



**Work package 1: Research and Capacity Building**  
*Action Strategy for the Local Workshops Implementation*



Deliverable produced by  
Four Elements

## Table of contents

Table of contents .....	1
Introduction .....	2
General tools and training activities for Workshops .....	7
Module 1: Development of Personal and Soft Skills.....	8
1 <sup>st</sup> Workshop: Welcoming.....	9
2 <sup>nd</sup> Workshop: Ice – breaking activities .....	9
3 <sup>rd</sup> Workshop: Development of Communication Skills .....	10
4 <sup>th</sup> Workshop: Development of Soft Skills .....	11
5 <sup>th</sup> Workshop: Perseverance in Business .....	11
Module 2: Entrepreneurial Education, Culture, and Civic Education .....	13
1 <sup>st</sup> Workshop: Introduction.....	14
2 <sup>nd</sup> Workshop: Business Plan .....	15
3 <sup>rd</sup> Workshop: Financial Education .....	15
4 <sup>th</sup> Workshop: Avoiding Failure.....	17
5 <sup>th</sup> Workshop: SWOT Analysis.....	18
6 <sup>th</sup> Workshop: Legal and Regulatory Education.....	18
7 <sup>th</sup> Workshop: Funding Opportunities .....	19
8 <sup>th</sup> Workshop: Marketing.....	20
9 <sup>th</sup> Workshop: Good Practices .....	21
10 <sup>th</sup> Workshop: Business Plan Competition.....	22
Module 3: “Learning by Doing”.....	23
3 Visits to migrant-led enterprises (3 Workshops) .....	23
4 <sup>th</sup> Workshop: From Theory to Practice.....	23
5 <sup>th</sup> Workshop: What we’ve Learnt .....	24
In conclusion of the workshops .....	25
References .....	29

## Introduction

**ARISE–Appetite for Enterprise** is a 24-month project which involves 6 partners from 6 EU countries that will be directly engaged in the Project - Italy, Greece, France, Austria, Germany and Sweden. According to Eurostat Asylum Quarterly Report Dec 2015; Eurostat News release 112/2015 of June 2015; Eurostat Asylum Statistics on May 2015, the partnership countries are the main destination countries of asylum applicants. On this basis, the partner countries have been chosen in order to support the development of consistent integration strategies at national, regional and local levels.

The ARISE project has been funded with support from the European Commission, AMIF (Asylum, Migration and Integration Fund) Union Actions Programme.

The action strategy will develop ideas and practices with purpose to give migrant women the opportunity to improve their own position through mobility, and efforts will be made by the informal sectors of economy, to learn how to create better working conditions and more autonomy. Related to this development is the appearance of new notions of belonging, which is broadly affected by conditions set by social and integration policies. This planning guide offers many potentially valuable ideas for creating conditions that promote social entrepreneurship for migrant women. The ARISE project offers a plethora of vocational training courses, life skills programs, social and creative activities as well as providing support to access specialist services, to create their own business ideas in the local community. The strength of social enterprise reflects a shared commitment between the local community, businesses and the social enterprise sector to achieve economic and social outcomes.

The migration phenomenon is a natural consequence of the evolution of human societies. This phenomenon was enlarged due to globalization, which largely contributed in the rise of the migration flow with main purpose the job seeking. The new economic conditions of globalization have created new migration flows because they produce great economic and social inequalities. Women migrate by themselves' towards the host country as active economic subjects or as leaders of households'. This is in contradiction with the older

dominant model of the male migrant, leader of the family responsible for everything necessary for living. This independent and important presence of women in international migration with sole purpose the job seeking, has become a dominant part of migration flows. In modern migration, there is no easy and legal entry in the work market of the host country, leading migrant women being occupied in illegal professions. Irregular migrant women in domestic and care work seem to be tolerated by the authorities implementing these policies, while others, especially those in the sex industry, are confronted with rigid controls and expulsion as there is lack of information and accessibility to services and training programs to enhance their education or have the opportunity to be taught an art, or even get counselling from a work advisor. As a result, they lack the professional, social and work abilities and knowledge. All these lead to the need for creation of a complete guidance system with the involvement of all members of interest. There is clear evidence that the gender gap in social entrepreneurship is smaller than the one in traditional, commercial entrepreneurship, because women are generally more altruistic and socially minded than men, and are more likely to fund or manage an enterprise that has a social mission. (“Woman’s Social Entrepreneurship and Innovation”, OECD, 2015).

Social enterprising comes to help the integration of migrant women in the work market and the local society. The efforts of social enterprise also improve social cohesion, that consists a key asset both culturally and economically. They create jobs and boost productivity. Targeted measures aimed at harnessing the efforts of social enterprise can deliver strong economic and social return by increasing impact and innovation, raising business capacity and skills, and improving labour markets when social change and economic impact are concerned due to the fact that migrant women lack access to knowledge around the organisation and function of a business.

**The ARISE project includes non-formal education divided in three parts:**

- ❖ Module 1: 5 Workshops about development of personal & soft skills
- ❖ Module 2: 10 Workshops about entrepreneurial education, entrepreneurial culture, entrepreneurial civil education

❖ Module 3 “Learning by Doing”

In this specific methodology the participants have a leading role, gaining in this way an immediate understanding as they come from a different cultural environment and the local language is not their mother tongue. Cooperative learning has been found to be an effective strategy (Edvantia, 2007, p 90). Also, group discussion is a teaching method that can be effective because it can be challenging, promote learning and encourage tolerance. Social studies’ teachers are charged with giving students an understanding of what democracy entails, and that accepting other ideas and opinions different than the majority is a key aspect of democracy (McMurray, 2007, p 49). McMurray states “meaningful discussion should be promoted in a manner to ensure that learning is occurring, beliefs are substantiated by evidence, and minority opinions are protected,” (p 49).

**The approaching methodologies are:**

- i. Non-formal learning tailored to learners’ needs & implemented in participative form,
- ii. Flexible learning path,
- iii. Creative Thinking → how to find innovative solutions for problems through ideas-generating activities,
- iv. Experiential learning → testing what is possible as an opportunity for work & income for migrant women,
- v. Cooperative learning → use of holistic approaches to entrepreneurship & economic participation of migrant women through group working, support & exchange of learning experiences,
- vi. Peer learning → learning from each other & migrant role models, fostered through the visits to successful social enterprises, cooperatives & meetings with successful migrant entrepreneurs; transferring good practices & experiences via Informal Network,
- vii. Intercultural learning → between migrant and welcoming communities i.e. during events inviting local communities,
- viii. TRIO Model for Entrepreneurial Design Thinking approach will lead learners through the cycle of discovery (ideation, empathy, inquiry, observation, and research), the

cycle of planning & implementation (project management), and the cycle of prototyping (experiment and test),

- ix. Dissemination & exploitation of results → Plan set out tools, channels and resources to ensure maximum visibility to large range of relevant stakeholders.

The trainer will create different conditions in order to research issues of entrepreneurship, for them to ask their questions, to submit their views, apply their knowledge to develop their personal and collective goals, to work in alternative ways and assess their participation.

### **Summary of the project**

Implementation of 20 Local Workshops, for which the action points will be:

- ✓ To foster networking, knowledge, experience-sharing among social workers, trainers, intercultural mediators & key stakeholders to strengthen resources supporting integration of migrant women & their access to work & development of entrepreneurial initiatives,
- ✓ To support migrant women to better integrate into local communities & increase their economic potential via soft & entrepreneurial skills with an emphasis on food-related industries,
- ✓ To promote the social & entrepreneurial capacities of migrant women through development & exploitation of food-related knowledge & skills that provide possibilities for income-generating activities,
- ✓ To stimulate development & implementation of economically sustainable food-related innovative business ideas as a vehicle to promote mutual learning between the culture of migrant women & the one of the welcoming communities,
- ✓ To share knowledge & experiences across partner countries with involvement of successful migrant entrepreneurs raising awareness of social enterprises & cooperatives as effective initiatives to support the integration of migrant women & facilitate their access to the labour market,
- ✓ To foster intercultural dialogue & a culture of welcoming communities in partners' countries to reduce social exclusion of migrants & contribute to their better integration.

### **Goals of Arise project**

- ✚ Migrant women to be encouraged, trained, and turned towards business careers and the creation of small and medium sized enterprises,
- ✚ The encouragement of the adaptability of women through learning and work integration practices,
- ✚ To support migrant women, through workshops, in order to better integrate into local communities & increase their economic potential via soft & entrepreneurial skills with an emphasis on food-related industries,
- ✚ To promote the social & entrepreneurial capacities of migrant women through development & exploitation of food-related knowledge & skills that provide possibilities for income-generating activities,
- ✚ To stimulate development & implementation of economically sustainable food-related innovative business ideas as a vehicle to promote mutual learning with the use of the culture of migrant women & the one of the welcoming communities.

## General tools and training activities for Workshops

Before starting presenting each of the Workshops that will be held for every module, it would be useful to mention some commonly used tools and training methods that aim not only to assist the trainers but also to make the best out of every workshops' participant.

For example, it would be nice if the training during the Workshops was varied, in order to fit the different needs and preferences of the participants. Some people learn easier by working in groups, some others by working individually. Some are intrigued by games, while others prefer stories. Because people have different styles of learning, having a mix of learning activities might be the best way to make the training fun and engaging for everyone, and so to enhance its efficiency.

Switching between individual and group work is always an effective way to address different learning preferences. Individual work can be beneficial to develop a sense of independence and raise self – confidence, but group work is also important to cultivate cooperation and provide space for everyone to speak and share ideas and opinions.

Another challenge that may come up during the Workshops is the limited level of engagement on the behalf of the participants. In order make sure that participants will keep their interest and actively participate through the whole duration of the workshops, various methods can be used. For instance, if the trainer is the only one who does the talking, it can get boring for everyone else. Asking questions gives participants a chance to share their knowledge, which is significant when teaching adults. However, the key is to ask good questions which cannot be answered with a simple yes or no, but questions that can foster further discussion and sharing of opinions. Trainers can also ask participants for real – world experiences that are related to specific issues of the Workshops, so as to engage their interest and make them open up.

Except for discussion during the Workshops, participants' interest can be caught through the use of games, as an interactive way of learning. Games work very well for lifting energy and also as a basis for reflections. Often, we learn something better when we use our body in some way, it helps to make a topic concrete, fun, and easy to remember. If participants start to look sleepy or bored, it might be time for a game!

Moreover, reflection on experience is important when teaching adults. The key to facilitate good reflections is to focus on personal experience and insights by letting participants express themselves in an open and receptive environment. As a prerequisite, participants should have already acquired a feeling of trust in order to share personal stories with the group, as it is not easy for everyone to open up to strangers.

Last but not least, we should not forget that Workshops are some form of teaching classes, so it would be helpful to include some class features. For example, a flip chart is always a good way to focus attention and write down or draw what is important. It can be used to explain things, and it also works well to invite someone up to the chart and do some kind of task while the class watches. In general, it adds to the interactive side of the Workshops, which is crucial for the achievement of the desired outcomes. And of course, don't forget breaks! When there is a feeling of energy – dropping, take a short break for stretching and having some water or snacks, and then go back to class with a brand new positive attitude.

## **Module 1: Development of Personal and Soft Skills**

In this Module, five Workshops will be implemented focusing on the development of personal and soft skills crucial for entrepreneurs. Those include, among others, creative thinking, leadership, team – work, time and work management, sense of initiative and entrepreneurship, overcoming risk aversion, communication skills, value mapping, transformation of problems into challenges, etc.

### 1<sup>st</sup> Workshop: Welcoming

The 1<sup>st</sup> Workshop of the training will be an opportunity for everyone to meet and introduce themselves. Following the welcoming and presentation of the ARISE project, its goals and methods by the project manager or trainer, participants will be informed specifically about the Workshops.

The main objective of this 1<sup>st</sup> Workshop is to set the fundamentals for creating a good learning space. Participants will also have the chance to say hello and present themselves to the group.

At the end of the first meeting the group will set its goals, lay down operating rules and assess the personal and team development that they would like to have at the end of the program.

### 2<sup>nd</sup> Workshop: Ice – breaking activities

The 2<sup>nd</sup> Workshop will focus on ice – breaking exercises and the development of the feeling of trust. As many of the upcoming Workshops will include reflection activities and sharing of personal experience, participants should be feeling comfortable among the group to open up and share. This is not an easy thing, especially for adults, and that is why building trust through simple exercises and games is a long process that has to start from those early stages of the Workshops.

A good idea would be to have participants set goals and aspirations regarding the Workshops, but also ways to evaluate their achievement. They can be asked to write down why they've joined the group and what are their thoughts and plans about after completing the project. At the last Workshop, it would be nice to look back at this paper and compare what they were expecting or hoping to learn and what they actually gained during the Workshops.

### 3<sup>rd</sup> Workshop: Development of Communication Skills

The next workshop will cover the thematic issue of personal development of communication skills, both as a team member and as an individual.

Participants will be introduced to some basic communication skills that are important for entrepreneurs, and which will help them develop the ability to understand and respond to a customer’s demands. Using communication and interpersonal skills, participants will be able to form a trusting relationship with business – related people, effectively promote their products in face – to – face discussions, and, at some point, face the bureaucracy of local legislation and public services.

More specifically, this Workshop will focus on:

- Basic communication skills
- Active listening: listening and understanding the customer
- EPIC (Engage, Problem, Inform, Call to action) communication
- Cultivating interpersonal skills

*Table 1: Learning Outcomes of 3<sup>rd</sup> Workshop: Development of Communication Skills*

Learning outcomes	Understanding the importance of communication and interaction in the business field
Knowledge	Utilizing communication and interpersonal skills to attract customers and improve business
Skills	<ul style="list-style-type: none"> <li>– Effectively listen and understand others</li> <li>– Becoming able to clearly express themselves</li> <li>– Successfully interact with customers and gain their trust</li> <li>– Effectively inform customers and partners about products/services and the needs those can satisfy</li> <li>– Using honesty and frankness in everyday communication</li> </ul>
Competence	Being able to appropriate interact with customers and other business – related people (e.g. providers, partners, competitors, etc.)

#### 4<sup>th</sup> Workshop: Development of Soft Skills

In this Workshop, participants will learn about the importance of some key soft skills in running a business. Through exercises and games, participants will be encouraged to build trust in themselves and believe in their abilities and potential. With adopting an approach of “Myself = My friend”, participants will learn to identify and embrace their weaknesses and turn them into points of uniqueness, that differentiate them from everyone else.

The content of this Workshop will include the following:

- Basic soft skills
- Building trust in ourselves
- Getting to know our weaknesses and how to turn them into strengths
- Adopting positive attitudes: Deriving positives from negatives

*Table 2: Learning Outcomes of 4th Workshop: Development of Soft Skills*

Learning outcomes	Understanding the importance of soft skills for entrepreneurs
Knowledge	Identifying how exploit basic soft skills in every – day business interactions
Skills	<ul style="list-style-type: none"> <li>– Acquiring basic soft skills for entrepreneurs</li> <li>– Developing self-confidence and motivation</li> <li>– Learning to convert weaknesses and negatives into strengths and positives</li> </ul>
Competence	Using personal soft skills to manage a successful business

#### 5<sup>th</sup> Workshop: Perseverance in Business

In the last Workshop of the 1<sup>st</sup> Module, participants will start getting their feet deeper in the business waters. While establishing an enterprise is one thing, persevering in business is a whole separate matter that has to be addressed at the start, so that participants will be as much prepared as they can when starting their own businesses.

During this Workshop, participants will be presented with some crucial aspects that need to be managed while maintaining a business, and that may be factors of instability and uncertainty if not addressed properly. In order to engage participants, it would be helpful to use small group exercises, for example making them work on a scenario where they overhear a bad comment about their business and asking them how they would respond or handle the situation. In that way, the appropriate theoretical knowledge can be better assimilated and easier put to practice when needed.

The following topics will be covered during the 5<sup>th</sup> Workshop:

- Understanding uncertainties and the need to persevere in business
- Stress management
- Time management
  - Making time matter
  - Balancing between business and personal time
- Fear and Risk management
  - Risk – taking
  - Motivation and leadership in managing fear and risk
- Emotional Intelligence
- Conflict management: negotiating and putting emphasis on winning

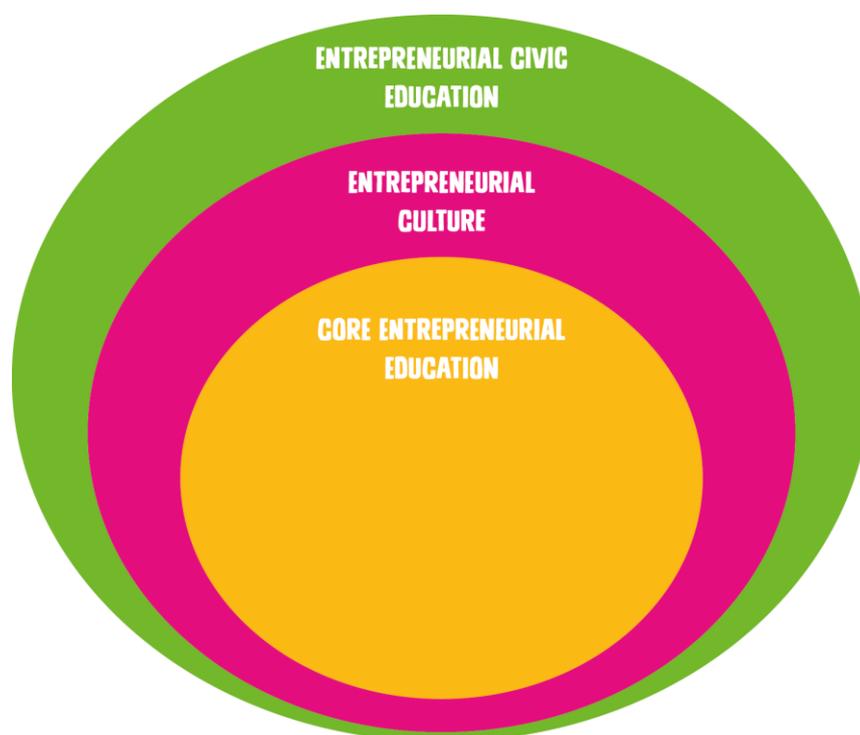
*Table 3: Learning Outcomes of 5th Workshop: Perseverance in Business*

Learning outcomes	Understanding business perseverance and the various issues that have to be taken care of in order to achieve it
Knowledge	<ul style="list-style-type: none"> <li>– Effectively manage               <ul style="list-style-type: none"> <li>• Stress</li> <li>• Time</li> <li>• Fear and Risk</li> <li>• Emotion</li> <li>• Conflict</li> </ul> </li> </ul>
Skills	<ul style="list-style-type: none"> <li>– Being able to identify factors that may influence the functionality of the business</li> <li>– Knowing how to manage factors of instability</li> </ul>
Competence	Successfully persevering in business

## Module 2: Entrepreneurial Education, Culture, and Civic Education

This Module consists of 10 Workshops focusing on core entrepreneurial education, entrepreneurial culture and entrepreneurial civic education. They will be delivered through the TRIO Model for Entrepreneurial Education, i.e.

- i. entrepreneurial culture: fostering entrepreneurial thinking, open – mindedness, risk – taking, goal – setting, culture of sustainability; examples of innovative economically sustainable models of food – related social enterprises and cooperatives (pop – up and home restaurant, roaming eateries, social dining networks, cooking classes, food markets, childcare cooperatives, direct – selling businesses);
- ii. core entrepreneurial education: working with ideas canvas, SWOT analysis, building – partnership maps, sustainable business models, innovative flowcharts;
- iii. entrepreneurial civil education: sustainable business models, practical tools to trigger and support social innovations, development of new ways of responsibility, citizenship, networking and partnerships that are beneficial to oneself, community, and the environment.



## 1<sup>st</sup> Workshop: Introduction

The 1<sup>st</sup> Workshop of this Module will be an introduction to some basic terminology and concepts of the entrepreneurial field. Participants will be introduced to entrepreneurial education, culture, and civic education and will get a general idea about the various types of enterprises, as well as the differences among them.

It would be beneficial to correlate business terms with conventional concepts that are more familiar to participants. For instance, a common but straight – forward metaphor is the one that presents a business and its elements as a tree and its parts. In that way, participants can visualize the term and have it in mind every time it will be needed.

Specifically, the 1<sup>st</sup> Workshop will focus on:

- Entrepreneurial education: educating about, for and through entrepreneurship
- Understanding entrepreneurial culture
- Civil entrepreneurial education
- Enterprises and entrepreneurs: different types and concepts
- Entrepreneurial core competencies

*Table 4: Learning Outcomes of 1st Workshop: Introduction*

Learning outcomes	Understanding basic entrepreneurial terminology and competencies
Knowledge	Familiarizing with the concepts of entrepreneurship and entrepreneurial culture, and comprehending basic business terms
Skills	<ul style="list-style-type: none"> <li>– Distinguishing between different kinds of enterprises</li> <li>– Identifying important competencies for entrepreneurs</li> </ul>
Competence	Connecting basic theoretical concepts with practical aspects of running a business

## 2<sup>nd</sup> Workshop: Business Plan

In this Workshop, participants will be presented with some basic ideas about the development of a business plan, and then they will be asked to prepare one for their own future businesses. It might not be an easy thing to compose a fully functioning plan at this early stage, but this initial try can be used as a reference point at the last Workshop, in order to compare the progress made during the training, the additional knowledge acquired, and the different ideas that will may have come up until then.

This Workshop will be mainly about:

- What a business plan is
- Necessity of a business plan
- Basic components of a business plan (product, market, technical factors, infrastructure, financial analysis)

*Table 5: Learning Outcomes of 2nd Workshop: Business Plan*

Learning outcomes	Understanding the concept of a business plan and its components
Knowledge	Understanding the importance of a business plan and knowing how to develop one
Skills	<ul style="list-style-type: none"> <li>– Analyzing market needs and potential opportunities</li> <li>– Recognizing and using comparative advantage</li> <li>– Clearly identifying the basic components of their business plan</li> </ul>
Competence	Developing and implementing a complete and functioning business plan

## 3<sup>rd</sup> Workshop: Financial Education

This Workshop is an important one, as establishing and running a business is by definition a financial initiative. Participants should be familiarized with basic financial terms and concepts and become competent in using this knowledge to make the most suitable financial decisions for their business.

As the content of this Workshop might be too theoretical for some participants, it is highly recommended to use practical exercises and reflection activities during its delivery. Participants should be asked to actively participate, express their comments or questions, and share personal experience related with the discussed issues.

Financial education will refer to:

- Managing your money: profit and loss
- Staying within the budget
- Making a savings plan
- Financial restrictions and barriers
  - Getting a loan: different types, interest rates, and repayment options
  - Selling or buying on credit
  - Debt vs. equity financing

*Table 6: Learning Outcomes of 3rd Workshop: Financial Education*

Learning outcomes	Becoming familiar with the basic financial aspects of running a small business and acknowledging the financial uncertainties, potential restrictions and barriers that may come up
Knowledge	<ul style="list-style-type: none"> <li>– Identifying profit and loss</li> <li>– Being able to adequately manage the finances of a small business</li> <li>– Familiarizing with the concept of savings</li> <li>– Understanding basic terminology on financial barriers, and becoming familiar with their meaning and effects on a business</li> </ul>
Skills	<ul style="list-style-type: none"> <li>– Understanding what causes profit and loss and under what circumstances</li> <li>– Recognizing the relation between profit and loss, how profit can turn into loss and vice versa</li> <li>– Identifying ways to cut spending by prioritizing expenses</li> <li>– Knowing how to keep a balanced budget</li> <li>– Developing and implementing a savings plan</li> <li>– Deciding whether there is a need for loan, and if there is, which loan product is the most suitable</li> <li>– Identifying the advantages and disadvantages of using credit</li> </ul>
Competence	Applying knowledge and skills into running a financially sustainable business and being able to handle financial barriers and restrictions, by deciding what is the most appropriate way to act under given circumstances

#### 4<sup>th</sup> Workshop: Avoiding Failure

Participants should be familiarized with all concepts relevant to owning a business, one of which is the possibility of failure. As the learning audience will be adults, someone might think that it will not be that difficult to teach them how to avoid or handle failure. However, the investment of not only money, but also of personal time and mental effort renders learning about failure an integral and very sensitive part of the training.

This specific Workshop will include the following:

- Why do businesses fail?
  - Managerial inadequacy
  - Financial issues (income < expenses, running dry before becoming profitable, unpaid debts)
  - Personal problems
  - Other reasons
- How to handle potential business failure

*Table 7: Learning Outcomes of 4th Workshop: Avoiding Failure*

Learning outcomes	Identifying potential failure, addressing its causes and successfully facing them
Knowledge	Acknowledging common reasons that lead businesses to fail, but also ways to avoid and/or overcome failure
Skills	<ul style="list-style-type: none"> <li>– Recognizing why a business might fail</li> <li>– Identifying alarming signs of potential failure</li> <li>– Efficiently avoiding failure</li> <li>– Handling failure</li> </ul>
Competence	Being able to minimize potential financial and other risks, and if presented, being able to successfully overcome them

## 5<sup>th</sup> Workshop: SWOT Analysis

The 5<sup>th</sup> Workshop of this Modules focuses on a specific method used, among others, in business management, the SWOT Analysis. Participants will be introduced to the basic components of the method, aiming to become so familiar with its whole concept as to use it when the time to make business decisions comes.

Again, it is proposed to choose an interactive way of presenting the contents of this Workshop, as participants may become confused or bored while being presented with the theoretical part of the SWOT Analysis. Active participation and sharing of questions and experience should be highly encouraged to keep everyone engaged.

The content of this Workshop will include:

- Recognizing factors that may influence business decisions and plans
- Identifying Strengths, Weaknesses, Opportunities and Threats
- Using SWOT Analysis results to make business decisions

*Table 8: Learning Outcomes of 5th Workshop: SWOT Analysis*

Learning outcomes	Familiarizing with the basic components of a SWOT Analysis
Knowledge	<ul style="list-style-type: none"> <li>– Recognizing both internal and external factors that may affect a decision or an outcome</li> <li>– Using those factors during the planning phase of a strategy or decision</li> </ul>
Skills	Analyzing Strengths, Weaknesses, Opportunities and Threats of ideas and plans
Competence	Using SWOT Analysis to develop business strategies

## 6<sup>th</sup> Workshop: Legal and Regulatory Education

Nowadays that every business is considered a legal entity, every entrepreneur should have a basic understanding of the current legal and regulatory framework. This Workshop will introduce participants to some introductory issues of business law and will give them a

general idea of their legal rights and obligations. Depending on the circumstances, special focus will be given to bureaucratic procedures and preconditions.

During this 6<sup>th</sup> Workshop, issues to be addressed will be:

- Basic terms of business law
- Legal and regulatory framework for businesses
- Legal rights and obligations of business owners (taxing, insurance, work health and safety, etc.)
- Bureaucratic preconditions (relevant authorities, necessary documentation)

*Table 9: Learning Outcomes of 6th Workshop: Legal and Regulatory Education*

Learning outcomes	Understanding the general legal and regulatory framework for establishing and running a business
Knowledge	Becoming familiar with basic business law terminology, legal rights and obligations, and bureaucratic procedures
Skills	<ul style="list-style-type: none"> <li>– Developing a sense of legality</li> <li>– Being able to realize and abide by legal obligations</li> <li>– Knowing the legal rights of businesses and business owners</li> <li>– Understanding and being able to perform basic bureaucratic procedures</li> </ul>
Competence	Successfully managing a law – abiding business

### 7<sup>th</sup> Workshop: Funding Opportunities

This Workshop will provide the participants with useful knowledge and skills about identifying and taking advantage of funding opportunities. Even for small or medium sized enterprises, founding reliable sources of funding depends mainly on experience and networking, and this is why being able to access funding is more than important for running a financially sustainable business.

During this Workshop, the following issues will be covered:

- Resource mobilization (mechanisms and providers)
- Owner's equity

- Pros and cons of different funding sources
  - Own resources
  - Gifts and offers
  - Loans
  - Credit
  - Grants
- Access to funding programmes
- Social entrepreneurship: opportunities and challenges

*Table 10: Learning Outcomes of 7th Workshop: Funding Opportunities*

Learning outcomes	Realizing the existence of various funding opportunities and understanding both the advantages and disadvantages of each one
Knowledge	Basic understanding of funding concepts, sources, and programmes
Skills	<ul style="list-style-type: none"> <li>– Distinguishing between different funding sources</li> <li>– Recognising and taking advantage of funding opportunities</li> <li>– Becoming capable of gaining access to funding programmes</li> <li>– Familiarizing with the concept of social entrepreneurship</li> </ul>
Competence	Identifying which are the most appropriate sources of funding, how to gain access to them, and what rights and obligations they entail

### 8<sup>th</sup> Workshop: Marketing

In this Workshop, participants will be introduced to some basic terms and tools of marketing. It should be noted that in today's business world, marketing is a great opportunity to attract customers and make a business profitable, as the existing methods and practices of marketing are countless and can fit every enterprise's needs.

Nevertheless, the concept of marketing can be quite abstract for some participants, so it is again highly recommended to use some familiar metaphor or correlation that will help participants assimilate and remember the relevant terms. For example, the notion of the "Marketing Flower" can be presented, explaining to the participants that as plants have flowers in order to attract insects and survive, so do enterprises need to attract clients to stay in business too.

The 8<sup>th</sup> Workshop will be focused on:

- Basic terms of marketing policies
- The 4 Ps: Product, Price, Place, Promotion
- The Marketing Process: market research assessment of needs and deficits
- Choosing the appropriate marketing mix

*Table 11: Learning Outcomes of 8th Workshop: Marketing*

Learning outcomes	Understanding the concept of marketing and basic terminology
Knowledge	Familiarizing with marketing tools and methods and becoming capable of applying them in practice
Skills	<ul style="list-style-type: none"> <li>– Researching markets and assessing market needs</li> <li>– Using marketing policies to attract customers</li> <li>– Choosing a marketing mix, according to their needs</li> </ul>
Competence	Identifying the most appropriate marketing strategy, by using the 4 Ps

### 9th Workshop: Good Practices

In this Workshop, participants will have the chance to see everything that they will have already learnt put to practice. They will be presented with existing good practices, in order not only to provide them with examples, but also to make them believe that everything can be achieved if there is strong will and that the theoretical part of the learning process can actually function in real life. They will also be introduced to some key European tools and networks for women's entrepreneurship, that can be used in their future initiatives.

This second to last Workshop of this Module will be about:

- Examples of good practices in the area of women's entrepreneurship (per partner country and in general)
- Examples of food – related social enterprises and cooperatives
- Tools and networks for women's entrepreneurship
  - The European on – line Platform for women entrepreneurs (WEgate)
  - The European Community for Women Business Angels and women entrepreneurs
  - The European network to promote women's entrepreneurship (WES)

*Table 12: Learning Outcomes of 9th Workshop: Good Practices*

Learning outcomes	Realizing the feasibility of running a business, and becoming familiar with useful tools and relevant networks for entrepreneurship
Knowledge	Starting to get a more practical approach about establishing and managing a business
Skills	<ul style="list-style-type: none"> <li>– Associating theoretical knowledge to practical application of real food – related businesses</li> <li>– Recognizing potential opportunities for networking and growth</li> </ul>
Competence	Becoming able to adapt working examples to their own business plans and ideas, and taking full advantage of the available tools and networks

### 10<sup>th</sup> Workshop: Business Plan Competition

The last Workshops of the 2<sup>nd</sup> Module will be a game between participants, more particular a “Business Plan Competition”. Everything that the group will have learnt until that time, will be put in this simulation game.

For example, participants will start a game of role – playing in groups of two, where one person will act as a businessman looking for funding, and the other as an unwilling banker being persuaded to fund the business plan he is being presented with. In order for that business plan to be good enough to persuade the banker, the potential entrepreneur will have to put in practice the skills and competences she will have acquired during the Workshops, such as implementing a SWOT Analysis and identifying and evaluating potential financial barriers. The plan will be even more attractive for funding if it includes a solid marketing policy, which can be developed using the “4 Ps”, as those were analyzed during the 8<sup>th</sup> Workshop.

The purpose of this Workshop is for participants to have a first, close – to – real, experience of what they will face when they go out to the real business world. It can also help them identify misunderstandings of concepts or ideas that were mentioned during the Workshop and clarify possible points of confusion. Hopefully, when finishing all Workshops of this Module, participants will have acquired general knowledge of almost every important aspect of establishing and running a small business, and will be able to make their first steps in entrepreneurship.

## Module 3: “Learning by Doing”

This Module will consist of 5 Workshops, composed of:

- 3 visits to migrant – led enterprises and/or meetings with successful migrant entrepreneurs;
- 2 Workshops to finalize business ideas developed at Module 2. Pivoting ideas using business model canvas under experts’ guidance. Assessment of the business concepts on their feasibility by the Expert Panel.

### 3 Visits to migrant-led enterprises (3 Workshops)

The role of experience is increasing productively. The participants can learn practically how they can start and create their own business idea. This situated nature of learning and remembering through activity is a central fact.

In particular, the objectives of those visits will be to:

- ✓ Foster intercultural dialogue between the migrant entrepreneurs and migrant women
- ✓ Foster networking, knowledge, and experience-sharing among them
- ✓ Positive motivate participants to create their own food project-labor market
- ✓ Share knowledge and experience of successful social enterprises
- ✓ Create the opportunity for participants to learn tips of successful marketing and how to develop entrepreneurial initiatives
- ✓ To build in a long term of Cooperatives as effective of those visits to support the integration of migrant women and to
- ✓ Get advice and feedback from customers to facilitate access to the labor market

### 4<sup>th</sup> Workshop: From Theory to Practice

This second to last Workshop of the training will be about starting the “business journey”. Participants will understand that the Workshops were just one step of a longer journey towards running their own successful business, and that is nice to dream and talk about

starting a business, but they actually have to do to accomplish their goal is to take the first crucial step.

Participants will also be encouraged to plan their next steps, for example by working in groups and sharing the next three things that each one would like to do. Those steps can be incorporated in the participants' business plans, now that everyone will have a better view and understanding about running a business.

The Workshop's contents will be focused on:

- Pivoting ideas using business model canvas under experts' guidance
- Assessing business concepts regarding their feasibility by the Expert Panel
- Creating a simple personal action plan

### 5<sup>th</sup> Workshop: What we've Learnt

Concluding the training, this last Workshop will be an opportunity for participants to reflect what they've learnt, to share their ideas and thoughts, and to evaluate their progress through the Workshops.

Participants can spend some time in groups and talk about their experience. The goal is to make them understand and share what they've learnt. Some questions that can think about are, for instance:

- What was the most important thing I've learnt
- Why was it important
- How will I use what I've learnt?
- What inspired/motivated me during the Workshops

### **In conclusion of the workshops**

From the experience in the labor markets and the knowledge gained from the training, participants will answer in an evaluation test for self-assessment, which will be specifically developed for them. Afterwards, the trainer will develop a conversation, in which the strong and weak points of each participant, will be discussed. The aim of this conversation, is to develop the weak points as well as for the immigrant women to feel resilient and believe to their ideas, so as to actually start their business ideas.

At the end, participants will be asked to fill in a questionnaire giving feedback about the training and then they will be given their certificates, in a small ceremony. The training will end in an optimistic and upbeat manner, by wishing each other good luck and hoping for everyone to find their way in those first steps into the business world.

Besides the internal and external evaluation, it should be also referred the general conclusions of the workshops declaring the needs that participants had, the positive and negative aspects of the ARISE training as well as recommendations by each partner.

Starting with participants' needs, funding and financial support were the most significant ones in Greece and Austria, pointing out the importance of teaching migrant women the steps that should be taken in order to start and finance a business. Moreover, in Austria the majority of migrant women didn't know many things regarding the labor market while in Germany there were different needs for each woman as some already had a business plan, others wanted to gain knowledge "on the job" or thought about the idea of entrepreneurship without a concrete plan. It was also noticed in the case of Italy that there was fear by the side of some women of not being fully capable of understanding the content of the workshops or not being able to start-up their business ideas. In parallel, some women in Italy and Sweden, especially those with lower educational level, expressed their need for further consultation in individual level regarding their business ideas. Lastly, in the case of Italy was recorded general confusion

in terms of bureaucratic requirements and documents that must be obtained as well as dissatisfaction of some women regarding the degree of cohesion within the group.

According to all partners, ARISE training had many positive aspects which showcase the successful implementation of the workshops. More specifically, in Austria, Sweden, Italy and France it was observed that participant women had the chance to come closer, make friends, promote multiculturalism through communication, willing to share their previous life experiences as well as to organize and propose working together in the foreseeable future. Another positive aspect, as it was referred in the cases of Austria and Italy, is the usage of non-formal learning methods helping migrant women to grasp information and experience a new kind of structured learning. In addition, participants in Greece felt that they could learn the process that someone should follow for opening a business, how to manage their stress and time as well as ways to overcome prejudices, dangers and obstacles. Moreover, the experience and high-quality of trainers was pointed out in Austria, Italy and Germany stating that their flexibility made it easier to adapt the content to participants' needs. Besides the theory that had been taught in workshops, there were also extra advantages (based on the effort and capabilities that each partner had) for participants such as child care in Austria, French lessons, computer courses and Hygiene Training Certificate in France, visits in real businesses and kitchens of big enterprises in Greece and France. Last but not least, ARISE training was helpful, as it seems, for further connection with other projects and network with local partner organizations.

As for the negative aspects that have been occurred during the training, it can be first referred from Austrian and Italian partners the differences among women either in terms of culture or education, resulting in difficulties to satisfy everyone, hard times to concentrate for low-skilled women and the need for trainers to slow the intensity of the training down. Furthermore, one important negative aspect was the difficulty for participant women to engage themselves in the workshops due to several factors such as children and family reasons in Italy, Greece and Sweden, exhausting working hours in Greece as well as transportation was a big issue in Sweden and Greece or having other activities to attend

organized by institutions in Sweden. This difficulty led to continuous delays and absences almost in all consortium countries, which was a challenge that partners tried to eliminate through reminders. Additionally, the existence of a gap between the last workshop and the final conference in Hannover is a problem for the majority of partners in order to keep the interest of migrant women, needed an extra effort to keep the level of commitment by organizing meetings etc. After the end of the training, in most partner countries there were concerns regarding the realization of the next step and how women will be able to find funding so as to implement their business ideas as the project didn't provide any seed for funding. Besides that, in Germany women expressed some thoughts regarding lack of individual support in setting up a concrete business plan whereas in France there were sometimes peaks of jealousy among migrant women as the level of education and knowledge was different, which is a normal phenomenon in multi-level situations though. As a last negative aspect, it should be pointed out that in France two out of three trainers withdrew on their own rendered it very difficult for French partners to find temps.

In terms of problems and challenges, it should be mentioned the language barriers, especially in Austria, Sweden and Italy, that occurred at times as well as participants' dropouts due to other activities (Sweden) or because women comprehended that they don't want to be associated with entrepreneurship (Germany).

Besides all the above mentioned negative aspects, all partners made recommendations with the view to improve or change similar actions in the future. Firstly, Austrian and Italian partners proposed that a formulation of a homogenic group through a more selective recruitment would be beneficial regarding the level of commitment and engagement avoiding problems such as delays, jealousy etc. Furthermore, they recommended stricter measurements in attendance maybe through a system of sanctions for those who repeatedly do not respect the agreed conditions. Another suggestion from Austria and Italy was the child care, if there is budget, in order to look after participants' children and help them being concentrated on the workshops. In addition, it was proposed by Sweden, Germany and Austria to implement more extended trainings, make participants visit relevant institutions or

role models and plan a new series of workshops for female entrepreneurs in the future aiming at the provision of more opportunities for migrant women to be more committed and immerse themselves in labor market. It is also worth mentioning that, according to Greek partners, keeping contact with participants and be there for them (giving advices, guidance, update for opportunities, funding programs etc.) after the end of the workshops is very important for the beginning of their undertaking while in France the creation of a Whatsapp group would be easier for communication among participants. Other recommendations that worth pointing out are working with multilingual coaches, more preferably female, who have migration background (Austria), several updates on the progress of the project (France), being flexible and creative during workshops without focus on language issues (Austria) and cut some workshops in two sessions by organizing two different interventions on the same day (France).

## References

1. Alchian, A. (1963, October). Reliability of progress curves in airframe production. *Econometrica* 31 (4), 679 — 693. Arrow, K. J. (1958, January). Utilities, attitudes, choices: A review article. *Econometrica* 26(1), 1—23
2. [https://en.wikipedia.org/wiki/Learning\\_curve](https://en.wikipedia.org/wiki/Learning_curve)
3. [https://en.wikipedia.org/wiki/Learning-by-doing\\_\(economics\)](https://en.wikipedia.org/wiki/Learning-by-doing_(economics))
4. Instructional-design Theories and Models: A New Paradigm of Instructional Theory, (2009, New York ), Charles M. Reigeluth
5. Barry, B. (1982). Strategic planning workbook for non-profit organizations. St. Paul, MN: Amherst H. Wilder Foundation.
6. Bryson, J. (1988). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement. San Francisco: Jossey-Bass Publishers.
7. Kansas Health Foundation. VMOSA: An approach to strategic planning. Wichita, KS: Kansas Health Foundation.
8. Lord, R. (1989). The non-profit problem solver: a management guide. New York, NY: Praeger Publishers.
9. Murray, E., & Richardson, P. (2002). Fast Forward: Organizational Changes in 100 Days. New York, NY: Oxford University Press.
10. Olenick, J., & Olenick, R. (1991). A non-profit organization operating manual: planning for survival and growth. New York, NY: Foundation Center.
11. Stonich, P. J. (1982). Implementing strategy: making strategy happen. Cambridge: Ballinger Publishing Company.
12. Unterman, I., & Davis, R. (1984). Strategic management of not-for-profit organizations. New York, NY: CBS Educational and Professional Publishing.
13. Watson-Thompson, J., Fawcett, S.B., & Schultz, J. (2008). Differential effects of strategic planning on community change in two urban neighborhood coalitions. *American Journal of Community Psychology*, 42, 25-38.
14. Wolff, T. (1990). Managing a non-profit organization. New York, NY: Prentice Hall Press.
15. Wolff, T. (2010). The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities. San Francisco: Jossey-Bass.

16. Fook, J. (2002) Social Work: Critical Theory and Practice. London: Sage
17. [https://en.wikipedia.org/wiki/Design\\_thinking#cite\\_note-3](https://en.wikipedia.org/wiki/Design_thinking#cite_note-3)
18. Dorst, Kees (2012). Frame Innovation: Create new thinking by design. Cambridge, MA: MIT Press. ISBN 978-0-262-32431-1.
19. Tim Brown. Design Thinking. Harvard Business Review, June 2000



Co-funded by the  
AMIF Programme  
of the European Union

*The ARISE project has been funded with support from the European Commission, AMIF (Asylum, Migration and Integration Fund) Union Actions Programme.*

*This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*