



PANDORA

European Opportunities for Female Entrepreneurship

**TOOLKIT**  
**BEST PRACTICES**



# INTRODUCTION

Non-formal education has among its main characteristics that of developing transversal skills. It is clear that in each educational sphere, both formal and informal, the learning dynamics allow the learner to develop new skills. Learning means first of all discovering, discovering the way to reach a goal. Like all paths this must be gradual, not forced, but conveyed by different figures, the best known of these is the Trainer.

With the **Pandora - Discovering European Opportunities for Female Entrepreneurship** project, we decided to apply a method that combined non-formal education for adults with that of young people; We have thus given the opportunity for youth workers to experience long-term learning experiences abroad, at the premises of their partners from Poland, England and Turkey as well as Italy.

Therefore, on specific topics, we have structured non-formal learning paths, making the Youth Workers involved develop skills related to the world of female entrepreneurship.

The Pandora Project - Discovering European Opportunities for Female Entrepreneurship has been funded within the Erasmus Plus program, Key Action 2 - Exchange of Best Practices, by the Italian INDIRE Agency, National Institute for Educational Innovation Research Documentation. Before starting the study of this tool kit aimed at Youth Workers engaged in the field of Adult Education, it is important to bear in mind that there are three main systems of education. These systems are not necessarily alternative to one another, rather they should be combined. Very often it happens that between the different systems of education there is not an organic strategy and it is each of us who decides to give priority to one area rather than another.

These main systems are:

**Formal education:** consists of the classic system of study known to most, it must be said that over the years even within the academic classrooms have developed “alternative” methodologies that have tried to upset a bit ‘the classical schemes, but this for example, it has not led to a full reform of the school system in Europe. Mainly because Formal Education leads to the formal recognition of acquired skills.

**Informal education:** what we learn every day in any situation, from coffee to the exchange of opinions with friends, this type of education is not structured, no certificates are issued or otherwise.

**Non-formal education:** a system of education that is central to the two previous ones. The non formal education has an organized structure, a facilitator and a trainer, but places the learner at the center of the educational process, which develops in a horizontal and non-formal way. This tool kit tries to focus on the non-formal education system, orienting it towards the educational system known as “**Adult Education**” While non-formal education is one of the most appreciated educational systems used in working with young people, in order to allow them to develop different types of skills, among the main soft skills, useful to allow young people to know more than himself, the reality that surrounds him, and therefore better orientate him in his life choices, on the other the Adult Education finds its natural justification in the proper aspect of human nature that is to learn.

Many people are asking what sense for an adult to face a learning path and yet it is enough simply to think about how our modern society is evolving at an unimaginable speed with the look of 20 years ago. Society evolves and with it all the actors. We need to structure innovative education systems that can provide the best answers to these types of societal changes. Types of changes that

reflect the development and change not only of new technologies but of the actors of society. In this sense, the **Pandora** project wanted to correlate these and different types of development in order to facilitate the entry into the world of work of women, not just migrants and victims of domestic violence, but of all those women who, like everyone else, have lived corporate change, the new economic crisis and the development of technologies, but that unlike others, for well-known political and social reasons, have more difficulty nowadays to enter the global labor market.

# TOOL "From Dream to Reality"

<b>Type of tool</b>	Activity
<b>Topics addressed:</b>	Women empowerment
<b>Duration:</b>	40'
<b>Target group</b>	women
<b>Aim</b>	<ul style="list-style-type: none"> <li>- To help women to find new ideas for their business.</li> </ul> <p>The aim of this tool is to stimulate and provoke participants to share their real thoughts about how prejudices and stereotyping affect their choices in life. Moreover, this tool is aimed to trigger the awareness of appreciating diversity, and overcoming prejudices and exclusion based on religion, nationality, culture and gender.</p>
<b>Objectives of the tool:</b>	<ul style="list-style-type: none"> <li>- Developing the capacity to create an economical strategy.</li> <li>- Developing the "out of box" thinking.</li> </ul>
<b>Methodology:</b>	<ul style="list-style-type: none"> <li>- Individual reflection</li> <li>- Group discussion</li> </ul>
<b>Step by step process:</b>	<ul style="list-style-type: none"> <li>- Divide group into teams depending of the participants number.</li> <li>- Make a general introduction about the labour market and economy;</li> <li>- Ask participants to put themself during the activity in a "rich mood". They don't have any kind of money problem, they already satisfied all desired yet like traveling, spending lot of money etc etc.</li> <li>- Ask them to think about what to do after all the satisfaction.</li> <li>- Give groups 10 minutes to reflect about it;</li> <li>- Ask participants to develop a work ideas from their reflections.</li> <li>- Sharing in plenary</li> <li>- Ask to all participants possible way sto realize these ideas.</li> </ul>

<b>Materials and resources:</b>	- Paper, pencils etc etc
<b>Outcomes:</b>	New ideas for new profit companies
<b>Evaluation:</b>	From dream to reality, participants usually understand they can realize their dreams and find good motivation to do it in the real life.
<b>Notes for further use:</b>	

# TOOL "Sensing journey"

<b>Type of tool</b>	The Sensing Journey is a creative learning process that has been used to help facilitate transformational system change globally. It is introduced within the initial phase of the U Process which has been created from Theory U (Scharmer 2009).
<b>Topics addressed:</b>	The focus of the Sensing Journey depends on the actual topic being addressed e.g. women entrepreneurs.
<b>Duration:</b>	The length of a sensing journey depends on the size of the geographical area being covered. It is recommended to allocate at least 1 day to Sensing Journeys which are being offered in a workshop context.
<b>Target group</b>	<b>Any group</b>
<b>Aim</b>	To allow participants to break-through patterns of seeing and listening to the system they are trying to influence or change by stepping into a different and relevant perspective and experience.  Sensing Journeys can also help build relationships with key stakeholders, and gain a system perspective.
<b>Objectives of the tool:</b>	Sensing Journeys pull participants out of their daily routine and allow them to experience the organization, challenge, or system through the lens of different stakeholders.  Sensing journeys bring participants to places, people, and experiences that are most relevant for the respective question they are working on.
<b>Methodology:</b> (next page)	

**Step by step process:****Step 1**

Identify Learning Journeys: find places, individuals, organizations that provide you and the group with a new perspective about the system you are planning to influence i.e. women's enterprise

**Step 2**

Prepare as a group by discussing:

1. What is the context that we will experience?
2. Who are the key players that we will talk to?
3. What questions do we want to explore?
4. What assumptions do I bring with me? What do I expect?
5. Share your most eye-opening sensing experience to date

Start by developing a short questionnaire (7-10 questions) that guides your inquiry process. Keep updating your questionnaire as your inquiry process unfolds.

Prepare the host: Share the purpose and intent of the visit with the host.

Communicate that it would be most helpful for the group to gain some insight into their "normal" daily operations, rather than a staged presentation. Try to avoid "show and tell" situations.

**Step 3**

Small groups travel to the host's location.

While at the site: Trust your intuition and ask authentic questions raised by the conversation.

Asking simple and authentic questions is an important leverage point in shifting or refocusing the attention to some of the deeper systemic forces at play.

Use deep listening as a tool to hold the space of conversation.

When your interviewee has finished responding to one of your questions, don't jump in automatically with the next question.

Attend to what is emerging from the now.

**Example questions for sensing journeys:**

1. What personal experience or journey brought you into your current role?
2. What issues or challenges are you confronted with?
3. Why do these challenges exist?
4. What challenges exist in the larger system?
5. What are the blockages?
6. What are your most important sources of success and change?
7. What would a better system look like for you?
8. What initiative, if implemented, would have the greatest impact for you? For the system as a whole?
9. If you could change just a few elements of the system, what would you change?
10. Who else do we need to talk to?

<p><b>Step by step process:</b></p>	<p><b>Step 4</b>          After the visit, reflect and debrief: To capture and leverage the findings of your inquiry process, conduct a disciplined debriefing process right after each visit. Don't switch on cell phones until the debriefing is complete.</p> <p>Here are a few sample questions for the debriefing:</p> <ol style="list-style-type: none"> <li>1. What was most surprising or unexpected?</li> <li>2. What touched me? What connected with me personally?</li> <li>3. If the social field (or the living system) of the visited organization or community were a living being, what would it look and feel like?</li> <li>4. If that 'being' could talk: what would it say (to us)?</li> <li>5. If that 'being' could develop—what would it want to morph into next?</li> <li>6. What is the generative source that allows this social field to develop and thrive?</li> <li>7. What limiting factors prevent this field/system from developing further?</li> <li>8. Moving in and out of this field, what did you notice about yourself?</li> <li>9. What ideas does this experience spark for possible prototyping initiatives that you may want to take on?</li> </ol> <p><b>Step 5</b>          Close the feedback loop with your hosts: Send an email (or other follow-up note) expressing a key insight you took away from the meeting (one or two sentences) and your appreciation.</p> <p><b>Step 6</b>          Debrief as a whole group: After a one-day learning journey this debriefing would take place in next meeting with the whole group. In the case of a multi-days learning journey you plan to meet between the individual days if logistics allow.</p> <p>Structure of the whole group debrief meeting:</p> <ol style="list-style-type: none"> <li>1. Get everyone on the same page by sharing concrete information about the Journeys: Where did you go, who did you talk to, what did you do?</li> <li>2. Talk about your findings and generate new ideas.</li> </ol>
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# WOMEN ENTREPRENEURSHIP SIMILARITIES/DIFFERENCES & CHALLENGES/OBSTACLES TOOL

<b>Type of tool:</b>	Team Work&Group Discussion
<b>Topics addressed:</b>	Gender inequality Entrepreneurship
<b>Duration:</b>	90 min
<b>Target group:</b>	Any Group of Adult Learners
<b>Aim:</b>	Discover the women entrepreneurship from different countries
<b>Objectives of the tool:</b>	<p>Make participants to understand main similarities on women entrepreneurship and differences according to countries</p> <p>Make participants to discover challenges and obstacles of women entrepreneurship in different countries</p> <p>Developing a baseline of women entrepreneurship among participants</p>
<b>Methodology:</b>	Discussion

<b>Step by step process:</b>	<p>Participants are invited sit in groups that all participants from same country to one of discussion tables.</p> <p>All discussion tables should be prepared before hand and should have a flipchart paper and board markers.</p> <p>All groups are asked to prepare a presentation of women entrepreneurship representing their country situation in 20 minutes. All presentations should include state support to women entrepreneurs, best practices, bureaucracy, most preferred sectors if any.</p> <p>Then groups are asked to use another flipchart paper to make presentation of challenges/obstacles for women entrepreneurs in their country. Another 20 mins for the preparations.</p> <p>Once all of the groups are ready. A volunteer group asked to make presentation to other country groups. 10 minutes for each group should be enough for presentations.</p>
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<b>Materials and resources:</b>	boardmarkers, flipchart papers
<b>Outcomes:</b>	presentations
<b>Evaluation:</b>	<p>For the evaluation part, participants are asked to think about similarities and differences comparing the countries.</p> <p>Which country they would choose to become an entrepreneur and why?</p> <p>How NGOs can help the women entrepreneurs about overcoming challenges and obstacles?</p>
<b>Notes for further use:</b>	Please remind the participants that challenges are more personal and obstacles are more about the system, state and society.

# EMPOWERING WOMEN THROUGH ENTREPRENEURSHIP TOOL

<b>Type of tool:</b>	BRAINSTORMING
<b>Topics addressed:</b>	Empowerment Entrepreneurship
<b>Duration:</b>	45 min
<b>Target group:</b>	Any Group of Adult Learners
<b>Aim:</b>	Discover the women entrepreneurship in different formats
<b>Objectives of the tool:</b>	Make participants to think and categorize different formats that women can join as an economic actor
<b>Methodology:</b>	Discussion
<b>Step by step process:</b>	<p>Participants are invited sit in U format. Facilitator starts to explain that companies are not the only tool to become an actor in economy.</p> <p>After starting the session facilitator asks participants to explain different formats of economic actors in their country system such as cooperatives, social businesses, companies of associations etc.</p> <p>Facilitator makes a list of formats that are explained by participants and asks other participants if they have similar formats in other countries</p>
<b>Materials and resources:</b>	boardmarkers, flipchart papers
<b>Outcomes:</b>	list of formats
<b>Evaluation:</b>	For the evaluation part, participants are asked to think about similarities and differences comparing the countries.
<b>Notes for further use:</b>	



# INSTITUTIONS



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# PARTNERS





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