

THE MUMPRENEURSHIP PROJECT PRESENTS THE

ENTREPRENEURSHIP EDUCATION TOOLKIT FOR MOTHERS



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Introduction to the Mumpreneurship Project

This toolkit is brought to you by the Erasmus+ funded project, Mumpreneurship.

Mumpreneurship, an international project funded by Erasmus+ and the European Commission, is currently taking place in several countries: The UK, Sweden, Greece and Cyprus. This project started in September 2020 and will run until August 2022. During this time, the partner organisations involved in the project will produce a series of training toolkits and other deliverables to support mumpreneurs.

This project focuses on supporting mothers who are looking to plan their careers and future prospects, without being restrained by social stereotypes. Moreover, this project also speaks to VET trainers and educational institutions in order to encourage this type of education and empowerment for mothers.

The partner organisations involved in this project are:



For more information on each of the partner organisations, click on the logos to explore the organisation's website.

Over the course of this project, this partnership will produce:

- A Role Model Education Toolkit
- An Advocacy, Self-Advocacy and public awareness Toolkit
- An Entrepreneurship Education Toolkit (you are reading this one now!)
- A Mumpreneurship Online Game Application

For more information on the project and other related topics, head over to the project's Facebook page: <https://www.facebook.com/Mumpreneurshipproject/>



Mumpreneurship project aims:

Over the course of 2 years, the Mumpreneurship partnership will develop this project to help mothers wishing to explore the possibilities of entrepreneurship. Below are the aims of this project, both in terms of aiding the skills development of mothers in the area of entrepreneurship, but also in the wider areas of gender equality, fighting stereotypes related to mothers and highlighting the importance of training in these areas.



The Mumpreneurship Entrepreneurship Education Toolkit

Welcome to the Mumpreneurship Entrepreneurship Education Toolkit! This toolkit aims to provide mothers and VET trainers with the following:

- ❖ An overview of the **current situation for mothers in entrepreneurship** in each of the partner countries involved in this project (the UK, Greece, Cyprus and Sweden),
- ❖ **Existing tools and resources** across these countries which aid the development of leadership and entrepreneurial skills in mothers,
- ❖ **A range of tools and exercises to support mothers** to develop their leadership skills and entrepreneurial skills,
- ❖ **Information for VET trainers** on how to implement these tools and exercises to support their clients and students,
- ❖ **Materials for self-assessment and evaluation** within a group environment, for both mothers and VET trainers, in order to evaluate the progress made through the use of the tools and exercises provided.

We hope you enjoy this toolkit and find it useful to aid your own entrepreneurial development, or that of your students and clients.



The Current Situation – An overview of Mothers in Entrepreneurship

This section will give an overview of the current situation for women with children in entrepreneurship across the four partner countries. Each country will explore three things. Firstly, the general population of mothers. Secondly, the current situation that they face within the sphere of entrepreneurship and leadership. Thirdly, challenges that the mothers may face in these sectors.

Cyprus

Population of Mothers

When it comes to the number of mothers residing in Cyprus today, there is not a clear indicator specifying exact percentages nor any other focusing specifically on groups of mothers (disadvantaged mothers, single or migrant mothers, mothers with social needs). This is a clear evidence of the limited attention given by Cyprus authorities and various agents, to the economic empowerment of mothers and to their vital role in the labour market and in the workplace.

Fertility rates however have steadily declined in Cyprus as in all others EU member States which experience a continuing decline in births from the 1960s through to the turn of the century. According to EUROSTAT in 2018 the total fertility rate in Cyprus was 1.32 births per woman as compared to 1.44 in 2010. The overall number of births in Cyprus in 2018 touched an average of 1718 compared to 1758 in 2013.

According to EUROSTAT (2013) the percentage of “employed single fathers” in Cyprus reached an average of 78.6% compared to 71.9% of “employed single mothers”. This points to a significant imbalance as to the involvement of mothers in the labour market and emphasizes the gender gap between men and women especially when it comes to the attainment of a career in the labour market.

Current situation for mothers in entrepreneurship and leadership

Balancing motherhood and entrepreneurship is one of the greatest challenges Cypriot mothers face, and there is still a long way to go (Dagneven, 2020,p.12). Maternity leave, and extensions of this are frequently debated in governmental agendas, but they never come to a fair settlement. This greatly affects the role and participation of mothers in the field of innovation and social entrepreneurship. Mothers feel insecure that returning to work and focusing on their careers will guarantee the well-raising and a better future for their child.

The birth and care of a child seems to prevent a considerable number of mothers to return to paid employment. According to *Motherhood in Cyprus* (MiC) research, contacted in September 2020, 81% of responded mothers said that they have to return to the workplace after having a child while a 19% did not. There were four main reasons for not returning. First, the role was no longer suited to their needs and preferences, secondly, they preferred a part-time employment, thirdly, they required more time with the child, and fourthly, the job was no longer available. (Dagseven,2020, p.12)

Mothers also stated there was a lack of understanding from employers while pregnant; When it comes to leading positions held in Cyprus, the gender gap is particularly high at the largest companies. According to EUROSTAT, those in top positions are 88.5% of men



compared to 11.5% held by women. Furthermore, these statistics conceal the number of mother entrepreneurs holding leading positions. Existing evidence suggests that pregnancy and the care of a child are two of the main reasons for this gender gap.

Single mothers in Cyprus do not enjoy equal working opportunities the same as single fathers do. Recent research has shown that a considerable number of single mothers in Cyprus suffer from mental distress, low confidence and live a less happy life, due to economic hardship and low financial income (Roussou et.al., 2019). The development of “community support systems” that will support the inclusion of mothers in work are highly recommended.

Regarding the state of migrant women in Cyprus, a great number are employed as domestic workers, the fastest growing employment area in Cyprus. (KISA, *The position of migrant women in Cyprus*). Again, the visibility of migrant mothers’ statistics and data are considerably limited, however the opportunities for these migrant mothers to succeed in the field of entrepreneurship and leadership are limited to non-existent. Several migrant single mothers work on the black market because they cannot find formal employment, or their salary is not enough to sustain their family. There are cases when the social assistance benefit offered by the government is suddenly terminated because the government decides that they do not meet the necessary requirements or because they were caught working in the black market (Officer&Taki, 2013, p. 56,61). In addition to that, irregular payments from the welfare office and unfair treatment by the employment service proves a great obstacle for migrant mothers in looking for job-opportunities and progressively succeed in the field of innovation and social entrepreneurship.

List of challenges faced by mothers in entrepreneurship and leadership

One of the greatest challenges for mothers today in Cyprus is to maintain the balance between their working career on the one hand and the well-raising of a child on the other. The latter duty in addition to the responsibility to maintain a healthy and steady household, is the burden that still falls on the mother’s shoulders. This fact prevents mothers from actualizing their working potentialities and prospects. (Nearchou, 2020, p.61). Cypriot mother entrepreneurs should strongly advocate their right to become entrepreneurs as equally as men and should fight more against gender stereotypes and their treatment as representatives of a “weaker” gender. (Nearchou, 2020, p.61). Cypriot mothers’ entrepreneurs should demand flexible working hours including the option to work as part-timers.

Online-work from home proves a productive solution especially now during the COVID-19 pandemic crisis and should be highly recommended. (Dagseven,2020, p.13). Extending the maternity leave and benefits will enable mothers to participate more actively in the field of social entrepreneurship. *Motherhood in Cyprus*, Sept.2020, p. 12-13). For the maternity leave and benefits to an extent, mothers have to get organized for claiming their equal rights to social entrepreneurship. This should be considered as the greatest from all the challenges mothers are called to face, since this will strengthen their employment status and involvement in entrepreneurship. This will boost mothers’ confidence and will also work as a pressure point against the employers to take measures encouraging entrepreneurship for mothers. The role-model of self-employed, committed, financially independent mother is a challenge that will advance mothers role and status as entrepreneurs. (Nearchou, 2020, p. 61)



United Kingdom Population of Mothers

When analysing the population of mothers using the latest data in the United Kingdom (UK), we can see that 640,370 live births occurred in 2019. Whilst this is a slight decrease of 2.5% since 2018, it shows us that there is a constant pool of mothers in the UK who may be balancing the dual roles of work and childcare every year (Corps, 2020 a).



Within this subgroup of mothers, it is essential to consider the proportion of disadvantaged mothers. In 2019, “28.7% of all live births were to women born outside the UK” (Corps, 2020b). From this, we can see that mothers in the UK come from various countries of all ages.

When looking at the 184,003 births of children born to mothers whose country of birth was outside the UK, 67645 were from the EU; 11418 from the rest of Europe; 30753 from Africa; 10927 from The Americas and Caribbean; 60881 from the Middle East and Asia; 2379 from Antarctica and Oceania (39 mothers did not state their country of birth) (Corps, 2020c).

Another disadvantaged subgroup includes the number of single parents. In 2019, there were 2.9 million single-parent families- 14.9% of families (Sanders, 2019), accounting for 86% of this family type (Ibid). This is significant to this Mumpreneurship in the UK and this project specifically. We need to consider that our tools and resources should apply to single mothers and mothers with a partner for support.

Age is another critical consideration. Most UK-born and migrant mothers are in their mid-thirties in the UK.

Regarding female employment, 9.3 million women were working full-time and 6.3 million part-time between October and December 2019 (Francis-Devine, 2020). 40% of women in employment were working part-time compared to 13% of men (Ibid). Therefore, many mothers in the UK remain part-time working. Consequently, considering the hours in developing resources and tools for this project, it should be entirely beneficial and manageable for mothers with busy schedules.

The most common occupations and job roles for women come from the following sectors: “health and social work, the wholesale and retail trade (14%) and education (12%). 79% of jobs in the health and social work sector and 70% of jobs in education are held by women.” (Francis-Devine and Foley, 2020).



Research had found that 65% of British mothers with children under ten considered starting a business from home in the next three years from when the survey was conducted (2014) (Sheikh

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and Yousafzai, 2015). These factors included “soaring childcare costs, glass ceiling, inflexible nature of employment, desire for independence and autonomy and a desire to achieve a better work-family balance” (Ibid).

Overall, the female employment rate in the UK reached a record high between October-December 2019 (Francis-Devine and Noley, 2020). However, it is crucial to consider the gender pay gap (third section). “Median weekly earnings for female employees working full-time were £528 at April 2019, compared to £628 for male full-time employees.” (Ibid). This can be considered a strong incentive for women to work as self-employed. Entrepreneurship offers a viable alternative to traditional employment for women and provides women with autonomy and job security when running their own business.

Current situation for mothers in entrepreneurship and leadership

In the UK, the number of mothers in entrepreneurship is growing considerably, with research suggesting that “women-owned business is one of the most rapidly developing kinds of entrepreneurship” (Elsebaie et al., 2019). “Women comprised 34% of all self-employed workers at the end of 2019, up from 27% in 2007.” (Francis-Devine and Foley, 2020). Furthermore, research shows that in 2018/19, the proportion of working-aged people involved in the total early-stage entrepreneurial activity was 11.1% for men and 5.4% for women (Ibid). Although women are beginning to take off in entrepreneurship, “Men are more likely than women to be involved in “total early-stage entrepreneurial activity” (Ibid).

The UK government has recognised this growth and has aimed to “reduce the entrepreneurial gender gap along with encouraging mothers to enter entrepreneurship” (Sheikh and Yousafzai, 2015). However, some UK mumpreneurs felt that they did not receive enough government support regarding training courses “that can help them to develop and learn marketing, accounting, finance, PR and social media skills that are critical to run an effective and efficient business and also in getting funding for future growth” (Ibid). This shows an apparent demand for training courses and toolkits, such as those provided in the Mumpreneurship project, to equip mothers with the right skills to take their business ideas further.

A lack of training is concerning when examining the impact of education on the prospects of mothers when they consider returning to employment. Sanders (2019) suggested, “those with degrees are twice as likely to go back to work full-time as those with lower levels of education, while those with the lowest level of education were the least likely to return to work at all”. This is significant for women’s current position in entrepreneurship and suggests that a lack of education/ training may hinder their entrepreneurial prospects. The “mumpreneurship” movement typically leads by young, educated, successful mumpreneurs who have significantly wielded their dual role in society (Richomme-Huet et al., 2013). Whilst role models are significant for future mumpreneurs, the road ahead will be harder if a mother is less educated and has limited access to training.

Trends suggest that most women delay having children as they want to have a long career before becoming mothers (Corps, 2020); mothers may take on jobs with lower occupational status on their return-to-work, reduced hours face extra challenges with career progression (Harkness, 2019). The trend reduces the likelihood of upgrading, which hinders the chances for mothers to make it up to leadership positions (Ibid). Via “mumpreneurship”, mothers can benefit from being their own leaders.



For mumpreneurs, connecting with other female leaders or mumpreneurs as role models through various networking channels is seen as a compulsory element to ensure their businesses can thrive (Sheikh and Yousafzai). The self-efficacy that women develop in connecting with other women allows them to progress their ambitions and training courses to develop additional skills. Therefore, it is essential to connect mumpreneurs to support and guide one another.

List of challenges faced by mothers in entrepreneurship and leadership

Mumpreneurs demonstrate dual job roles. Unlike their male counterparts, many mumpreneurs face additional challenges, such as the role of gender in society with stereotypes and the gender pay gap.

Compared to OECD countries, the UK has the highest estimates that British parents with two children could spend as much as £12,000 a year (Sheikh and Yousafzai, 2015). However, the high cost of childcare means that many mumpreneurs are required to look after their children whilst running a business. Therefore, working mothers “face greater work-family conflict” (Ibid).

In 2015, Sheikh & Yousafzai interviewed 12 UK mumpreneurs and found that whilst all the mumpreneurs generally appreciated the child tax credit provided by the UK government (CTC:70% of childcare costs), childcare remains limited and unaffordable (Ibid). The nature of the financial support packages for self-employed workers is problematic as they “are often based on average profits over several years, without accounting for periods of maternity leave” (Savage, 2020). Combined with the rising cost of childcare, mumpreneurs face difficulties accessing childcare and state funding to alleviate the situation.

A recent survey has suggested that bosses rejected furlough for 71% of the working mothers in the Coronavirus pandemic (Middleton, 2021). ‘Mumpreneurship’ could be a more flexible solution than being employed; this demonstrates the challenges of government funding and childcare provisions that mothers also face. Moreover, maintaining a balance between “motherhood, business, and housework” can be a constraint (Sheikh and Yousafzai, 2015). Hence, managing childcare responsibilities and work has been a daily challenge for the mothers on top of Covid-19, which has further exacerbated these challenges (see final section).

UK mumpreneurs with long working hours can be detrimental to childcare responsibilities, which seems to be the case for 11% of fathers and 7.6% of mothers (Vizard, 2019). Whilst this is an apparent concern for both mothers and fathers, “Almost 3 in 10 mothers (28.5%) with a child aged 14 years and under said they had reduced their working hours because of childcare reasons. This compared with 1 in 20 fathers (4.8%) (Ibid).” This demonstrates the critical challenge for mumpreneurs, who are expected to reduce their hours more than their male counterparts.

The challenges discussed above show that many mumpreneurs rely on connections and support networks to help their business ventures. Many rely on self-taught learning and need greater access to free and or inexpensive training schemes (Sheikh and Yousafzai, 2015).



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Research has found that this gender gap in the UK varies with age (Ibid)- the gap for the 20's and 30's is smaller than the older age groups (Ibid). Perhaps time out of the labour market to care for children/elderly relatives can affect future earnings when returning to work (Ibid). But it is alarming that the majority of all new mothers (including first-time mothers), in 2019, were between the ages of 30-34 years old.

Unlike other jurisdictions in other countries, the UK does not require employers to take any action regarding gender pay reporting- with only around half of large employers publishing any form of action plan (Fawcett, 2020). This is a concern for mothers in leadership. For example, as in traditional business settings, they may be significantly underpaid compared to their male counterparts. Consequently, this ties in with the persisting gender stereotypes within society. In April 2019, "Median weekly pay for female full-time employees was £528 at April 2019, compared to £628 for male full-time employees." (Francis-Devine, 2020). Even "after adjusting for inflation, the median pay for female full-time employees was around 2% higher than its 2008 level, while median pay for men was around 4% lower" (Ibid), the Gender Pay Gap is still prevalent in society.

On the other hand, childcare has required mothers to reduce their hours. For mothers in entrepreneurship and leadership, pre-existing expectations and stereotypes can be challenging. Female employment pathways differ significantly from father's- 3 years after childbirth. 90% of men are in full-time work/self-employed (Harkness et al., 2019). These employment patterns and typical behaviour influence other factors that can be challenging for UK mumpreneurs.

In 2016, in the EU, 93% of women aged 25-49 years old (with children under 18) stated that they took care of their children daily. Only 3 out of 12 UK mumpreneurs "indicated that they got help from their husbands in managing children, reflecting the gendered division of labour between paid and unpaid work where most of the responsibility of housework and family is on women". (Sheikh and Yousafzai, 2015) This particular stereotype can be a significant challenge as childcare responsibilities can divide attention away from business tasks.

Overall, as highlighted by the Fawcett Society, half a century on from the Equal Pay Act of 1970, it is concerning that the Gender Pay Gap and certain Gender stereotypes can inhibit women (mothers) growth in their business endeavours (Fawcett Society, 2020). These are significant challenges facing mothers in entrepreneurship and leadership. Many mumpreneurs need to be reskilled to rejoin the labour market and set up their businesses.

Sweden

Population of Mothers

The conditions for single mother's households in Sweden can be described as having a much better life-standard than what they do in other countries, but comparisons have to be done with similar general conditions, which is the one to the neighbouring countries, with whom Sweden can, with not much methodological problems, be compared. The public policies in these countries are developed inside a logic of understanding and prioritizing the needs of the child, further than understanding the needs of the mother or the father of the child. The North-European states have developed under a strong tradition of welfare states and in that they are within the highest beneficiaries for mothers and promoters of equal care for fathers and mothers (Gupta, Smith, & Verner, 2006). This is a high advantage for traditional households, but it can become a problem when we talk about single moms with children

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who have present fathers, the law only allows the father to transfer a certain amount of days to the mother, even though the child lives with her, and she is the sole breadwinner in the household (Försäkringskassan, n.d.). Thus, the model applies for traditional configuration of families and does not support deviations to the imaginary norm of a bi parental family. In Sweden the households of single mothers are a very high number, being over 3 times the number of single fathers, (312.910 women v/s 90.604 men). Leaving a high amount of women in the position of not having enough time/support to move further with their economic independence or following of their dreams. (SCB, 2021) The challenges presented by the work market to women with foreign background brings even a new challenge, since it is a group that has the least matching of talents when trying to get access to paid jobs. (centralbyrån, 2017)

Current situation for mothers in entrepreneurship and leadership

The situation in Sweden is marked by the difference within the binary genders, being 147,5 out of 1000 women in leadership roles, while there are 324,3 out of 1000 men in the same category (SCB, 2021). There is a strong civil movement that aims to allow empowered women to take the roles they deserve and to act further having an effect in the working market. Some NGOs and associations are focused barely in the entrepreneurial of females (such as <https://www.linkedin.com/company/bpw-malmo/>) while others in some areas of knowledge that are majority led by men, such as STEM (such as <https://www.linkedin.com/company/teknikkvinnor/>). These civil society movement have a real impact since they manage to reach all areas of the market and to create the so needed role model visibility for younger women to grow up in the achievement of their own goals. Sweden is known for being one of the leaders on gender balanced policies, but the perspectives of these policies are focused mostly in the privileged circles, leaving the most vulnerable ones to do all the work that the empowered white women refuse. In a fast review of the system, it is not difficult to see the women who have reached the glass ceiling and the women who have managed to allocate themselves into power positions. This seems to be changing slowly with the years and moving forward with awareness and constant work from the aforementioned civil society organizations.

List of challenges faced by mothers in entrepreneurship and leadership

Women stated that they would like to have had included in the programme to help with the challenges that are mentioned here: workshops on marketing, more access to coaching, assure the presence of an interpreter, have more group work to take advantage of each other's feedback and collaborate with the employment agency



Greece

Population of Mothers

The total number of families in Greece is estimated to be 4134540 (Elstat, 2019). According to data of Hellenic Statistical Authority and Eurostat 21.9% of families in Greece are single families with the majority of them to have only a female parent (in gr). Approximately 9/10



single families have a female parent (Jordan, Stewart & Janta, 2019). At the last demographic research on Greece, on a total population of 10816286 people, mothers in single families were estimated at 389337 persons ("Greece in figures", n.d.).

The results of the most recent census (Eurydice - European Commission", 2020) show that 9904286 people have Greek citizenship, 199121 people European Union citizens, 530244 people are citizens of other European countries. 175930 have citizenship of African countries, Caribbean, South or Central American countries, North America, Asia, Oceania whereas, 705 people are stateless or have unspecified citizenship. The largest percentage of 52.7% of non Greek citizens have Albanian citizenship, 8.3% Bulgarian, 5.1% Romanian, followed by Pakistani with 3.7% and Georgian with 3.0% (Population Census - Housing, 2011, ELSTAT 2016). Overall, there is a lack of more detailed data of migrant mothers.

Current situation for mothers in entrepreneurship and leadership

According to relevant research, 62% of women starting social companies are married and 55% have children ("Business news", n.d.). There is a lack of data related to mother entrepreneurs in general whereas a lot of data can be found for female entrepreneurs and leaders in general.

List of challenges faced by mothers in entrepreneurship and leadership

Mothers face a variety of challenges and obstacles in their professional life. Work-life balance challenge is directly linked with existing social and cultural norms. The majority of experts agree that mothers with young children turn to entrepreneurship in order to accommodate work with motherhood caring duties (Women Entrepreneurs in Europe Challenges, Strategies and Policies, 2018). Being a fresh entrepreneur means being fully devoted to the process of creating one's business. At the same time they may face difficulties in child upbringing due to unequal sharing of the roles of parents.

Beating self-doubt and fear of failure (Thriveglobal.com, 2018) may derive from various contexts such as social, professional, family environment or own self reflection. Since the turn on entrepreneurship may also require some extra skills than those already acquired, mom entrepreneurs may lack technical knowledge (Business Know-How, 2019) (Wamda.com, 2019). Lastly, a mother/female entrepreneur can face is the gaps in funding (Business Know-How, 2019). According to research commissioned by the National Women's Business Council (NWBC) (Thriveglobal.com, 2018), female entrepreneurs start with 50% less initial capital compared to male entrepreneurs (Thriveglobal.com, 2018).

Comparisons

Population of Mothers

Although the birth-rates are steadily declining, there is a constant pool of mothers across the four countries. There are varying levels of data for mothers across the four countries. Cyprus appears to have the largest deficit of data, suggestive of a lack of attention paid to mothers in society. Contrastingly, the UK and Sweden appear to have a good welfare state that offers more financial and emotional support to mothers. All countries apart from Cyprus also have a lot of data on both native mothers and migrant mothers. Women are more likely to be single parents than men, which translates into a disadvantage.



Current situation for mothers in entrepreneurship and leadership

For all countries, women in leadership positions appear to be the minority of female roles. There is a clear gender gap. However, strong civil movements and initiatives are being developed to address this issue and the numbers of female leaders and entrepreneurs is rising. For increased family time and flexibility, some women decide to start their own business; this allows them to work from home and save money on childcare. Migrants, who are often discriminated against particularly are involved in entrepreneurship.

List of challenges faced by mothers in entrepreneurship and leadership

Research into the four countries uncovered a range of challenges faced by mothers in entrepreneurship and leadership. Overall the key challenges were:

- Difficulties with work-life balance, particularly between motherhood, housework and their career.
- Single parent families and associated legal and financial challenges.
- Need support with the development of self- confidence and reducing self-doubt.
- Returning to work after extended maternity leave.
- Perceived lack of technical knowledge within the field of entrepreneurship.



Tools to support the development of entrepreneurship and leadership skills

Following in-depth research in each of the partner countries involved in this project, key challenges have been identified in relation to mothers wanting to develop skills in entrepreneurship and leadership. From these identified challenges, the Mumpreneurship project partnership has developed a series of tools to support the development of entrepreneurship and leadership skills for mothers. The first five tools can be facilitated by VET trainers, while the last 10 tools can be implemented by mothers through self-directed learning or in a group. Appropriate information regarding duration, materials, aims and evaluation strategies have been provided, as well as indicating if the tools can be used in a self-directed setting. The tools aim at supporting mothers to become more confident and competent in developing and expanding their business.

	Tool	Description	VET/Mothers
1	Business Plan Development	Presenting learners with the skills and support to develop a comprehensive plan for their business	VET
2	Challenge Me!	Allowing participants to complete a challenge to hone the essential teamwork and problem-solving skills	VET
3	Mentoring	Working individually with a mumpreneur to establish a connection and provide personalised support in their business development	VET
4	What is your passion?	Reflective exercise to support mothers to identify passions and they could use these within an entrepreneurial venture	VET
5	Business Generator	Generating discussion with mumpreneurs to encourage networking and sharing of ideas	VET
6	How to use social media to connect with your community	Exploring different social media platforms and how to use them to your advantage	Mothers
7	Business Deconstruction	Researching successful female entrepreneurs and developing own business model based on findings	Mothers
8	Mind Mapping	Mapping own ideas and goals onto a mind map to visualise success and increase motivation	Mothers
9	My Fantasy Business	Exploring business ideas without limiting yourself	Mothers
10	PESTL Exploration	Researching different influencing factors and how they may impact your business	Mothers



11	Prioritisation	Using a visualisation activity to establish main business priorities	Mothers
12	SMART Goals	Setting realistic and achievable goals by breaking down the main goal	Mothers
13	SWOT Analysis	Weighing up different aspect of your goals to establish challenges and opportunities	Mothers
14	Start, Stop, Continue, Change Model	Reflecting on your personal experience to establish what you will/will not need moving forward with your business	Mothers
15	Overcoming Barriers- finding the positives	Reflecting on any barriers and how to turn these into positives instead	Mothers

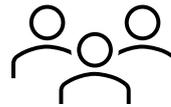
For each of the tools, a key has been given to make it easy to find the aspects of each tool needed, whether you are a VET trainer or a mother wanting to try these tools outside of a training room:



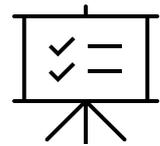
Aim of the activity



Explanation



Number of participants



Evaluation Methods



Duration



Equipment



Additional Resources

VET TOOLS

These tools have been developed for VET trainers to support their clients/participants, who are mothers, to explore entrepreneurship. In your role as a trainer, you will provide vital support and encouragement to mothers looking to start or develop their business or entrepreneurial journey. These tools provide the information you will need to successfully deliver various activities to mumpreneurs, and aid in their confidence and understanding of entrepreneurship.



TOOL 1: BUSINESS PLAN



Aim of this activity:

The aim of the following activities under the “Business Plan” tool, is to help mothers to become confident that they can chase the opportunity to become financially independent through learning how to prepare their business plan. Assuring a healthy environment for their children and financing their education is a strong motivator that can encourage them to acquire the necessary knowledge and skills for starting their own business. It takes a lot of effort and hard work to reach the final goals, and this is a fact everyone should remember.

Never stop learning; investing in yourself is the key to a better future.

In this regard, inspiring mothers to become entrepreneurs through the development of knowledge and skills on how to efficiently write their business plan, is the aim of this activity. When deciding to initiate their own business, there are certain skills that, if developed, can help them run their project smoothly. Skills such as planning, launching, managing, and growing a business, are vital for a mother to build confidence and believe that she can actually succeed and strive for what she dreamed of. These are the entrepreneurial skills that this activity aims to develop.



Each aim we seek to accomplish in our lives needs to start from somewhere. This means having to get over fears of failing or being unable to adjust to circumstances. Turning a business idea into an actual business means, first of all, “planning right”. This will enable mothers to guide their thoughts and relevant actions accordingly.

Managing resources requires a well-organised mind. This in turn, prompts each future mumpreneur to reveal the best of her qualities. Most of the time, we are unaware of what we can actually achieve and of what we are capable of. A first step should be for the mothers to write down their business proposal and divide tasks according to priority. This way, they keep record of the activities and tasks that need to be fulfilled, while keeping in control of the overall process of the project. Launching, managing, and growing a business can happen through successful networking. This tool proves valuable for mothers in approaching people related to their work which can assist them towards broadening their ideas and scopes. This way they can build their own network of people who can help and support them in actualising their entrepreneurship venture.



Duration:

This training tool is divided into four teaching-training activities: “Plan your business”, “Launch your business”, “Manage your business” and “Grow your business”. Each activity is prepared in such a way so that each mother, alongside you as a VET trainer, will be able to assess herself concerning the skills developed during the whole process of the training activity. In what follows we present a detailed course description for each teaching-training activity along with the timeline schedule and all necessary provisions.





Detailed Explanation of Activity:

Module 1: "Plan your business"

Lesson outline:

Session 1:

- First meeting
 - Sharing of thoughts regarding each participant's business idea
 - Discussion
- } 30 minutes

Session 2:

- Planning their business
 - Writing a business plan
 - Discussion/ brainstorming
- } 30 minutes

Learning objectives:

- ➔ Feel confident to express themselves and their ideas to other participants.
- ➔ Define the importance of having a clear voice about their business ideas.
- ➔ Transcending ideas into practice by actualizing their own business plan.

Structure of Session 1: The importance of preparing a business plan.

You, as a trainer, should divide learners into small groups and ask them to discuss their business idea and why they believe this will prove successful. When finished, learners share their ideas with other groups while, at the same time, each mother takes notes and adds ideas she finds interesting and attractive. When all groups have finished presenting their ideas, ask learners to go back to their groups and write down the latest version of their ideas as informed by the whole discussion. Learners should share their new version of their business idea with members of other groups.



A discussion should then follow, this time in pairs, specifying the exact competitive advantages which they believe will make their business a true success. Future mumpreneurs will have to be specific at this point, such as by answering the following questions:

- a) Which company sector does your company aim to serve?
- b) Are there any experts by your side committed to fulfilling your business plan?
- c) Are you willing to write down a quick outline of your business idea or a detail thoughtful analysis of the precise steps needed to initiate your own business?



By answering these three questions, future mumpreneurs will be able to move to the next session of this training tool. This means they already have a clear business plan in mind and have clarified a number of questions and dilemmas they experienced before participating in the training activity.

Structure of Session 2: Writing a business plan.

You should guide future mumpreneurs in how to write their business plan. As a first step, you should provide the learners with an activity worksheet including all the necessary steps they need to follow in order to actualise their business plan. The worksheet is divided in sections, each specifying the exact tasks needed to focus on.

Business Plan Activity Worksheet

Business Plan Development	
<p>Executive summary: Please briefly describe what your business idea is and why it will be successful.</p> <p>Include your mission statement and all the basic information about your company, your employees, and location.</p>	
<p>Organisation and management: Please explain whether you want to be the sole proprietor of your business or if you will be assigned as a general/ limited partnership.</p>	
<p>Service and product outline: Please explain what you sell or what your service intends to provide. If you are doing research or providing mental, ethical, or even network and digital support, explain this in detail.</p>	
<p>Financial projections: the aim is to convince the reader that your project is viable and will prove a success. Give details if possible, proving your reliability and commitment.</p> <p><i>This section can be kept confidential in a group setting if the participant wishes.</i></p>	



It should take around 20 minutes for them to fill in the worksheet. Then, mumpreneurs should prepare a 3–5-minute presentation of their business plan, explaining why they believe their idea is viable and promising. You, as a trainer, should offer support whenever they need or ask.

A discussion should then be encouraged, co-ordinated by you, where mothers give feedback to one another and highlight the strengths and weaknesses in their plan.

Module 2: Launch your business.

Lesson outline:

Session 1:

- Gain insights about how to choose a business structure. } 40 minutes

Session 2:

- Name and register the business } 20 minutes
- Group discussion

Learning objectives:

- ➔ Future mumpreneurs will effectively learn how to choose the structure of their business.
- ➔ Mothers will learn the right way of naming their own business.
- ➔ Get feedback from you, as the trainer and the rest of the group on how to launch their enterprise.

Structure of Session 1: Roadmap for structuring a business.

You should explain the importance of choosing a business structure to the future mumpreneurs. This will provide them with a roadmap on how to register their business with the state, how much they will have to pay in taxes, the documents they need to file but also the necessary licences they have to obtain by the local authorities.

Learners will be able to pose questions and engage in conversations about this topic. They may ask for declarations regarding the right way to register their company and all necessary information. For facilitating the guidance of future mumpreneurs, you should provide mothers with a roadmap indicating the processes they have to follow in order to choose the appropriate business structure.





Structure of Session 2: Discussions

Future mumpreneurs should then proceed to discuss the roadmap template in groups of 3. They should take notes, indicating their questions and concerns, while you will be joining each group giving the necessary guidance to participants. As a trainer, you have to be in a position to answer and provide feedback to the groups. You also need to be co-operative, taking in mind the concerns, expectations and hesitations of mothers when starting their own business. You should be optimistic and encourage mothers to proceed towards launching their own business.



Module 3: Manage your business.

Lesson outline:

Session 1. Financial management.

- Presentation/discussion of the important elements of successful financial management.
 - Balance sheet presentation.
- 60 minutes

Session 2. Goal setting and time management.

- Introductory presentation about goal setting and time management.
 - Practical application and discussion.
- 60 minutes

Learning objectives:

- ➔ Define financial management of one's business and be able to produce a sample of a balance sheet.
- ➔ Define and prioritise one's necessary activities for running a successful business.

Structure of Session 1: Financial Management.

As the VET trainer, you should briefly discuss the importance of organising finances properly and ask the participants to come to the session with examples of their everyday experiences, when managing their incomes and expenditures.

NOTE: These examples should not reveal explicit details about the learners' personal lives, only giving general experiences about financial management.

You should provide additional examples and guide them to realise how convenient and easy life can be when they organise properly. Then, the group should discuss how helpful it is for a company to keep financial records and how crucial this can prove, especially when negotiating supply agreements or purchasing materials necessary for the company.

During the session, you should present the group with an example of a balance sheet to show the importance of financial management when running a company.

Organisation of profits and expenses: You should present an example of a balance sheet designed to help the entrepreneurs keep records of the business' capital, profits, and expenses and secures the business' success and longevity.

The participants should also be given an empty balance sheet template, and their results can be discussed following completion.



A balance sheet is a financial snapshot indicating what the company owns, its incomes, its expenses, its debts, the salaries of the employees, supplies and demand.

It helps to maintain, and have control of, the balance between profit and loss and in this sense evaluate the advantages and disadvantages of a business decision.

Balance Sheet (Projected)		
Enter your Company Name here		
	Beginning	Projected
	as of mm/dd/yyyy	as of mm/dd/yyyy
Assets		
Current Assets		
Cash in bank	\$ -	\$ -
Accounts receivable	-	-
Inventory	-	-
Prepaid expenses	-	-
Other current assets	-	-
Total Current Assets	\$ -	\$ -
Fixed Assets		
Machinery & equipment	\$ -	\$ -
Furniture & fixtures	-	-
Leasehold improvements	-	-
Land & buildings	-	-
Other fixed assets	-	-
(LESS accumulated depreciation)	-	-
Total Fixed Assets (net of)	\$ -	\$ -
Other Assets		
Intangibles	\$ -	\$ -
Deposits	-	-
Goodwill	-	-
Other	-	-
Total Other Assets	\$ -	\$ -
TOTAL Assets	\$ -	\$ -
Liabilities and Equity		
Current Liabilities		
Accounts payable	\$ -	\$ -
Interest payable	-	-
Taxes payable	-	-
Notes, short-term (due within 12	-	-
Current part, long-term debt	-	-
Other current liabilities	-	-
Total Current Liabilities	\$ -	\$ -
Long-term Debt		
Bank loans payable	\$ -	\$ -
Notes payable to stockholders	-	-
LESS: Short-term portion	-	-
Other long term debt	-	-
Total Long-term Debt	\$ -	\$ -
Total Liabilities	\$ -	\$ -
Owners' Equity		
Invested capital	\$ -	\$ -
Retained earnings - beginning	-	-
Retained earnings - current	-	-
Total Owners' Equity	\$ -	\$ -
Total Liabilities & Equity	\$ -	\$ -



Structure of Session 2: Goal Setting and Time Management.

As the trainer, you should then proceed to explain basic terms indicated in the balance sheet and assure mothers that even though it seems complicated, they will keep on learning it through practise as soon as they initiate their enterprise. The point is for mothers to gain a realistic picture of the responsibilities needed when running a business and to see the importance of being organised.

Group discussion: The participants can make estimations regarding the amounts they will need to have for capital and necessary assets (for example equipment and beginning expenses) based on their initial business idea. Then, they should gather in groups of 3 and discuss ways to secure the funds necessary to acquire their starting capital in order to initiate their business. You should move around the groups and guide the mothers in order to reach realistic and practical conclusions. The participants should then gather together, and one representative of each group should be encouraged to present her results. The results can be outlined in a diagram similar to the one below.



Aim: to help mothers built financial awareness and confidence. In order to secure the necessary funds and assets for starting their own business, mothers will have to be financially knowledgeable. Thinking about smart and efficient ways to raise money for initiating their own business is a great place to start!

Module 4: Grow your business.

Lesson Outline:

Lesson 1

- How to grow your business by defining your target audience
- 60 minutes

Lesson 2

- Fostering business growth through role-model education
 - "Meeting the prototypes". A live meeting with successful role-models
 - Grow your business/ game/Closing activity
- 60 minutes

Learning objectives:

- ➔ To show mumpreneurs that their business plan is sustainable.
- ➔ To prove reliability and trustworthiness.
- ➔ To inspire mothers through role-model education to initiate and sustain their own business.

Structure of Session 1: Growing your business.

You should explain the importance for future mumpreneurs to have empathy for their target audience.

What is customer empathy?

Meeting the expectations of the target audience is vital when writing a business plan. A prominent way for the mumpreneurs to earn the trust of their target audience is to be the customer themselves of their own products and company. For example, if their plan is to promote a certain product in the market, let's say a rare and unique kind of fruit jam, then being a great lover of fruits and jams is an asset when meeting the customer's expectations.



Mothers may become entrepreneurs precisely because they could not find something specific for their kids, or if they needed a specific type of assistance provider in times of great need. Acknowledging and considering the target audience and their needs is crucial to becoming a successful entrepreneur.

Each mother should be given the chance to talk about her business idea and why she wants to become an entrepreneur in the field of her interest.



Questions to be addressed:

- 1) What is your business idea?
- 2) Who is your target audience?
- 3) Have you seen a precise gap in the market, and do you feel you can fill it?
- 4) Do you need the product/solution that your enterprise offers?
- 5) Are you sympathetic and compassionate to the target group you want to address?

In the role of the trainer, you have to encourage mothers to freely express themselves. You should also encourage other listeners to support the presenters by providing feedback and helping them remain on task.

Structure of Session 2: Role Models

Introduce 4 role-model entrepreneurs who have successfully managed to build their own business. You should set the meeting with the 4 role models and confirm their presence in the class at least two days in advance.

Direct the first meeting between mothers and successful role- model entrepreneurs. You should insure a pleasant and interactive discussion is maintained and encourage mothers to take notes about the role models' relevant experiences in their business domain.

Notes will be further used by each learner for addressing what they have earned throughout this meeting and asking any relevant questions.

Closing activity

- 1) Divide learners in groups of 2-3. Give them 5 to 10 minutes to discuss what they think they have earned throughout their discussions with the role-models. Each group prepares one single statement expressing their thoughts and presents them one by one to the rest of the class. Each group's opinion will be written on paper/card/post-it notes prepared by you in advance, so that the role models can easily see the groups' answers.



After reading all the statements, you should encourage the learners to engage in further discussion. Proposed questions could include:

- 1) How did you feel when you were interacting with the role models?
- 2) How have these role models inspired you?
- 3) What will you take away from these discussions?

Aim: The aim is to make mothers realise that other mothers sharing the same concerns and difficulties with child-raising, have achieved their business and made their dreams come true. Anything is possible!

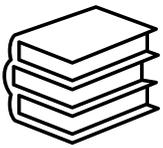


**Resources/Equipment needed to conduct this activity:**

A personal computer (preferably a laptop, tablet or a smart phone), a notebook and a pen. Future mumpreneurs can use these materials in order to access mumpreneurship educational materials and take notes during the process of the training activities.

**Number of participants needed for activity:**

An expected number of six (6) to ten (10) future mumpreneurs and one VET trainer.

**Further Resources/OERs to support this activity:**

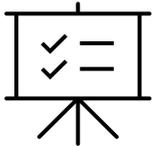
My business my way:

<https://www.nottingham.ac.uk/business/businesscentres/hqi/documents/my-business-my-way.pdf>

The female entrepreneur toolkit: <http://www.michelleharry.com/female-entrepreneur-toolkit/>

Motherhood in Cyprus Report: <https://motherhoodtruths.com/cyprus-project/>

The needs of refugees and the integration process in Cyprus: https://www.unhcr.org/cy/wp-content/uploads/sites/41/2018/02/The_Needs_of_Refugees_and_the_Integration_Process_in_Cyprus_2013.pdf

**Methods of evaluation:**

Each participant in the training activity should complete an evaluation form, assessing her state as a future entrepreneur and whether the training activity was indeed supportive and fulfilling. An evaluation questionnaire can be found on the following page.



Evaluation Handout for Tool 1

Becoming entrepreneurs: The roadmap to success	
<i>Are you ready to write your business plan?</i>	
<i>What are the main skills and competences you believe you have earned throughout this activity?</i>	
<i>Give a brief overview of your business plan.</i>	
<i>Have you decided to be the sole proprietor of your business or will you look for partners?</i>	
<i>Do you feel more confident after following this training activity? Please give details</i>	
<i>In what ways do you believe this activity has changed your entrepreneurial aims and goals?</i>	
<i>According to you, which aspects of the training activity could be improved? Please give details.</i>	



TOOL 2: The Challenge



Aim of this activity:

The aim of this activity is to give the participants the knowledge, inspiration, networks and the opportunity to develop in their unique entrepreneurial journey, allowing them to experience intensive idea generation, teamwork and problem solving, linked to the UN's global goals.



Duration: Up to 4 days to solve the challenge – can be reduced to a shorter challenge if done in a small group or individually.



Detailed Explanation of activity:

Participants should engage in a challenge, **with the goal of creating the next successful Startup**. Learners compete in teams and individually in the challenge, with an idea competition linked to the UN's Global Goals and the winners are rewarded with an entrepreneurial journey which will aid their continued development and inspiration.

Example of the EMAX Case 2019: The case relates to perspectives of the global Covid-19 pandemic.

CHALLENGE: What does a young entrepreneur need for support and help after the Coronavirus pandemic?

During Emax, learners will solve a case focused on the support and help you need to run your business in the future. For the activities, all participants are divided into smaller groups, each with a trained coach. The coach's task is to support the participants through all the steps before, during and after the event.

Experienced entrepreneurs, knowledgeable lecturers and inspiring people could also give new insights to bring to the challenge and the future entrepreneurial journeys of the individuals.

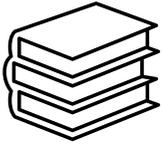


Resources/Equipment needed to conduct this activity: Could be done digitally or in a face-to-face setting. Use digital tools that help to do networking and allow group and individual coaching to take place.



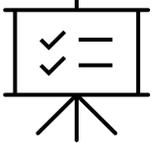
Number of participants needed for activity: The competition involves all groups solving a case. No limits on number of participants. In the EMAX case, for example, they had more than 100 participants divided in groups. This challenge could also be done individually.





Further Resources/OERs to support this activity:

https://issuu.com/emaxevent/docs/emax_sverige_programfolder_2019



Methods of evaluation:

This tool relies on the goal of competition to stimulate the development of challenging ideas around a case, in an individual or group setting. Informal evaluation could take the shape of a reflection activity following the completion of the challenge, but this should be up to the individual, group or trainer involved.



TOOL 3: Dialogue



Aim of this activity: The focus of this tool is on coaching, self-development and the development of a business model or company. This tool is all about dialogue and reflection, rather than being told "this is how you do it".



Duration: 6-12 months, depending on how many sessions of dialogue occur.



Detailed Explanation of activity:

The process begins with a future mumpreneur and you (a mentor) talking through their current situation, strengths, weaknesses, ambitions and priorities. When you and the mumpreneur have learnt more about each other, you work together purposefully based on the initial conversation after which some homework can be assigned to work on individually.

Online videos and episodes from ALMI, for example, could be used to start discussions during a dialogue session:

<https://www.almi.se/vara-tjanster/seminarier-online/startseminarier-online/>

These seminars are focused on those who:

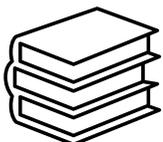
- Have an idea for a new business/business model.
- Have recently started to run a business and need to learn more.
- Have been entrepreneurs for a while and need to refocus and/or develop further knowledge, gaining inspiration.



Resources/Equipment needed to conduct this activity: In order to watch the seminars or other such resources, a computer or phone with internet connection is required. For the dialogue itself to occur, only a quiet room or a Zoom room is needed.



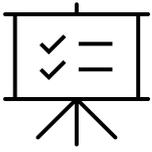
Number of participants needed for activity: 2 people (Mother and Mentor)



Further Resources/OERs to support this activity:

<https://www.almi.se/vara-tjanster/seminarier-online/startseminarier-online/>





Methods of evaluation: A unique self-assessment questionnaire after every seminar or dialogue could help both mother and mentor to assess the progress made and other aspects to focus on in future sessions. Some questions could include:

- How did you feel about this dialogue?
- What have you learnt from today's session?
- What would you like to focus on in future sessions?
- Is there anything about the dialogue you wish to change for future sessions?



TOOL 4: What is your passion?



Aim of this activity: The aim of this activity is to help mothers to reflect on their passions and, by doing so, this will help to identify potential avenues for business venture and employability, based on a true passion.



Duration: This activity should take around 30 minutes to complete. As a VET trainer, you should give time for individual self-reflection, before bringing the group together for open discussions and experience sharing.



Detailed Explanation of activity:

Individually, the mothers should be given sufficient time to think and act upon the following questions and actions:

- Write down a list of 10 things which bring you happiness, peace, positive feelings and motivation.
- Look at the list and note down an emotion you feel when you look at each listed thing.
- What have you noticed? Is there a specific action/theme/topic which reoccurs on this list which brings you positive emotions?

Identify one action that brings you joy and positivity and think about how this could be implemented into an entrepreneurial venture.

For example, if you find that craft related actions bring you joy and positivity, could you set up your own card-making business?

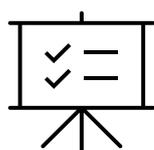
Bring the group back together and allow time for each mother to share their experience of this activity and explore options going forward for potential ventures. Perhaps others in the group had a similar outcome and passion; could they collaborate or share ideas?



Resources/Equipment needed to conduct this activity: Pens and paper to make notes is extremely useful during this activity.



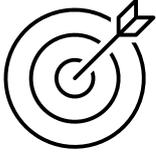
Number of participants needed for activity: this activity can be done with a minimum of 2 mothers plus 1 VET trainer to facilitate group discussion.



Methods of evaluation: This exercise is purely reflective for the individual and is followed by group discussion. As a VET trainer, you can ask the following questions to the group to identify how well this activity has worked with helping the mothers think about their passions and potential business ventures:

- How did you find this activity?
- What have you gained from doing this activity?





TOOL 5: Business Generation Discussions¹

Aim of this activity: The aim of this activity is to strengthen businesses by encouraging the entrepreneurs to prioritise and thus create growth. This activity is based on the Business Generator concept in Sweden.



Duration: Business Generation discussions can take from 1-3 hours, depending on how in-depth discussions go with regards to business development.



Detailed Explanation of activity:

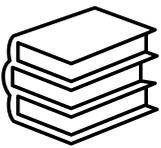
Business Generation discussions requires a group of individuals who have their own experience of generating business growth. Each individual involved should have a different profile and should focus on their expertise during discussions. Acting as coaches (external competence), you should ask challenging questions to the mumpreneurs or start up owners, which results in new decisions, tangible change and self-reflection.

Discussion points:

- Growth of the business; financial aspects; target audience and market.
- Focusing on customer benefits.
- How to manage a developing business and key points to consider.
- Creative and innovative thoughts and exploration for business growth.

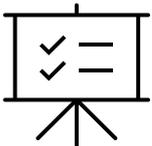


Number of participants needed for activity: up to 4 business individuals to act as the generators of discussion, plus a mumpreneur who wishes to generate discussion and growth around her business/business model.



Further Resources/OERs to support this activity: Business Generator:

https://www.youtube.com/watch?v=IBYcSYsx09U&feature=youtu.be&ab_channel=RegionKalmar%C3%A4n



Methods of evaluation: Following the business generation discussions, participants should reflect upon the following questions:

- What are the key points you will take away from the discussion?
- Is there anything that was mentioned that you had not previously thought of?
- Do you feel more motivated and/or inspired to continue to develop your business?

¹ Based on the Business Generator activity developed in Sweden:

https://www.youtube.com/watch?v=IBYcSYsx09U&feature=youtu.be&ab_channel=RegionKalmar%C3%A4n



MENTORING FOR MUMPRENEURSHIP

Mentoring can be an extremely beneficial way to support mothers looking to start a career or business. Specific, tailored mentoring to suit the individual can support their growth, both personally and with regards to entrepreneurship.

What is Mentoring?

Mentoring is the act of supporting an individual with their own development, whilst not directly giving advice and leading them to a specific solution. The best kind of mentoring is the kind that is supportive, but learner led, and learner focused, allowing the mentee to find their own solutions and guide themselves on a path to success.

CASE STUDY – Mentoring Circles™ methodology

The UK partner involved in the Mumpreneurship project developed a methodology focused on mixing mentoring, coaching and action learning to support different groups with their personal and professional development, goal setting and soft skills development.

The Circles methodology has been used in different contexts since 2001 and has a proven track record in supporting personal development in previously targeted groups, including women returning to work after career breaks and those wishing to develop their business plans and ideas. The methodology has received widespread acknowledgment for its quality materials and innovative content (Inova was recognised in 2008 for the development and successful use of the methodology with women entrepreneurs by SFEDI-Small Firms Enterprise Development Initiative). Women using the Circles to help them to return to work after a career break through the EU Return project found the method very helpful. One learner stated that after the Circles she had “[come] away with a renewed self confidence that I could actually return to work”.

Their success is due to the fact that they combine a range of methodologies to help participants increase their self-efficacy and build the confidence they need to help themselves. Circles™ utilise techniques from:

- Action Learning
- Coaching
- Mentoring

Unlike traditional training courses, learners are encouraged to find their own answers to the challenges they are facing. This knowledge is often already present; Circles™ help participants uncover this knowledge through sharing and learning from each other and thereby ourselves.

For more information on Inova Consultancy’s methodology, click here:

<http://www.inovacircles.org.uk/>



Mentoring techniques can be used with your clients to support their development, using goal setting and action learning, such as the 'Think, Act, Reflect' model, to support their development. See the following resources for more information on mentoring.

Resources on Mentoring:

What is mentoring: <https://www.reading.ac.uk/engageinmentoring/what-is-mentoring/eim-definitions.aspx>

Mentoring Guidelines:

https://www.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Mentoring_Guidelines.pdf

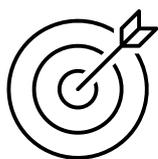


TOOLS FOR MUMPRENEURS

These tools have been developed to encourage and support you, as mothers, in the development of your business. The various activities presented here have been specifically tailored to allow you to explore and develop your personal and professional skills. They are designed to help your motivation and provide a breakdown of your goals, to make business development easier and more enjoyable.



TOOL 6: How to use Social Media and Apps to connect with your community.



Aim of this activity:

The aim of this activity is to support the network building as part of starting a business, and how to use social media to connect with your community for business purposes.



Duration: No time limit should be placed on this activity as exploring the different social media channels, apps and groups in order to connect with a community and develop networks for business development can be a lengthy process and not a quick job!



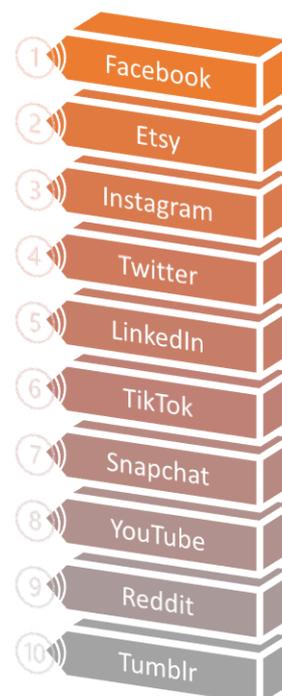
Detailed Explanation of activity:

Social Media and the internet have allowed extensive networking for socialising, integrating and business development – but where should you start?

Step 1: Assess what you want to gain from social media for your business development (networks, followers, customers, promotion, a business partner?) Make a list of all the reasons for using social media and the internet for business purposes.

Step 2: Once you have a list of reasons and aims for using social media and the internet for business purposes, explore the different sites and platforms which could be useful to you.

Step 3: After you have explored these different platforms, make a note of all your findings so you can come back to them in the future. The search for networks and key places to establish your business online is a long process so keeping notes can be very helpful to successful business development.



Proposed structure

Name of site:	
Purpose:	
Findings:	



Resources/Equipment needed to conduct this activity: Pens, pencils and an electronic device to search on social media platforms and other websites (a laptop, phone, tablet etc.)



Number of participants needed for activity: This activity is a solo exercise. (If done in a group with a VET trainer, the trainer should allow substantial time for individuals to do sufficient research and note taking before bringing the group back together for reflection and experience sharing.)



TOOL 7: Business Deconstruction



Aim of this activity: The aim of this activity is to help you, as future mumpreneurs to find inspiration from role models and successful business entrepreneurs, then use this inspiration for the development of a Business Model Canvas.



Duration: 3 hours



Detailed Explanation of activity:

Ice-breaker Exercise: If this activity is done as a group, participants should take 1-2 minutes to answer the following question:

What is your superpower as a mother?

You are encouraged to express yourself as it is useful for everyone to get to know each other. Discussion and engagement are key to exploring all the incredible talents and skills which mothers possess.

Activity 1: Role Model Research

The group should be split up into 5 teams (this activity can be done individually too). Each team should search online for successful female entrepreneurs or successful mumpreneurs. You should try to discover aspects such as:

- The motivation for starting the business.
- Successes of the entrepreneur.
- Challenges faced by the entrepreneur and, most importantly, how they overcame these challenges!

Following this research, the group should share what they have found. In particular, the groups should identify any similarities between the entrepreneurs, in relation to challenges, key tips, motivations etc.

Activity 2: Introduction to Business Model Canvas

Those conducting this activity should explore what the Business Model Canvas is and learn how to use it.

Video – What is the Business Model Canvas?

<https://www.youtube.com/watch?v=CakUeC1sCSs>

After watching the video, you should go back to your research from the previous activity and try to fill in the business model canvas for your role model mumpreneur or entrepreneur. In other words, try to break down the information gathered into the relevant sections of the canvas. If needed, more research can be done at this stage to complete any sections which are currently missing.



Presentations: After completing this activity, each member should be encouraged to make a 5-minute presentation of the business model canvas of their chosen role model enterprise.

Activity 3: Creating your own model.

Once you are comfortable with the Business Model Canvas, you should create your own model, using the business idea/start-up which you would like to pursue. By doing this activity, thoughts and wishes can be placed on paper, in a structured format which can support the overall development of a business.



Resources/Equipment needed to conduct this activity:

- Laptop/tablet
- Internet connection
- business model canvas video and template
- papers, pen
- projector (if showing the presentations via a screen)



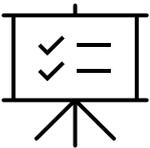
Number of participants needed for activity:

This activity can be done as a solo activity; however, for more discussions and networking, it is better to conduct this activity with a group of up to 10 mums, along with 1 VET trainer to facilitate and support.



Further Resources/OERs to support this activity:

- Business model canvas template:
<https://www.canvasgeneration.com/canvas/business-model-canvas-2/>
- Video explaining business model canvas:
<https://www.youtube.com/watch?v=CakUeC1sCSs>



Methods of evaluation: VET trainers may evaluate you by examining all the content delivered during the activity. On the other hand, you could self-evaluate by using relevant psychometric tests, supporting the initial activity of exploring your superpowers as mothers.

Psychometric test 1: <https://www.psychometrictest.org.uk/entrepreneur-test/>

Psychometric test 2: <https://www.truity.com/test/type-finder-personality-test-new>



TOOL 8: Mind Mapping



Aim of this activity:

Drawing yourself as a mind map is a good way to express the uniqueness of your skills for your desired career or business. By mapping ideas, thoughts, dreams and goals onto a mind map, the vision becomes more tangible and can be motivating to develop a business from this point.



Duration: 30 mins – 1 hours (this activity may take longer if done in a group setting with discussions following the creation of mind maps).



Detailed Explanation of activity:

Use key words, or wherever possible images.

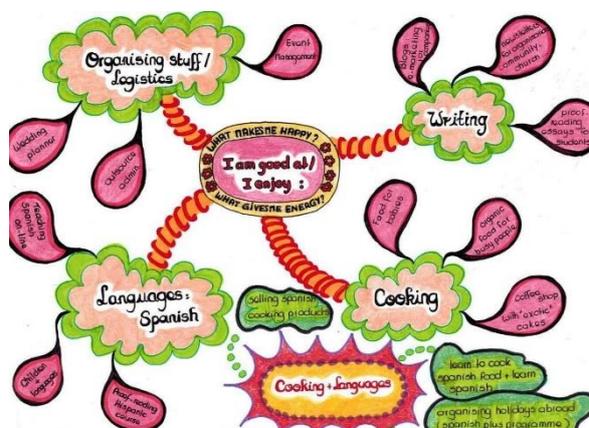
- Start from the centre of the page and work out.
- Make the centre a clear and strong visual image that depicts the general theme of the map.
- Create sub-centres for sub-themes.
- Put key words on lines. This reinforces structure of notes.
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use colour to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Use pictures or images.
- Use arrows, icons, or other visual aids to show links between different elements.
- Don't get stuck in one area. If you dry up in one area go to another branch.
- Put ideas down as they occur, wherever they fit. Don't judge or hold back.
- Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map.



Resources/Equipment needed to conduct this activity: Pens, pencils, colours, A4 or A3 paper. Alternatively, you could develop a mind map on a word document using a laptop.



Number of participants needed for activity: 1 or can be done in a group setting to allow each mother to share thoughts and ideas after creating a mind map.



TOOL 9: My Business Fantasy



Aim of this activity:

Whilst developing plans for entrepreneurship and becoming a mumpreneur, it can be very challenging, especially when having to think about all the different aspects of running a business and the different challenges that may have to be faced, including those faced when balancing a career and being a mother. However, if entrepreneurship is your passion, you should focus on looking at all the possibilities that are in front of you. The aim of this activity is allowing freedom of exploration into business ideas and everything you wish to explore.



Duration: 20 minutes (plus extra time for discussions if done as a group)



Detailed Explanation of activity:

Imagine that there are no barriers for you in terms of time, money, age, health, status, skills - put any negative thoughts or feelings to one side for the next few minutes.

Around “You” in the middle of the template write about the following: What is your ideal business? What is your product/service? How do you feel? How much do you earn? What level of happiness do you feel on a scale of 1-5 (with 1 being low and 5 being high)?

Activity Template

You

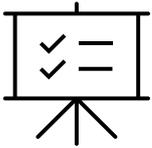




Resources/Equipment needed to conduct this activity: Pens and the activity template from the previous page. This could also be done with post-it notes or on a computer, depending on the resources available to you.



Number of participants needed for activity: This activity can be done as a solo exercise or in a group setting. If done in a group setting, allow time after the exercise to reflect and to discuss these reflections with the group.



Methods of evaluation: A formal evaluation process is not needed as this activity calls for self-reflection instead. Allow time for self-reflection to take place, in particular, if aspects were noted down which shocked the participant.

Activity Example



TOOL 10: PESTL Exploration²



Aim of this activity: The aim of this activity is to help you identify the factors which will influence the success of a business when developing an enterprise.



Duration: 45 minutes to conduct research and complete the chart of risks and opportunities.



Detailed Explanation of activity: Below is information about the PESTL acronym. Read and understand the different factors of influence which you should take into consideration when planning to develop or expand your business.

P - Political

- What are the potential political factors which could affect your business? Does the market you are entering have local or national government policies which might make the process difficult, or easy?

E - Economic

- What are the potential economic factors which could affect your business? Is the local economy weak or strong? How may this influence the market you are entering?

S - Socio- Cultural

- What are the potential social or cultural factors which could affect your business?
- Does the country in which you wish to operate have a culture which is significantly different to yours?
- Could this affect how your business is perceived?

T - Technological

- What are the potential technological factors which could affect your business?
- Are the countries in which you wish to operate technologically advanced? Is there anything else to be aware of? ie. contactless payments, website opportunities, online store or technical legalities for business property?

L - Legal

- What are the potential legal factors which could affect your business?
- Do you need any legal representation/help to understand specific laws and regulations?
- How may these impact your business?

² Inspired by the PESTLE Model for Business Analysis, <https://pestleanalysis.com/what-is-pestle-analysis/>, [accessed 2 August 2019].



Explore the internet and do some research into your business area and the potential opportunities or risks associated with each of the PESTL factors.

Fill out this chart in relation to your own business and how you could overcome or utilise these factors.

PESTL Chart Worksheet

PESTL Factors	Specific impact/influence on your business plan	Opportunity or threat to your business?	Notes on how to overcome/ utilise this factor
P – Political			
E – Environmental			
S – Socio-cultural			
T - Technological			
L – Legal			



Resources/Equipment needed to conduct this activity: A computer or phone to do research on in relation to your field of business/aspiring business, as well as a pen and the chart above to complete with your thoughts.



Number of participants needed for activity: Solo activity but can be done as a group; in particular, if the group has similar interests in business and could work together to complete this chart of risks and opportunities.



TOOL 11: Prioritising



Aim of this activity:

For many of us, it can be very difficult to prioritise things, especially if you are juggling motherhood and a business. It is also tricky for all business owners to make sure that they are prioritising and not focusing on the aspects which are not fundamental in the moment.



Duration: 20 minutes (plus extra time for discussions if done as a group)



Detailed Explanation of activity:

This exercise is designed to help you determine the top priorities in your personal and professional life.



How it works:

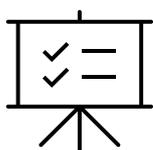
1. On post-it notes, write ten things, one per note, that are your current priorities (**e.g. family, friends, money, career, business, health**).
2. Imagine that all your goals and priorities hang like weights from a hot air balloon. Unfortunately, there is a hole in the bottom of the balloon, so it begins to fall. To keep it as high in the air as possible, you have to let go of some of the weights (priorities), leaving you with the most important priorities still hanging on the balloon.
For example: if you prioritise health over money, remove the “money” post-it note from your pile of ten.
3. One by one, choose a weight (priority) to release from the balloon. You will realise that you are left with the most important ones to you and your key drivers when you are left with the final three. This exercise highlights the process of finding your most valued priorities! Give it a go and see what you prioritise!



Resources/Equipment needed to conduct this activity: Pens and post-it notes.



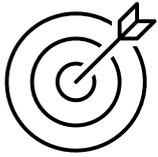
Number of participants needed for activity: This activity can be done as a solo exercise or in a group setting. If done in a group setting, allow time after the exercise to reflect on the priorities and discuss these with the group.



Methods of evaluation: A formal evaluation process is not needed as this activity calls for self-reflection instead. Allow time for self-reflection to take place, in particular, if priorities were chosen which shocked the participant.



TOOL 12: SMART Goals



Aim of this activity: Setting goals is extremely helpful when thinking about entrepreneurship. It can be overwhelming to think of all the different aspects of business development. Therefore, setting SMART goals can help to breakdown large wishes into achievable and realistic goals. By completing these smaller goals, motivation and self-confidence will increase, helping the overall journey of entrepreneurship.



Duration: 10 minutes to set the initial SMART goal but it is then an ongoing process to check if your SMART goal is being achieved within the time frame established.



Detailed Explanation of activity:

Think about goals that you would like to reach in relation to entrepreneurship. Write down your goals then ask yourself the questions below:

S	<p>Specific</p> <ul style="list-style-type: none"> • What do I want to accomplish? • Why do I want to accomplish this? • What are the requirements? • What are the constrains?
M	<p>Measurable</p> <ul style="list-style-type: none"> • How will I measure my progress? • How will I know when the goal is accomplished?
A	<p>Achievable</p> <ul style="list-style-type: none"> • How can the goal be accomplished? • What are the logical steps I should take?
R	<p>Relevant</p> <ul style="list-style-type: none"> • Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long-term objectives?
T	<p>Time-Bound</p> <ul style="list-style-type: none"> • How long it will take to accomplish this goal? • When is the completion of this goal due? • When am I going to work on this goal?



Ensure they are specific, measurable, achievable, relevant and time bound. Doing so will help to focus goals on specific areas in entrepreneurship which will be more productive and effective than trying to reach large wishes with no structure within them.

Example:

MAIN GOAL: I would like to sell my paintings in Australia.

SMART GOAL: On **Monday morning**, for **3 hours**, I am going to do **some research** and **find 5 potential galleries in Australia** that would be willing to showcase my paintings.



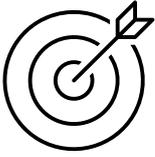
Resources/Equipment needed to conduct this activity: Paper and pen to write down your goals. Alternatively, you could write them down using a computer, phone or tablet.



Number of participants needed for activity: Solo activity. If done as a group, make sure to give each participant time to create their SMART goals before discussing and sharing thoughts with the rest of the group. This activity is very much about self-exploration and personal motivation.



TOOL 13: SWOT Analysis³



Aim of this activity:

When making decisions and making the most out of opportunities, using a SWOT analysis can be very useful. The aim of this analysis is to identify the Strengths, Weaknesses, Opportunities and Threats of a potential plan or idea. By conducting this analysis, you, as entrepreneurs can weigh up the options and risks to see if it is the right move for you.



Duration: 20 minutes to complete a SWOT analysis chart.



Detailed Explanation of activity:

When thinking of your business plan, idea or opportunity, ask yourself the following questions and write your answers in the template provided:

STRENGTHS: <ul style="list-style-type: none">• What do you do well?• What unique resources can you draw on?• What do others see as your strengths?	WEAKNESSES: <ul style="list-style-type: none">• What could you improve?• Where do you have fewer resources?• What are others likely to see as your weaknesses?
OPPORTUNITIES: <ul style="list-style-type: none">• What opportunities are open to you?• What trends could you take advantage of?• How can you turn your strengths into opportunities?	THREATS: <ul style="list-style-type: none">• What threats could harm your business?• What is your competition doing?• What threats do your weaknesses expose?

³ Inspiration taken from Mind Tools: https://www.mindtools.com/pages/article/newTMC_05.htm



Template of SWOT Analysis Chart

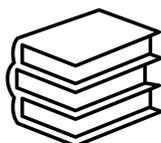
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS



Resources/Equipment needed to conduct this activity: The template of SWOT Analysis Chart and pens.

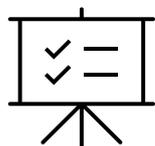


Number of participants needed for activity: Solo activity. If done in a group setting, time should be allowed after the activity to discuss findings and the evaluation questions below.



Further Resources/OERs to support this activity:

https://www.mindtools.com/pages/article/newTMC_05.htm

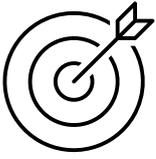


Methods of evaluation: Evaluation should be conducted in an informal manner for this activity. Answer the following questions to gain an understanding of how the activity went for you:

- 1) How did you feel when completing this activity?
- 2) Have you learnt something new about yourself after doing this activity?
- 3) What will you take from doing this activity?



TOOL 14: Start, Stop, Continue, Change⁴



Aim of this activity:

The aim of the Start-Stop-Continue-Change exercise is to help reflect on what you are currently doing as a mother and, going forward, what you would like to continue or change or start or stop, as you develop into a mumpreneur.



Duration: 20 minutes (plus extra time for discussions if done as a group)



Detailed Explanation of activity:

Think about your current situation as a mother and the rest of your life achievements. What should you start, stop, continue, and change, especially when thinking about starting a business and your career? Complete the diagram below with this information.

- What should I **start** doing? New tactics to accomplish your goals.
- What should I **stop** doing? Negativity activities which do not help self-confidence for example.
- What should I **continue** doing? Things that are working for me in life. Things that make me feel good.
- What should I **change**? What is not working for me in life?

Activity Template

START	STOP
CONTINUE	CHANGE

⁴ Inspired by the Start, Stop, Continue Reflective Exercise.

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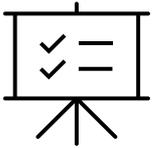




Resources/Equipment needed to conduct this activity: Pens and the activity template shown on the previous page. You could also conduct this activity on a computer, depending on the equipment available to you.



Number of participants needed for activity: This activity can be done as a solo exercise or in a group setting. If done in a group setting, allow time after the exercise for participants to reflect on their choices and discuss these with the group.



Methods of evaluation: A formal evaluation process is not needed as this activity calls for self-reflection instead. Allow time for self-reflection to take place and for everyone to reflect on the next steps needed to start, stop, continue or change particular habits.

Activity Example

<p>START</p> <p>Networking</p> <p>Researching business area</p> <p>Preparing a business plan</p>	<p>STOP</p> <p>Procrastinating and putting the business development off for later</p> <p>Worrying and comparing myself to other entrepreneurs</p>
<p>CONTINUE</p> <p>Getting help and support in areas I'm unsure of</p> <p>Feeling confident and optimistic about my abilities</p> <p>Meeting like-minded mumpreneurs</p>	<p>CHANGE</p> <p>Free up my schedule to focus on developing a proper business plan</p> <p>Adapt my environment – create an office space to motivate myself to work on my business</p>



TOOL 15: Overcoming Barriers – finding the positives!



Aim of this activity:

Business owners and potential entrepreneurs can come across many barriers which may be off putting. The aim of this activity is to acknowledge the barriers which you are facing and how you can turn these into positives and reflect on how to reflect positively on life's challenges.



Duration: 20 minutes (plus extra time for discussions if done as a group with a VET facilitator)

Detailed Explanation of activity:



Step One: Write down a list of barriers of being a mother who is looking to start a career in entrepreneurship.

Step Two: Look at your list of barriers and reflect upon the positives which can be drawn from these barriers, in order to take steps to overcome them.

Example Barrier: It will be challenging to split my time between my children and running a business.

Positives to focus on:

- I like a challenge.
- It will make me a more organised individual who prioritises time to ensure equal time is spent with children and focusing on the business development.
- If I run my business from home, I may see my children more than I would if I have a different job.

Step Three: After considering the barriers and how you could overcome them by focusing on the positives, it is important to find positivity throughout the different aspects of your life too.

Write down and answer the following questions, reflecting on how positivity can be added to your life:

- What can you do to think more positively about yourself?
- How can you believe in yourself more?
- What steps can you take to work towards your dreams?
- Who can help you?
- How will you know if you are on track?
- What are the benefits of thinking positively?

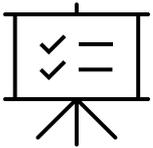




Resources/Equipment needed to conduct this activity: Pens and paper. You could also conduct this activity on a computer, depending on the equipment available to you. If you are a VET trainer conducting this exercise with a group of learners, you could do this as a group exercise or give time for individual learning.



Number of participants needed for activity: This activity can be done as a solo exercise or in a group setting. If done in a group setting, allow time after the exercise to reflect on the thoughts and discuss these with the group, if everyone feels comfortable doing so.



Methods of evaluation: A formal evaluation process is not needed as this activity calls for self-reflection instead.



Self-Assessment for the recognition of skills

In order to assess the development of key skills relating to entrepreneurship and leadership, the following self-assessment can be undertaken. This assessment should be taken prior to completing some of the exercises in this toolkit, and again after completing the exercises. In this format, comparisons can be made between the self-assessment scores at the beginning of the journey and after.

Activity: Self-assessment

Duration:

- 10 minutes (to complete the self-assessment)
- 15 minutes (afterwards to compare the results)

Materials: Handout of the Skills, Attribute and Knowledge Self-Assessment.

Number of Participants: Solo – could share results, comparisons and findings with others if in a group setting.

Aim:

To self-assess key soft and hard skills relating to entrepreneurship and leadership, you should assess how development has taken place following the completion of some of the tools provided in this toolkit.

Prior to the tools being completed, either as self-directed learning or in a group setting, you should complete a self-assessment form, rating yourself at that current moment in time.

Following the completion of the tools and activities, you should redo the self-assessment form, based on how you feel after the activities have been done.

Take both forms and compare the results, seeing where your ratings have improved from start to finish.

NOTE: If some of the ratings have gone down, it is not an indication of failure or a lack of progress. If a rating is lower, this usually indicates an increased level of self-awareness and an acknowledgement of further work which is needed in this area to improve.

Developing self-awareness is key to entrepreneurial development!



Self-Assessment Form

Please rate yourself in relation to each of these skills and attributes, focusing on how you feel at this current time.

Completed:

<input type="checkbox"/>	Before activities have been completed
<input type="checkbox"/>	After activities have been completed

(Tick the relevant box)

1= Poor 5=Excellent

Skills, attributes and knowledge	1	2	3	4	5
Problem Solving					
Critical Thinking					
People Management					
Negotiation					
Networking					
Risk Management / identifying strengths, weaknesses, threats and opportunities					
Stress Management					
Decision Making					
Flexibility					
Understanding values and entrepreneurial goals					
Goal setting					
Knowledge on funding sources and finances					
Acknowledging qualities needed to develop as an entrepreneur					
Motivation and determination					



Reflective Journal- Supporting Self-Assessment

From the self-assessment chart and other self-reflections made whilst using these tools, this Reflective Journal template can be used to further support the self-assessment and reflections made.

Tick all the relevant skills that you feel you have developed whilst using these tools in your daily life and activities, as you explore entrepreneurship. For each skill you tick, make a note of examples where you have displayed this skill, as a reflective keep sake of your progress and abilities.

Reflective Journal Template

Problem Solving: **ADD EXAMPLES OF HOW YOU HAVE SHOWN OR DEVELOPED THIS SKILL.**

Critical Thinking:

People Management:

Negotiation Networking:

Risk Management / identifying strengths, weaknesses, threats and opportunities:

Stress Management:

Decision Making:

Flexibility:

Understanding values and entrepreneurial goals:

Goal setting:

Knowledge on funding sources and finances:

Acknowledging qualities needed to develop as an entrepreneur:

Motivation and determination:

Greater self-reflection skills:

More resilient:

Any others:

1)

2)

3)



Existing Tools and Resources

Although, as shown in the first section of this report, there is a distinct need for tools, training and resources to aid the development of leadership and entrepreneurial skills in mothers, to which we have responded by giving numerous supporting tools, there are some existing approaches and tools available which were found when doing online research in the UK, Cyprus, Greece and Sweden.

Below you can find a list of existing tools, approaches and resources found by each of the partners involved in this project. They are related to mothers/parents and focusing on entrepreneurship, leadership or soft skills development.

DISCLAIMER: *The Mumpreneurship project and partnership do not own these tools and resources. Each tool has been given a reference link to find the original source and owner.*

The United Kingdom

Title	Type of Resource and Focus	Description & Link	Notes
Digital Mums	Website for Entrepreneurship	"Digital Mums is a social media training company specialising in getting mums job-ready so they can create flexible careers that fit around family life." - provide courses (many you have to pay for) on social media training/digital skills tailored to mums and small businesses. https://digitalmums.com/learn#employability (Free digital skills bootcamp 2020/2021)	Mix of free and paid courses. i.e. free employability courses
MamaTribe	Business Toolkit (Tool) Entrepreneurship Other	Website focused on motherhood and business: includes toolkit (e.g. business startup and growth) BUT you have to buy them. https://www.mamatribе.uk/tribe-tools/ Marketplace for women in business (if you are a member) -"Mama Tribe membership helps Women in business to be more easily found, gain visibility and increase their brand awareness."	Also includes a brand and services directory, so if you join you can advertise your services. Free toolkit.
ParentsInBiz	Collection of resources (Resource) Entrepreneurship	https://www.parentsinbiz.co.uk/tools-and-resources/ Links to websites to support parents to build and grow their businesses.	Subscription based; you can buy printed copy of magazines or read online. Website- resources
Empowering Mums	Website to support mums/mumpreneurs with a focus on "Confidence, Awareness, Life balance, Mindset" (Resource)	Newsletter Free workbooks- "Each being created to help mums and mumpreneurs just like you, who may be struggling with self-doubt, fears and overwhelm to take the first steps of your journey" https://www.empoweringmums.com/empower-newsletter https://www.empoweringmums.com/first-step	Members club - need to register first to join. Free workbooks.



Mum & Career	Website for mumpreneurs (Resource) General/entrepreneurs hip	"Mum & Career is the top not-for-profit web-portal in the UK for working mothers that shows combining career and children can be done." https://www.mumandcareer.co.uk/ - Lots of great articles and advice: https://www.mumandcareer.co.uk/how-to-work-productively-from-home-with-kids/	Not for profit organisation. Abundance of resources posted by mothers.
Successful Mums	Courses for mums: Business start-up courses (Tool) Entrepreneurship	Free courses for mums wanting to start their own business-"The mums who attend our courses have a wide range of skills that they didn't even know they had. That's because being a mum teaches us so many life skills that can easily be transferred into a business." https://www.successfulmums.co.uk/own-business/	Wide range of courses. Well established. good testimonials. Can access a free taster and it has the Successful Mums Academy. Great for networking Free (taster only)
Mumpreneurs networking club	Networking club Entrepreneurship	Networking website - providing networks, support and advice for mumpreneurs - online presence for ideas generation etc. https://www.mumpreneursnetworkingclub.co.uk/	Free
Mumpreneur collective	Website /networking for mums in business (resource) Entrepreneurship	Membership- "We have everything you need to build a business you love around family life" https://www.mumpreneurcollective.com/cocoon	Business owner has produced a book "Mumpreneur Evolution: On Our Terms" Paid membership - Free workbook
Dr Caz- leadership of mums	Leadership courses (Resource) Leadership	Courses on leadership tailored to mums. https://www.leadershipofmums.com/	Most of the workbooks are £19 each. Has a women's magazine format Paid
Mums in Business Network	Networking website (Resource) Other-learn skills from other 'inspirational' mums in business	Networking website for mums in business- hold events which can include "Expert topic talks to help us learn new skills to improve our businesses" https://mibnetwork.org.uk/events/	Covers limited geographical area, Tunbridge Wells, Sevenoaks, Cranbrook, Titchhurst - a range of membership options starting at £30 - run by mums in business Networking site, paid membership needed and usually meet face to face. Currently meeting via ZOOM due to Covid.

Sweden

Title	Type of Resource and Focus	Description & Link	Notes
Young Entrepreneurs (Junior Achievement Sweden)	Training programme Entrepreneurship	www.ungforetagsamhet.se https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=3410&tr_pk=3965	Focused on secondary school students, aged 16-20.



		<p>"This is a training programme for young people at secondary school. The businesses are started with the students' own business ideas and are run during one or more subject classes during the second or third year of secondary school."</p>	
Emax	<p>Entrepreneurial workshop</p> <p>Support and advice during the life cycle of a business</p>	<p>https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=1851&tr_pk=3330</p> <p>http://www.startcentrum.se http://emaxsverige.se/</p> <p>"Every two years 200-225 young entrepreneurs (18-21 years) take part in emax, a week-long event designed to strengthen entrepreneurial skills in the Nordic countries."</p>	<p>Emax Sweden: 225 entrepreneurs aged 18-20. Emax Nordic : 200 entrepreneurs aged 18-21 from Norway, Sweden, Finland and Denmark.</p>
Attiva - website and telephone based service with multilingual information and advise for start-ups	<p>Training programme</p> <p>Support and advice during the life cycle of a business</p>	<p>www.attiva.se</p> <p>https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=951&</p> <p>"Attiva is a multilingual service for migrants who want to start a business of their own in Sweden. The website contains entrepreneurship courses, checklists for information about different lines of business, business plans, budgets as well as forms for applying for financing, all translated into the most common immigrant languages, i.e. Arabic, Turkish, Russian, Bosnian, Croatian, Somali and English."</p>	<p>Target group: People with another mother tongue other than Swedish who want to or already have started up their own businesses.</p>
Buy a Business	<p>Training programme</p> <p>Women's Entrepreneurship</p>	<p>www.almi.se</p> <p>https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=3390&tr_pk=3964</p> <p>"Buy a Business' is a training programme aimed particularly at women. It covers themes such as company valuation, financing methods, commercial law and business development."</p>	<p>Target group: Women who might consider buying a business</p>
IDA (Invested Dedicated Angels)	<p>Networking aid</p> <p>Women's Entrepreneurship</p>	<p>www.connectvast.se</p> <p>https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=3531&tr_pk=3980</p> <p>"IDA is Sweden's first women's network where all members are active investors. The network is intended for those interested in actively investing in established high-growth SMEs."</p>	<p>The project has two target groups: Female business angels and female entrepreneurs in need of venture capital. Today, there are few female business angels in Sweden, but the interest in becoming one is growing.</p>



Women's Enterprise Ambassadors	Networking aid Women's Entrepreneurship	www.ambassadorer.se www.nutek.se https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=3530&tr_pk=3979 <p>“Entrepreneurship is still often thought to be a male vocation. The Women's Enterprise Ambassadors initiative wishes to change this. Since 2008, the Swedish Government has commissioned the Swedish Agency for Economic and Regional Growth, to coordinate a national network of women entrepreneurs. There are 919 women ambassadors, who serve as role models for other women, in the network all over Sweden.”</p>	Target group: Women entrepreneurs and potential women entrepreneurs.
Believe in your ideas	Training programme Women's Entrepreneurship	www.venturelab.lu.se https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=3570&tr_pk=3968 <p>“The non-profit organization, VentureLab, that helps students to start their own businesses had very few female visitors asking for consultations. Therefore VentureLab decided to attract a greater number of female students. The main activity offered by the project is a training course on weekends (boarding course, in 4 successive weekends). 40 women learned how to start a company and met inspiring female lecturers who already run their own business.”</p>	The target group is female students at Lund University, Kristianstad University and Malmö University. The aim is to have participants of different ages and levels of education from all departments.
Inspiring Women Entrepreneur (IWE)	Training programme Women's Entrepreneurship	Link to organisation: http://www.norrkoping.se/naringsliv https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=1813& <p>“The purpose of the project was to encourage long term cooperation and mutual learning between women entrepreneurs and representatives of a range of private/public and social women's enterprise support structures.”</p>	30 female entrepreneurs equally divided between the participating regions. Eight business support officers are active on the regional level in each participating region.
Tillväxtmotor	Training programme Innovation and skills development	www.tillvaxtmotor.nu https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=10701& <p>“The Business Generator project has introduced 20 small and medium-sized enterprises to a completely new way of working focused on adding value to their business concepts. Bringing external competence into a company delivers significant gains.”</p>	Target group: employees, without external board The project focused on existing companies with scalable business concepts.



E-factory	Training programme Entrepreneurship	www.regionuppsala.se https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.detail&gp_pk=9250& “The E-factory project has found creative and innovative solutions to boost entrepreneurship and create jobs in rural Uppsala County. The project’s platform for advisory services and business development targets existing companies and individuals who wish to start a company in the rural region.”	
Young Enterprise Sweden	Training programme Entrepreneurship	https://yeos.se/om-yeos/ “Young Entrepreneurs of Sweden – YEOs, är en medlemsstyrd organisation, skapad av och driven av entreprenörer. YEOs grundades 2008 och har sedan dess haft sitt främsta syfte att skapa värdefulla utbyten mellan unga entreprenörer från olika branscher och skilda delar av landet, men med den gemensamma nämnaren att vilja skapa något större än sig själva! YEOs skapar sammanhang för framtidens stora företagsledare att utbyta kunskap och erfarenheter, inspireras och utmanas att växa med sina bolag.”	
Business Navigation in Sweden	Training programme Migrant Women's Entrepreneurship	https://www.ikf.se/v%C3%A5ra-projekt/business-navigation-in-sweden?c=nationella-projekt https://youtu.be/xqchTcah8vc “The non-profit organization, IKF, that helps migrant women to start their own businesses offer activities in the project as a training course for 6 months during the week (twice per week) with theoretical lectures and camp visits to different companies to inspire the participants. Women learned how to start a company and met inspiring female lecturers who already run their own business.”	The target group is migrant women in Sweden. The aim is to have participants of different ages and levels of education that want to start their own business.

Greece

Title	Type of Resource and Focus	Description & Link	Notes
MOM training	online/offline activities course soft skills development	https://www.eu-mom.eu/en/public/215 https://www.eu-mom.eu/assets/MOM-Curriculum-GR_Oct-2019.pdf “A free open online course strengthening mothers' communication skills, recognition on existing skills, enhancing their creativity skills, self growth, mind mapping techniques and decision making.”	Also implemented in Greece Free, produced by MOM, Erasmus+ project
Mommypreneur	Training on new digital and/or entrepreneurship skills	https://mommypreneurs.eu/ “A training addressing young mothers. It focuses on acquiring new skills (value proposition, marketing, sales, finance), enhancing participants' motivation as well as expanding personal networks relevant company networks,	Free



		employers, local businesses. Links to relevant mentors too will help mom entrepreneurs to grow in this field.”	
Female entrepreneurs	Training to enhance the capacities of early-stage female entrepreneurs (finding business opportunity, environmental analysis, business model canvas, product development, service design)	http://womenentrepreneurs.info/ A 16 week long hybrid training (online and offline) helping mothers to envisage their entrepreneurial dream and acquire all the relevant skills to establish their own enterprise.	online (with 3 face-to-face meetings)
Moms As Entrepreneurs Academy	Entrepreneurship	https://www.maeentrepreneur.com/academy “An eight-week long training which helps mom-entrepreneurs with hands-on experience on its different modules. The training's curriculum focuses on growing a business related mindset by presenting all the relevant concepts and resources to launch a business. Apart from training, it also provides a networking with the academy's alumnas.”	\$75
Nap time academy	Educational resources about business development, blogging, social media and graphic design	https://peartreepond.com/online-classes-for-mom-entrepreneurs “A website offering some guides with insights on various topics so as to develop relevant skills spanning from business development ideas to graphic design and social media management skills.”	47 Euro
Guide for Mumpreneurs of Femme project	Toolkit Entrepreneurship, soft skills development, business management skills	https://femme-project.eu/outputs/ “It is a toolkit addressed to trainers of young mothers in order to help them develop and improve their business skills and to start their own business or manage in a better and efficient way their existing one.”	
The Founding Moms®	Webinars business development	https://www.bigmarker.com/communities/FoundingMoms/conferences “A platform that helps mom entrepreneurs to build better businesses by providing frequently podcast, seminars etc”	Copyrighted, \$50/month
Appetite for Enterprise Toolkit	Toolkit personal and soft skills, entrepreneurial education, entrepreneurial culture, entrepreneurial civil education,	http://www.arise-network.eu/files/uploads/2019/04/D3.8-ARISE-toolkit-GR.pdf “This toolkit firstly examines the profile of women migrants - target group of educational material to be delivered (stats by age, employment types, educational background, regulatory framework for employment, skills -soft - hard skills, previous employment background, current needs). Then, trainers are introduced to different ways of learning (eg traditional learning, participatory learning etc), and a step by step descriptions of educational methods for each of the leaning entities of the programme follows (personal skills, entrepreneurial skills and experiential learning.”	Free
Teen Mother Empowerment	Training	https://www.globalgiving.org/pfil/3643/projdoc.pdf	



in Cameroon	Entrepreneurship, gender equality, policy change	"It is a training focusing on teen mother empowerment. The most relevant thematic area of our project is Gender Advocacy and Parity – it involves work with direct beneficiaries – e.g. girls and women but as well as public audiences on gender equality, female empowerment and challenges and opportunities they may encounter. The trainings provided focus on entrepreneurship, finance, health care practices, leadership, women's rights and advocacy"	
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Cyprus

Title	Type of Resource and Focus	Description & Link	Notes
The female entrepreneurship toolkit: a guide to starting your business	toolkit Women entrepreneurship	file:///C:/Users/STANDO/Downloads/female%20entrepreneur%20toolkit.pdf A useful guide for women to become entrepreneurs	A step by step guide for a woman to start her own business.
My business my way: a toolkit for helping female entrepreneurs built their success	Toolkit Entrepreneurship Development of soft skills	https://www.nottingham.ac.uk/business/businesscentres/hgi/documents/my-business-my-way.pdf It offers interesting insights into women's entrepreneurial legitimacy	An easy to follow inspiring guide for women entrepreneurs.
Entrepreneurship and innovation toolkit	Toolkit Entrepreneurship	http://solr.bccampus.ca:8001/bcc/file/8e676f38-cdc5-4f8c-8093-65591c2ac935/1/Entrepreneurship-and-Innovation-Toolkit-1568142286.pdf It provides useful tips on business models and planning.	Entrepreneurship topics related to the business starting phase and growth
Contemporary approaches to entrepreneurship education	Entrepreneurship	https://www.researchgate.net/publication/216168967_Contemporary_Approaches_to_Entrepreneurship_Education - An informative article regarding entrepreneurship education today	Analyses the newest frameworks of entrepreneurship education not earlier than 2009.
Personal leadership development toolkit	educational approach/article Leadership	https://www.researchgate.net/publication/281824578_Personal_Leadership_Development_Toolkit/link/55f9a5b108aeba1d9f1f58f8/download A step by step guide emphasizing the topic of the authentic and dedicated leader	A useful guide for a prospective entrepreneur to build confidence
Teacher leadership toolkit 2.0: Strategies to build support and sustain teacher leadership opportunities	Toolkit Leadership	https://gtlcenter.org/sites/default/files/GTL-TeacherLdrshipToolkit-508.pdf A useful tool specifying the idea of the teacher leader	Utilising teacher leadership in order to improve the whole process of learning.
Improving school leadership: the toolkit	Toolkit Leadership	http://www.oecd.org/education/school/44339174.pdf an advanced toolkit for facilitators who seek to improve their teaching skills	Supporting and developing the teacher's quality of teaching.
Committing to ethical leadership toolkit:	Toolkit Leadership	https://www.schools.utah.gov/file/d4331a0b-6100-4c9e-a887-ca542b929ad1 It provides guidelines for ethical leadership	The matter of leadership and ethical behaviour is

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			rarely discussed in relevant literature.
Promoting women's independence and entrepreneurship	good practices Soft Skills	https://eige.europa.eu/ Informative research specifying the guidelines and implementation of good practices for women entrepreneurship in the EU	This research discusses the potential benefits of women's entrepreneurship for the European economy.
Strengthening women's entrepreneurship in ASEAN	report-good practices Entrepreneurship	https://www.oecd.org/southeast-asia/regional-programme/Strengthening Womens Entrepreneurship ASEAN.pdf A well-documented research which tackles gender gaps in employment and education in ASEAN member states. I also examine women's participation in entrepreneurial activity.	It offers thoughtful analysis on the policies needed to pinpoint gender gaps that are preventing women entrepreneurship in ASEAN countries.

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