WISER TOOLKIT

Skills for Social Entrepreneurship

Deliverable 3.1

WISER

WISER TOOLKIT:

SKILLS FOR SOCIAL ENTREPRENEURSHIP

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Executive summary

The WISER Toolkit: Skills for Social Entrepreneurship is a structured training instrument developed within the framework of the WISER project (AMIF-2023-TF2-AG-CALL-04-LABOUR), aimed at empowering migrant women through entrepreneurship education. Rooted in inclusivity, competence-building, and social impact, the Toolkit serves as both a guide and a practical resource for supporting the development of entrepreneurial skills aligned with the values and realities of the social economy.

Specifically designed for trainers, facilitators, and support staff—referred to throughout as WISER Officers—the Toolkit provides content tailored to the unique barriers and enablers affecting migrant women's access to entrepreneurship. Its modular structure includes five thematic areas: Social Entrepreneurship, Life Competences, Entrepreneurship Competences, Green Competences, and Digital Competences. Each module is mapped against established European competence frameworks (i.e., EntreComp, LifeComp, GreenComp, DigComp), ensuring consistency with EU policy and educational standards.

The Toolkit incorporates adult learning methodologies, experiential activities, cultural sensitivity, and trauma-informed approaches to foster both individual empowerment and community resilience. Facilitators are equipped with comprehensive lesson plans, tips for inclusive engagement, and strategies for adapting content to diverse contexts. By addressing not only skill acquisition but also confidence-building and social integration, the WISER Toolkit contributes directly to more inclusive, equitable, and effective local entrepreneurship ecosystems.

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1. Introduction to WISER

The **WISER - Women-centred Intervention for Social Entrepreneurship Resilience** initiative is an AMIF-funded project, running from March 2024 to February 2026.

The purpose of WISER is to enhance the participation and effective inclusion of migrant women in the labour market through a novel, multistakeholder and multidimensional approach that focuses on reducing the barriers to social entrepreneurship and on enhancing its attractiveness as a career choice for migrant women.

WISER will empower migrant women to plan, start, run and grow businesses that pursue social objectives thanks to the establishment of an Inclusive Entrepreneurship Framework tailored to the specific needs of migrant women and the social economy. This will materialise through the set-up of WISER Hubs that will provide services such as training, coaching, mentoring, networking, advice, business development, technical assistance and links to donors/investors/business angels to potential, early-stage and established migrant women social entrepreneurs. The action will also help to make local entrepreneurship ecosystems more inclusive and collaborative, in line with the objectives of the call AMIF-2023-TF2-AG-CALL-04-LABOUR, thanks to the creation of two Communities of Practice, which will pursue multilateral exchanges following a bottom-up approach.

Over the course of 24 months, the WISER Consortium will:

Adapt
existing support structures to provide services such as training, coaching, mentoring, networking, advice, business development, technical assistance and links to donors/investors/business angel to potential, early-stage and established migrant women social entrepreneurs (**WISER Hubs**);

Empower
non-EU female nationals (including beneficiaries of international protection) on relevant knowledge, skills, competences and the mindset to plan, start, run and grow businesses that pursue social objectives and become social entrepreneurs (**WISER Skills Boosters**);

Establish
two multistakeholder groups that will pursue multilateral exchanges aimed at enhancing the inclusiveness of local entrepreneurship ecosystems and the entrepreneurial potential of migrant women following a bottom-up approach (**WISER Communities of Practice**).

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2. The WISER Toolkit

The WISER Toolkit represents a comprehensive collection of training resources specifically designed to empower migrant women with the knowledge, skills, competencies, and mindset needed to plan, launch, manage, and grow social enterprises. This toolkit serves as the cornerstone of the WISER project's mission to foster inclusive entrepreneurship ecosystems that enable migrant women to become successful social entrepreneurs. Developed through a collaborative effort across multiple European countries (Spain, Germany, Greece, Italy, Lithuania, Poland, Cyprus, and Belgium), the WISER Toolkit addresses the unique challenges faced by migrant women in accessing entrepreneurship opportunities and provides practical, culturally sensitive solutions that bridge gaps in traditional business education.

The WISER Toolkit is designed to achieve the following specific objectives:

Empower
migrant women with comprehensive social entrepreneurship knowledge and skills;

Support
the WISER Officers, facilitators and relevant stakeholders working with aspiring migrant social entrepreneurs in their upskilling process;

Support
integration through entrepreneurship education and community engagement.

2.1. Methodology

A unique approach ensured the seamless implementation of the WISER Toolkit, as outlined in the WISER WP3 Action Plan, maximising its potential for meaningful impact both during the project and long after its completion. In particular, the Toolkit was compiled with the following steps:

Operational Framework	Desing and implementation of the Operational Framework and Action Plan, including an overview of the activities, the proposed methodology, allocation of responsibilities, internal deadlines, key performance indicators, and reference documents.
WISER Skills Boosters	Development of the WISER Skills Boosters, including 5 Modules, 18 Units and X Lesson Plans for the WISER Officers
Review phase 1	Internal review of the WISER Skills Boosters and feedback incorporation
Review phase 2	External review of the WISER Skills Boosters by 26 associated partners and external stakeholders
Capacity building session	Conducting an online capacity-building session for WISER Officers and other trainers focused on the use of Skills Boosters and effective methods for delivering them to migrant women.
Draft of the WISER Toolkit	Development of the first of the WISER Toolkit including the sections presenting in this document.
Internal review	Review of the WISER Toolkit by the project partners and incorporation of their comments and remarks.
Online WISER Skills Boosters	Digitalisation of the WISER Skills Boosters and uploading them on the WISER website
Final WISER Toolkit	Development of the final version of the WISER Toolkit and dissemination to all stakeholders and interested parties

2.1.1.   The Contextual Framework of the WISER Toolkit

Partners agreed on aligning the WISER Toolkit with established EU competence frameworks such as the EntreComp, LifeComp, DigComp, and GreenComp frameworks, ensuring its content meets European standards for entrepreneurship education while addressing the specific needs of migrant communities.

The European Entrepreneurship Competence Framework - EntreComp

It is a reference framework developed by the European Commission to define and promote entrepreneurial skills across various settings. It defines entrepreneurship as the ability to transform ideas into value for others, which can be financial, cultural, or social, and it aims to bridge the gap between education and the world of work, fostering a common understanding of entrepreneurship and supporting the development of entrepreneurial mindsets and skills. It outlines 15 key competences grouped into three areas: a) ideas and opportunities, focusing on recognizing and developing opportunities, creativity, and vision; b) resources, covering areas like self-awareness, motivation, mobilizing resources, and financial and economic literacy; and c) into action, emphasizing on the ability to plan, manage projects, deal with uncertainty, work with others, and learn from experience.

The European Framework for Personal, Social and Learning to Learn Key Competence - LifeComp

It is a conceptual and non-prescriptive tool designed to support individuals in developing essential skills for navigating life. It aims to help individuals thrive in the 21st century by fostering the development of personal (i.e., self-regulation, flexibility, wellbeing), social (i.e., empathy, communication, collaboration), and learning-to-learn (i.e., growth mindset, critical thinking, managing learning) skills.

The Digital Competence Framework for Citizens - DigComp

It is a framework developed by the European Commission to define 21 digital competences for citizens at eight proficiency levels for each competence, ranging from basic to expert. The proposed competences are grouped into five key areas of digital competence: a) information and data literacy, b) communication and collaboration, c) digital content creation, d) safety and e) problem-solving.

The European sustainability competence framework - GreenComp

It is designed to help learners of all ages develop the knowledge, skills, and attitudes needed to live, work, and act for a sustainable future. It identifies 12 competences grouped into four key areas: a) embodying sustainability values, b) embracing complexity in sustainability, c) envisioning sustainable futures, and d) acting for sustainability.

2.1.2. The pedagogical principles

The WISER Toolkit employs a multi-faceted pedagogical approach grounded in adult learning principles and culturally responsive education:

Learner-centered approach:

All training materials are designed with the learner at the center, recognizing the diverse backgrounds, experiences, and learning preferences of migrant women. Content is structured to build upon existing knowledge while introducing new concepts in accessible ways.

Non-formal learning framework:

The Toolkit utilizes non-formal education methodologies that promote interactive, experiential learning outside traditional academic settings. This approach acknowledges that adult learners often prefer practical, application-based learning experiences.

Practice-oriented design:

Every module includes hands-on activities, real-world case studies, and practical exercises that allow learners to immediately apply new knowledge and skills. This experiential approach ensures that learning is directly relevant to entrepreneurial practice.

Competence-based structure:

Training content is organized around specific competences drawn from established European frameworks, ensuring systematic skill development and enabling clear learning outcome measurement.

Collaborative learning:

The methodology emphasizes peer-to-peer learning, group activities, and collaborative problem-solving, recognizing that migrant women often benefit from community-based learning experiences.

Digital integration:

The Toolkit incorporates digital tools and platforms to enhance learning experiences while building essential digital competencies for modern entrepreneurship.

Cultural sensitivity:

All materials are developed with awareness of cultural diversity and potential barriers faced by migrant women, ensuring inclusive and respectful learning environments.

2.2. Toolkit's structure

The Toolkit is organized into five comprehensive modules, each targeting specific competence areas essential for social entrepreneurship. Each module clearly defines learning outcomes, practical activities, assessment methods, and resource materials. Each Unit is also supported by a comprehensive facilitator's Lesson Plan, while the tools included in the Annexes offer additional resources curated by the WISER Consortium to support trainers in effectively guiding their learners' progress.

Module 1: Social Entrepreneurship, Innovation and Project Management
- **Focus:** Social Innovation and Project Management Skills
- **Total duration:** 3 hours
- **Units:**
  - Unit 1.1: Introduction to the course
  - Unit 1.2: Introduction to Social Entrepreneurship & Innovation
  - Unit 1.3: Community Needs, Entrepreneurial Gaps and Project Management

Module 2: Life Competences
- **Focus:** Self-Regulation, Critical Thinking, Problem Solving, Adaptability & Flexibility
- **Total duration:** 6-8 hours
- **Units:**
  - Unit 2.1: Developing Self-Regulation: Dealing with mental load & Time-management
  - Unit 2.2: Critical Thinking & Problem Solving for Everyday Challenges
  - Unit 2.3: Adaptability and flexibility to build resilience

Module 3: Entrepreneurship Competences
- **Focus:** Core entrepreneurial skills including opportunity spotting, resource mobilisation, leadership, and financial literacy
- **Total duration:** 12-15 hours
- **Units:**
  - Unit 3.1: Making initiatives, planning and managing projects within social entrepreneurship networks
  - Unit 3.2: Financial Literacy for Social Entrepreneurs: Understanding basic financial concepts, securing funding and managing internal financials
  - Unit 3.3: Sustainable Development Goals for Social Entrepreneurship
  - Unit 3.4: Leadership and Team Building in Social Enterprises
  - Unit 3.5: Measuring Social Impact and learning from experience - turning ideas into projects.

Module 4: Green Competences
- **Focus:** Sustainability values, sustainable business models, systems thinking, and futures literacy
- **Total duration:** 6-8 hours
- **Units:**
  - Unit 4.1: Sustainability values in SE and envisioning sustainable futures
  - Unit 4.2: Developing Sustainable Business Models and Building Systems Thinking
  - Unit 4.3: Future Literacy for Social Entrepreneurs

Module 5: Digital Competences
- **Focus:** Information and data literacy, digital communication, online safety, and digital identity management
- **Total duration:** 6-8 hours
- **Units:**
  - Unit 5.1 Using digital tools for communication
  - Unit 5.2: Designing the Digital Strategy in SE
  - Unit 5.3: Safety Online
  - Unit 5.4: Managing digital identity

2.3. How to use this Toolkit

This Toolkit is designed for practical implementation by trainers and facilitators supporting migrant women interested in social entrepreneurship. Its structure enables flexible adaptation to varying educational levels, cultural backgrounds, and local contexts. The following guidance ensures optimal application of the Toolkit's content:

Participant-centred planning:

Before delivery begins, it is essential to assess participants' prior experience, language proficiency, and educational background. This initial mapping ensures appropriate module selection and allows for tailoring of materials and methods.

Modular delivery:

Modules may be delivered in sequence or independently, depending on learners' interests and needs. Trainers should feel confident in selecting, combining, or repeating units based on participant progression.

Use of Lesson Plans:

Each unit is supported by a detailed lesson plan, including learning objectives, timing, activities, and assessment strategies. These are intended as adaptable frameworks, not prescriptive scripts. Flexibility in delivery is encouraged to accommodate different group dynamics and contexts.

Localisation and real-life relevance:

Training is most effective when grounded in local realities and participants' lived experiences. Facilitators are advised to:
- Use relevant examples from participants' cultural and business contexts
- Encourage the development of business ideas rooted in local needs
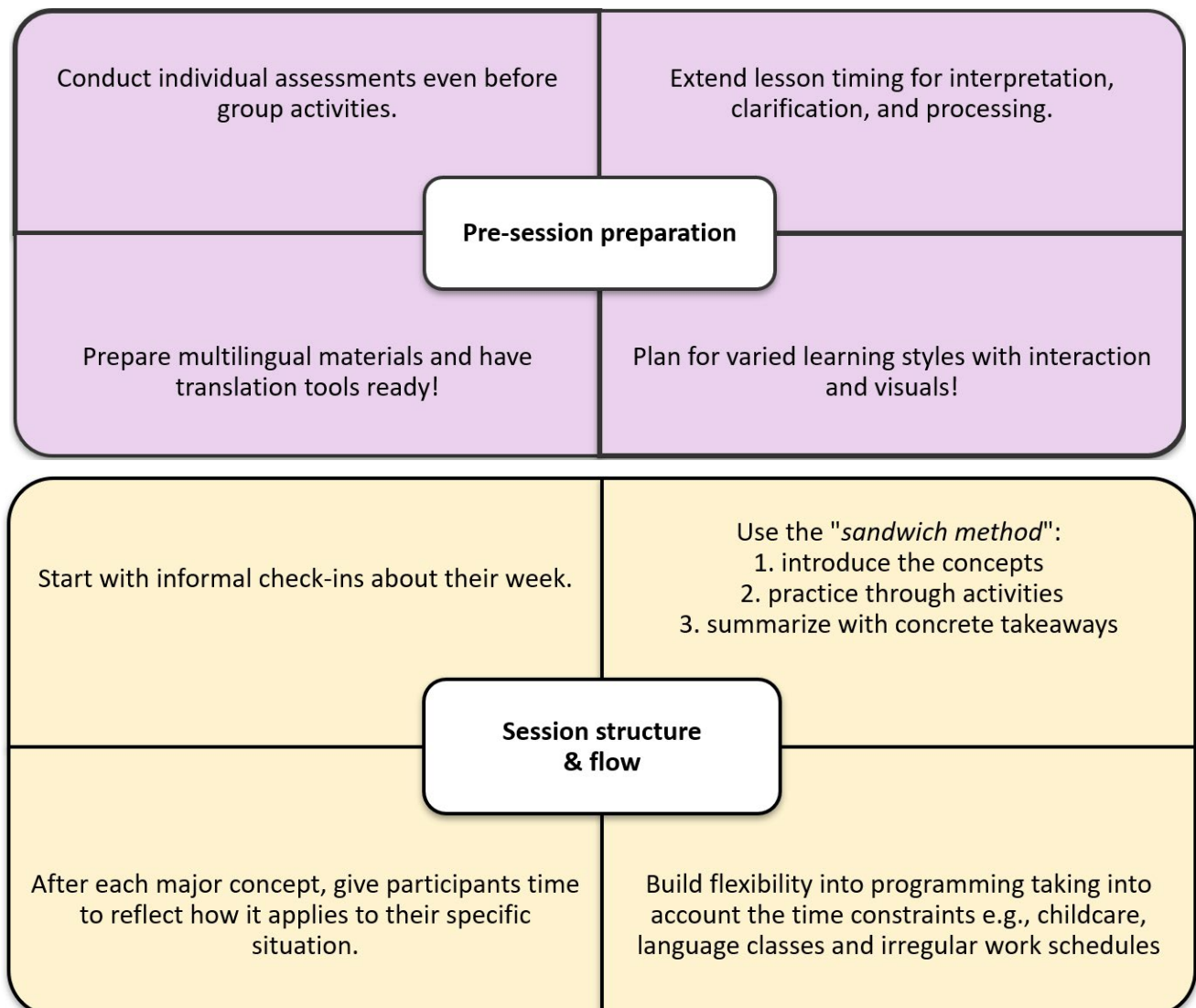- Integrate local ecosystem mapping, such as microfinance services and legal requirements
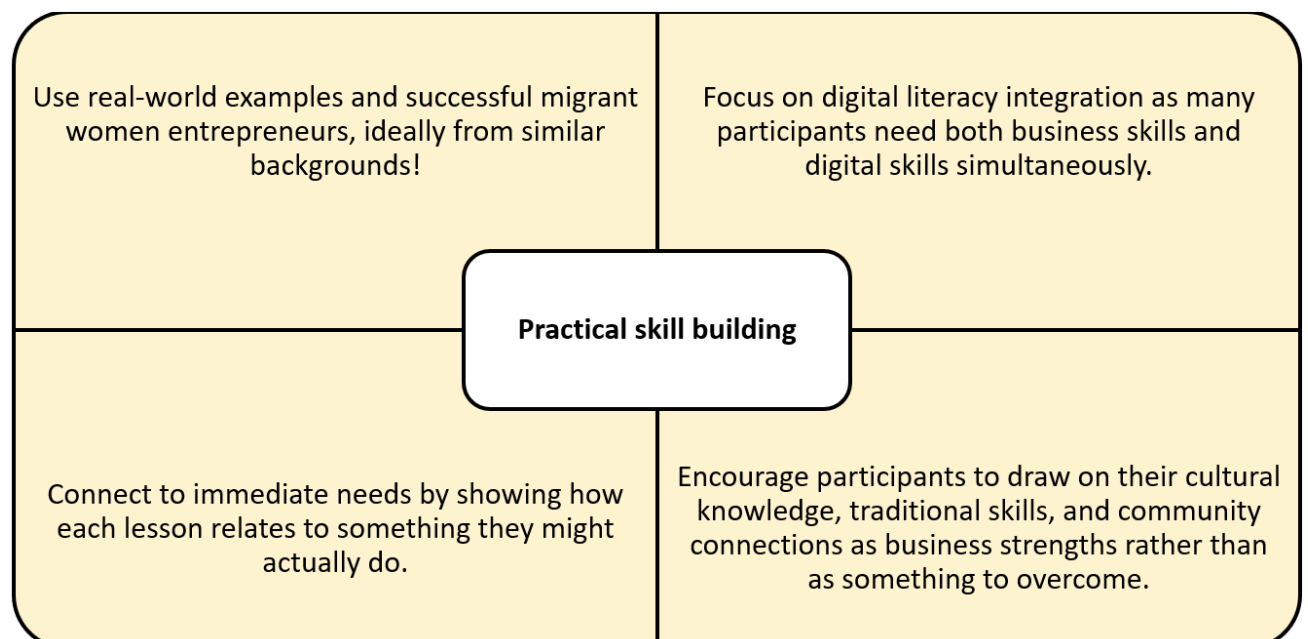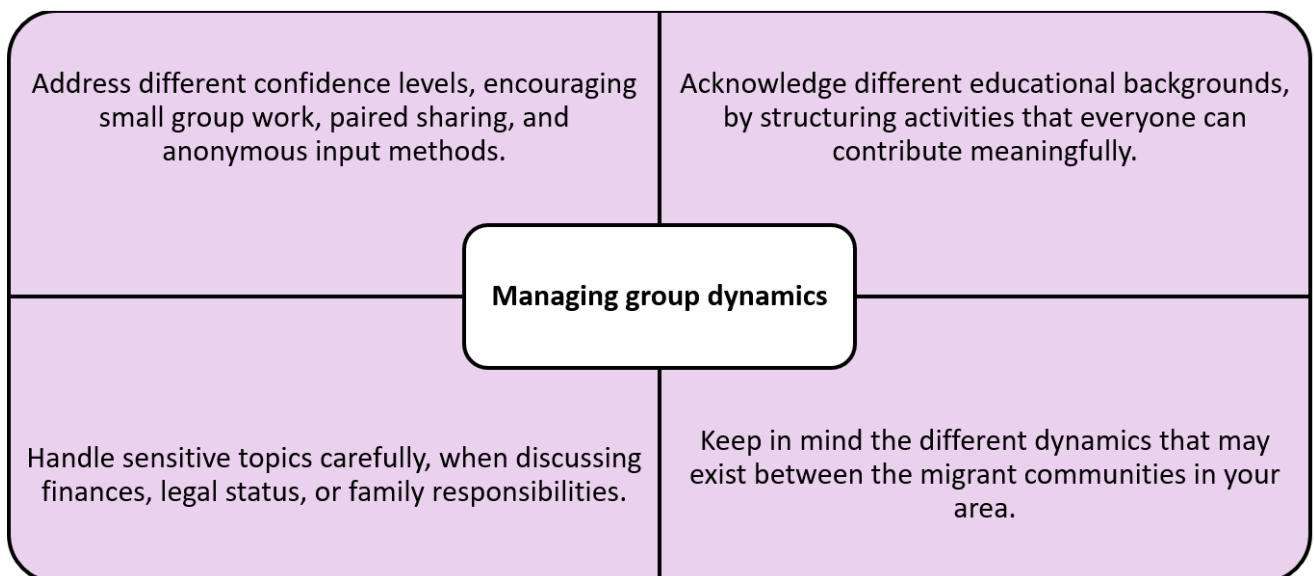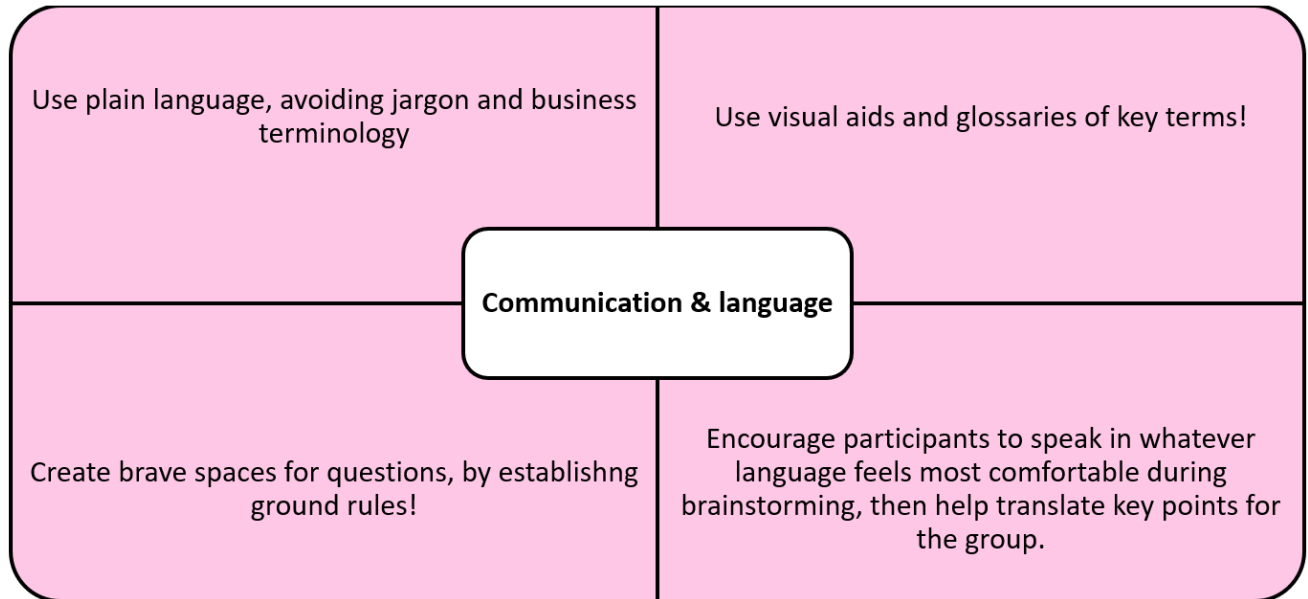
Monitoring and follow-up:

Assessment should focus on both competence acquisition and participant engagement. Simple evaluation tools, reflective activities, and peer feedback mechanisms are included or may be developed in line with the Toolkit's methodology. Ongoing support, mentoring, and networking opportunities are strongly recommended to reinforce learning beyond the training period.

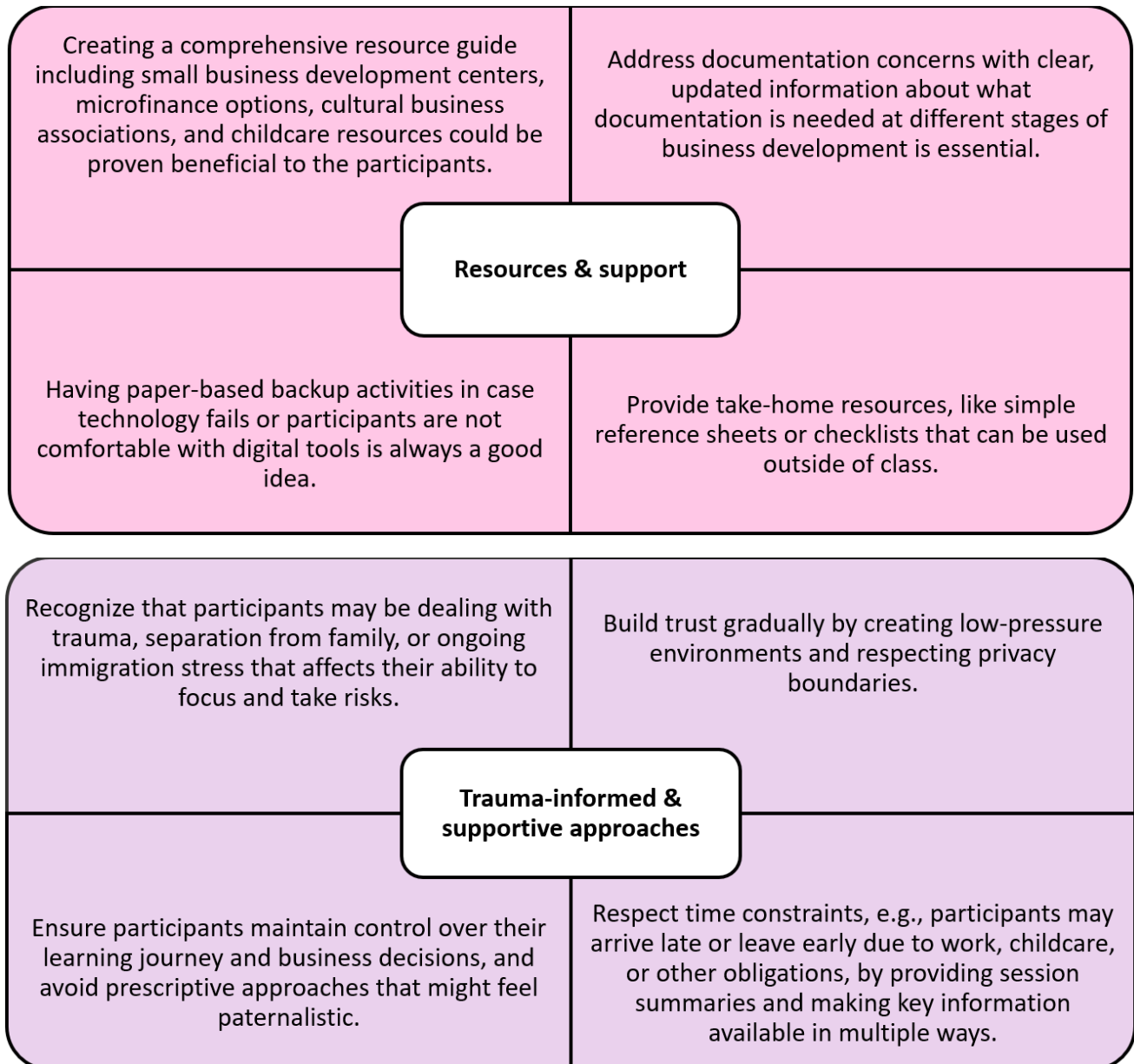# Tips and Hints for WISER Officers

WISER officers will be working with participants who possess valuable cultural knowledge, resilience, and often extensive life experience, while simultaneously navigating language barriers, unfamiliar business systems, and complex personal circumstances. Their role is to create flexible, responsive programming that honors these differences while building practical entrepreneurship skills. The goal is not just knowledge transfer, but empowerment and community building that supports long-term success.

This section provides practical strategies for adapting the Lesson Plans and facilitation style to create an inclusive, effective learning environment. The recommendations are based on the understanding that successful facilitation goes beyond simply delivering content—it involves creating space for participants to connect their existing skills with new learning, building confidence alongside competence, and fostering peer networks that extend beyond the formal training period.

Conduct individual assessments even before group activities.	Extend lesson timing for interpretation, clarification, and processing.

Pre-session preparation

Prepare multilingual materials and have translation tools ready!	Plan for varied learning styles with interaction and visuals!

Start with informal check-ins about their week.	Use the "*sandwich method*": 1. introduce the concepts 2. practice through activities 3. summarize with concrete takeaways

Session structure & flow

After each major concept, give participants time to reflect how it applies to their specific situation.	Build flexibility into programming taking into account the time constraints e.g., childcare, language classes and irregular work schedules

Communication & language

Use plain language, avoiding jargon and business terminology

Use visual aids and glossaries of key terms!

Create brave spaces for questions, by establishng ground rules!

Encourage participants to speak in whatever language feels most comfortable during brainstorming, then help translate key points for the group.

Managing group dynamics

Address different confidence levels, encouraging small group work, paired sharing, and anonymous input methods.

Acknowledge different educational backgrounds, by structuring activities that everyone can contribute meaningfully.

Handle sensitive topics carefully, when discussing finances, legal status, or family responsibilities.

Keep in mind the different dynamics that may exist between the migrant communities in your area.

Practical skill building

Use real-world examples and successful migrant women entrepreneurs, ideally from similar backgrounds!

Focus on digital literacy integration as many participants need both business skills and digital skills simultaneously.

Connect to immediate needs by showing how each lesson relates to something they might actually do.

Encourage participants to draw on their cultural knowledge, traditional skills, and community connections as business strengths rather than as something to overcome.

Creating a comprehensive resource guide including small business development centers, microfinance options, cultural business associations, and childcare resources could be proven beneficial to the participants.

Address documentation concerns with clear, updated information about what documentation is needed at different stages of business development is essential.

Resources & support

Having paper-based backup activities in case technology fails or participants are not comfortable with digital tools is always a good idea.

Provide take-home resources, like simple reference sheets or checklists that can be used outside of class.

Recognize that participants may be dealing with trauma, separation from family, or ongoing immigration stress that affects their ability to focus and take risks.

Build trust gradually by creating low-pressure environments and respecting privacy boundaries.

Trauma-informed & supportive approaches

Ensure participants maintain control over their learning journey and business decisions, and avoid prescriptive approaches that might feel paternalistic.

Respect time constraints, e.g., participants may arrive late or leave early due to work, childcare, or other obligations, by providing session summaries and making key information available in multiple ways.

The WISER Skills Boosters

Module 1: Introductory Module

Unit Objectives	By completing this module, learners will be able to: • **Understand** the key concepts of social entrepreneurship and innovation. • **Identify** local community needs and entrepreneurial opportunities to develop impactful projects. • **Use** practical tools like the SWOT analysis to assess challenges and design sustainable solutions. • **Implement** strategies for launching and managing social ventures that address community issues and drive positive change.
Description	In a world where social challenges demand creative and sustainable solutions, this course explores the dynamic intersection of social entrepreneurship, social innovation, and project management. By completing it, learners will be able to identify needs and entrepreneurial gaps, develop innovative solutions, and manage projects that create lasting social impact. Through a blend of theory and real-world case studies, they will discover how social entrepreneurs drive change, how innovative models reshape communities, and how effective project management turns ideas into action.
Methodology and Guidelines for the facilitator	The introductory unit is structured into three interconnected sub-units: 1. **Sub-unit 1.1 (Social Entrepreneurship, Innovation and Project Management)** is designed to introduce the concept and significance of a socially entrepreneurial mindset. Through the first reflective exercise on slide 4, you are encouraged to engage learners in a discussion on innovative solutions to real community problems, using this as a springboard to illustrate how such an approach reflects entrepreneurial thinking for social impact. 2. **Sub-unit 1.2 (Introduction to Social Entrepreneurship & Innovation)** then builds on this foundation by presenting key theoretical concepts in an accessible manner and offering real-life examples of social innovation and entrepreneurship, alongside practical tools that learners can use to engage with these concepts. The Social Innovation Board exercise at the end of this section will assist both you and the learners in selecting a community issue that is relevant to them—one that they will continue working with throughout the module. 3. **Sub-unit 1.3 (Community Needs, Entrepreneurial Gaps and Project Management)** moves from theory to practice, guiding learners on how to identify real community challenges, approach them with innovative thinking, and lay the groundwork for socially entrepreneurial ventures. Here, learners will explore how to analyse and understand communities effectively and will be introduced to SWOT analysis, a gold-standard project management tool that serves as a crucial first step in planning their social initiatives. The case study at the end of this sub-unit provides an opportunity for learners to engage with a real-world example of these principles in action. To consolidate learning, both practical sub-units conclude with a brief and accessible self-assessment, comprising three or four questions to help facilitate reflection on the key takeaways.

Learning Content	1. [PowerPoint Presentation - Module 1 (p. 1 -39)](#) 2. Self-Assessment Items (p. 15-20, p. 30-37)
Reflective Activity	• Think Together (p. 4) • Create your Social Entrepreneurship Vision Board! (p. 13) • SWOT Analysis Exercise (p. 26 - 28)
Non-Formal Activity	• Case Studies (p. 11, p. 12, p. 14, p. 29) • Social Entrepreneurship Vision Board (p. 12)
Self-Assessment *7 – multiple choice options*	**Sub-Unit 1.2** Q1 p. 15. Answer: b → Justification in p. 16 Q2 p. 17. Answer: b → Justification in p. 18 Q3 p. 19. Answer: a → Justification in p. 20 **Sub-Unit 1.3** Q1 p. 30. Answer: d → Justification in p. 31 Q2 p. 32. Answer: d → Justification in p. 33 Q3 p. 34. Answer: b → Justification in p. 35 Q4 p. 36. Answer: c → Justification in p. 37
Resources	**Case Study #2 Videos** The Empowerment Plan (Hyperlinked) [Video 1](#) | [Video 2](#) **Further Readings** (Hyperlinked) [Social Innovation and Social Entrepreneurship: Uncovering Themes, Trends, and Discourse](#) [Social Entrepreneurship and Corporate Social Responsibility](#) [Toolkit on Social Entrepreneurship](#) [Four Gaps in Social Entrepreneurship](#) [SWOT Analysis](#) **Bibliography** Ashta, A., Assadi, D., & Marakkath, N. (2015). The strategic challenges of a social innovation: the case of Rang De in crowdfunding. Strategic Change, 24(1), 1-14. Burke, R. (2013). Project management: planning and control techniques. John Wiley & Sons. Flamini, G., Pellegrini, M. M., Fakhar Manesh, M., & Caputo, A. (2022). Entrepreneurial approach for open innovation: opening new opportunities, mapping knowledge and highlighting gaps. International Journal of Entrepreneurial Behavior & Research, 28(5), 1347-1368. Gandelman, A. A., DeSantis, L. M., & Rietmeijer, C. A. (2006). Assessing community needs and agency capacity—An integral part of implementing effective evidence–Based interventions. AIDS Education & Prevention, 18(supp), 32-43. Goi, H. C., & Tan, W. L. (2021). Design thinking as a means of citizen science for social innovation. Frontiers in sociology, 6, 629808.

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Module 2: Life Competences

Module Title	Module 2.1.1. Developing Self-Regulation: Time - management
Unit Objectives	By completing this module, learners will be able to: • **Compare** and reflect on their own relationship with time in relation to other perspectives within the group. • **Apply** basic planning and scheduling tools to better manage their time and reduce daily stress. • **Identify** their time-related strengths and challenges, including emotional and cultural factors**.** • **Develop** personalized strategies to align time use with personal goals, needs, and well-being.
Description	This unit invites participants to explore their own concept of time, with particular attention to how cultural background and personal routines shape the way time is experienced and managed. Through reflection, creative expression, and group dialogue, participants will examine their current time habits, learn practical planning strategies, and exchange ideas to balance responsibilities with rest and purpose. The goal is not to "control time" but to understand how time flows through their lives and shapes experiences and awareness.
Methodology and Guidelines for the facilitator	This session is interactive and learner-centered, encouraging personal reflection, collective insight, and hands-on experimentation with new tools. First, facilitators should foster a non-judgmental atmosphere where all time styles (structured, flexible, cultural) are valid. By creating a safe space, facilitators should invite curiosity and openness around how time is used, not just how it is "managed", while also encouraging sharing of practical strategies without pushing for a one-size-fits-all solution.
Learning Content	[PowerPoint Presentation – Module 2.1.1 (p. 40 – 54)](#)

Reflective Activity	In this reflective and creative activity, each participant is invited to represent their personal concept of time through drawing. The goal is to highlight that, while cultural background influences how we relate to time, our perception of it is also deeply personal and unique.
	1. The facilitator begins by introducing the activity and giving a brief demonstration—for example, showing a symbolic drawing of how they experience time (a straight road, a spiral, a clock with no hands, etc.). This helps spark inspiration and lowers the pressure of "doing it right."
	2. Then, each participant receives a blank sheet of paper and colored markers. They are invited to visually express what time feels like to them—there are no rules, and no need for artistic skill. It could be abstract (shapes, colors), symbolic (a tree, a circle, a ladder), or literal (a clock, calendar, etc.).
	Guiding prompt (to say out loud or write on a board): How would you draw time, and specifically your idea of time? Please express yourself through color and shape
	3. Once everyone has completed their drawing, the group reconvenes in plenary. One by one, participants are invited to:
	  • Briefly describe their drawing and what inspired them.
	  • Attach it to a shared poster board or wall, creating a visual collage of the group's diverse time perspectives.

Non-Formal Activity	The activity aims at generating a guided reflection activity designed to foster both personal awareness and group connection around the topic of time management and the emotions it evokes. One of the main themes tackled may include the reflection about how women may feel frustrated with the issue of time management, and for them to adhere completely to the receiving countries' schemes and expectations. The facilitator leads the group by posing a series of personal statements related to how participants experience and manage time in their daily lives.

After each statement, participants who resonate or agree with it are invited to raise their hand, making their experience visible to the group and allowing others to observe similarities or differences in perspectives.

The aim is to:
• Encourage self-reflection on one's relationship with time.
• Highlight common experiences or contrasting realities within the group.
• Promote empathy and understanding of others' routines and challenges.

Examples of personal statements:
"I often feel like there isn't enough time in the day."
"I feel guilty when I take time to rest."
"I prefer to plan my day in detail."
"I manage my time differently now than I did in my home country."

Group discussion:
After a few rounds, the facilitator opens a space for open comments or reflections from participants about what they noticed or felt during the activity. This leads into a collective dialogue, where the group explores deeper questions:
•   What surprised you?
•   Did you see yourself in someone else's experience?
•   How do cultural backgrounds shape our time habits?

To end the activity, the facilitator invites participants to share concrete strategies they already use to manage their time more effectively or reduce stress. These can include tools, routines, mindset shifts, or support systems. After collecting group input, the facilitator can introduce additional strategies not yet mentioned, offering new ideas and expanding the group's toolkit. |
| **Self-Assessment**

5– multiple choice options | **Pages 47 - 51** |

Resources	**Further reading:** Monochronic and Polychronic Cultures - Manage Time Across Cultures Am I late? Time Across Cultures - CQ Explainer For Global Leaders **Bibliography** Bluedorn, A. C., Kaufman, C. F., & Lane, P. M. (1992). How Many Things Do You Like to Do at Once? An Introduction to Monochronic and Polychronic Time. The Academy of Management Executive, 6(4), 17–26. https://doi.org/10.5465/ame.1992.4274453 Coursera. (n.d.). What is time management? 6 strategies to better manage your time. Retrieved from https://www.coursera.org/articles/time-management Pant, B. (2016, May 23). Different cultures see deadlines differently. Harvard Business Review. Retrieved from https://hbr.org/2016/05/different-cultures-see-deadlines-differently

Module Title	Module 2.1.2. Developing Self-Regulation: Dealing with mental load
Unit Objectives	By completing this module, learners will be able to: • **Recognize** practical burnout exit strategies and how they might look in real life. • **Increase** awareness of personal blocks, fears, and cultural expectations around asking for help or setting limits. • **Learn** through observation and collective problem-solving in a safe, creative environment. • **Validate** individual strengths and give space for each woman to reflect on what would realistically work in her own life.
Description	This unit supports learners in understanding the invisible and often overwhelming mental load that can accumulate through daily life, especially for women balancing multiple roles. Through creative, reflective, and interactive activities, participants will explore what burnout looks like, how to recognize it early, and how to take meaningful steps to manage it. The session builds both individual self-awareness and collective strategies for change, primarily fostering boundary-setting.
Methodology and Guidelines for the facilitator	This unit is delivered through a participatory and learner-centered approach, combining reflection, group dialogue and discussion, and roleplay. Facilitators should therefore create a safe, respectful, and inclusive space for all voices, ensuring that participants feel heard and validated. Moreover, it could be necessary for facilitators to emphasize that experiences of burnout and mental load are not signs of failure, but signals for care and change. Finally, facilitators should also encourage story-sharing and co-creation of knowledge, while gently guiding the group through the activities and timelines.
Learning Content	[PowerPoint Presentation – Module 2.1.1 (p. 55 – 68)](#)
Reflective Activity	**Know your boundaries** On a large sheet or wall, prepare three columns with these headers: 1. Stressful Situations 2. Stress Signals 3. (Leave the third one blank for now – it will be used later for strategies during the "Freeze & Choose" activity) Each participant receives a stack of post-its and a marker. **Step 1 – Individual Brainstorm (10 minutes):** Invite the participants to write as many items as they can under the first two categories: • In column 1, Stressful Situations: examples from everyday life that feel overwhelming or emotionally charged. • In column 2, Stress Signals: things they notice in themselves when stress builds (e.g., physical sensations, thoughts, emotions, behaviors). • Note: The items do not need to be connected or matched. It's okay if some people write similar things. Encourage variety and quick thinking. **Step 2 – Group Reflection (10–15 minutes):** After everyone has placed their post-its, gather the group and review the posters together. Read the notes from each column aloud and invite open comments.

Non-Formal Activity	**The mental load role-play** Each participant receives: • A set of cards with known exit strategies (e.g., "Say no," "Ask for a break", "Take more time", "Ask for help", "Reach out to a union or support group") • A few blank cards to write down personal ideas for managing stress or avoiding burnout (examples might include: "Take a walk," "Step away before reacting", "Talk to my partner", "Ask my child to wait 5 minutes", etc.) A few volunteers from the group (or facilitators if the group is shy) act out three short scenes that show everyday situations where stress or pressure builds up to a climax. The scenarios are read by the facilitator as a narrator, and scenes pause just before the character would snap/shut down, so that the character must freeze when the narrator is done reading the "incomplete" script. At the freeze moment, all participants are invited to hold up the card with the exit strategy they believe would be most helpful in that moment. While multiple traditional strategies may be shown, participants can also raise a custom card they proceeded to write down after witnessing the scene. The facilitator then opens the floor for a guided discussion. The questions may be similar to: • "Why did you choose this strategy?" • "What might make it difficult to apply?" • "Have you tried it before? What worked? What didn't?" • "What feelings come up when we imagine saying 'no' or asking for help?"
Self-Assessment	1. **Question 1:** I feel overwhelmed by my responsibilities. 2. **Question 2:** For me, it may be challenging to concentrate, make decisions, or remember important tasks. 3. **Question 3:** I feel a reduced sense of accomplishment or satisfaction in activities that I previously found fulfilling. 4. **Question 4:** I'm able to identify when I'm reaching my physical or emotional limits and recognize the early signs of it. 5. **Question 5:** I'm confident in taking a step back/asking for help/seeking support.
Resources	**Bibliography** Sullivan, O. (1997). Time Waits for No (Wo)man: An Investigation of the Gendered Experience of Domestic Time. Sociology, 31(2), 221–239. Offer, S., & Schneider, B. (2011). Revisiting the Gender Gap in Time-Use Patterns: Multitasking and Well-Being among Mothers and Fathers in Dual-Earner Families. American Sociological Review, 76(6), 809–833. Harrington, B., & Reese-Melancon, C. (2022). Who's remembering to buy the eggs? The meaning, measurement, and implications of cognitive labor. Journal of Family Issues, 43(1), 3–26.

Module Title	Module 2.2 Critical thinking and problem solving for everyday challenges
Unit Objectives	By completing this module, learners will be able to: • **Explain** what "critical thinking" and "problem-solving" mean. • **Determine** the obstacles and prejudices that influence daily choices. • **Use** methodical procedures to address a real-life problem. • **Examine** various viewpoints and how they affect results. • **Assess** the effectiveness of the selected solutions and consider potential enhancements.
Description	This learning unit aims to help participants think critically and apply structured problem-solving techniques in their daily lives and entrepreneurial endeavors. The session, which is based on the LifeComp framework and aligned with EntreComp's key competencies, encourages migrant women to look at problems through a reflective, analytical lens, while also increasing confidence in their decision-making abilities. Participants will investigate real-world problems using tools like the "Solution Tree" and the "Decision-Making Matrix." Individual reflection, case-based analysis, and practical exercises will help learners develop a deeper awareness of their personal biases, learn to evaluate alternative perspectives, and practice creating logical, ethical, and sustainable solutions to everyday problems. This Module supports the development of transversal skills that empower women to take initiative, manage uncertainty, and act as self-directed learners and change-makers within their communities.
Methodology and Guidelines for the facilitator	This session will be delivered using an interactive PowerPoint presentation that combines visual guidance, facilitated discussion, and participatory activities. The facilitator's role is to guide participants through the content, not to lecture, and to make the learning environment as practical and reflective as possible. **Before the session** 1. **Review the slides:** Prepare by reviewing the structure and notes ahead of time. Some slides are intended for group activities, while others are for individual reflection or explanation. 2. **Prepare the materials:** You'll need A3 paper, pens/markers, and possibly printed worksheets (such as a Solution Tree or Decision Matrix). 3. **Create a safe learning environment**: Arrange seating to facilitate discussion.

| Methodology and Guidelines for the facilitator | **During the Session**

Slide Navigation Tips:

• **Slides 1–4:** Present concepts (critical thinking, problem solving, steps). Use simple language and ask learners for examples from their own life.
• **Slide 5-6:** Introduce the 6 steps briefly using an example (slide 6), and ask participants which step they usually skip or find most difficult.
• **Slide 7-8:** Discuss common barriers and benefits. Invite learners to share moments when bias or emotion affected their decisions.
• **Slide 9-10:** Explain the "5 Whys" technique and guide participants to reflect on a personal problem by asking 'why? five times to uncover the root cause.
• **Slide 11:** Ask learners to choose a real decision they are facing and fill in a table comparing options, pros, cons, and questions—then choose their best option and explain why.
• **Slides 12–14:** Guide participants to list 3 options and compare them across important criteria using weights and scores, then calculate totals to identify the most suitable choice.
• **Slide 15-16:** Ask participants to choose a personal challenge and complete a structured worksheet identifying the problem, causes, possible solutions, best option, and action steps or have participants draw a tree diagram with roots (causes), trunk (problem), branches (consequences), and leaves (solutions) to visually analyze a personal or common challenge.
• **Slide 17:** Invite participants to keep a short journal for 3 days, reflecting on daily decisions, thought processes, any biases noticed, and what they learned from each situation to support the integration and sustainability of critical thinking practices in everyday life—especially for migrant women aspiring to become entrepreneurs—by encouraging regular reflection, self-awareness, and confident decision-making.
• **Slides 18-28:** For the reflection questions, encourage participants to take a few minutes to reflect on their learning, then ask them to share insights or challenges they encountered during the session. For the self-assessment, read each question aloud, ask participants to choose their answer silently or on paper, then reveal and discuss the correct answer after each one.

Closing the Session: Facilitation Guidelines

Finish by emphasizing key takeaways from the session, then direct participants to the final slide, which includes resources, videos, and additional reading. Encourage them to explore the materials at their own pace, and explain how these tools can help them achieve their learning and entrepreneurial goals after the workshop. For example, "We've discussed tools for critical thinking and problem-solving in everyday situations. To delve deeper, here are some videos and readings to do on your own time. These resources are here to help you along your journey as problem solvers and future entrepreneurs." |

Learning Content	• [PowerPoint Presentation – Module 2.2 (p. 56 – 86)](#)
Reflection activity	• Decision Map Exercise (p. 67) • Reflection Prompts (p. 74)

Non-Formal Activity	**Title:** Decision Café
	
	Objective: Participants should engage in critical and collaborative thinking to address real-life issues they encounter.
	
	Materials: Flipchart paper or large sheets, markers, one scenario per table (or use participants' own)
	
	Instructions:
	
	1. Divide participants into small groups (3–5 people).
	2. Each group is given a realistic problem scenario to discuss (e.g., "I want to start a business but have no money" or "I can't attend a training due to childcare issues").
	3. Groups use the 6-step problem-solving process to work through the scenario:
	    Identify the problem
	    Understand causes
	    Brainstorm solutions
	    Choose the best one
	    Take action
	    Evaluate results
	4. Each group writes or draws their process on flipchart paper.
	5. Groups rotate tables and add ideas to another group's scenario.
	6. After 2–3 rounds, original groups return, review the new ideas, and share key insights with the whole group.
	
	Facilitator Tips:
	
	• Encourage creativity and diverse perspectives.
	• Remind participants there's no single "right" answer; what matters is the process.
	
	Debriefing questions:
	
	1. *"What did you learn from seeing other groups' ideas?"*
	2. *"Did you change your mind after hearing new perspectives?"*

Self- Assessment	Q1 p. 75. Answer: b → Justification in p. 76
5 – multiple choice options	Q2 p.77. Answer: b → Justification in p. 78
	Q3 p. 79. Answer: a → Justification in p. 80
	Q4 p. 81. Answer: d → Justification in p. 82
	Q5 p. 83. Answer: d → Justification in p. 84
Resources	**Videos (hyperlinked):**

Videos (hyperlinked):

- TED-Ed: "This tool will help improve your critical thinking"
  An engaging video offering practical strategies to enhance critical thinking skills
- TED-Ed: "5 tips to improve your critical thinking"
  This video provides an overview of essential skills needed in the modern era, including critical thinking and problem-solving.
- Crash Course: "Critical Thinking" A series that delves into the fundamentals of critical thinking and logical reasoning

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Paul, R., & Elder, L. (2014). The miniature guide to critical thinking: Concepts and tools (7th ed.). Foundation for Critical Thinking. https://www.criticalthinking.org/files/Concepts_Tools.pdf

UNESCO. (2017). Education for sustainable development goals: Learning objectives. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000247444

Module Title	Module 2.3 Adaptability and flexibility to build resilience
Unit Objectives	By completing this module, learners will be able to: • **Define** the concepts of adaptability, flexibility, and resilience. • **Understand** their relevance in social and entrepreneurial contexts. • **Apply** adaptive thinking to real-life challenges. • **Reflect** on personal growth and evaluate coping strategies. • **Create** a personal resilience action plan.
Description	This unit aims to empower women with migration backgrounds to build psychological resilience through developing adaptability and flexibility—two critical life and entrepreneurial competences. The unit uses reflective methods, storytelling, practical tools, and non-formal learning to help learners embrace change, overcome uncertainty, and build self-confidence as potential social entrepreneurs.
Methodology and Guidelines for the facilitator	**Approach:** Non-formal, participatory, inclusive, and culturally sensitive. **Facilitator's Role:** Act as a guide and motivator, creating a safe space for self-reflection, expression, and peer learning. **Language and Tone:** Use clear, simple, empowering language. Encourage the use of native languages or translations when necessary. **Tools:** Flipcharts, markers, post-its, projector (for PowerPoint), a storytelling object (like a "resilience stone"), papers, pens, magazines, glue, and resilience journal templates or notebooks **Group Size:** Ideally 8–15 participants. **Duration:** 3 hours total (can be adjusted).
Learning Content	• PowerPoint presentation – Module 2.3 (p. 97 – 121) • Resilience Journal (Handout) – Annex 1 • The "self-reflection map" (Handout) – Annex 2
Reflection activity	• Reflection & learning from failure (p. 103) • Case Study (p. 104) • Self-Check: How Adaptable Are You? (p.106)
Non-Formal Activity	**Title:** Your journey of resilience **Objective:** In this creative exercise, participants will connect experiences from their past with the strengths they have today – and develop ideas on how they can remain flexible and strong in the future. **Materials:** Large sheet of paper (A3), coloured pens, stickers, old magazines for collages, scissors, glue. Make yourself comfortable – perhaps with a cup of tea and some quiet music in the background.

	Instructions:
	Imagine your life as a path – with stops in the past, the present and the future. Draw this path freely on your sheet of paper – as a line, path or spiral – however feels right for you.
	1. Past: Think of a moment in your life when everything suddenly changed – perhaps due to migration, loss or a new beginning. Design this moment creatively: draw, write or stick pictures from a magazine. What was difficult? What moved you?
	2. Present: Look at the middle of your path. How did you deal with the change? What helped you to keep going? Perhaps it was a person, an inner voice, a belief or an action. Record your resources – as an image, word or symbol.
	3. Future: Look at the steps ahead. Is there a challenge coming your way? How could you start preparing yourself for it today? What do you need to respond flexibly and strongly? Design this part with courage and vision.
	If you like, you can then share what you have discovered in pairs or small groups – but only if you feel comfortable doing so.
	Finally, all participants come together in a circle. Each participant may say a word or a sentence if they wish: What inner strength have they rediscovered today?
	• **Tip for the facilitator:** A warm atmosphere makes a big difference. Calming music in the background, tea or water, and a mindful, appreciative manner create the right space for honest reflection.
Self- Assessment *5 – multiple choice options*	Q1 p.110. Answer: b → Justification in p. 111 Q2 p.112. Answer: b → Justification in p. 113 Q3 p.114. Answer: a → Justification in p. 115 Q4 p. 115. Answer: d → Justification in p. 117 Q5 p. 116. Answer: d → Justification in p. 119
Resources	• https://swans-initiative.de/ • https://wirtschaftspsychologie-aktuell.de/magazin/resilienz-prozess-oder-eigenschaft • https://www.erevena.com/articles/josephine-goube-ceo-techfugees/ • https://www.youtube.com/watch?v=6zObSEUfjug • Reivich, Karen & Shatté, Andrew (2002). The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles. Three Rivers Press European Commission. (2020). • LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (EUR 30246 EN). Publications Office of the European Union. https://doi.org/10.2760/302967

Module 3: Entrepreneurship Competences

Module Title	Module 3.1 Making initiatives, planning and managing projects within social entrepreneurship networks
Unit Objectives	By completing this module, learners will be able to: • **Define** the concepts of initiative taking and project planning in social entrepreneurship. • **Illustrate** how to develop a basic action plan for a social enterprise project. • **Organize** tasks and resources effectively to plan and manage projects. • **Relate** project actions to relevant Sustainable Development Goals. • **Construct** measurable indicators to evaluate the social impact of a project.
Description	This learning unit introduces participants to the essential elements of taking initiative and planning projects within the context of social entrepreneurship. By engaging in applied planning and leadership activities, participants will increase their confidence in managing small-scale projects and understand how their efforts can contribute to sustainable development (SDGs). Learners will be guided through participatory activities such as building action plans and team roles using simple visual and digital tools (Gantt, Trello). The unit fosters initiative, collaboration, impact orientation and systems awareness.
Methodology and Guidelines for the facilitator	This session is designed to be participatory, empowering, and reflective. The facilitator's role is not to lecture but to guide participants through activities that draw upon their lived experiences, encourage practical application of tools, and foster a collaborative environment. • Deliver content via PowerPoint with structured facilitation prompts. • Use accessible language and encourage sharing of life/work experiences. • Alternate between reflection, group collaboration, and tool-based exercises. • Relate activities to entrepreneurship situations familiar to migrant women. **Before the Session** • Review the PowerPoint presentation and all related handouts and materials. • Prepare A3 paper, pens/markers, printed worksheets (Gantt or Trello examples). • Create a safe and inclusive physical space that supports movement and group interaction. • Familiarize yourself with examples relevant to migrant women (e.g., time bank, co-op kitchen). **During the Session** • Use simple, clear, and inclusive language. • Promote storytelling: ask participants to relate project planning to their life experiences. • Alternate between short presentations and group activities. • Offer guidance on project roles and responsibilities. • Encourage diverse ideas, approaches, and peer learning.

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Methodology and Guidelines for the facilitator	**Facilitation Techniques** • Brainstorming and visual diagramming (e.g., project trees, flow charts). • Scenario-based discussions (e.g., launching a small community service). • Reflective journaling and small group peer feedback. **Tips for Success** • Emphasize the value of every voice: many learners may face barriers related to language or confidence. • Provide visual aids and printed examples when possible. • Continuously connect each activity to real entrepreneurial challenges ("How would this help you lead your own project?").
Learning Content	PowerPoint presentation – Module 3.1 (p. 122- 148)
Reflection activity	• How can thinking in systems help you make your business more sustainable? (p. 131).

Non-Formal Activity	**Title:** Project Adventure: From Idea to Action Plan
	
	Objective: Participants will work collaboratively to develop a mini-project plan for a social initiative using simple tools (Gantt chart or Trello board).
	
	Materials Needed:
	
	• A3 sheets or flipchart papers, markers, sticky notes
	
	• Printed basic Gantt chart templates or a Trello demo board (paper version)
	
	Instructions:
	
	1. Divide participants into groups of 3–5 people.
	2. Present a community need scenario (e.g., "How to organize a pop-up market for migrant women entrepreneurs?").
	3. Groups brainstorm a project idea addressing the need.
	4. Groups fill in a basic action plan:
	   o Define key tasks
	   o Assign responsibilities
	   o Set a timeline (2 months max)
	5. Groups create a visual Gantt chart (or Trello-style list) for their project.
	6. Each group presents their project to the others.
	
	Facilitator Tips:
	
	• Encourage quick decision-making and creativity.
	• Remind participants that the goal is structure, not perfection.
	• Praise teamwork and connection to SDG goals (such as "Decent Work and Economic Growth").
	
	Reflection Questions:
	
	• *"What was the easiest part of planning your project? What was the hardest?"*
	
	• *"How could you use this method to plan your real business ideas?"*

Non-Formal Activity	Additional Non-Formal Activity (for individuals or small groups)
	
	Title: Personal Storytelling for Social Entrepreneurship
	
	Objective: To encourage self-reflection and personal empowerment by connecting personal experiences to entrepreneurial ideas addressing social issues.
	
	Description:
	Participants will individually or in small groups (2-3 people) create a short storytelling video or visual storyboard that narrates their personal journey, challenges, and how these experiences inspire them to address a specific social issue through a business idea.
	
	Instructions:
	
	Reflection Phase:
	Each participant will reflect on their life story, focusing on critical incidents, personal strengths, and values they would like to channel into a social enterprise.
	
	Storyboarding Phase:
	Participants will outline the key elements of their story:
	
	   o Who am I?
	   o What challenge have I faced?
	   o What problem do I feel connected to solve?
	   o What is my dream project that could create social change?
	
	Creative Phase:
	Using simple tools (paper, Canva, smartphone video), they will create either:
	
	   o A 2-3 minute video (mobile phone acceptable quality)
	   o Or a 5-slide visual storyboard (using drawings, collages, or digital apps).
	
	Sharing and Peer Feedback:
	Participants will present their work to the group or upload it to a shared virtual space (e.g., Padlet or classroom wall) and receive constructive feedback from peers and facilitators.
	
	Materials Needed:
	• Paper, markers, smartphone, or access to Canva/PowerPoint.
	• Optional: Templates for storyboard frames.
	
	Estimated Time: 45-60 minutes (including presentation and feedback).
	
	Expected Learning Outcomes:
	• Increase self-awareness and connect personal narratives to social entrepreneurship opportunities.
	• Develop communication and storytelling skills essential for pitching social business ideas.
	• Foster emotional engagement and empathy among peers.

Self- Assessment **5 – multiple choice options**	Q1 p.137. Answer: b→ Justification in p. 138 Q2 p.139. Answer: b → Justification in p. 140 Q3 p.141. Answer: b→ Justification in p. 142 Q4 p. 143. Answer: c → Justification in p. 144 Q5 p. 145. Answer: b → Justification in p. 146

Resources	- United Nations Sustainable Development Goals Portal: https://sdgs.un.org/goals - Video: "Project Planning Basics" on YouTube by Project Management Institute - Trello Guide for Beginners: https://trello.com/guide/trello-101 - Free Gantt Chart Templates: https://www.smartsheet.com/free-gantt-chart-templates - Toolkit: UNDP Project Design Manual **Bibliography** European Commission. (2020). Union of Equality: Gender Equality Strategy 2020-2025. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX-%3A52020DC0152 European Commission. (2021). Action plan on Integration and Inclusion 2021-2027. https://ec.europa.eu/migrant-integration/library-document/action-plan-integration-and-inclusion-2021-2027_en Satar, M. S., & Alarifi, G. (2019). Conceptualizing Social Entrepreneurship Education through a Competency-Based Approach. Journal of Entrepreneurship Education, 22(5). Trello. (n.d.). Trello Guide: Getting Started. https://trello.com/guide TeamGantt. (n.d.). What is a Gantt Chart?. https://www.teamgantt.com/gantt-chart

Module Title	Module 3.2 Financial Literacy for Social Entrepreneurs: Understanding basic financial concepts, securing funding and managing internal financials
Unit Objectives	By completing this Module, learners will be able to: • Understand key financial concepts: define and explain essential financial terms, e.g., revenue, expenses, cash flow, profit vs. surplus, budgeting, and understand how they apply in daily business operations. Special focus on the concept of "surplus" and how reinvestment supports mission-driven goals. • Identify and evaluate funding options: explore diverse financing opportunities—grants, loans, crowdfunding, impact investing—and evaluate which options suit their needs, with emphasis on hybrid funding models and how to communicate impact to attract funders • Analyse financial health: interpret simple financial statements (e.g., income statement, cash flow report), detect risks or inefficiencies, balance social mission and financial indicators when evaluating success, and understand what the numbers say about their business. • Create and manage a budget: build a realistic budget for their business or project (including cost allocation for impact measurement, reporting, and sustainability efforts), track income and expenses, and use it as a planning and monitoring tool. • Develop a personal financial strategy: draft their own financial strategy, including funding, budgeting, and internal financial practices. Integration of impact goals into financial planning for transparency and long-term resilience.
Description	This unit empowers women entrepreneurs and social entrepreneurs with essential financial skills to manage and grow their ventures sustainably. From budgeting and cash flow management to evaluating funding options and creating a personalized financial strategy, participants will gain the confidence and competence to make informed financial decisions. Special attention is given to the unique challenges and opportunities in the field of social entrepreneurship.
Methodology and Guidelines for the facilitator	The unit is designed to be interactive, inclusive, and practice-oriented, with a strong focus on real-life application. As a facilitator, your role is to create a safe, engaging space that encourages participation and peer learning. Use a mix of short inputs, guided discussions, case studies, and hands-on exercises (e.g., budgeting templates, funding scenario analysis) to make financial concepts accessible and relevant. Tailor examples to the participants' backgrounds—especially distinguishing between profit-driven and purpose-driven models. Encourage reflection by asking participants to bring their own challenges and apply new tools directly to their businesses or projects. Facilitation should be empowering rather than instructive, building confidence around numbers and financial decision-making.

Learning Content	• PowerPoint presentation – Module 3.2 (p. 149 – 183)
Reflection activity	To deepen learning and support internalization, the methodology includes one guided reflection activity at the end of each theme. Participants are invited to connect the content to their own business reality by reflecting on questions on their own financial practices, on potential feelings of uncertainty or resistance. These reflections can be written in a personal workbook or shared in small peer groups to foster insight, dialogue, and mutual encouragement.
Non-Formal Activity	To enhance learning through experience and connection, the methodology includes a non-formal activity designed to foster trust, creativity, and peer support. This activity helps participants connect emotionally to the topic, build community, and break down taboos around money—particularly important for women and social entrepreneurs. It's a powerful way to open or close a session, encouraging authentic dialogue beyond numbers. **Example exercise: "Money Moments"** Each participant tells a short personal story about a financial success, mistake, or learning moment in their business journey. Listeners respond with what they learned, not advice. This strengthens mutual learning and reduces fear or shame around financial topics.
Self- Assessment *5 – multiple choice options*	Q1 p.172. Answer: b➜ Justification in p. 173 Q2 p.174. Answer: c➜ Justification in p. 175 Q3 p.176. Answer: b➜ Justification in p. 177 Q4 p. 178. Answer: c ➜ Justification in p. 179 Q5 p.180. Answer: c➜ Justification in p. 181
Resources	**INTERNATIONAL RESOURCES & BIBLIOGRAPHY (English-Language)** 1. Financial Literacy for Entrepreneurs – Commonwealth of Learning This is a comprehensive course designed to provide entrepreneurs with essential financial skills such as budgeting, accounting, and investment strategies. Developed originally for the GIRLS Inspire Initiative, it is suitable for any aspiring entrepreneur. 2. Women Entrepreneurs Financing & Investment Toolkit – GIZ This toolkit offers practical examples and strategies to meet the financing needs of women entrepreneurs, from startup to scale. It includes case studies and policy recommendations.

Resources	3. Empowering Women Entrepreneurs Through Financial Literacy (Academic Paper) This paper highlights the importance of financial education for entrepreneurial success and proposes targeted policy support for women. 4. Financial Inclusion and Digital Financial Literacy (Research Study) This study explores how digital financial literacy improves access to financial services for women and the role of education in promoting entrepreneurship. **GERMAN RESOURCES & BIBLIOGRAPHY (German Language)** 1. SEND e.V. – Funding Forms for Social Enterprises This German network provides a downloadable guide outlining financing strategies specifically for social enterprises, including equity capital, loans, grants, and crowdfunding. 2. startsocial e.V. – Finance Planning Toolbox A practical digital toolbox for nonprofits and social ventures offering templates and guides for budgeting, expense planning, and fundraising strategies. 3. finanztheke.de – Financial Education for Freelancers A resource specifically created to educate freelancers and self-employed women about money management, pension plans, investments, and insurance. 4. she-works.de – Online Magazine for Women in Business A web magazine targeting women entrepreneurs with articles on grants, business development, role models, and the startup ecosystem. 5. Social Entrepreneurship Akademie (Munich) This academy provides training programs and access to funding for social startups and changemakers, focusing on impact-oriented entrepreneurship. 6. Women Entrepreneurs in Science (WES) A North Rhine-Westphalia–based project offering support for academic women founders, including business development, mentoring, and community events.

Module Title	Module 3.3 Sustainable Development Goals for social entrepreneurship
Unit Objectives	By the end of this Module, learners will: • **Develop** a basic action plan for a social enterprise project. • **Organize** tasks and resources effectively for initiating, planning, and managing projects. • **Explain** how social enterprises contribute to achieving SDGs and design projects aligned with them. • **Demonstrate** leadership skills and identify strategies to build and motivate diverse teams. • **Develop** measurable indicators for evaluating social impact and analyze case studies to identify key lessons learned.
Description	This Unit introduces migrant women to the role of social enterprises in achieving the Sustainable Development Goals (SDGs). Learners will explore how to develop and manage social enterprises while ensuring alignment with SDGs. Through practical exercises, case study analysis, and interactive discussions, participants will develop action plans for their own social enterprise projects.
Methodology and Guidelines for the facilitator	• **Interactive Learning:** Encourage participants to map SDGs and connect them with their project ideas. • **Case Study Analysis:** Share real-world examples of successful social enterprises and their impact on SDGs. • **Group Work:** Foster teamwork by organizing brainstorming sessions and leadership exercises. • **Experiential Learning:** Support learners in developing measurable impact indicators through practical exercises. • **Reflection & Feedback:** Facilitate discussions on lessons learned from case studies.
Learning Content Reflection activity	PowerPoint Presentation Module 3.3 (p. 184 -205) • **Discussion:** How can your project align with SDGs? • **Personal Reflection:** Identify SDGs relevant to your social enterprise idea. • **Group Presentation:** Share insights from case studies and lessons learned.
Non-Formal Activity	• Brainstorming exercises on action planning • Role-playing leadership scenarios • Interactive quizzes and group discussions
Self- Assessment 5 – multiple choice options	Q1 p.194. Answer: b → Justification in p. 195 Q2 p.196. Answer: b → Justification in p. 197 Q3 p.198. Answer: b → Justification in p. 199 Q4 p. 200. Answer: b → Justification in p. 201 Q5 p. 202. Answer: b → Justification in p. 203

Resources	Videos (hyperlinked)
	- What Is Social Entrepreneurship? (Skoll World Forum 2019 at Saïd Business School) - SUSTAINABLE DEVELOPMENT GOALS- What are SDGs? - Return Migrants Contributing to Entrepreneurship and Growth (IOM - UN Migration) **Bibliography:** Quaye, J.N.A., Halsall, J.P., Winful, E.C. et al. (2024), Social enterprises and the Sustainable Development Goals (SDGs): a means to an end. Environ Dev Sustain https://doi.org/10.1007/s10668-024-05359-x Bornstein, D., & Davis, S. (2010). Social entrepreneurship: What everyone needs to know. Oxford University Press. Lubberink, R. (2021). Social Entrepreneurship and Sustainable Development. In: Leal Filho, W., Azul, A.M., Brandli, L., Lange Salvia, A., Wall, T. (eds) Decent Work and Economic Growth. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. https://doi.org/10.1007/978-3-319-95867-5_47 Yunus, M. (2007). Creating a world without poverty: Social business and the future of capitalism. PublicAffairs. UN Sustainable Development Goals. (n.d.). The 2030 Agenda for Sustainable Development. Retrieved from https://sdgs.un.org

Module Title	Module 3.4 Leadership and team building in social enterprises
Unit Objectives	By the end of this module, learners will be able to: • **Understand** key concepts of leadership and group dynamics; • **Distinguish** between leadership and management • **Apply** team-building and team management strategies • **Analyze** team development stages and communication dynamics • **Evaluate** the impact of inclusive leadership • **Design** an action plan to lead a team
Description	This unit provides practical and theoretical tools to develop leadership and effective team-building skills, with a focus on migrant women's social entrepreneurship. It includes themes such as ethical leadership, inclusion, effective communication, and the use of digital tools for team coordination.
Methodology and Guidelines for the facilitator	The facilitator should create an inclusive and interactive learning environment, encouraging participation and reflection. Recommended methods include: Storytelling and circle time to explore personal experiences of leadership. Case studies drawn from real-life situations in social enterprises. Role plays to practice conflict resolution, delegation, and team dynamics. Visual/creative activities, such as the "Personal Leadership Timeline". Simulation exercises for team coordination and decision-making. Use of digital tools (e.g., Trello, Google Calendar, shared docs) to reinforce practical learning. Small group discussions to promote peer learning and intercultural dialogue.
Learning Content	PowerPoint presentation – Module 3.4 (p. 206 – 249)
Reflection activity	**Recognizing Everyday Leadership** Participants are invited to reflect on their daily life experiences — as mothers, wives, daughters, caregivers, or community members — where they had to make decisions, organize tasks, or support others. They will write or draw a simple timeline or list of moments when they: - Took responsibility for others - Managed time, money, or resources - Solved problems or mediated conflicts - Guided, protected, or taught someone The goal is to help migrant women recognize the leadership and management skills they already use in everyday life, and to build confidence in their potential to apply these skills in work and entrepreneurship contexts.

Non-Formal Activity	**Simulation: "Building a Collaborative Team"** Participants are divided into small groups and given a scenario in which they must: - Assign roles using the RACI framework. - Agree on a shared goal. - Organize tasks and deadlines using a digital tool (e.g., Trello or post-it board). Handle a simulated conflict using active listening and inclusive leadership principles. At the end, each group presents their approach, followed by a collective debrief to reflect on leadership styles, communication dynamics, and group collaboration
Self- Assessment *5 – multiple choice options*	Q1 p.239. Answer: c→ Justification in p. 240 Q2 p.241. Answer: c→ Justification in p. 242 Q3 p.243. Answer: b→ Justification in p. 244 Q4 p. 245. Answer: c→ Justification in p. 246 Q5 p. 247. Answer: b→ Justification in p. 248
Resources	**Bibliography** European Commission (2020). Leadership Development for Social Enterprises – Training Toolkit. Available at: link EPALE – Develop Digital Mentorship Competencies – Guidance for Staff Who Mentor and Support Migrant Women (retrieved via search) Tuckman, B. W. (1965). Developmental sequence in small groups. Psychological Bulletin, 63(6), 384–399. (Team development model: Forming, Storming, Norming, Performing) Popularly attributed to Ryunosuke Satoro (quoted): "Individually, we are one drop. Together, we are an ocean."

Module Title	Module 3.5 Measuring Social Impact and learning from experience - turning ideas into projects
Unit Objectives	By the end of this Module, learners will be able to: • **Define** and **apply** Key Performance Indicators (KPIs) and other measurable indicators to assess social impact. • **Develop** an impact map using the Theory of Change framework to link activities to intended outcomes. • **Use** qualitative and quantitative methods for data collection and impact analysis. • **Analyse** case studies to identify best practices and lessons learned in measuring social impact.
Description	This module explores the essential tools and methodologies used to measure social impact in social entrepreneurship. Understanding how to assess the effectiveness of social programs is crucial for demonstrating the value of work and driving continuous improvement. Key concepts like Key Performance Indicators (KPIs), the Theory of Change, and Social Return on Investment (SROI) will be covered, as well as practical methods for collecting and analysing both quantitative and qualitative data. By the end of this module, a solid foundation in impact measurement techniques and how to apply them to enhance social enterprise's outcomes will be provided. Social impact measurement and management helps social economy entities to understand and demonstrate their contribution to society while providing valuable information to achieve their social mission. Impact evidence is also used to diversify sources of funding and financing, tap into public and private markets and communicate transparently with internal and external stakeholders.
Methodology and Guidelines for the facilitator	Facilitators should use an experiential and interactive approach, incorporating real-life case studies, discussions, and hands-on exercises to help participants understand social impact measurement. Blended learning techniques, including presentations, digital tools, and group activities, should encourage engagement and critical thinking. The facilitator should adapt content to participants' needs, promote an inclusive learning environment, and guide them in developing measurable impact indicators like KPIs and SROI. Encouraging reflection, continuous learning, and real-world application will help participants apply impact measurement strategies effectively in their projects.
Learning Content	PowerPoint presentation – Module 3.5 (p. 250 – 283)
Reflection activity	**Q&A: Key Takeaways:** 1. What were the three most valuable insights from this session? 2. How did these insights change or reinforce your understanding of social impact assessment?
Non-Formal Activity	• Groupwork: Developing an Impact Map • Discussion: Analysing Case Studies examples (p. 265-268

Self- Assessment *5 – multiple choice options*	Q1 p.272. Answer: b → Justification in p. 272 Q2 p.274. Answer: b → Justification in p. 275 Q3 p.276. Answer: d → Justification in p. 277 Q4 p. 278. Answer: c → Justification in p. 279 Q5 p. 280. Answer: b→ Justification in p. 281
Resources	**Bibliography:** Nicholls, J., Lawlor, E., Neitzert, E., & Goodspeed, T. (2012). A guide to Social Return on Investment (SROI). The SROI Network. Retrieved March 21, 2025 from https://socialvalueint.org/ A Short Guide Developing an Impact Measurement Framework. Retrieved March 21, 2025 from https://investmentimpactindex.org/wp-content/uploads/2020/05/III-A-short-guide-How-to-develop-an-impact-measurement-framework-Digital.pdf European Commission (2024). Measuring social impact: a new era for the social economy? Retrieved March 21, 2025, from https://www.oecd.org/en/publications/measure-manage-and-maximise-your-impact_2238c1f1-en Social Impact Toolbox. (n.d.). Tools for Measuring Social Impact. Retrieved March 24, 2025, from https://www.socialimpacttoolbox.com/tools/ SoPact. (n.d.). Social Impact Resources & Frameworks. Retrieved March 24, 2025, from https://www.sopact.com/resources Common Approach to Impact Measurement. (n.d.). Common Foundations of Impact Measurement. Retrieved March 21, 2025, from https://www.commonapproach.org/common-foundations/ Social Value International. (n.d.). Social Return on Investment (SROI) and Its Applications. Retrieved March 21, 2025, from https://socialvalueint.org/ Impact mapping. Retrieved March 21, 2025, from https://www.impactmapping.org/. **Further reading (hyperlinked):** • A-short-guide-How-to-develop-an-impact-measurement-framework-Digital.pdf • https://www.impactmapping.org • MaximiseYourImpact • Measuring social impact: a new era for the social economy? - European Commission • https://www.socialimpacttoolbox.com/

Module 4: Green Competences

Module title	Module 4.1 Sustainability values in SE and envisioning sustainable futures
Unit Objectives	By the end of this module, learners will be able to: • **Understand** the core sustainability values and their importance in social entrepreneurship. • **Create** a vision for sustainable social enterprises. • **Apply** sustainability and systems thinking to business models.
Description	This unit introduces migrant women to the role of sustainability values in social entrepreneurship and the importance of visioning for long-term impact. Participants explore how sustainability principles (environmental, social, economic) can guide enterprise development, shape ethical decisions, and strengthen business resilience. Through case studies, examples, and interactive exercises, learners gain the ability to articulate their mission, define the change they want to create, and build a clear, motivating vision aligned with personal and community values.

Methodology and Guidelines for the facilitator	The facilitator should use an interactive, learner-centered approach, applying methods such as:
	
	• **Visioning Exercises:** Guide participants to craft vision boards that reflect personal values, social/environmental missions, and target audiences.
	
	Be mindful that each participant's migration story is unique. Cultural background, trauma, and individual goals may shape how each person defines "sustainability" and "success." Encourage open sharing, but avoid assumptions.
	
	• **Helpful Resources:**
	
	    https://www.canva.com/
	
	    https://miro.com/
	
	    https://padlet.com/
	
	• **Personal Reflection:** Help learners explore how their personal stories, values, and motivations shape their entrepreneurial identity. Share ideas: are there any initiatives in your local community, workplace, or city that combine social goals with environmental or economic sustainability?
	• **Scenario Building:** Encourage participants to imagine long-term outcomes of their enterprises, considering sustainability trends and future needs.
	• **Group Discussions & Peer Learning:** Facilitate collaborative sharing of vision statements, sustainability priorities, and ethical dilemmas.
	• **Creative Brainstorming:** Use tools like Canva, Miro, or Padlet to visually map sustainable business ideas and the impact they aim to generate.

Learning Content	PowerPoint Presentation – Module 4.1 (p. 284 – 318) Key Takeaways • Sustainability in social entrepreneurship means balancing environmental, social, and economic values. • A strong vision aligns personal values with the mission of the enterprise. • Systems thinking enables a deeper understanding of complex societal challenges. • Vision Boards are practical tools to visualize long-term sustainable goals.
Reflection activity	• **Personal Values Reflection:** What drives your mission? What change matters most to you? • **Vision Mapping:** Who do you want to help? What will success look like? How will your enterprise impact the world? • **Peer Sharing:** Share vision boards or mission statements, exchange feedback, and discuss challenges in aligning vision with action. • **Workshop Reflection:** What is one insight or value you're taking away from this session?
Non-Formal Activity	• **Visioning Board Workshop:** "My Sustainable Social Enterprise Vision" • **Objective:** Help participants define a clear, value-aligned vision for their enterprise by combining personal values, social missions, and sustainability priorities. • **Materials Needed:** Canva, Miro, Padlet, or paper and markers. • **Instructions:** 1. Write down personal values, the key problem you address, and the community you want to serve. 2. Draft a bold, inspiring vision statement. 3. Create a visual board using selected tools to represent the vision. 4. Share boards in small groups and reflect on how values translate into business action.
Self- Assessment *5 – multiple choice options*	Q1 p.307. Answer: d→ Justification in p. 308 Q2 p.309. Answer: b→ Justification in p. 310 Q3 p.311. Answer: c → Justification in p. 312 Q4 p. 313. Answer: b→ Justification in p. 314 Q5 p. 315. Answer: a → Justification in p. 316

Resources	**Videos (hyperlinked)**
	Social Entrepreneurs Unlock Solutions to Sustainability Challenges
	How Social Entrepreneurship Will Change the World	Erica Wenger
	Sustainability in Social Entrepreneurship – Webinar
	Bibliography
	European Commission (2023). Social Economy Action Plan. https://ec.europa.eu/social/main.jsp?catId=1537&langId=en
	UNDP – Sustainable Development Goals Knowledge Platform. https://sdgs.un.org
	British Council (2017). Activist to Entrepreneur: The Role of Social Enterprise in Supporting Women's Empowerment. https://www.britishcouncil.org/sites/default/files/social_enterprise_and_womens_empowerment_final.pdf
	OECD (2022). The Missing Entrepreneurs: Policies for Inclusive Entrepreneurship. https://www.oecd.org/employment/missing-entrepreneurs.htm
	Further Reading (hyperlinked)
	• European Commission – Social Economy and Social Enterprises • UN Sustainable Development Goals (SDGs) • Ashoka – Leading Social Entrepreneurs Network • Migrant Women Institute – Empowerment through Innovation • UNDP – Social Enterprise: A New Model for Poverty Reduction and Employment Generation • Kamaludin, Xavier & Amin (2021) – Social Entrepreneurship and Sustainability: A Conceptual Framework • Waste Concern – Case Study (Bangladesh)

Module Title	Module 4.2. Developing Sustainable Business Models and Building Systems Thinking
Unit Objectives	By the end of this Module, learners will be able to: • **Define** the concepts of sustainable business models and systems thinking. • **Analyze** sustainable business model structures using the Circular Business Model Canvas. • **Apply** systems thinking principles to social entrepreneurship initiatives. • **Develop** a simple systems map illustrating business and community interconnections. • **Evaluate** leverage points that promote long-term sustainability and innovation.
Description	This unit introduces learners to sustainability thinking and models for circular and regenerative entrepreneurship. It emphasizes how systems thinking allows entrepreneurs to identify relationships, feedback loops, and systemic leverage points for lasting impact. Learners use mapping and the Circular Business Model Canvas to reimagine business as a positive force for people and the planet. Through the use of the Circular Business Model Canvas and visual systems mapping tools, participants will explore how business ideas can be part of a broader ecosystem that creates long-term value for people and the planet. Participants will engage with real-world case studies of sustainable enterprises and apply frameworks to build their own eco-social business ideas. They will learn to identify key relationships, feedback loops, and potential leverage points for driving positive systemic change. By the end of the session, learners will have a deeper understanding of how their entrepreneurial actions influence interconnected economic, social, and environmental systems.
Methodology and Guidelines for the facilitator	This session is designed to be experiential, visual, and co-creative. The facilitator plays the role of guide and connector—linking learners' personal experiences to broader systems and sustainability concepts. **Before the Session:** • Prepare visual materials: large sheets, markers, printed canvases, icons. • Set up an inclusive, interactive space. • Display printed SDG icons and real-world business case visuals.

Methodology and Guidelines for the facilitator	**During the Session:** • Start with a storytelling example of a circular enterprise. • Use analogies (e.g., "a closed loop garden") to explain circularity. • Walk learners through mapping their own sustainable ideas. **Techniques to Use:** • Systems maps • Circular Business Model Canvas • Group collaboration • Peer feedback & gallery walks **Tips** • Emphasize that systems thinking gets easier with practice. • Simplify visuals and offer multilingual support if needed. • Frame every exercise as exploratory and co-creative
Learning Content	• PowerPoint presentation – Module 4.2 (p. 319 -340)
Reflection activity	• What is one example of a linear practice in your current or past business idea? How could it be redesigned as circular? • What systems do your project ideas influence? (e.g., education, food, energy, waste, community support) • Which leverage point in your system could you influence to make the biggest positive change? • How might unintended consequences arise in a well-meaning sustainable project?

Non-Formal Activity	**Title:** Systems in Action: Map Your Business Impact
	Objective: To help learners apply circular economy and systems mapping by visually exploring their business ecosystem.
	Estimated Time: 60–90 minutes
	Group Size: 3–5 people
	
	• **Materials:**
	
	    • Flipchart or A3 sheets
	    • Canvas templates
	    • Sticky notes, colored markers, and mapping icons
	    • Sample project prompts (optional)
	
	• **Instructions:**
	
	    1. Present the Circular Business Model Canvas.
	    2. Divide participants into groups; assign each a sustainable business idea.
	    3. Map key stakeholders, feedback loops, flows, pain points, and leverage points.
	    4. Fill in a complete Circular Business Model Canvas.
	    5. Host a gallery walk for group presentations and feedback.
	
	• **Facilitator Tips:**
	
	    • Keep energy high with movement and visual tools.
	    • Ask "What happens if this breaks down?" to spark systems awareness.
	    • Offer coaching and resources during the session.
	
	• **Expected Outcomes:**
	
	    • Clearer understanding of business impacts and leverage points
	    • Prototype sustainable business models
	    • Peer learning and visual co-creation
	
	• **Debrief Questions:**
	
	    • What surprised you about the system you created?
	    • How did mapping change your view of your idea?

Self- Assessment *5 – multiple choice options*	Q1 p.329. Answer: b →Justification in p. 330 Q2 p.331. Answer: c →Justification in p. 332 Q3 p.333. Answer: b →Justification in p. 334 Q4 p.335. Answer: c →Justification in p. 336 Q5 p. 337. Answer: b →Justification in p. 338
Resources	• Ellen MacArthur Foundation • Circular Business Model Canvas • TED-Ed – *Systems Thinking Explained* • GreenComp – EU Sustainability Framework • Forum for the Future – *Systems Mapping Toolkit* **Bibliography** Ellen MacArthur Foundation (2019). Completing the Picture: Circular Economy & Climate. European Commission (2022). GreenComp: Sustainability Competence Framework. Forum for the Future (2020). Five Capitals Model. Osterwalder et al. (2014). Value Proposition Design.

Module Title	Module 4.3 Future Literacy for Social Entrepreneurs
Unit Objectives	By the end of this module, learners will be able to: • Understand the core sustainability values and their importance in social entrepreneurship. • Create a vision for sustainable social enterprises. • Apply sustainability and systems thinking to business models.
Description	This unit introduces migrant women to the concept of future literacy and how it can be applied to social entrepreneurship. Participants will explore sustainable business models, identify sustainability trends, and develop a forward-thinking approach to entrepreneurship. Through interactive activities and case studies, learners will enhance their ability to anticipate and adapt to future challenges in the business landscape.
Methodology and Guidelines for the facilitator	The facilitator should adopt an interactive, learner-centered approach using the following methods: • Scenario Planning: Guide participants to explore various future possibilities and their potential impact on social enterprises. Ask learners to envision the world in 10-20 years and discuss how businesses can adapt. • Trend Mapping: Encourage participants to research and identify sustainability trends affecting entrepreneurship, such as climate change policies, circular economy practices, or digital transformation. • Role-Playing: Assign learners different roles (e.g., entrepreneur, investor, policymaker) and have them debate on decisions impacting future sustainability in business. • Group Discussions & Peer Learning: Facilitate discussions on personal visions for sustainable enterprises and how future literacy skills can support business resilience. • Creative Brainstorming: Use techniques like mind-mapping to generate and visualize sustainable business ideas aligned with future challenges. • Reflective Exercises: Ask learners to document their insights in a future literacy journal, noting trends and possible responses in their entrepreneurial journey.
Learning Content	• PowerPoint presentation – Module 4.3 (p. 341 – 367)
Reflection activity	• Discussion: How can social enterprises prepare for future sustainability challenges? • Personal Reflection: What sustainability values do you consider essential in your entrepreneurial journey? • Group Activity: Identify key sustainability trends and discuss how they impact social enterprises.

Non-Formal Activity	• Sustainability Trend Mapping: "Exploring Future Trends in Sustainable Business"
	• Objective: Help learners develop a foresight mindset by identifying and analyzing key sustainability trends shaping the future of social entrepreneurship.
	• Materials Needed: Large sheets of paper, sticky notes, colored markers, printed sustainability reports (optional)
	
	• Instructions:
	
	  1. Introduction & Warm-Up (15 min): The facilitator presents an overview of future literacy and its relevance to social enterprises. Learners discuss examples of businesses that have successfully anticipated and adapted to sustainability trends.
	
	  2. Trend Research & Brainstorming (30 min): Participants work in small groups to research and brainstorm current trends in sustainability (e.g., green finance, zero-waste movements, AI in sustainability, new legislation on carbon footprints).
	
	  3. Trend Mapping (30 min): Groups create a Trend Map using sticky notes and markers, categorizing trends as:
	    o Emerging: Recently developed but with potential future impact.
	    o Growing: Already shaping industries with increasing relevance.
	    o Mature: Well-established trends influencing sustainable entrepreneurship.
	
	  4. Presentation & Discussion (15 min): Each group presents their Trend Map, explaining why these trends matter for future social enterprises. The facilitator encourages reflections on how businesses can proactively respond to these changes.
	
	  5. Reflection & Takeaways (15 min): Learners write down 2-3 key trends that resonate with them and discuss how they might integrate them into their own social enterprise ideas.
	
	• Expected Outcomes:
	
	  o Increased awareness of sustainability trends
	  o Improved ability to anticipate and plan for future business challenges
	  o Stronger connection between future literacy and practical business strategies

Self- Assessment *5 – multiple choice options*	Q1 p.356. Answer: b → Justification in p. 357 Q2 p.358. Answer: b → Justification in p. 359 Q3 p.360. Answer: b → Justification in p. 361 Q4 p.362. Answer: b → Justification in p. 363 Q5 p.364. Answer: b → Justification in p. 365

Resources	**Videos (hyperlinked):** Sustainable Business Models Lessons from Tesla Mastering your Sustainable Business model Sustainable Development Goals (SDGs) Explained in 10 minutes or less **Bibliography:** UNESCO. (2020). Futures Literacy: Essential Skills for the 21st Century. Jackson, T. (2017). Prosperity Without Growth: Foundations for the Economy of Tomorrow. Raworth, K. (2017). Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist. **Further reading (hyperlinked)** Systems Thinking In Entrepreneurship Or: How I Learned To Stop Worrying And Love "Entrepreneurial Ecosystems" Systems Thinking in Entrepreneurial Ecosystems: A Holistic Approach to Startup Success and Innovation Networks

Module 5: Digital Competences

Module Title	Module 5.1 Using digital tools for communication
Unit Objectives	By the end of this Module, learners will be able to: • **Identify** appropriate digital tools for internal collaboration and teamwork. • **Assess** strategies for engaging external stakeholders through digital platforms. • **Apply** best practices for clear, inclusive, and effective digital communication. • **Evaluate** the impact of emerging technologies on communication in the social enterprise sector.
Description	This unit explores how digital tools can support both internal and external communication in the context of social entrepreneurship. Clear and effective communication is vital for coordinating teams, engaging stakeholders, and sharing information to drive social impact. Digital communication platforms offer valuable opportunities to strengthen collaboration, increase operational efficiency, and broaden outreach. Throughout this module, we will examine key digital tools and strategies that can help social entrepreneurs communicate more effectively—ensuring clarity, accessibility, and meaningful engagement with diverse audiences.
Methodology and Guidelines for the facilitator	This module offers clear, structured content supported by external resources (videos, links), a practical activity, and self-assessment questions to reinforce understanding. The format allows participants—particularly migrant women interested in social entrepreneurship—to learn independently and flexibly. • **Guidelines:** • **Present** the content in sequence, guiding participants through each section. • **Highlight** and explain how to access the external resources. • **Allow** time for the practical activity and self-assessment. • **Encourage** participants to relate the content to their own social projects. • **Provide** support with digital tools if needed.
Learning Content	PowerPoint presentation – Module 5.1 (p. 368 -407)
Reflection activity	A short reflection activity to help participants connect emotionally with their project idea and prepares them to identify relevant stakeholders in the following task. It also encourages ownership and clarity before moving into strategy.
Non-Formal Activity	• Create Your Digital Stakeholder Map (p. 394)
Self- Assessment *5 – multiple choice options*	Q1 p.396. Answer: c →Justification in p. 397 Q2 p.398. Answer: b →Justification in p. 399 Q3 p.400. Answer: b → Justification in p. 401 Q4 p.402. Answer: d →Justification in p. 403 Q5 p.404. Answer: b →Justification in p. 405

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Resources	
	• MASTER Miro in 3 Minutes: A QUICK & Effective Overview • How To Create An Instagram Account (Step By Step Tutorial) • Slack Workshop 101: Learn the Basics • MAILCHIMP Tutorial: How to CREATE your first EMAIL CAMPAIGN - Emma Jane Palin | Domestika English • Grow with Google • Meta Blueprint: Free Online Training for Advertising on Facebook | Meta for Business • https://mailchimp.com/help/create-a-regular-email/ • https://epale.ec.europa.eu/en/content/developdigital-mentorship-compe-tencies-guidance-staff-who-mentor-and-support-migrant-women • https://www.amics.eu/?p=2101 • https://pmc.ncbi.nlm.nih.gov/articles/PMC8007451/ • https://www.catedrafundacionarecesdcuniovi.es/fotos/si237dhfnc/CFRA-innovacionyestrategias.pdf • https://akjournals.com/view/journals/204/46/4/article-p423.xml • https://simehbucket.s3.amazonaws.com/miscfiles/transformacion-digi-tal-en-las-organizaciones_3vf8ts3e.pdf • https://www.fundsforngos.org/all-questions-answered/what-is-the-future-of-social-entrepreneurship-in-the-digital-age/ • https://changingpaces.com/inclusive-communication-practices-ensur-ing-effective-communication-and-collaboration-for-all/ • https://www.linkedin.com/pulse/importance-transparent-communica-tion-workplace-olga-rullo-ieu5f • https://online.maryville.edu/blog/examples-of-the-digital-divide/ • http://www.digitaldividecouncil.com/the-impacts-of-digital-divide/

Module Title	Module 5.2 Designing the Digital Strategy in SE
Unit Objectives	By the end of this module, learners will be able to: • **Understand** the role and value of a digital strategy within social entrepreneurship • **Understand** the role and value of a digital strategy within social entrepreneurship • **Design** and present a draft digital strategy for their (real or fictional) social enterprise
Description	This module introduces learners to the importance of digital strategies in the context of social entrepreneurship, with a focus on initiatives led by migrant women. It aims to demystify digital tools, support mission-driven communication, and empower learners to build effective, affordable online presence strategies. This module adopts a participatory and practice-oriented approach tailored to adult learners and migrant women in social entrepreneurship. Facilitators are encouraged to create a supportive, inclusive learning environment that respects diverse digital experiences and levels of digital literacy.
Methodology and Guidelines for the facilitator	• **Begin** with an interactive discussion or icebreaker on participants' current use of social media and digital tools. • **Present** examples of successful digital strategies from women-led or migrant-led enterprises. • **Use** visuals and collaborative tools (e.g., Miro, Canva) to help visualize brand elements and platform mapping. • **Encourage** storytelling: Have participants articulate their mission and voice through mini-exercises. • **Incorporate** peer feedback sessions when reviewing drafted strategies. • **Prioritize** tools that are free, accessible, and easy to learn (e.g., Canva, Buffer, Linktree). • **Emphasize** privacy, representation, and cultural respect in content creation and platform choice.

Learning Content	PowerPoint presentation – Module 5.2 (p. 408 – 421)
Reflection activity	**Activity Title: 'Sketch Your Strategy'** Participants design a one-page digital strategy canvas for a real or fictional social business. This includes: O Defining objectives O Identifying target audience O Choosing key communication channels O Planning sample content for one week O Describing the tone and brand personality (Additional) Reflection Questions (with sample answers) **Q1: Why should social entrepreneurs focus on a clear digital strategy?** A1: Because it helps them reach the right audience, clarify their message, and increase their impact effectively without wasting resources. **Q2: What risks come from inconsistent online messaging?** A2: It can confuse audiences, dilute trust, and lead to reduced engagement or support. **Q3: How can storytelling be used in a digital strategy?** A3: By sharing personal journeys, impact stories, and community voices that connect emotionally with the audience.
Non-Formal Activity	**Case Study: 'Refugee Voices'** A digital storytelling initiative in Germany that trains migrant women to share their stories on Instagram and YouTube. The initiative uses low-cost tools and community engagement to build visibility, fight stereotypes, and attract funding. It shows how strategic use of digital media can serve both empowerment and advocacy goals.
Self- Assessment *5 – multiple choice options*	Q1 p.420. Answer: c →Justification in p. 421 Q2 p.422. Answer: b →Justification in p. 423 Q3 p.424. Answer: b →Justification in p. 425 Q4 p.426. Answer: b →Justification in p. 427 Q5 p.428. Answer: b →Justification in p. 429
Resources	• Ashoka (2022). Social Entrepreneurs and Digital Growth. Ashoka Europe Publications. • OECD (2021). Digital Transformation for Social Enterprises. OECD Publishing. • UN Women. (2020). Digital Empowerment of Women Entrepreneurs. • YouTube Video: Marketing for Nonprofits: Top 5 Nonprofit Marketing Tips

Module Title	Module 5.3 Safety Online
Unit Objectives	By the end of this module, learners will be able to: • **Understand** basic concepts of digital safety and privacy • **Recognize** common online risks and threats in entrepreneurship contexts • **Identify** safe practices for passwords, platforms, and communication • **Learn** to report abuse and protect digital identities
Description	This module introduces learners to the principles of digital safety and privacy, focusing on the needs of migrant women in social entrepreneurship. It aims to raise awareness about common online risks—such as phishing, cyberbullying, and data breaches—and to empower learners with tools and strategies to protect themselves and their ventures in the digital world.
Methodology and Guidelines for the facilitator	• **Begin** with a warm-up that invites learners to reflect on how they use digital tools in their daily life. • **Use** real-world scenarios to explore risks, such as phishing emails or unsafe DMs • **Provide** demonstrations on changing privacy settings on popular platforms. • **Facilitate** role-playing activities to practice how to respond to harassment or scams. • **Encourage** collaborative sharing of tips, apps, and habits among participants. • **Use** visual checklists and templates for participants to draft their own digital safety plan. • **Highlight** both individual practices and collective responsibility in creating safer digital spaces.

Learning Content	• PowerPoint presentation - Module 5.3 (p. 431 – 449)
Reflection activity	**Activity Title: 'Design Your Digital Safety Plan'** Participants reflect on their current online practices and develop a personal safety checklist. This includes: - What platforms do I use, and are they secure? - What are my current password habits? - Have I experienced or witnessed online harassment? - How would I respond to suspicious messages or abuse? - Who can I contact for support if I feel unsafe online? (Additional) Reflection Questions with sample answers **Q1: Why is digital safety especially important for migrant women entrepreneurs?** A1: Because they may face targeted harassment, scams, or data misuse based on gender, ethnicity, or legal status. **Q2: What's the difference between privacy and security online?** A2: Privacy is about controlling who sees your information. Security is about protecting that information from unauthorized access. **Q3: What should I do if I receive a threatening message online?** A3: Document it (screenshot), block the sender, and report it to the platform and, if needed, authorities or NGOs.
Non-Formal Activity	**Case Study:** 'Safe Sisters Initiative' An East African program that trains young women in cybersecurity. One participant, Amina, used the training to recognize and avoid phishing attempts targeting her online business. She implemented two-factor authentication, limited public sharing, and educated her team, reducing their vulnerability to digital threats. This case illustrates how digital safety is both a personal and collective responsibility.
Self- Assessment *5 – multiple choice options*	Q1 p.448. Answer: b → Justification in p. 449 Q2 p.450. Answer: c → Justification in p. 451 Q3 p.452. Answer: c → Justification in p. 453 Q4 p.454. Answer: b → Justification in p. 455 Q5 p.456. Answer: b → Justification in p. 457
Resources	UNESCO. (2022). 'Guidelines on Online Harassment'. Access Now. (2021). 'Digital Security Helpline'. Women's Rights Online Network.

Module Title	Module 5.4 Managing digital identity
Unit Objectives	By the end of this module, learners will be able to: • Understand the importance of a strong digital identity and professional brand. • Use free tools to create and manage your professional branding. • Design basic visual materials using Canva. • Build a consistent and authentic personal/professional online presence.
Description	This unit explores the concept of digital identity and its importance in the context of social entrepreneurship. It supports learners in understanding how they are represented online and how to build a consistent, authentic, and purposeful digital presence. The content focuses on identifying key elements such as personal values, target audiences, communication tone, and visual coherence across platforms. Learners will also be introduced to accessible tools—such as Canva—to begin creating basic digital materials that reflect their identity and goals. The unit combines self-reflection with practical skills to help participants take ownership of their online presence and use it to support their mission.
Methodology and Guidelines for the facilitator	The session is designed to be accessible and empowering, allowing participants to connect the topic of digital identity to their own personal and professional journeys. Visual examples and guided use of free digital tools are integrated to support learning through doing. Personal reflection and optional peer sharing help reinforce understanding and build confidence in applying the concepts. **Guidelines:** - Begin with a short group discussion to activate prior knowledge and interest. - Present key concepts using clear language and relatable examples. - Allow time for learners to explore and use tools like Canva at their own pace. - Support participants during the practical task, especially those with less digital experience. - Encourage self-reflection through the activity provided at the end of the session. - Create a supportive environment where questions and diverse experiences are welcomed.

Learning Content	• PowerPoint presentation - Module 5.4 (p. 496 – 552)
Reflection activity	At the end of the unit, learners are invited to complete a short individual reflection. This activity encourages them to assess their current digital identity, define the message they want to communicate online, and identify practical steps they can take to improve or build their presence. It supports personal awareness and helps consolidate the key concepts covered in the unit (p. 518 – 521)
Non-Formal Activity	Build Your Visual Brand in Canva (p. 517)
Self- Assessment *5 – multiple choice options*	Q1 p.485. Answer: c➔Justification in p. 486 Q2 p.487. Answer: c➔Justification in p. 488 Q3 p.489. Answer: b➔Justification in p. 490 Q4 p.491. Answer: c ➔ Justification in p. 492 Q5 p.493. Answer: a➔ Justification in p. 494
Resources	https://www.thebrandingjournal.com/ https://www.adobe.com/es/creativecloud/design/discover/color-meaning.html https://blog.hubspot.com/marketing/brand-voice https://onfido.com/blog/digital-identity/ https://musemind.agency/blog/elements-of-branding-identity-in-design https://agencyforgood.co.uk/how-to-use-tone-in-your-nonprofit-marketing/ https://elements.envato.com/learn/social-media-branding-tips

Concluding this Toolkit

The WISER Toolkit concludes with a strong emphasis on continuity, adaptability, and long-term impact. While the material presented here has been carefully designed to support migrant women in developing social entrepreneurship competences, its true value is realised through sustained application, contextual adaptation, and community engagement.

Facilitators and trainers are positioned not only as knowledge providers but as catalysts of inclusive economic participation. The resources, lesson plans, and strategies included in this Toolkit serve as a flexible foundation from which locally relevant, culturally responsive, and impact-driven learning experiences can be built. Each session delivered, each group supported, contributes to more inclusive and resilient entrepreneurship ecosystems across Europe.

This Toolkit is intended to be dynamic — open to updates, responsive to diverse learner needs, and aligned with evolving policy and social innovation frameworks. It may be applied in formal, non-formal, or community-based learning settings and can be scaled or replicated in other projects addressing integration, labour market access, and gender equality.

The completion of this Toolkit does not mark an end, but rather a transition — from design to delivery, from planning to action. The next phase belongs to those who will use it to unlock potential, reduce barriers, and enable migrant women to create meaningful, sustainable change through social entrepreneurship. Ongoing feedback, collaboration, and knowledge exchange are strongly encouraged to ensure the Toolkit's continued relevance and effectiveness. It is through shared learning and committed implementation that the WISER approach will have a lasting legacy.

Annexes

Annex 1: Resilience Journal

Name:

Date:

1. Today I experienced...
What happened today that challenged me or gave me strength?

_____

_____

_____

2. How did I react?
How did I feel? What did I do or think?

_____

_____

_____

3. What helped me?
Were there people, thoughts or strategies that helped me?

_____

_____

_____

4. What did I learn from this?
What will I take with me for the future?

_____

_____

_____

5. My resilience mantra for tomorrow:
For example: 'I grow with every challenge.'

_____

_____

_____

Annex 2: Self-reflection mapping

Think about the following questions and write down your thoughts:

1. When was the last time I reacted flexibly to a challenge?

_____

_____

_____

2. What does 'resilience' mean to me personally?

_____

_____

_____

3. Who or what strengthens me when things get tough?

_____

_____

_____

4. How do I deal with change?

_____

_____

_____

5. What would I like to try in the future to be more adaptable?

_____

_____

_____

WISER TOOLKIT:
SKILLS FOR SOCIAL ENTREPRENEURSHIP

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