

Next Generation Women Technology Entrepreneurs [BizMiz]

IO3 – in-service Training

Learner Manual for tutors

Developed by:



**Ballybeen
Women's Centre**



**Kaunas Science and
Technology Park**

Project Name: Next Generation Women Technology Entrepreneurs

Acronym: BizMiz

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Erasmus+

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Abstract

Women have a key role to play in the economic development of the EU and the technology sector is ripe for a new cohort of women technology entrepreneurs. To achieve their undoubted potential women need bespoke entrepreneurship training resources and the building of a safe and supportive online educational environment where they can develop their business ideas, engage with like-minded individuals, and push through the 'glass ceiling' that pertains in the modern economy.

BizMiz aims to:

- develop a bespoke online entrepreneurship curriculum designed specifically for women;
- develop a suite of media-rich resources to build digital and social media literacy to ensure the safety of the new online entrepreneurs;
- develop an in-service training programme for the CPD of front-line VET and adult education professionals to enable them make full use of the resources provided;
- develop an e-learning portal where networks of women technology entrepreneurs can congregate; build key business skills; support each other; and exchange ideas and knowledge.

The project BizMiz aims to empower women to develop high-quality skills and digital competence, that will support them to achieve their full potential as next generation women technology entrepreneurs.

Project coordinator:

- Ballybeen Women's Centre Ltd, United Kingdom

Partners:

- Associacao para a Educacao e Valorizacao da Regiao de Aveiro (AEVA), Portugal
- Synthesis center for research and education (SYNTHESIS), Cyprus
- Centrum Kształcenia Edukator Sp. z o.o. (EDUKATOR), Poland
- Kaunas Science and Technology Park, Lithuania
- The Rural Hub, Ireland
- AcrossLimits, Malta
- Speha Fresia, Italy

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Introduction

To ensure that women can harness the full potential of the latest trends in Internet entrepreneurship through the use of modern social media platforms, there is a need for bespoke next generation on-line entrepreneurship training. In order to deliver this training, it is first necessary to build the competence and confidence of VET professionals to deliver training in how to use modern social media platforms in the field of entrepreneurship. This is the gap in current VET provision that the BizMiz project will address through the bespoke in-service training programme.

This Learner Manual will ensure that VET tutors are equipped to deliver the Next Generation Women Technology Entrepreneurs Curriculum and the Digital and Social Media Literacy Curriculum. The in-service training programme for the continuous professional development of VET tutors will introduce:

- each of the modules that comprise each of the new curriculums;
- practical skills of working with young women in a supportive environment including awareness of gender issues and understanding of gender bias;
- developing facilitation skills for learners from different backgrounds and managing diverse groups;
- other valuable pedagogic elements, provided as self-directed learning.

The in-service training will place a significant emphasis on working in new on-line learning environments and explore the different roles of tutors and trainers in these dynamic environments. The proposed new media-rich and interactive resources will potentially bring a wide range of new educational environments into the learning process especially social media platforms and partners need to ensure that all tutors and trainers are:

- comfortable working with the new resources in these non-traditional learning environments;
- fully bought in to the benefits that on-line learning can bring;
- fully aware of the risks that pertain in on-line environments;
- able to safeguard against possible negative on-line factors.

1. Overview of BizMiz training Curriculum

1.1. BizMiz programme structure and resources

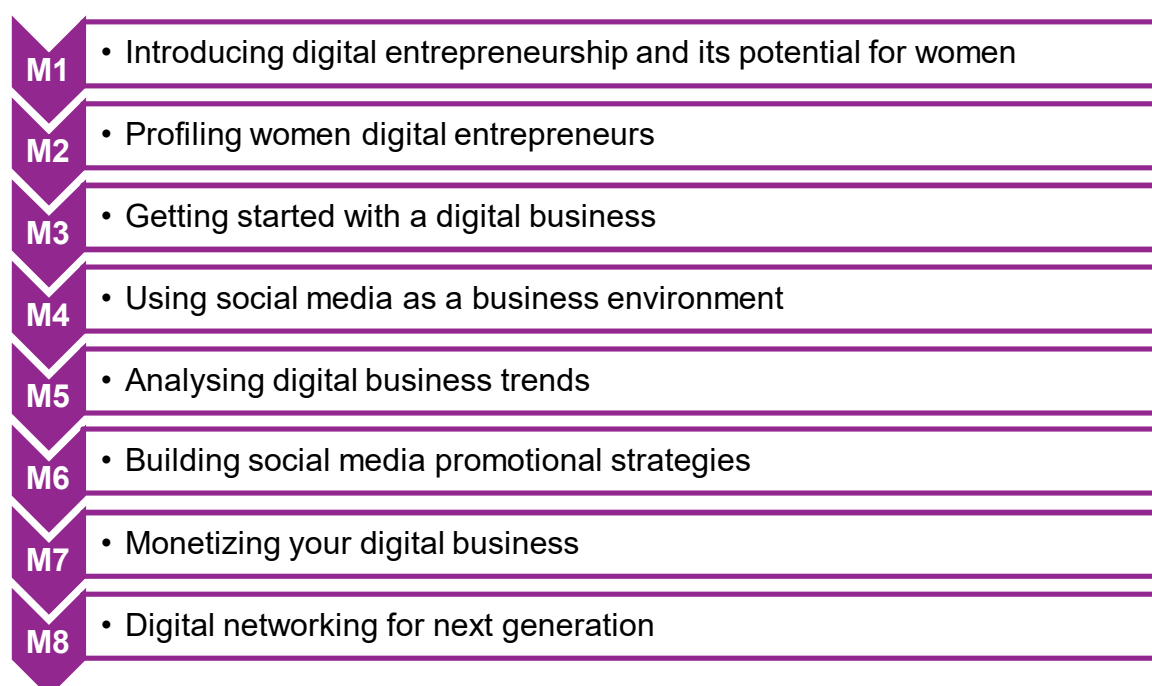
The BizMiz Programme comprises two curriculums:

- Next Generation Women Technology Entrepreneurs Curriculum
- Digital and Social Media Literacy Curriculum

Next Generation Women Technology Entrepreneurs Curriculum

The aim of the Next Generation Women Technology Entrepreneurs curriculum is to raise awareness amongst women of new digital business models and potential business opportunities. The programme supports women's personal development as well as equipping them with the skills and knowledge to turn their ideas into action.

The is modular in structure, comprising a total of eight modules:



Each module has two units of competences along with hints on how to achieve these. The curriculum is designed in a blended learning format, with 35 hours of face-to-face learning and 65 hours of self-directed learning (i.e. a total of 12 hours and 30 minutes per module, including 4 hours of face-to-face learning and 8 hours and 30 minutes of self-directed learning).

Next Generation Women Technology Entrepreneurs Curriculum can be implemented as an entire training programme covering the eight modules or in a modular way, allowing the learners to select the modules that are most appropriate to their learning needs.

For each module and respective two units of competences, a set of face-to-face learning (F2F) and self-direct learning (SDL) resources are available to achieve the foreseen learning outcomes, i.e., the knowledge (K), skills (S) and attitudes (A), and support young women develop next generation digital entrepreneurs.

Types of learning resources include:

- **PowerPoint presentation (PPT)** to support F2F and development of related knowledge
- **Video lecture (VL)**, with synchronized PowerPoint, to support SDL and development of related knowledge
- **Activity sheet (AS)**, with step-by-step guidance, to support both F2F and SDL and development of women's skills
- **Case study (CS)**, with assignment elements, to support SDL, self-reflection and development of related attitudes
- **References and reading (RR)**, relevant for partners' local context

Digital and Social Media Literacy Curriculum

To support the female technology entrepreneurs, who are the focus of the BizMiz project, the Digital and Social Media Literacy Curriculum has been developed so that female entrepreneurs are supported to reap the maximum benefit that online and social media technologies offer their business; while at the same time negating the negative aspects of online environments by educating them in the areas of online safety and security. These resources offer a holistic approach to advocating for the use of online and social media technologies to grow technology enterprises, while at the same time raising awareness of the current and emerging threats that exist in the digital realm. As such, the Curriculum will develop the digital and social media literacy of women technology entrepreneurs, addressing this gap in the available education materials to support women in this field. These resources will help to reinforce the learning of next generation female entrepreneurs so that they can grow successful and sustainable businesses online.

The Digital and Social Media Literacy Curriculum comprises a total of 16 resources; two resources have been developed under each of the following themes:

1. Secure Online Engagement – how to manage online information and keep it safe from online risks like identity theft, phishing, Internet scams. This theme will also address analysing and understanding privacy policies and what they really mean for subscribers.

2. Real & Virtual Identity – how to reconcile online and off-line identities raising awareness of effects on one's sense of self, one's reputation and relationships. This theme will help nascent women technology entrepreneurs explore their own digital lives.

3. Online Communication – how to use inter-personal and intra-personal skills to build positive online communication and relationships. This theme will encourage women to understand digital citizenship and digital ethics.

4. Cyberbullying – how to deal with a cyberbullying situation. This theme will encourage women to take an active positive role and be an up-stander helping to create supportive online communities.

5. You're Digital Footprint – how to protect your own privacy and respect the privacy of others. This theme will encourage women to self-reflect before they self-reveal and consider the impact of what they share online can have today and in the future.

6. Credit & Copyright – reflecting on the rights of content creators and the responsibilities of content users. This theme will address issues like plagiarism, piracy, copyright and fair use.

7. Information Literacy – how to find, evaluate and use information effectively. This theme will help women assess the quality, credibility and validity of online information, websites and social media platforms.

8. Online Safety – how to enjoy the collaboration opportunities that the Internet offers without endangering themselves. This theme will help women distinguish between inappropriate contact and positive connections.

A learning outcomes matrix presents the knowledge, skills and attitudes, which next generation women technology entrepreneurs will achieve by using the curriculum resources to grow their business presence online.

The training programme and resources for both **Next Generation Women Technology Entrepreneurs Curriculum** and **Digital and Social Media Literacy Curriculum** can be accessed at: www.bizmiz.eu

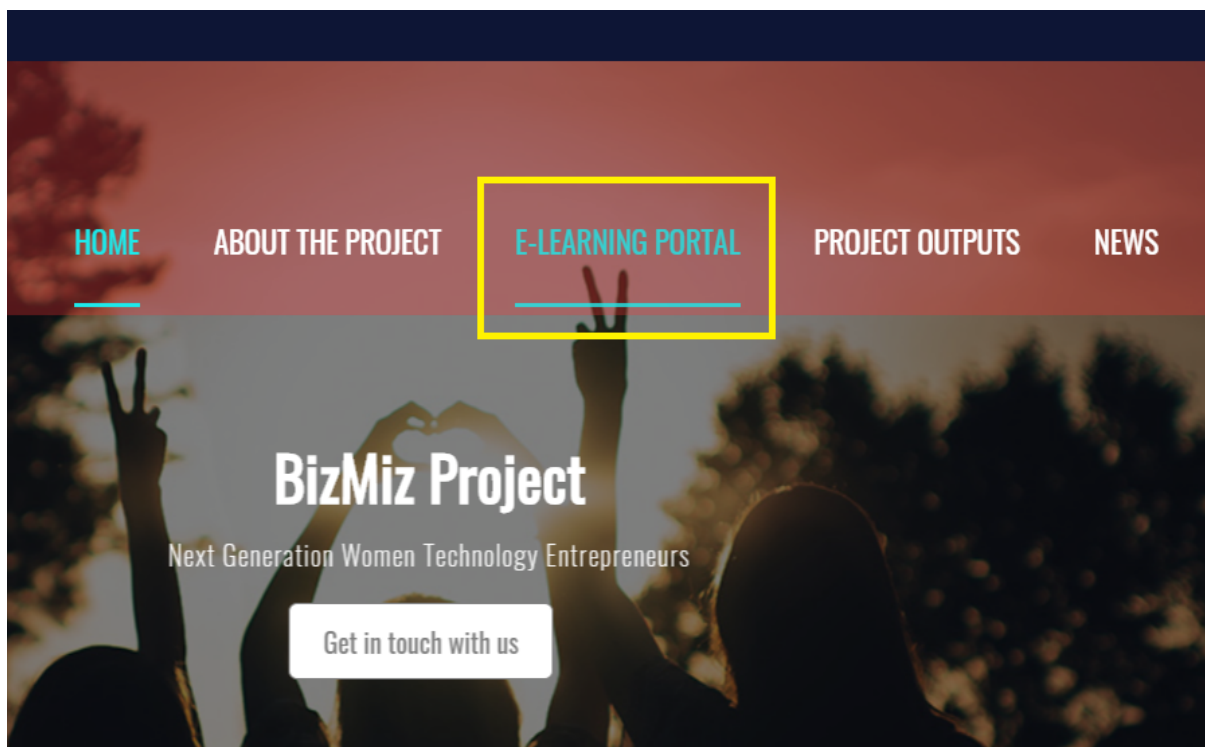
1.2. BizMiz e-learning portal

An E-learning portal has been developed to support the delivery of, and access to all learning content produced. The portal has been optimized for use on mobile devices and includes a library of case studies of successful women technology entrepreneurs.

Getting started:

Step 1. Enter BizMiz Portal address: <http://bizmiz.eu>

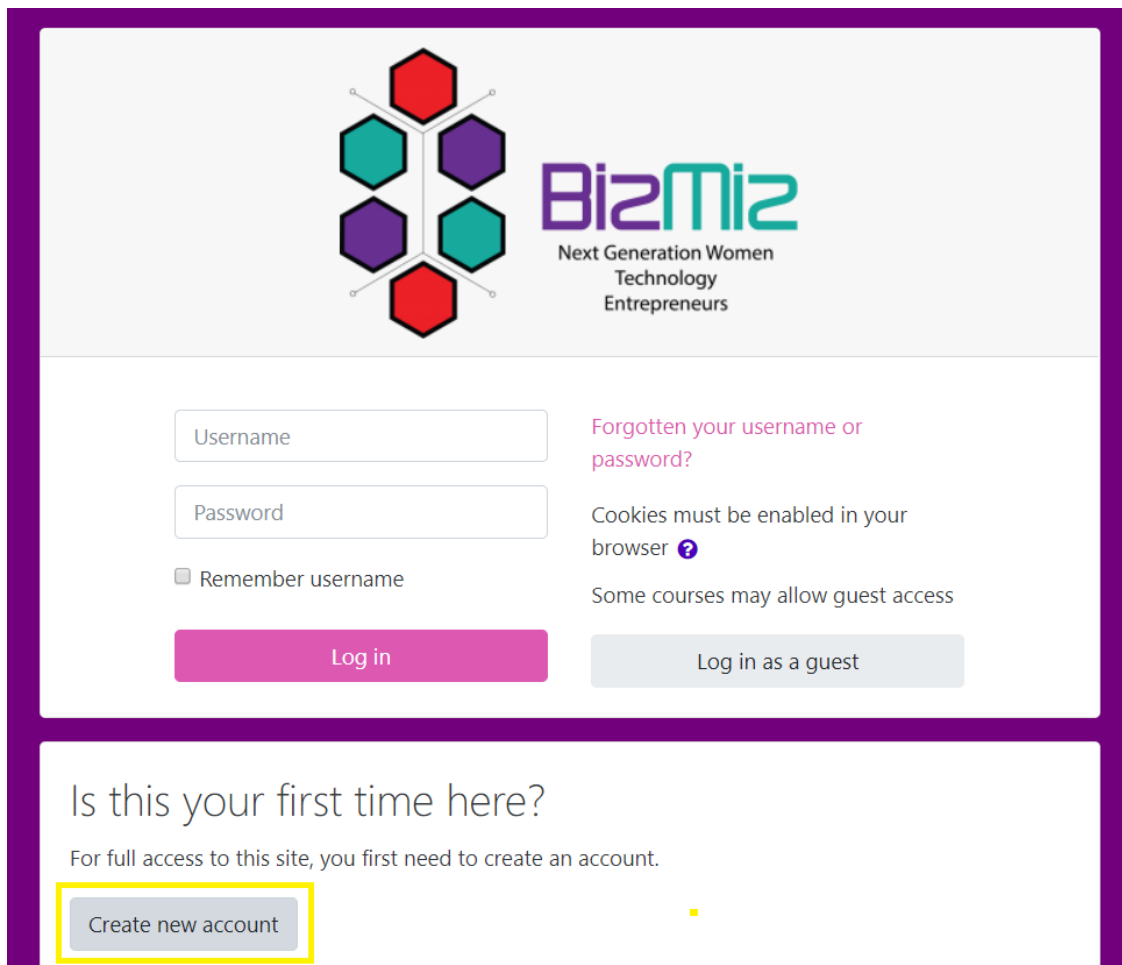
Step 2. Registration procedure: Click on the **E-learning** button at top of page



Step 3. Click on Login on the top



Step 4. And click on Create New Account

The image shows a screenshot of the BizMiz website's login and registration interface. At the top, the BizMiz logo and tagline "Next Generation Women Technology Entrepreneurs" are displayed. Below this, there are input fields for "Username" and "Password". A checkbox labeled "Remember username" is present. To the right of the input fields, there are links for "Forgotten your username or password?" and a note about cookies: "Cookies must be enabled in your browser". Below the input fields, there are two buttons: "Log in" (pink) and "Log in as a guest" (grey). At the bottom, a section titled "Is this your first time here?" contains the text "For full access to this site, you first need to create an account." and a button labeled "Create new account" which is highlighted with a yellow border.

Step 5. Choose username and password and fill in your details

New account

▼ Collapse all

▼ Choose your username and password

Username



The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as as *, -, or #

Password



▼ More details

Email address



Email (again)



First name



Surname



City/town

Country

Create my new account

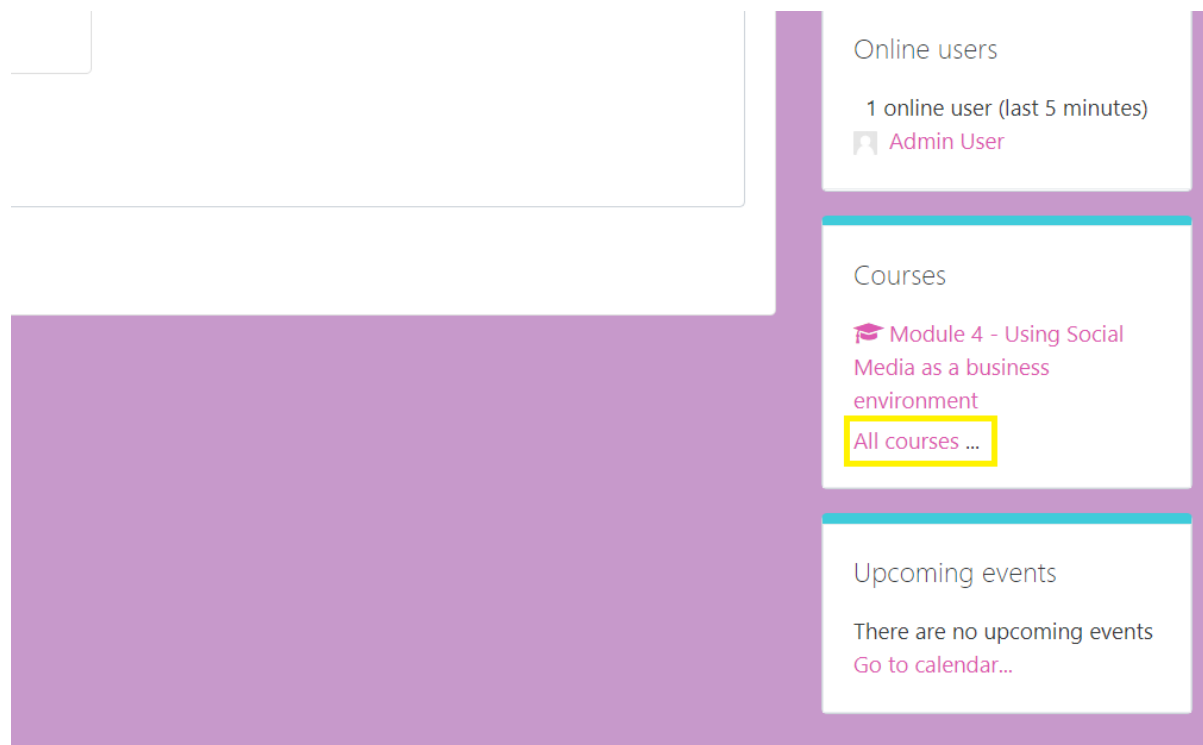
Cancel

Step 6. An email will then be sent to you (check also the Spam/Junk folder) advising you of how to continue and to confirm your new account.

Once registration is complete and you have an account you can register for the course of your choice.

Navigating through the modules

Once you are logged in, on your dashboard, click on **All Courses** to see all modules and enrol yourself.



2. Effective Facilitation Methodology

2.1. Creating supportive environment

The objective of this section is to equip the trainer with key information and tools to deliver the BizMiz programme in a gender sensitive manner.

Gender sensitive training entails an understanding of existing gender relations and the obstacles to some women's and men's active participation in the training process. It addresses these obstacles by proposing content that addresses different participant's interests and needs and by adopting training and facilitation methods that enhance women's participation.

Gender sensitive training is not training on the gender approach and does not have to even directly mention gender issues or talk about gender equality. In this instance it aims to ensure that women benefit fully from the training process.

Gender sensitive content:

Women's interests may differ from men's due to their different gender role and needs. The gender perspective should be an integral part of the training process in terms of content and approach. Simply adding the word 'woman' is not enough. The content should address the interests and views of women and include explicit discussions on these issues.



Tip: Use examples of both men and women's experiences to highlight differences and similarities, and their implications for female entrepreneurship.

Gender sensitive trainers:

Regardless of the topic trainers must be aware of the gender dimension of it. For example, how do social and cultural factors impact men and women differently, what obstacles do women face that men don't when trying to create a new business.

Being aware of the gender perspective can help in the design of different training content and methodologies that will make the training and the application of learning much more effective in terms of addressing the issues.



Tip: Distinguish between facts and views. Be aware that when discussing the gender dimensions of a specific issue opinion and beliefs can often take over facts. An essential skill of a trainer is to overcome potential biases by addressing confusions between facts and views.

Read more: Gender Issues in Entrepreneurship: Maria Minniti Cox School of Business Southern Methodist University Dallas, TX 75275-0333 USA mminniti@cox.smu.edu. Full text available at: <http://dx.doi.org/10.1561/03000000021>

Gender sensitive training environment:

Women often face more challenges in attending training than men and consideration should be given to this prior to commencement of the training:

- **Define an appropriate timetable** for training – be aware of some women's family/caring responsibilities. Extending an afternoon session beyond the scheduled time can eventually have consequences for women who have childcare responsibilities.
- Where possible **provide temporary childcare** for women with young children or pay childcare expenses.
- Consider the **duration of the training** – it may be difficult for a mother to commit to a lengthy programme over several weeks/months
- The **venue and transport** should also be safe and easily accessible.

Gender sensitive training methods:

Training methods and tools are equally as important as content in enhancing an individual's participation and learning.

There are many factors that encourage or inhibit participation such as language, experience related to the topic, and experience speaking in public. Therefore, the role of the trainer is not only to provide factual knowledge, but also create an environment conducive to discussion, sharing of experiences and questions.



Tip: *Using participatory methods such as role plays, and small group work encourages more people to be involved.*

2.2. Application of capacity – building training methods

Capacity building is the process by which individuals, groups, organisations and societies increase their ability to understand and solve problems in a sustainable manner.

Capacity building training methods will be used throughout the BizMiz training programmes to ensure participants develop and strengthen their skills and knowledge to enable them to implement new digital business models and opportunities.

Training method	Main principles and strengths
Design Thinking	<p>Design thinking is a process for creative problem solving. Design thinking has a human-centered core that encourages organisations to focus on the people they're creating for, as this leads to better products, services, and internal processes.</p> <p>Applicable for: product design, service and experience design, business design, leadership, organizational change.</p>
NLP	<p>NLP is the practice of understanding how people organise their thinking, feeling, language and behavior to produce the results they do. NLP provides people with a methodology to model outstanding performances achieved by geniuses and leaders in their field. NLP is also used for personal development and for success in business.</p> <p>A key element of NLP is that we form our unique internal mental maps of the world as a product of the way we filter and perceive information absorbed through our five senses from the world around us.</p>
Facilitated workshops	<p>An event which is designed around specific objectives. These objectives can focus on the development of ideas and knowledge, or on the production of a specific output.</p> <p>Applicable for: advancing particular initiatives via collaborative production of relevant outputs, useful for intensive reflection and harvesting.</p>
Human-Centered Design	<p>Human-centered design is a problem-solving process that begins with understanding the human factors and context surrounding a challenge. It is commonly used in design and management frameworks that develop solutions to problems by involving the human perspective in all steps of the problem-solving process.</p> <p>Applicable for: ensuring products, services, systems are useable and used by focusing on the users, their needs and requirements.</p>
Coaching	<p>Coaching is similar, but does not usually require that the coach has direct experience of their client's formal occupational role unless the coaching is particularly skills focused. The expertise of the coach is more in the coaching method itself.</p> <p>Applicable for: enhancing individual skills, strengthening the application of newly-acquired knowledge, structured reflection at individual level.</p>

3. Strengthening facilitation skills

Facilitation is the effective conduct of the group's work process, focused on fully utilizing the potential of all its members. In this process, a person referred to as facilitator, increases the effectiveness of the group's work in achieving the intended goals, in complex situations and with complex problems, using interventions in the work of the group in order to help them. Process of facilitation makes the group's work process as effective as possible, and fully successful from the perspective of the settled goals.

3.1. Effective Techniques of Questioning

As asking the right probing questions, is a key to getting the right answers, the importance of knowing some effective techniques of questioning is undeniable.



Tips:

- Avoid rhetorical questions.*
- State precise questions.*
- Avoid focusing only on pre-planned questions and use also emerging ones.*
- Use a wide variety of questions.*
- Ask both open and closed questions.*
- Start with general questions, and then go to a more specific ones.*

Find out more:

- [The Power Of Effective Questioning](#)
- [How to Ask Better Questions | Mike Vaughan | TEDxMileHigh](#)
- [Practical Tips for Effective Questioning and Probing Techniques](#)

3.2. Active listening

Active listening in interpersonal communication means putting some effort to devote full attention to the speaker. It stands out from simple listening by one's intention of truly understanding what other person is saying.



Tips:

- Try to minimize external interference and all possible communication barriers.*
- Maintain eye contact.*
- Smile.*
- Observe body language.*
- Encourage speaker to continue.*
- Don't interrupt.*
- Paraphrase the speaker.*

Find out more:

- [Active Listening: How To Communicate Effectively](#)
- [Julian Treasure: Five ways to re-tune your ears for conscious listening](#)
- [How to Practice Active Listening](#)

3.3. Group building

Any action or method that brings a group of people together and motivates them to work cooperatively, may be called as group building.



Tips:

Encourage collaboration, not competition.

Include right people.

Set clear expectations.

Gather feedback and don't ignore any suggestions from other group members.

Find out more:

- [Team building video](#)
- [Amy Edmondson: How to turn a group of strangers into a team](#)
- [12 Tips for Team Building in the Workplace](#)

3.4. Time management

Effective time management largely depends on its optimal use in consistent pursuit of the goal. The ability to manage time will allow us to avoid the feeling of overwhelming in our time, the feeling that we can not cope with various tasks or situations at one time, act on chronic stress and fatigue.



Tips:

Start tracking your time.

Set important goals (you may use SWOT analysis here).

Determine which goals are prioritized.

Divide the tasks into smaller ones.

Find out more:

- [Time Management - 10 Productivity Tips and Tricks That Work](#)
- [Tim Urban: Inside the mind of a master procrastinator](#)
- [Manipulate Time With These Powerful 20 Time Management Tips](#)

3.5. Conflict management skills

We can define conflict management as all activities that have the task of eliminating, reducing and silencing the conflict or directing its effects to maximize its positive effects and creative effects.

When it comes to traditional methods, we distinguish: avoidance and delaying, ignoring the problem, peaceful coexistence, reorientation and separation.

More modern ones are: compromise, reconciliation, conference, negotiations, mediation, brainstorm, arbitration.

Find out more:

- [Conflict is a place of possibility | Dana Caspersen | TEDxHackneyWomen](#)
- [Conflict management](#)

4. Training activities for groups

Training activities does not only help people to get to know each other better and feel more comfortable working together. They are also a really effective method to teach students to learn, think, search, improve, communicate, act and cooperate in teams.

Training Activity group	Main exercises and principles	Materials and resources needed	Recommended application in BizMiz training programme
Icebreakers	Backwards Introduction Ask the each person to say their name backwards as hey introduce themselves. After each participant introduces themselves this way, let the rest of the group guess his or her name as fast as possible.	Pen, paper	1 st meeting with a group
	Two Truths and a Lie Let participants say three things about themselves. Two of them should be true and one should be a lie. Have participants guess which response was a lie and give their reasoning.	Pen, paper	
	Finish the story Ask participants to sit in the circle and start writing down a story by writing half of a sentence on a piece of paper and pass it to the next person. Next person will finish that sentence, fold it, so it will be hidden, and write half of the next sentence below, and pass it on. Let them do that several times and then everyone can read their stories.	Pen, paper	

Training Activity group	Main exercises and principles	Materials and resources needed	Recommended application in BizMiz training programme
Energizers	<p>Right order</p> <p>Ask participants to walk fast around the room for about a minute until you blow the whistle and ask the participants to line up, according to a specific criterion like birth date in the calendar, shoe number, number of siblings etc. Let them do this for few rounds while changing criteria.</p> <p>Giants, wizards, elves</p> <p>It is more energetic version of rock-paper-scissors.</p> <p>Tell participants to divide into pairs. Participants need to mimic character of their choice:</p> <p>Giants put their hands up over their heads (to make them look taller) and make a roaring sound.</p> <p>Wizards put their hands out straight in front of them wiggling their fingers (as if they are casting a spell) and make a buzzing sound.</p> <p>Elves take hands and push their ears out and make an elfish sound of their choice.</p> <p>And each character beats one other character:</p> <ul style="list-style-type: none"> ➤ Giants beat Elves ➤ Elves beat Wizards ➤ Wizards beat Giants <p>Name swap</p> <p>Participants introduce each other and take the other person's name. Continue until you meet your own name and the you sit down.</p>		Between sessions

Training Activity group	Main exercises and principles	Materials and resources needed	Recommended application in BizMiz training programme
Reflection	<p>Open ended questions</p> <p>After each module leave group with an open ended question, to make they think for a bit longer on what they just learn in a creative way by asking e.g. "How might this look different?"</p> <p>Role play</p> <p>Give participants few topic to choose from and ask them to prepare a role play. It will involve them in identifying a problem situation and act out potential solutions.</p> <p>State</p> <p>Make 4 squares on the floor with a tape.</p> <p>Each time make a statement to the group, to which members can strongly agree, agree, disagree, or strongly disagree, they will have to stand in the right square, making group differences visible.</p>	Tape	After each meeting with a group
Empowerment	<p>Marketing</p> <p>Divide the group into teams and each team has to come up with a product to try to sell to the other teams. The "product" has to be a completely useless thing – the more ridiculous, the better. They have to come up with a logo, a slogan, and a specific strategy. Then each group gets up and tries to "sell" the item to the other teams. The best job wins.</p> <p>Make a "to not do" list</p> <p>Let participants sit for a moment and create their own "to not do" list. They should come up with several things they want to stop doing or avoid doing.</p> <p>Don't make them read it out loud! Let them keep list for their-selves.</p> <p>Sing it!</p> <p>Divide participants into 2 groups. Each person will have to say some word, and other group will have to sing a song, which has this word in lyrics.</p>	Pen, paper	After training programme

5. Facilitating BizMiz trainings: developing training plan

Facilitators are free to develop their own content, within the same basic structure. The process issues must remain the same ('pedagogic process') although the content may vary.

Part 1: Next Generation Women Technology Entrepreneurs Curriculum

Meeting 1

- Introducing yourself
- Project BizMiz introduction
- Training session plans, training values and common rules

Icebreakers

Session 1:

- M1 Introducing digital entrepreneurship and its potential for women
- SDL resources available

Energizers

Session 2:

- M2 Profiling women digital entrepreneurs
- SDL resources available

Reflection

Evaluation forms

Meeting 2

- Re-contracting
- SDL progress review: success and difficulties

Icebreakers

Session 3:

- M3 Getting started with a digital business
- SDL resources available

Energizers

Session 4:

- M4 Using social media as a business environment
- SDL resources available

Reflection

Evaluation forms

Meeting 3

- Re-contracting
- SDL progress review: success and difficulties

Icebreakers

Session 5:

- M5 Analysing digital business trends
- SDL resources available

Energizers

Session 6:

- M6 Building social media promotional strategies
- SDL resources available

Reflection

Evaluation forms

Meeting 4

- Re-contracting
- SDL progress review: success and difficulties

Icebreakers

Session 7:

- M7 Monetizing your digital business
- SDL resources available

Energizers

Session 8:

- M8 Digital networking for next generation women entrepreneurs
- SDL resources available

Reflection

Empowerment

Evaluation forms

Part 2: Digital and Social Media Literacy Curriculum

Meeting 5

- Introducing yourself
- Training session plans, training values and common rules

Icebreakers

Session 1:

- 1 Secure Online Engagement
- Learner handouts available

Energizers

Session 2:

- 2 Real & Virtual Identity
- Learner handouts available

Reflection

Evaluation forms

Meeting 6

- Re-contracting
- Learner handouts review

Icebreakers

Session 3:

- 3 Online Communication
- Learner handouts available

Energizers

Session 4:

- 4 Cyberbullying
- Learner handouts available

Reflection

Evaluation forms

Meeting 7

- Re-contracting
- Learner handouts review

Icebreakers

Session 5:

- 5 You're Digital Footprint
- Learner handouts available

Energizers

Session 6:

- 6 Credit & Copyright
- Learner handouts available

Reflection

Evaluation forms

Meeting 8

- Re-contracting
- Learner handouts review

Icebreakers

Session 7:

- 7 Information Literacy
- Learner handouts available

Energizers

Session 8:

- 8 Online Safety
- Learner handouts available

Reflection

Empowerment

Evaluation forms

6. BizMiz programme validation plan

BizMiz programme will be validated until May, 2020. BizMiz programme will be validated by:

12 VET professionals – tutors:

- 2 VET professionals – tutors (in each country), participating in in-service training workshop in 2019 in Cyprus, held by SYNTHESIS;
- 10 VET professionals - tutors group (in each country), recruited by 2 VET professionals, who have participated in in-service training workshop in 2019 in Cyprus.

10 female entrepreneurs (women who recently started a business, or have a strong business idea to work with), participating in minimum 2 meetings (per country) dedicating one meeting day for:

- Meeting 1: Part 1: Next Generation Women Technology Entrepreneurs Curriculum;
- Meeting 2: Part2: Digital and Social Media Literacy Curriculum.

BizMiz programme validation process:



Checklist for Organising BizMiz programme Piloting

Checklist:	Done (V)
BEFORE trainings	
Recruiting participants for the BizMiz programme	
Check eligibility of applicants	
Confirm applicant's participation	
Arrange and organise the dates and venue for the training to take place	
Confirm all logistical information to successful applicants	
Prepare all learning materials, other recourses needed	
Prepare attendance lists and evaluation forms	
Send a reminder to participants the day before the session	
DURING trainings	
Ensure that all participants sign the attendance sheet	
Take photos	
Ensure all participants filled evaluation forms and collect them	
AFTER trainings	
Follow up on any obligations or questions	
Share photos on BizMiz social media, prepare an article	
Scan all attendance lists	
Prepare evaluation report (together with national partner)	

7. Inspiring experiences

To be added after Piloting (~May, 2020)

United Kingdom



Quotes from Pilot participants: tutors and female entrepreneurs

Portugal



Quotes from Pilot participants: tutors and female entrepreneurs

Cyprus



Quotes from Pilot participants: tutors and female entrepreneurs

Ireland



Quotes from Pilot participants: tutors and female entrepreneurs

Malta



Quotes from Pilot participants: tutors and female entrepreneurs

Lithuania



Quotes from Pilot participants: tutors and female entrepreneurs