentor. Moreover, I still use the existing learning content when I need while I am developing my next business steps.”

Eleni “When I registered online to EASE programme, I thought I will just learn theoretical information. The cooperation between participants, brainstorming, discussion with the mentor and the travel were all extremely important for me. I had the chance to build self-esteem, and in combination with the step-by-step instructions I made my own business”.

Slovakia

The multiplier event took place in Nitra, Slovakia. This ME was organized as a Multiplier Event with participation from Slovakia, the Czech Republic, Polish, and United Kingdom. There were presented 36 participants from universities and local authorities representatives acting within the social sphere. During the multiplier, there were presented aims and objectives of the EASE project.

The emphasis has been focused on the EASE Online tool presentation, but all four IOs were presented:

- O1 - EASE assessment tool,
- O2 - Course curriculum and program,
- O3 - Conjoint course manual and guide,
- O4 - Business plans implementation manual.

All participants agreed that the outcomes look very interesting and will be useful for further utilisation during different training sessions, which could help to promote economic inclusion of women and empower them economically.

As a result of this ME can be considered the very big interest of the participants and the opinion that they consider the project as a project very important for them. They were interested in the results, especially in the exchange of the experiences between SK, CZ, PL and UK.

At the beginning of the ME Zuzana Palkova (ZP) welcomed participants and presented the agenda of the meeting. After welcoming she presented the aims and objectives of the project. During this presentation there was a question from one of the participants from CZ about the situation with the Ukraine immigrants, especially women and how they are able to join the job market. The short discussion about the actual situation related to the war and opportunities for UA women started.

After that the agenda continues with the presentation of all IOs one by one.

At the end of the ME there was done by ZP summarising of the ME and participants filled the questionnaire. The ME has been finished by the dinner offered for participants.

This ME was especially valuable because it let participants exchange their experiences and opinions about the empowerment of women from disadvantaged groups and compare differences between SK, CZ, PL, and UK. The ME was translated by SUA members so there was very good communication

Testimonials

Simona "You gave me the opportunity to realise my idea. Thank you so much!"

Alexandra " I never imagined that I could get such useful information about my idea and make me feel that "yes I can."

Spain

In addition to the theoretical sessions, the participants have been assimilating concepts together with the other entrepreneurs, nurturing their business projects, promoting networking among them, sharing suppliers in several cases of similar sectors. Even opening the way to corporatism and other forms of business management.

This course has favoured a common know-how, long-lasting business and personal relationships among the participants.

The dissemination event of the EASE project took place on Thursday 26th of May at the Casa de la Cultura in Albalat de la Ribera. Thus, the European project started in 2019 was presented and the results obtained were commented, among which stands out the course developed in the project as well as the training carried out to 15 women in entrepreneurship. More than 20 people participated in the day, mainly women. There was also a colloquium on women and the world of work.

Testimonials

Silvia "I had been thinking for a long time about setting up a business related to local, sustainable and bulk products in Algemesí. I wanted to contribute to the social and circular economy. Thanks to the EASE programme, the opportunity they gave me to travel with them and the course tutors, I was able to consolidate my idea and meet entrepreneurs from other countries and have a different and more global vision of what entrepreneurship is. It has been a pleasure to work with them and I would recommend it 100%".

Clara "Thanks to the EASE programme and the course tutors, I definitely launched my business project in my town. They helped me to visualise in a better way how to approach my business. I have been running my local products shop for almost 3 months now and I couldn't be happier with this new challenge. For me it has been a privilege to be part of this programme for women entrepreneurs".

Noelia "What I would highlight most about the course is the teamwork and coordination. Being able to share with other entrepreneurs from different fields is very interesting and enriching, and it has also allowed me to strengthen ties with other entrepreneurs. Although I am still developing the business, I hope to put it into practice soon.



9. Conclusions

The business plans were an opportunity for the women to put the theoretical information into practice. Through the educational content the participants had the opportunity to further work on their personal business ideas, identify the strengths and weaknesses of their personal business ideas and organize their thoughts to create a plan for the business they wish to implement in the future . The mentor had the most important role as the participants had the opportunity to share their views with the mentor or express any questions or obstacles they encountered. Participants highlighted that in the past

they used the internet to search for information about entrepreneurship without understanding the material that was available. On the contrary, the presence of the mentor helped them to understand in depth the topics related to entrepreneurship with the support of the material collected and well organized by all the partners.

The material included in the training was positively evaluated by the participants, who expressed that it was sufficient, helpful and that it offered them innovative knowledge that will allow them to develop further in the future, both theoretically and practically. Participants mentioned the importance of education to gain knowledge, develop skills, share experiences, create a professional network and learn new business tools, to develop and implement their business ideas. Overall, the majority indicated that the learning content would be useful for people with business ideas and little knowledge of entrepreneurship. The women demonstrated motivation and commitment to Crescent in the educational journey and reported that the mentoring component was extremely valuable in terms of consolidating the lessons and motivating them to implement their ideas. Thus, they will approve the learning content to their contacts and share their experiences as well. Participants who fully benefited from the coaching sessions reported very high satisfaction. There were a few concerns about taking their business plan to the next level, which was the implementation one. One of them was that single mothers in Greece struggle to register their children to a day nursery or kindergarten which would have posed an issue when trying to realise their business plan. Another one was that the economic level of the women participating in Spain was that of a medium-low economic profile and they were hesitant to raise money through fundraising or sponsorships. Another concern was the digital divide among participants but it was rather quickly addressed and resolved by having the trainers assisting them and guiding them through the process.

It is obvious that between the case studies and the implementation of the business plans it can be concluded that the Pilot Actions, not only helped the participants to gain knowledge and insight into the world of business and entrepreneurship, but also turned

them into entrepreneurs. The women's projects selected for the case studies included businesses such as Unpacking Pantry, Interior Design Services, Local Home Food Retailer, Candle Online Store, Happiness Workshop and so many others that show how diverse and creative women in vulnerable circumstances can be. become and become when they are given the right tools and confidence to act on their ideas and achieve their goals by becoming successful entrepreneurs. This is exactly what was achieved through the implementation of the EASE project.



EASE

Entrepreneurs for Autonomy
Self-development and Equality



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