

The logo graphic for WISER features a central purple 'W' composed of multiple overlapping arrow shapes pointing in various directions. This central element is surrounded by several yellow semi-circles, some of which also contain purple arrow shapes pointing outwards.

WISER

GUIDEBOOK FOR
WISER OFFICERS



Deliverable 2.2



Co-funded by
the European Union

OTHER ITEMS / OTHER ITEMS / OTHER ITEMS

CODE: 101140769

VERSION 27/03/2025 14:16

DOCUMENT CONTROL INFORMATION

Document Title	Guidebook for WISER Officers
Deliverable Number	WP 2.2
Work Package	Work Package 2
Project Title	WISER Project
Project Number	101140769
Document Author	SYNTHESIS Center for Research and Education
Document Version	V2.
Delivery date	27-March-25
Dissemination Level	<ul style="list-style-type: none"> Public Sensitive

Page | 1

DOCUMENT HISTORY / CONTRIBUTIONS

Version	Date	Change/s	Created by	Page/s
2.0	27/03/2025	Initial version	SYNTHESIS	--

Contents

Foreword.....	4
Introduction to WISER.....	6
AIM OF THE GUIDEBOOK	8
Definition of Terms	9
What is Social Entrepreneurship?	9
The 'what', 'why' and 'how' of WISER Hubs	11
8 Steps to Establish a Physical WISER Hub	13
PART 1: PLANNING FOR YOUR WISER HUB	20
1.1 Setting Up Your Steering Team.....	20
Tool: Team Competency Matrix	21
Potential roles for WISER Officers:	22
WISER Officers team dynamics	23
1.2 Setting Your Vision	25
The 'Why' of Your WISER Hub	25
Tool: Shared Vision Worksheet.....	27
1.3 Setting SMART goals for your WISER Hub	28
Tool: SMART Objectives Framework	29
1.4 Defining Your Users and Stakeholders	30
Tool: User Persona Worksheet	32
1.5 Stakeholder engagement strategies.....	34
Stakeholder Mapping Worksheets	36
1.6 Establishing WISER Hub Fit Within Your Institution's Entrepreneurship Framework	39
Tool: User Persona Worksheet 2	40
1.7 Defining Your Outcomes and Impact	41
Key aspects of defining outcomes and impact:	41
Steps to Develop or Review a ToC	41
Tool: Theory of Change Framework.....	43
Tool: Value Proposition Worksheet	44
Tool: Value Proposition Worksheet 2	45
Part 2 SETTING UP AND OPERATING A WISER HUB	48

2.1 Building the Team and Staffing	48
Standard Team Roles and Responsibilities	48
2.2 Defining Hub Services	50
Tool: WISER Hub Services Planning Worksheet	56
2.3 Creating and implementing a specific programme/agenda	57
Challenge activity worksheet	58
2.4 Designing Learning Content.....	59
Key considerations for learning and curriculum content design:	59
Entrepreneurial Types to Consider	61
Learning journey stages	62
Tool: Backward Design Program Design Worksheet.....	63
Curriculum for the WISER Hubs	65
WISER - WISER Skills boosters Course Outline	66
Support Services	67
2.5 Defining your communication strategy	71
Tool: Communication Plan Template	72
2.6 Establishing partnerships - Stakeholder Engagement Strategies.....	73
Tool: Partnership Strategy Worksheet.....	74
2.7 Setting up WISER Hub Facilities	75
Operating a WISER Hub	76
Key Strategies for Successful Hub Management:	76
2.8 Unlocking the Entrepreneurial Potential of Migrant Women	79
Part 3 Post – WISER Hub implementation	84
3.1 Measuring your impact.....	84
How to Create a Monitoring Evaluation and Learning Plan:	85
3.2 Ethics, Privacy, and Data Management.....	89
Example of written consent form	92
3.3 Final notes and comments.....	94
References.....	95
Annex	97

Foreword

This document details the strategies and provides guidelines for professionals involved in the roll-out of WISER Hubs services/activities, as defined in T2.4 of the application form for the WISER project.

Page | 4

The individuals and teams of professionals and volunteers play a vital role in fostering the entrepreneurial pursuits of migrant women, by developing functional entrepreneurial spaces like the WISER Hubs aspire to be. The Guidebook for WISER Officers is a step-by-step guide to helping the staff recruited to roll out, implement, and improve the WISER Hubs.

The tools and best practices outlined in the guidebook were curated from exemplar examples and principles drawn from the WISER E-Book on Social Entrepreneurship as a Labour Pathway for Migrant Women. This guidebook serves as a roadmap for the WISER Officers aiming to establish social entrepreneurship hubs especially targeting migrant women in the partner organisations of the WISER Consortium: Spain (CCSEV), Germany (Pro-Arbeit), Greece (ACHADE), Italy (PI), Lithuania (PCCIC) and Poland (KIG) by expanding the pool of services that partners already offer and by focusing on a new target group (i.e., potential, early-stage and established migrant women social entrepreneurs).

While there is no single approach to building such a complex initiative, this guide provides a step-by-step framework along with examples and recommendations. It encourages the partner organisations to adapt the operational framework to their specific context and stakeholders, drawing inspiration from a wide range of successful examples.

Key features of the Guidebook include:

- Comprehensive Framework: Outlines essential components of a successful social entrepreneurship hub, from physical space to mentorship programmes.

- Practical Tools: Provides templates, checklists, and other resources to facilitate implementation.
- Case Studies: Showcases successful social entrepreneurship hubs in Europe and beyond, highlighting their strategies and outcomes.
- Adaptability: Emphasizes the importance of tailoring the guidebook to specific institutional contexts.

The Guidebook has three Parts:

1. Planning for your WISER Hub
2. Setting up and Operating your Hub
3. Post-Hub evaluation strategies

By leveraging the collective expertise of the Consortium and the insights from the WISER E-Book on the WISER Inclusive Entrepreneurship Framework and operational framework for the WISER Hubs, this guidebook empowers the partner organisations to cultivate a culture of innovation and inclusive social entrepreneurship.

Introduction to WISER

Women-centred Intervention for Social Entrepreneurship Resilience (WISER) 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 equip migrant women with competences which can be useful 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:

a) 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 entrepreneur (WISER Hubs).

b) 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).

Page | 7

c) 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).

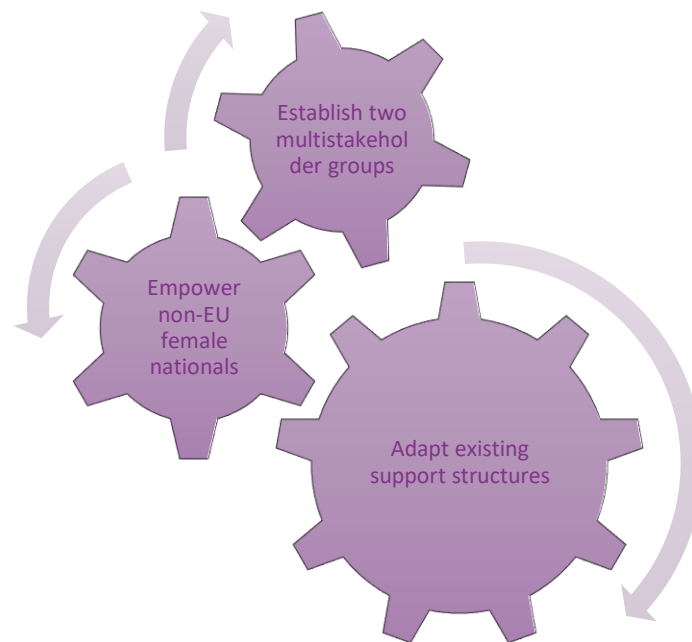


Figure 1. Overview of the WISER project objectives

AIM OF THE GUIDEBOOK

This Guidebook is a practical tool for establishing and running WISER Hubs in partner countries. It is designed for first use by the WISER partners and their staff, but it can also be used by other interested organisations such as migrant and entrepreneurship organisations outside the project and this specific consortium. The objectives of this Guidebook are to:

Page | 8

- ★ Provide a step-by-step framework and outline the essential steps for establishing, running, and sustaining WISER Hubs. This includes logistical planning, staffing, information sharing, and external stakeholder engagement.
- ★ Highlight the role of WISER Hubs in fostering an inclusive environment where female migrants can integrate more fully into their communities. The hubs will facilitate the development of soft skills, understanding cultural business norms, and building confidence in their entrepreneurial ventures.
- ★ Share key references and other knowledge sources that hub facilitators can use to educate female migrants about entrepreneurship. This includes information on legal processes, business model creation, market analysis, and legal considerations.
- ★ Encourage practical learning by detailing the methods for implementing practical, hands-on learning experiences within the hubs, for example workshops, mentorship programmes, and networking opportunities with local entrepreneurs and business leaders.
- ★ Foster an ecosystem of support by encouraging the building of partnerships with local businesses, educational institutions, government agencies, and non-profits to support the hubs. These partnerships can provide additional resources, expertise, and opportunities for the programme's participants. Such synergies will aim to identify and invite external experts to offer their support to WISER Hubs beneficiaries.

Definition of Terms

What is Social Entrepreneurship?

Social entrepreneurship encompasses social enterprises, that is, businesses with social or environmental missions as the driving force behind their business activity (European Commission, n.d). Social enterprises have the potential to promote social cohesion and local development but may require targeted support measures and other facilitating conditions to flourish (European Commission, n.d). Social entrepreneurship involves the identification of social problems and the creation of innovative solutions through business activities (Ashoka, 2022). Unlike traditional businesses, social enterprises aim to remain financially sustainable while committing themselves to addressing social or environmental issues (Bornstein, & Davis, 2010).

The concept of social entrepreneurship combines business methods with a focus on addressing social, cultural, or environmental challenges (Dees, 1988). Different from purely commercial operations, social entrepreneurship places importance on creating positive social results alongside building stable income streams. Efforts must be made to develop the future generation of social entrepreneurs. Social entrepreneurship should be fostered through formal, informal and non-formal education (European Economic and Social Committee, n.d.) and Member States must share specific training on social enterprise.

Social entrepreneurship therefore combines private entrepreneurial activity with the creation of social value (OECD, 2022). It places social impact and the public interest above profit maximisation for personal gain (European Social Enterprise Monitor Report 2020-2021); (OECD, 2022); (European Business & Innovation Centre Network (EBN), 2022). This approach, therefore, leads to the creation of value for others (British Council, n.d), if not exclusively then at least in large measure (Zahra, S. A., Gedajlovic, Neubaum, & Shulman, 2019).

Social entrepreneurship is attracting increasing attention as an innovative and sustainable approach to addressing inequalities and environmental challenges,

promoting jobs, and alleviating poverty (Euclid Network, 2021), aligning with the European Pillar of Social Rights Action Plan and the collaborative Porto Social Commitment. The main goal of social entrepreneurship is to address critical social problems, meet social needs in an innovative manner, and improve the quality of life of local community members (OECD, 2022) (EBN, 2022); (British Council, n.d). In the context of the Action Plan for the Social Economy, this notion is referred to as "collective interest" or "general interest" [COM/2021/778 final].

Social entrepreneurship involves:

- Identifying social problems and developing innovative solutions (European Commission, 2022).
- Leveraging entrepreneurial competencies to establish self-sustaining ventures that provide advantages to society (European Commission, 2022).
- Balancing financial sustainability with the goal of creating a positive social or environmental impact (European Commission, 2022).

Social entrepreneurship redefines business success by adopting a "triple bottom line" approach (FasterCapital, n.d):

- **Individuals:** Focusing on social outcomes, including job creation, community building, and cultural integration.
- **Planet:** Focus on environmentally sustainable activities by green innovation and responsible practices.
- **Profit:** Ensuring financial sustainability for long-term viability and scalability.

This holistic approach ensures that success is measured not just in economic terms, but also the business contributions made to the environment and society.

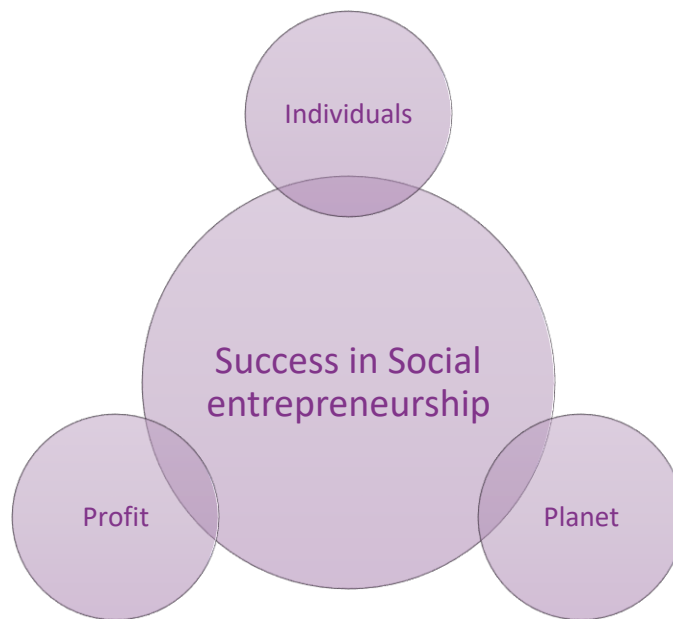


Figure 2. A "triple bottom line" approach to social entrepreneurship

The 'what', 'why' and 'how' of WISER Hubs

WISER Hubs aim to provide female migrant entrepreneurs with an enabling, resourceful, and welcoming environment where they can upskill in social entrepreneurship and integrate into the entrepreneurial ecosystem. The hubs could pave the way for innovation, community engagement, and economic empowerment. For them to be effective, there needs to be early planning and implementation in their establishment and management.

Creating an Inviting and Useful Area

Whereas the WISER Hubs could be established either in physical or virtual locations in the partner countries, the physical spaces of the hubs if available, should foster entrepreneurship and social cohesion. The facilities need to be warm, inviting, and inclusive so that users of all descriptions feel at home. The following are the design principles that are most important:

Cultural Sensitivity: The signage and decor should be respectful of the diversity of the migrant community, using inclusive language and imagery.

Accessibility: The facilities should be aligned with accessibility in mind, including for physical disabilities.

Collaboration-Supportive Design: Open areas, shared tables, and networking spaces ought to encourage interaction, whereas enclosed meeting rooms and quiet spaces should support focused work.

Basic Infrastructure: High-speed internet access, printing and prototyping devices, and business planning software must be readily accessible to complement entrepreneurial endeavours.

Technology Integration: There must be the integration of digital tools to enable virtual learning, remote networking, and broader outreach.

Creating a Supportive and Safe Environment

A secure and supportive environment is vital for female migrant entrepreneurs, allowing them to take risks, exchange ideas, and thrive. To achieve this, hubs should:

- Promote a culture of respect, confidentiality, and positive feedback.
- Utilise qualified, culturally sensitive, and multilingual personnel with business development and patenting process expertise.
- Develop definite organizational structures and policies to enable the hubs to operate smoothly.
- Provide advice and mentoring, helping entrepreneurs navigate the complexities of business development.

8 Steps to Establish a Physical WISER Hub

1. Prepare Your Premises

Identify and prepare areas in partner buildings to support entrepreneurial activity. Some of the main considerations are enhancing entry points for ease of access and creating flexible areas for networking and workshops.

Page | 13

2. Design for Engagement & Collaboration

Provide a setting that stimulates interaction and fosters community spirit. Include fixed areas for activities, like:

- Technology corners for acquiring digital skills.
- Brainstorming areas with whiteboards and portable seating.
- Quiet spaces for studying and relaxation.

3. Equip with Critical Technology & Resources

Make sure the WISER Hub is equipped with the necessary tools to support entrepreneurship, such as:

- Software for business planning and market analysis.
- Innovation and prototyping tools.
- Virtual learning platforms for facilitating access.

4. Establish a Supportive Environment

Enact policies that foster a culture of respect and positive criticism. With an environment that is safe from fear and where entrepreneurs are encouraged to try new things, the WISER Hubs can facilitate better learning and business growth.

5. Recruit and Train the Hub Facilitators

Facilitators of Hubs must be very experienced in business growth, patenting processes, and cultural awareness. Additionally, staff members must have soft skills such as empathy and good communication to deliver tailored support for migrant entrepreneurs.

Page | 14

6. Build or Utilise Partnerships

Make alliances with:

- Migrant integration offices for legal advice.
- Local companies and banks for networking and financing prospects.
- Adult education centres (including VET) and NGOs for skill development and additional support.

7. Recruitment and Hub Launch

Develop a considered recruitment strategy that aims to attract female migrant entrepreneurs by:

- Working in partnership with local migrant groups, community centers, and schools.
- Employing multilingual social media campaigns.
- Arranging inaugural sessions with migrant entrepreneurs' success stories.

8. Monitor, Evaluate, and Make Changes

For maintaining continuous improvement:

- Collect comments from users, track levels of engagement, and document success stories.
- Use information to enhance programs and services, so the hub can remain attuned to emerging needs.

- Recruitment and retention strategies.

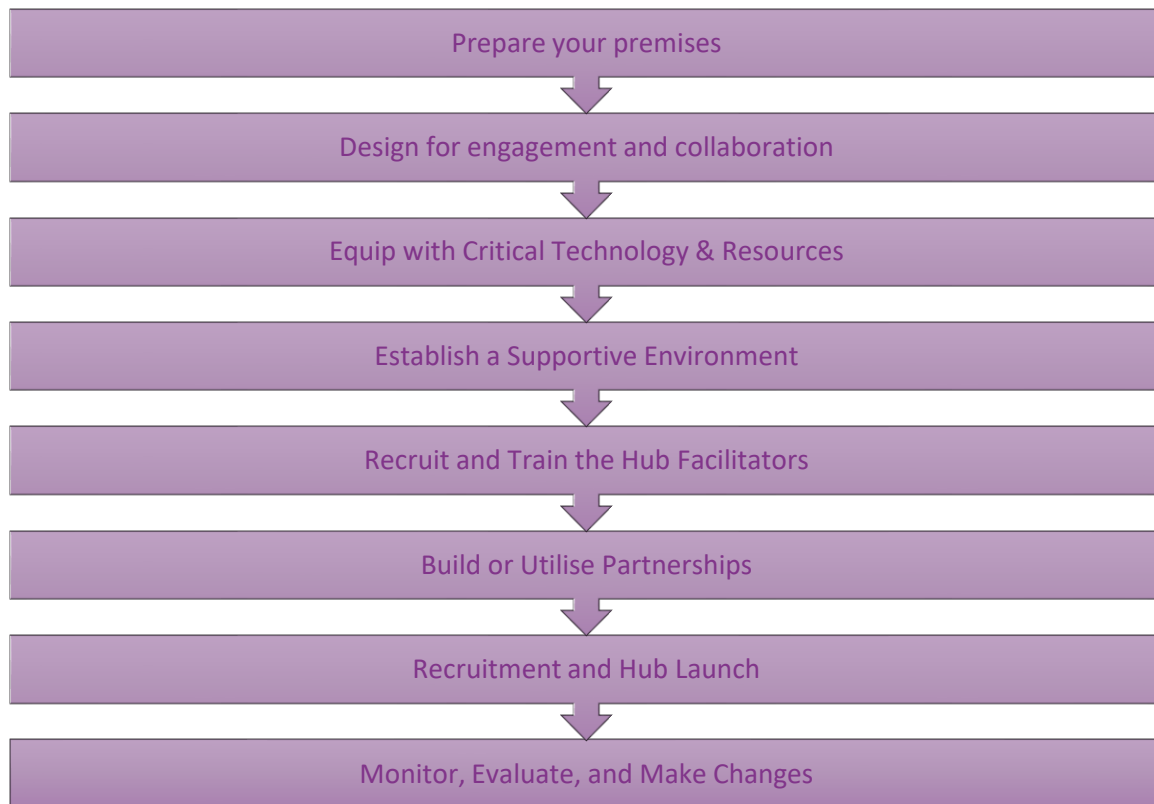


Figure 3. Eight Steps to Establish a Physical WISER Hub

Example of a successful social entrepreneurship Hub

Impact Hub: A Global Network of Social Entrepreneurship Hubs

One of the most successful social entrepreneurship hub examples is [Impact Hub](#), a worldwide network dedicated to supporting social innovation, entrepreneurship, and collaboration. Spanning more than 100 spaces across more than 60 countries, Impact Hub offers co-working space, mentorship, access to finance, and customized programs to enable social enterprises to address global challenges.

Key Features of Impact Hub's Success:

Supportive Ecosystem – It provides entrepreneurs with access to a dynamic network of changemakers, mentors, investors, and corporate partners.

Tailored Programs – Impact Hub has accelerator programs, business incubators, and educational workshops designed especially for social entrepreneurs.

Cross-Sector Collaboration – They collaborate with NGOs, governments, and private enterprise to scale impact-driven programs.

Global Reach, Local Impact – Being part of a global network, each local Impact Hub is tackling the particular social and environmental issues of their area.

Financial Sustainability – They support themselves via membership dues, event hosting, partnerships, and grant funding, ensuring long-term sustainability.

Example of Impact Hub's Success:

Impact Hub Berlin has supported more than 1,000 social entrepreneurs in various themes ranging from the circular economy, sustainable food systems, to education.

Impact Hub Accra (Ghana) is instrumental in supporting African entrepreneurs with access to funding, mentorship, and capacity development programs.

Impact Hub Vienna has worked with social startups focused on refugee integration, sustainability, and inclusive education.

Why It Works:

Community-based approach: The members share information, networks, and resources.

Hybrid financial model: Combines revenue streams from memberships, partnerships, and grants.

To successfully attract and retain female migrant entrepreneurs, consider the following:

Recruitment Strategies:

- Network with local migrant groups and community centres to reach out to potential participants.
- Use multilingual marketing materials to be inclusive.
- Leverage social media to highlight the hub's benefits.
- Organize open house sessions with experiences of successful migrant entrepreneurs.

Page | 17

Engagement Strategies: Train hub staff in cultural competence to work with diverse participants. Pair first-time participants with experienced migrant entrepreneurs for mentoring. Conduct ongoing feedback sessions to shape services around participants' evolving needs.

The development of physical WISER Hubs needs to be well planned to ensure that they are inclusive, well-resourced, and collaborative environments. By placing accessibility, community building, and key entrepreneurial resources as a priority, such hubs can truly enable female migrant entrepreneurs, innovation, and economic participation in their new environment. Through ongoing evaluation and adaptation, the hubs will be dynamic, effective, and attuned to migrant entrepreneurs' evolving needs.

Culture competencies resources for adult educators

The development of cultural competence is critical for adult educators wishing to be effective with diverse populations of learners. The following are some resources designed to promote cultural competence in adult education:

The "Entrepreneurship Toolkit for Adult Educators and Migrant Support Workers" [toolkit](#) presents a purposefully curated assortment of embedded-learning and design-based learning activities and resources, each with the shared goal of equipping educators with the tools required to impart introductory cultural entrepreneurial competencies and skills to migrants. It is based on a pedagogical framework that draws inspiration from the European Entrepreneurship Competence Framework (EntreComp).

"Increasing Cultural Competency for Adult Educators" by ATLAS ABE: contains [a library of resources](#) that includes information on trauma-informed teaching practices and anti-racism. It equips adult basic education professionals with what they need to respond to bias and learn about systemic racism.

"Valuing Diverse Cultural Assets in Adult Education" by LINCS:

This [resource](#) shares a number of strategies and examples that emphasize bringing to light and incorporating the varied cultural assets of adult learners into teaching practice.

"Cultural Competence" by the National Education Association (NEA):

An initiative aimed at improving teachers' capacity to serve students from

PART 1: PLANNING FOR YOUR WISER HUB

1.1 Setting Up Your Steering Team

1.2 Setting Your Vision

1.3 Setting SMART Goals for Your WISER Hub

1.4 Defining Your Users and Stakeholders

1.5 Establishing a WISER Hub

1.6 Fit Within Your Institution's Entrepreneurship Framework

1.7 Defining Your Outcomes and Impact

PART 1: PLANNING FOR YOUR WISER HUB

1.1 Setting Up Your Steering Team

To initiate the establishment of a WISER Hub in your organisation, it is essential to form a project or steering team (virtual or physically connected) that may potentially undertake significant roles in its subsequent operation and administration.

It is essential to have a group that, although reflective of the diverse interests of various members in the stakeholder community, simultaneously shares a common passion and commitment to transforming migrant women into entrepreneurs and reach out to entrepreneurial-driven, innovative professionals through a well-designed WISER Hub centre.

This initial team may be composed of the current staff of your institution, with the main emphasis being facilitators or experts in social entrepreneurship, representatives of career services, external stakeholder engagement members, and, as required, entrepreneurship development consultants.



Tool: Team Competency Matrix

It could be meaningful to consider the competencies that your WISER Hub's steering team needs. Next, it is important seek out the right individuals, both inside and outside the organisation, who can contribute to those competencies or bring valuable knowledge. In a few critical areas, you can have multiple individuals share their expertise. This Tool is developed by [The Education Collaborative](#) for setting up a WISER Hub and can be adapted to the purpose of setting up your team for the establishment of the WISER Hub in your location.

Page | 21

Expertise Competencies /	Type of expertise 1	Type of expertise	Type of expertise	Type of expertise	Type of expertise
Social Entrepreneurship Education and Training					
Entrepreneurship ecosystem - networks, investors, etc					
External stakeholder relationships including government relations					
Migration and integration career services and relations					
Project management; research/M&E					
Operations and logistics					
Sociocultural and psychological support - women empowerment					
Translation expertise					

Additional expertise

Once identified and outlined the **competencies** needed by your hub steering team, it is important to **search for appropriate individuals inside and outside the organisation** who can supply those competencies or offer the intended input. It might be appropriate to have more than one individual in specific critical areas. A comprehensive list with numerous individuals and potential options can enable you to identify the key individuals required in your team.

Page | 22

The **steering team** might include the following members, which will bring some much-needed perspective to developing the WISER Hub's blueprint.

Potential roles for WISER Officers:

- **Hub Manager:** Oversees operations and coordinates services.
- **Training Experts:** Professionals with expertise in entrepreneurship, finance, marketing, and digital skills.
 - Social Entrepreneurship and migration officers
 - Career services and opportunities officers
- **Mentors and Coaches:** Established entrepreneurs, especially female and migrant ones.
- **Legal and Financial Advisers:** Advise on guidelines and funding opportunities.
- **Psychosocial Support Professionals:** Experts in mental health and community integration. These professionals could also be invited from external organisations to collaborate with the partners establishing the Hubs, and offer their services if needed.
- **Community Outreach Officers:** Focus on migrant women and building partnerships with external stakeholders, while promoting the activities of the WISER Hubs.
- **Interpreters/translators:** Speaking the language of the target group, being female migrant women, is crucial to the success of the WISER Hub you set up.

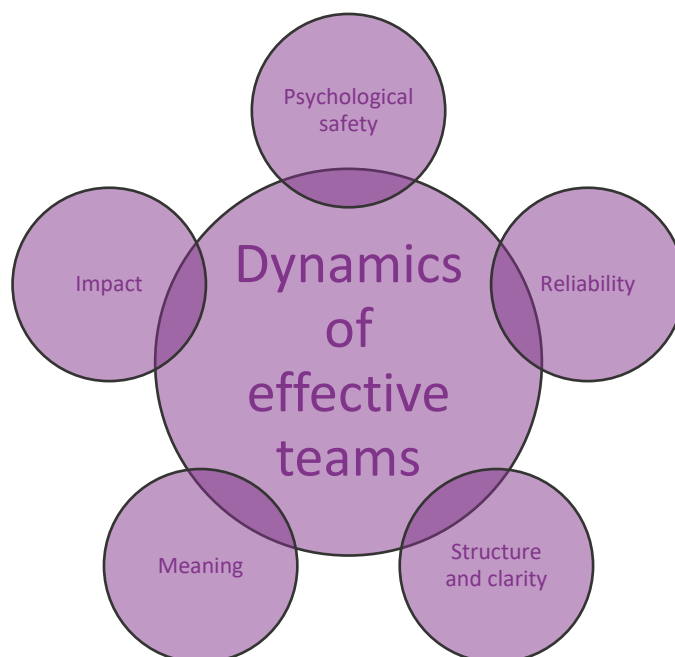
It could be that not all the above roles are fulfilled in the WISER Hubs implemented. At the same time, one person can wear many hats, for instance, a WISER Officer could be a mentor, but also a contact point for the migrant community to reach out to them. There is substantial flexibility among the local partners who will roll out the WISER Hubs, to determine the composition of the team operating as WISER Officers.

WISER Officers team dynamics

Team dynamics is essentially about how members of a team interact, communicate, and cooperate to realize common objectives. This includes how they coordinate their actions, resolve challenges, and use each other's strengths.

The term "dynamics" originates in the field of physics and the study of forces and motion. When it comes to teams, dynamics are internal and external forces that motivate a team to perform and accomplish tasks.

Internal forces consist of personal characteristics, work ethics, and interpersonal relationships. Internal forces determine how team members relate to one another and approach tasks and problems. External pressures may be deadline pressures, budget pressures, or reorganization. External pressures may influence how a team functions and makes decisions.



It is critical to consider how team members interact, structure their work, and view their contributions, for building effective teams (Tamiru, 2023). The **five dynamics of effective teams**, according to Natasha Tamiru, head of organisational transformation programmes at Google U.K, include:

Page | 24

Psychological safety is all about being willing to take risks but feeling safe with vulnerability. Individuals who lack psychological safety worry that taking risks will make them look uninformed, incompetent, negative, or disruptive. Practicing psychological safety is to feel secure enough to make mistakes, ask without fear, and contribute new ideas.

Reliability: The members in reliable teams always deliver quality work on time. They never neglect their work and treat it with maximum seriousness, and the team remains on schedule. As straightforward as this may seem, it was extremely crucial to the team's performance.

Structure and clarity: A team has defined responsibilities, goals, and plans. Individuals understand what is expected of them, what they and their team are aiming for, and how they want to get there. Google employs objectives and key results (OKRs) to assist in the establishment and communication of clear, demanding, and attainable short- and long-term goals at both the individual and group levels.

Meaning: For members on a team, finding a sense of purpose in their work or the output is critical to team effectiveness. That meaning is personal and differs from person to person, but it may include financial security, the ability to support their family, a commitment to the team's success, or individual self-expression.

Impact: Do you honestly believe that what you're doing is important? This individual belief distinguishes the highest-performing teams and can be a byproduct of recognizing how one's own work serves to contribute to an organization's goals and the change that has been established.

1.2 Setting Your Vision

At the macro level, it is important to articulate the future end point of your WISER Hub.

Page | 25

In this process, you should define your hub's role in the larger social entrepreneurship and education landscape, what it will look like, what gaps it will fill, and how it will stand out and make an impact. This visioning exercise is further broken down into different components below that will describe the specific elements of your WISER Hub.

Regardless, it is helpful for the team to begin with loose ideas that can further guide the scope of detailed articulation.

The 'Why' of Your WISER Hub

Complementing your hub's bigger vision should be its purpose, the 'why' for undertaking and seeking to sustain this project. This will differ from institution to institution based on strategic institutional priorities and institutional positioning.

Some purposes for setting your WISER Hub include, but are not limited to:

Training and learning purposes: A WISER Hub can be set up to support ongoing education within an institution's existing offerings, by focussing specifically on migrant women's upskilling. Your Hub could be personalised and adapted to the learning needs of migrant women in attempt to create foundational knowledge on social entrepreneurship and deepen the learner's competencies and understanding of social entrepreneurship.

Launching entrepreneurial ideas and startups: A WISER Hub can be set up to develop social entrepreneurs, thus utilising the prior knowledge of migrant women to work through a business plan and make the first entrepreneurial steps – focussing on capacity building, fiscal and administrative support. In this scenario, an institution

prioritises developing migrant entrepreneurs in the short run and creating innovative startups.

Scale up social entrepreneurship purposes: WISER Hubs can be set up to offer a more in-depth and targeted support to existing migrant women entrepreneurs. This could include enabling more networking opportunities and synergies with stakeholders to scale their business, or showcasing the work to a larger scale, by offering resources, spaces, and services to users who can pay. In this process, these migrant women entrepreneurs, could also act as role models and mentors/coaches for other women involved in training and workshops, who face obstacles in starting with social entrepreneurship.

Technology transfer/Industry engagement: A dedicated social entrepreneurship programme for migrant women, can be essential to an institution's market and industry connections. It is important to engage industry experts towards practical and inclusive social entrepreneurship provision targeting migrant women, like with translation support, socio-cultural and community events, while also the WISER Hub team can co-design workshops and challenges with the industry and develop solutions for defined problem statements for aspiring migrant women entrepreneurs.

The 'whys' for your institution can include some of these, all of these, or more than these. What is important is that there is a clear purpose at an institutional level for setting up the WISER Hub. Later, we will explore fit within an institution's entrepreneurship framework to appreciate the rationale for establishing its hub. The purpose of the WISER Hub implementation will, in large part, guide its design as well as how it is prioritized and run. It also defines which stakeholders are most responsible and most connected to it. The following tool, Shared Vision Worksheet, could be of value to brainstorm the purpose of the WISER Hub established in the partner countries.

Tool: Shared Vision Worksheet

A facilitator helps the steering team to share perceptions, collectively crafting a compelling vision. This articulated vision, is not set in stone, furnishes initial concepts and consensus, ready to be refined with further research and as the Hub progresses. The tool below is informed by The Education Collaborative for setting up a business WISER Hub and can be adapted to the purpose of setting up your team for the establishment of the WISER Hub in your location.

Steps	Questions	Answers
Define the mission of your hub	<ul style="list-style-type: none"> What is the 'why' of the WISER Hub and how does this tie into the 'why' of the organisation? 	
Define the core values of your hub	<ul style="list-style-type: none"> What values will guide how things are done in the WISER Hub (alignment with the institution)? 	
Define the vision (personal and shared)	<ul style="list-style-type: none"> Personal Visions: Each person comes up with a vision for the WISER Hub. Shared Vision: The team collaborates to align the vision into a composite, compelling one. 	
Define the strategies to achieve the mission	<ul style="list-style-type: none"> How will we be different? How will we position ourselves as a WISER Hub? What approach will we take to accomplish our mission? 	
Evaluation and monitoring	<ul style="list-style-type: none"> How will we implement and monitor the progress of our strategies? 	

1.3 Setting SMART goals for your WISER Hub

It is important to develop **Specific, Measurable, Achievable, Relevant and Time-bound (SMART) goals** to align the mission of the WISER Hub with the institution's and stakeholders' vision, as well the project scope and beyond. The goals must be specific to the stakeholders and operating environment.

Page | 28

Major elements in creating SMART objectives for your WISER Hub:

Objectives: General objectives are venturing creation, local economic development, potential for creation of sustainable jobs, social entrepreneurship training, networking synergies creation, coaching support, and entrepreneurial culture.

- **Specific:** Objectives should be specific, brief, and measure what needs to be done, by whom, and how.
- **Measurable:** Identifying attainable goals includes balancing outcomes with available resources to determine the achievable scope and programme delivery accomplishment.
- **Relevant:** Institution's objectives must be in line with and related to stakeholder needs.
- **Time-Bound:** Objectives should have actionable timelines to create urgency for task completion.



Tool: SMART Objectives Framework

A facilitator ought to guide the team to break down the strategic plan into quantifiable objectives that are congruent with the SMART model. The model must address critical questions to secure team alignment.

Page | 29

Goal	Explanation	Answer
Specific	<p>The objectives should be clear and direct.</p> <ul style="list-style-type: none"> • What is the goal? • How will this goal be achieved? • Who is responsible for achieving this goal? • What are the success criteria for this goal? 	
Measurable	<p>The objectives should be quantifiable.</p> <ul style="list-style-type: none"> • Is it possible to measure this goal quantitatively? • What tools or methods will be used to measure the success or failure of the goal? 	
Attainable	<p>Objectives should be realistic and match the re- sources and time available.</p> <ul style="list-style-type: none"> • Is it possible to reach the goal within the allotted resources and time? 	
Relevant	<p>Objectives should be also pertinent to the needs of stakeholders (particularly women entrepreneurs) and align with the larger institutional vision.</p> <ul style="list-style-type: none"> • Why is this goal Beneficial for your organization? • What is the priority level of this goal? • How do the objectives meet stakeholder needs? • How do the objectives match the overarching institutional vision for the WISER Hub? 	

Time-Bound	<p>Objectives should be accompanied by actionable timelines.</p> <ul style="list-style-type: none"> How long should it take to achieve the objectives?
------------	---

Source: <https://www.projectmanager.com/wp-admin/customize.php?url=https%3A%2F%2Fwww.projectmanager.com%2Ftemplates%2Fswot-analysis-template>

1.4 Defining Your Users and Stakeholders

It is imperative to identify the most significant individuals and groups that will be using the WISER Hub. Core users are those who directly benefit from the hub's programs, publications, and services. Stakeholders are individuals who influence the operations and outcomes of the hub. Organisations utilise these definitions in their pursuit to outline the vision and objectives of their hub programs.

Key concerns in determining users and stakeholders:

Defining the user is essential; An organisation might be inclined to consider all students the primary users of its hub. However, just as a business solution ought to target its users carefully, a WISER Hub center should also be specific when targeting its users. The practice enables the hub to streamline its value proposition so that it is effective in achieving desired results, outputs, and impact but at the careful deployment of its resources.

The **primary users** are the main target groups and vital representatives of the target audience for which the Hub has been set up, i.e., women migrants who have innovative ideas and plans to turn them into successful ventures.

Secondary users benefit from the hub but may be less passionate about dedicating themselves to transforming a solution into a successful social enterprise. Instead, they are more concerned with cultivating an entrepreneurial spirit. It could be that these are migrant women who want to support their communities or families, by working for established entrepreneurs. What they benefit most from a WISER hub's

services is the development of an entrepreneurial approach and an entrepreneurial mindset.

The **tertiary stakeholders** will be impacted least. Maybe they're in the same team but on another project, or maybe in the same company and might be interested but not involved. It's a good practice to let these people know that the project is being carried out, and when finished, they might like to see a summary or presentation of the findings.

Page | 31

A few examples of probable stakeholders are internal stakeholders such as a colleague, teams, your supervisor, and departments, research, and customer service, along with learners/users and partners.

In determining whom to involve in your project, keep the following groups in mind:

1. Prepare a List of Stakeholders

Spend time thinking and considering who would be interested in your project. Either because what you are doing will have a direct impact on them, or because they have an interest in the result.

2. Talk to your team

Perform the brainstorming exercise with your project sponsor, project manager, or project team. They will help you identify whom you need to involve quickly and make sure that you don't overlook anyone. You don't have to have it perfect at this stage; you can develop it further as the project progresses.

It is perhaps meaningful to create personas and explore the users within your local and regional community, who will find the WISER Hub of value. These personas will further guide the design and services offered by the hub.

Tool: User Persona Worksheet

How to use: This worksheet will enable you to more deeply understand the needs of your Hub's target users, tailor your services appropriately, and effectively communicate with them. Work with your steering team to identify the characteristics of the users/students you want to serve.

Page | 32

You can have one to three personas that represent entrepreneurial diversity in your institution, i.e: migrant women with no prior knowledge of the topic, aspiring migrant women entrepreneurs who want to kick start a venture, or experienced migrant women entrepreneurs who want to scale up and/or serve as mentors/coaches.

PHOTO	DEMOGRAPHIC INFORMATION	BEHAVIORS AND BELIEFS
	<p>Who are they? Where do they come from? What is their background?</p>	<p>What impacts them? Who do they listen to? What motivates them?</p>
NEEDS		GOALS AND OBSTACLES
<p>What are their needs?</p>		<p>Who do they want to be? What do they want to accomplish? What are they trying to overcome?</p>

1.5 Stakeholder engagement strategies

These stakeholders can provide components for a compelling vision and are instrumental to your WISER Hub's success through their contributions and connections to needed resources.

Key aspects of stakeholder strategy:

Stakeholders: Stakeholders can be internal or external to the institution.

Internal stakeholders: These may include institutional leadership, migration and integration department, career services, the education and training department, and industry engagement/extension services.

External stakeholders: These may include industry experts and companies, institution regulatory partners, business regulatory bodies and potential investors.

Mapping Stakeholders: It is essential to map stakeholders, understand their impact on the WISER Hub, and create a management or communications plan.

What Is a Stakeholder Map?

A stakeholder map is a document that identifies who is involved with your project and what their roles are ([O'Donoghue, 2025](#)). A stakeholder map helps you to define stakeholders, prioritize them, and understand how to involve them to make your workshop a success. They are used at the beginning of a project to determine who needs to be involved and when. And they're used throughout a project to ensure you involve the right individuals at the appropriate times.

Engaging the right stakeholders is crucial for the success of any workshop or project. The process begins with **brainstorming potential stakeholders**, either individually or as a team. Using sticky notes, participants visually map out everyone who may need to be involved, creating a comprehensive overview of key individuals and groups.

Next, stakeholders are **prioritised using the Power-Interest Matrix**, a tool that categorizes stakeholders based on their level of influence and interest in the project. Stakeholders are placed into four key groups:

1. **Manage closely** – These stakeholders have significant influence over the project's outcome and should be actively consulted and updated.
2. **Keep satisfied** – They hold influence but may not be directly interested. Keeping these stakeholders engaged and informed ensures their continued support.
3. **Keep informed** – While these stakeholders do not have decision-making power, they may share common goals and should be updated at key project milestones.
4. **Monitor** – They may not be relevant now but could play a role later. The involvement of these stakeholders should be reassessed as the project progresses.

Once stakeholders are mapped, the next step is to **understand their expectations and preferred level of involvement**. Engaging in direct conversations helps determine their communication preferences, frequency of updates, and desired project outcomes. This insight shapes the planning process, ensuring that the workshops are aligned with stakeholder needs and fostering a collaborative, well-supported project environment.

WISER CoP

In the context of the WISER project and stakeholder engagement, it is important to consider the WISER Communities of Practice, foreseen in WP4. The Communities of Practice (CoPs) are a crucial element of the WISER project, aiming to foster the inclusion of migrant women in the field of social entrepreneurship. CoPs stimulate cross-organisation collaboration and knowledge sharing, connecting people through their practices both within and outside organisational boundaries. The

Community of Practices (CoP), which are expected to be established within the project, will officially be named **WISER Impact Network: Empowering Migrant Women, Strengthening Local Ecosystems CoP**. This name highlights the two core objectives of the project: empowering migrant women and strengthening local ecosystems. The term Impact Network reflects the commitment to creating a collaborative space capable of generating tangible and measurable impact at both local and transnational levels.

WISER CoP will consist of multistakeholder groups promoting multilateral exchanges using a bottom-up approach to enhance the inclusiveness of local entrepreneurial ecosystems and the entrepreneurial potential of migrant women.

Stakeholder Mapping Worksheets

What follows are stakeholders mapping worksheets to identify potential stakeholders and their possible influence, interest, or impact on the planned WISER Hub. This helps determine appropriate engagement strategies.

There are several tools for creating a [stakeholder map](#).

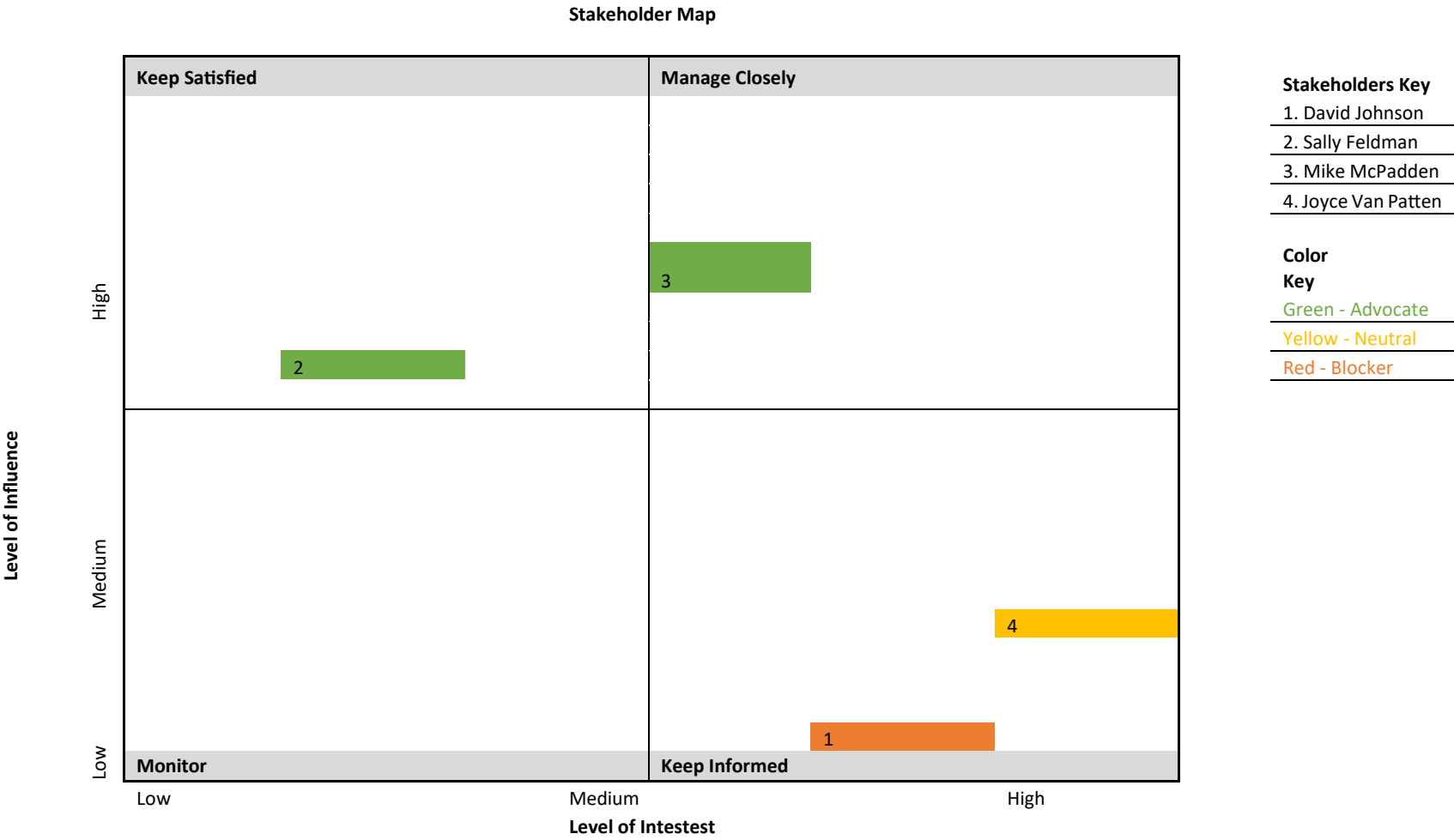
The IBM Toolkit for [Stakeholder Mapping](#), is a useful resource to guide your process.

Here we utilise a stakeholder mapping exercise which has two parts. The first is to list all possible stakeholders, both internal and external; it might be helpful to view these groups individually. After the identification, their potential influence, interest, or effect on the suggested hub must be determined. At the second step, you can utilize this tool to determine in which quadrant part they belong, depending on their influence and interest. This will determine the most suitable engagement tactics.

Stakeholder register

Name	Role	Requirements / Expectations	Group (External/Internal)	Interest/Influence	Contact Details

Power-Interest Matrix



1.6 Establishing WISER Hub Fit Within Your Institution's Entrepreneurship Framework

It is important to match the WISER Hub with its institution's overall entrepreneurial objectives and culture. A Hub cannot be successful by itself.

Page | 39

Major considerations in integrating the WISER Hub in the institution's structure:

What is the current entrepreneurial dynamic in the institution?

Entrepreneurial Dynamic: Determine the institution's present strategy regarding producing student entrepreneurs and the support programs, services, and courses available.

How accessible are entrepreneurship or entrepreneurship related courses to migrant women?

Availability of entrepreneurship (including social entrepreneurship) Courses: Offer entrepreneurship courses to migrant women from various backgrounds and levels of familiarity with social entrepreneurship.

What is the budget and resource availability?

Budget and Resource Availability: Establish the budget, line items, and projected outcomes in terms of funding to align the institution's expectations with the hub's intended activities.

Where would the human resource team be pulled from?

Human Resource Allocation: Identify the sources of the human resource personnel, utilising the skills of existing faculty and staff to enhance HR planning, especially in cases with fewer resources.

The answers to the above questions, provide clarity, openness, and alignment between a Hub's operations and its institution's expectations and capacity. A strong link between the WISER Hub and the institutional infrastructure and entrepreneurship framework promotes innovation, develops resourcefulness,

improves skill development, and builds strong value creation focus among target users. This connection also enables the hub to assess the available resources and identify any shortcomings, providing a basis for capacity building planning. Additionally, it facilitates streamlined needs assessments, enables multidisciplinary workshop planning, and integrates the hub into the institutional resources and support, as it seeks to scale and improve.

Tool: User Persona Worksheet 2

Identify the drivers that shape the institution's entrepreneurial vision and attitude to consider the impact on the proposed hub and establish the realignments or adaptations needed. This worksheet is taken from The Education Collaborative for setting up a business WISER Hub and can be adapted to the purpose of setting up your team for the establishment of the WISER Hub in your location.

Institutional factors to consider	Current realities at the Institutional level	Impact on the Hub and adjustments
The institution's entrepreneurship vision and priority		
Existing entrepreneurship/ business studies programs		
Budget and resource availability internally and externally		

Human resource availability and alignment		
Other factors		

1.7 Defining Your Outcomes and Impact

As part of the journey to define the purpose and the vision of the WISER Hub you are establishing, it could be meaningful to design using **Theory of Change (ToC)** to map out the impact journey for the Hub.

Key aspects of defining outcomes and impact:

Theory of Change (ToC) A ToC explains how the activities of a project or programme contribute to a chain of results that lead to the intended impacts. It illustrates the links between project activities and impact and can also be referred to as a logic model, program theory, results chain, outcome mapping, impact pathway, or investment logic.

Benefits of a Well-Developed ToC

A good ToC can improve key evaluation questions, identify critical indicators for monitoring, highlight gaps in available data, prioritise additional data collection, and provide a structure for data analysis and reporting. Here's a resource from Stanford University on how to develop [a strategy for social change](#).

Steps to Develop or Review a ToC

Situational analysis Objectives should be clear and direct to communicate what needs to be accomplished.

Review existing documentation and conduct relevant research This allows for reflection on the initial motivation for starting an WISER Hub and consideration of current support avenues or gaps.

Engaging with stakeholders Collaboration provides a holistic view of how the WISER Hub and its functions are understood, clarifying roles and assessing stakeholder understanding of the WISER Hub's offerings.

Representation of the theory of change A ToC is typically represented in a diagram with a supporting narrative, showing the direction of change through arrows⁶. Diagrams can include results chains, outcomes hierarchies, triple columns/rows, and a set of principles.

Results chain You may want to utilise on the results chain, which includes a series of boxes in sequence: inputs, activities, outputs, outcomes, and impacts. This is appropriate for simple interventions where activities lead to linear consequences.

Using the ToC for MEL A ToC can inform the development of the Monitoring, Evaluation, and Learning (MEL) process by anticipating what will happen and establishing data collection processes to track changes. It can also be used to make sense of already collected data.

Tool: Theory of Change Framework

The framework is best used walking backward from Impact to Inputs to help articulate the impact and recognise the necessary inputs to actualise it.

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>Resources needed to conduct your activities efficiently.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Human resources • Space/Facilities • Technology • Materials • Curriculum • Etc. 	<p>Activities needed to reach your outcomes.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Workshops • Trainings • Learning activities • Services • Policy advocacy of • Delivery of products • Etc. 	<p>Tangible results you produce through your activities.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • # of targeted beneficiaries • # attendants • % of completion • % increase in learning outcomes • etc. 	<p>Outcomes expected of your intervention(s).</p> <p><u>Changes in:</u></p> <ul style="list-style-type: none"> • Learning • Awareness • Knowledge • Attitudes • Skills • Opinions • Aspirations • Motivations 	<p>Outcomes you want to see in your intervention timeframe.</p> <p><u>Changes in:</u></p> <ul style="list-style-type: none"> • Actions • Behaviours • Practices • Decisions • Policies • Social actions 	<p>Outcomes you hope to observe beyond your intervention timeframe.</p> <p><u>Changes in:</u></p> <ul style="list-style-type: none"> • Conditions • Social contexts • Environmental characteristics

Stakeholder Strategy This involves answering questions about the problem the WISER Hub is focused on, the steps being taken toward the solution, and how the team will know if the program has successfully solved the problem.

- What need is the WISER Hub focused on tackling?
- What are the steps being taken toward the solution?
- How will the team know if the hub has successfully addressed the needs or improved the situation?

Defining Outcomes and Impact Measures

Defining outcomes and impact measures depends on the WISER Hub's purpose and strategic institutional priorities.

Defining Your Value Proposition

A solid value proposition is an important communication tool for stakeholders and users to differentiate the WISER Hub and ensure the intended impact is easily understood.

Tool: Value Proposition Worksheet

This worksheet helps to articulate the WISER Hub's unique offerings, the target users, and the results it will help them achieve.

How to Use: Consider the WISER Hub's unique products, the specific group that it will serve, and the outcomes that it will enable them to achieve. By addressing the following questions, you can generate a sentence that expresses your value promise.

[Source: Geoff Moore]

CODE: 101140769

FOR	• (Your target user)
WHO	• (problem or opportunity)
OUR	• (product or service)
IS	• (product or service category)
THAT	• (benefit)

Page | 45

Tool: Value Proposition Worksheet 2

Overall operation plan	WISER HUB in (name of country)
Hub's Facilities	
Hub's Resources and audience	
Types of entrepreneurs supported	
Level of support provided	
Outcomes and impact	
Other factors	

A **Monitoring, Evaluation, and Learning (MEL)** plan enhances project efficiency and effectiveness. Efficiency is enhanced because a MEL plan allows for the assessment of project implementation and consideration of the assumptions being made. This enables the project team to identify any problems with implementation in advance and respond more efficiently, sometimes even before the project begins. Effectiveness is increased because a MEL plan investigates how outcomes are being reached and whether the targeted results are being achieved from the planning stage through to the completion of the project and after. This promotes a culture of systematic learning for future projects.

Part 2 SETTING UP AND OPERATING A WISER HUB

2.1 Building the Team and Staffing

Page | 47

2.2 Defining WISER HUB Services

2.3 Creating and implementing a specific programme/agenda

2.4 Designing Curriculum and Learning Content

2.5 Defining Your Communications Strategy

2.6 Establishing Partnerships

2.7 Setting up WISER Hub Facilities

Part 2 SETTING UP AND OPERATING A WISER HUB

2.1 Building the Team and Staffing

At the stage it is assumed that the steering team is set up and you need to make up the team that will operate the WISER Hub. This operational team is important as the success of the Hub hinges on the ability of the team that implements the programme directive. The human capital—made up of the team's skills, knowledge, and experience—needs to be harmonized to provide quality support services.

Page | 48

Critical success factors for staffing and team building:

It is expected that a steering team has been established to manage the other pieces of the WISER Hub.

Lean Approach

It is essential to begin with a lean approach to guarantee optimum and effective use of resources and enhance the understanding of human resources needed as programs evolve.

Standard Team Roles and Responsibilities

Standard Team Roles and Responsibilities are defined below. These may vary based on the way you decide to unfold operations for your WISER Hub after all.

Director Position involves teaching entrepreneurship concepts and strategies for business start-up and management.

The **manager** collaborates with various WISER Hub departments, such as research, planning, partnership development, evaluation, and the delivery of the WISER Hub's programs and services.

The **trainers** act as subject leads for the participants (migrant women) and guide them in building know-how in subjects like management skills, customer development strategies, and cash planning.

Coaches who act as a counsellor to migrant women participants along the way, for example, discovering and assisting in the establishment of clear business goals, goal setting and goal prioritization, providing analytical, business scaling guidance, and acting as an accountability partner.

Mentors are role models based on industry who offer counsel and advice on a more individual and expert level, helping migrant women participants to clarify as they navigate the broader vision for their startups.

Research lead who conducts relevant research that validates the mission of the WISER Hub, target market, stakeholders, timelines, approach to be followed, and the expected result of the project.

The **partnership experts** to forge alliances and cultivates networks to enhance the project's success.

The **interpreters/translators** who facilitate translation of lessons/activities in the languages of the migrant women.

The **communications team** handles all communication-related duties, including publicity and announcements about the programme.

The **Training and Capacity Building team** is responsible for guiding and directing the entire program so that the alignment of goals is achieved as per the timelines set and expected results.

Monitoring, Evaluation, and Learning (MEL) specialist/team Leads the design and oversight of monitoring of major goals, performance metrics, outputs, and outcomes of the WISER Hub and programs.

Engaging External Team Members entails leveraging external resources for the WISER Hub centre by engaging Entrepreneurs in Residence, visiting speakers, and specialist mentors and coaches.

Inviting External Team Members [Experts, Mentors, Coaches]

The initial step in implementing a lean approach is to utilise external resources to your WISER Hub centre. In most cases, these 'outsiders or external members' are not required to remain for long in your facilities. Instead, they are utilized as sporadic resources to extend the assistance to the users and members of the WISER Hub centre. Most of them are usually accessible on a voluntary basis. Some of these kinds of contributors are:

- Entrepreneurs in residence
- Guest speakers
- Experienced coaches and mentors
- Interpreters/translators

2.2 Defining Hub Services

The WISER Hub Service assist migrant women in transforming their innovative ideas into successful businesses through the delivery of a mix of support services. These can be generally categorized as self-service and customized support offerings. The mix of support services provided in a WISER Hub program should achieve the desired outcomes.

Key considerations for defining hub services:

Self-Directed Services encompass facilities, equipment, and materials that migrant women can independently access without requiring any additional assistance. Examples of these include workspaces, internet access, and libraries.

Personalized Support: This entails personalized consultation and advice for start-ups. Some examples include mentoring, business consulting, and training.

Impact of Support Services: Studies have shown that an WISER Hub's support services have emphasized the effects on new firms' successful development and growth performance.

Suggested Standard WISER Hub Services:

- Low-cost free workplaces
- Guidelines for developing and executing a successful go-to-market strategy.
- Seed funding
- Administrative assistance and online services.
- Counselling in financial management
- Training opportunities and networking chances.
- Technology and prototyping support
- Access to financing instruments
- Coaching, mentoring, training, and advisory support.
- Assistance in navigating regulatory compliance services.

Additional Value of WISER Hubs set up

- Creates both economic and social impact.
- Promotes transformation through a variety of frameworks.
- Produces innovation and entrepreneurship leaders
- Identifies areas of agreement between public, private, and not-for-profit stakeholders.
- Assists in lowering the obstacles to entrepreneurship and innovation.

Questions to consider prior to goal setting and supportive services:

- What are the entrepreneurial goals of the institution, and what are the implications for a WISER Hub?
- What are the interests/needs of the ecosystem and student body, and what are the implications for a WISER Hub?
- What are the resources with which to begin, and how can their utilization be optimized?
- What are the areas that need support in starting the journey of creating a WISER Hub?
- What time frames are under consideration for the setting up of a WISER Hub and achieving the stated goals?
- What is the first thing to do to start this journey?

Best Practices in Social Entrepreneurship Hubs for Migrant Women

Numerous initiatives have effectively assisted migrant women in their entrepreneurial endeavors, including:

Tailored programmes provide training and mentoring that is specifically geared to migrant women, considering their individual needs.

Cultural mediation – Utilization of cultural mediators to bridge linguistic and cultural disparities.

Peer support networks promote community-driven mentorship and collaboration.

Public-private partnerships represent a joint undertaking by governments, non-governmental organizations, and corporations to create enabling policies and financing programs.

Digital empowerment entails providing access to digital tools and training in skills, allowing migrant women to create and grow their businesses online.

1. The FATE Project (Facilitating Access to Training and Employment for Migrant Women) – Europe

Best Practice: Integrated Entrepreneurship Education & Mentorship

Offers personalized business training in financial literacy, marketing, and leadership.

Offers mentoring programs pairing migrant women with successful entrepreneurs from similar backgrounds.

It provides training content in various languages, hence breaking any language barriers.

Why It Works:

Individual mentorship builds role models and provides face-to-face guidance. It is hands-on and culturally sensitive to the needs of migrant women.

2. [SEFORIS](#), Social Enterprises as Forces for More Inclusive and Innovative Societies, deals with both European and international perspectives.

Best Practice: Cross-Cultural Business Incubators

SEFORIS facilitates intercultural co-working spaces for migrant women to grow their business ideas under the guidance of experts.

She arranges international networking meetings between migrant women and investors and potential business partners.

It encompasses legal and administrative assistance to help navigate local regulations and secure funding.

Why It Works:

Fosters peer support, minimizing loneliness among migrant women entrepreneurs. Gaining access to business networks facilitates overcoming structural and economic barriers.

3. [The Social Studio](#) – Melbourne, Australia

Best Practice: Innovative Entrepreneurship for Social Inclusion

The project focuses on textile and fashion design and offers refugee and migrant women practical skills in sustainable fashion businesses.

It offers free business advice, career routes, and communal office space.

The profits from the social enterprise are reinvested in scholarships for migrant women.

Why It Works:

Industry-specific training allows women to gain specialized skills. A social enterprise model reinvests earnings to keep the program ongoing long-term.

4. [Her Impact Hub](#) – Germany

Best Practice: Digital Entrepreneurship and Online Learning

Offers online digital entrepreneurship courses covering e-commerce, digital marketing, and freelancing.

Collaborating with tech firms to provide free digital software and tools.

Offers online mentoring programmes, which allow migrant women to connect with mentors remotely.

Why It Works:

Digital technologies break geographical and mobility constraints for migrant women. Distance mentorship enhances learning convenience and flexibility.

5. [Microfinance & Business Support](#) – Migrant Women's Microfinance Initiative (Spain)

Best Practice: Microfinancing and Social Lending

Offers interest-free microloans to migrant women entrepreneurs.

Provides financial literacy training and credit building.

Organizes peer-supported savings groups to create financial independence.

Why It Works:

Reduces economic obstacles and lack of access to conventional banking. Empowers migrant women with economic independence and education.

Case Studies and Success Stories

1. [Hub Nicosia, Cyprus](#) – A social entrepreneurship hub offering workshops, networking events, and mentoring tailored for migrant women. The Hub Nicosia implements a **Social Café Initiative** – A community-driven platform helping migrant women develop skills, integrate into the workforce, and build their professional networks.
2. [Women's Economic Empowerment Programs](#) – Various EU-funded initiatives that provide financial support and training for female entrepreneurs from migrant backgrounds.

Tool: WISER Hub Services Planning Worksheet

This worksheet prioritizes the various services to make sure they are in harmony with institutional priorities, the WISER Hub's mission, and its value proposition with respect to the overall value added. It is meaningful to evaluate the services the Hub will provide.

Services to offer	Service 1	Service 2	Service 3	Service 4
Impact and value-add of services on WISER Hub value proposition?				
Who is the target or sub-target that will benefit?				
What is the frequency of use/offer of this service?				
Is this a core or complementary service?				
Will this be delivered purely in-house, by a partner, or with a partner?				
What are the costs and resources required?				

2.3 Creating and implementing a specific programme/agenda

In this section we cover formal programmes/agendas that are designed to build a WISER Hub's sub-level outcomes. The agenda can be customized to different student groups at different levels, encouraging involvement and enabling the participants to showcase their progress on their projects.

Page | 57

Suggestions for designing and implementing programmes:

Core Cohort-Based Hub activities:

WISER Hub centres could have core programmes/agendas of activities which run over a fixed period, generally ranging from three months to a year. The members undergo a fixed curriculum as well as a repetitive process of refining and pitching of ideas. The programmes normally include business planning, mentor matching, training sessions, and networking events. The target users are chosen by a call or via synergies with local communities of migrants and associations working directly with migrants.

Hackathons could be an interesting problem-solving activity/event that is featured in the WISER Hubs. These create potential solutions and fresh, innovative ideas and could also serve for WISER Hubs to engage more participants.

Challenges act as the initial sparks that ignite the innovation process, inspiring participants to devise solutions to clearly defined problems. A challenge may include a business plan process, guiding teams as they meticulously develop their solutions in a structured and disciplined way, leading towards eventual outcomes. Achieving success hinges on having the right framework, timelines, team, and support services in place.

Pre-Challenge: Needs essential questions, structures, human capital, and steps of program development that must be completed before the challenge launch. Clear goals and timelines are crucial.

Challenge activity worksheet

Let's say you want to implement a challenge activity. A template for a dedicated lesson plan to adapt is found [here](#) by i2P. You can also access this [resource](#) by Vrije Universiteit Amsterdam as a reference.

Page | 58

Trainer's View

Clear objectives and deadlines encourage confidence in the collaboration.

Creating a set of team capacities to maintain the programme's longevity, e.g., research team, partnership team, communications team, Hub operation team, training and capacity building team, and Monitoring, Evaluation, and Learning (MEL) team/specialist.

Trainee Perspective

As a trainee, possessing a clear understanding of one's needs is essential, encompassing the goals of the challenge, its alignment with the venture's current stage, the available avenues for support, and its potential impact on the venture's growth trajectory.

The challenge includes a series of activities such as a launch event, call to action, project and idea submission, pre-selection, prototyping, selection, and mentoring.

Post Challenge: Members complete an online survey to assess the program, which informs iterations and improvements in future challenges.

The [Business Model Canvas \(BMC\)](#) is a one-page, concise way of developing a business plan that identifies nine essential elements: the value proposition, customers, channels, relationships, partnerships, activities, resources, costs, and revenues.

Pitch Deck: A brief presentation to give the audience a quick overview of the business plan. Important points to emphasize include problem definition, target

market and opportunity, solution, revenue or business model, traction and validation/roadmap, marketing and sales strategy, team, financials, competition, investment, and use of funds.

Financial Plan: Overview of current business finances and growth projections, e.g., profit and loss statement, cash flow statement, balance sheet, sales forecast, personnel plan, business ratios, and break-even analysis.

Page | 59

CV/Portfolio: A close examination of the professional trajectory, accomplishments, and passions of the social enterprise in mind and its founder(s) and leader(s).

Showcase and Demo Days: Demo days are held at the end of cohort-based programmes and challenges to allow participants to showcase their work to a broader public and potential investor.

Recurring events also feature regular activities that can be prescheduled, such as fireside chats and guest speaker presentations, networking receptions, and pitches.

2.4 Designing Learning Content

You want to consider the kind of learning content, learning journeys, and learning experiences that allow participants to achieve the intended results of the WISER Hub operations. These learning elements constitute the WISER Hub programme and are outcome-based by nature.

Key considerations for learning and curriculum content design:

The social entrepreneurship training should provide a connection between theory and practice so that migrant women can apply evidence to enhance their understanding of core concepts, underpin their decision-making, and guide their future practice.

Experiential learning

The course design can also include the application of John Dewey's (1938) and David Allen Kolb's (1984) experiential learning models so that aspiring migrant women entrepreneurs learn by doing.

Page | 60

Adaptability and quick feedback

The entrepreneurship/innovation curriculum design needs to be contextualised and responsive to the WISER Inclusive Entrepreneurship Framework and the ecosystem approach, to facilitate real life scenarios for social entrepreneurship ventures.

Backward Design Approach: The backward design approach may be utilized to develop a curriculum that works towards the results that participants need to exhibit.

Entrepreneurial Types to Consider

When getting ready to create a curriculum, the entrepreneurial types you are creating it for need to be taken into consideration.

Page | 61

Types of Social Entrepreneurs: Overview

Type 1 Community Social Entrepreneur

- It is concerned with solving social issues in a given geographical location.
- Collaborates closely with residents, creating strong solutions.
- They consist of microfinance initiatives and community centers.
- Delivers immediate and physical impact but may entail a slow decision-making process.
- Oftentimes the point of entry for social entrepreneurs.

Type 2 Non-profit Social Entrepreneur

- Prioritizes social good over profit, plowing profits back into the mission.
- It usually works through not-for-profit organizations that bring about social change.
- Funding is needed for sustainability, with a reliance on donations and grants.
- May affect in the long term, but effects could be slower to manifest.
- Goodwill Industries is a fine illustration of this model.

Type 3 Transformational Social Entrepreneur

- Creates large-scale organizations that alleviate the social inequalities neglected by corporations or the government.
- Typically develops from non-profits to formal, regulated organizations.
- Focuses on building interrelated impact-driven businesses.
- It attracts top individuals while adhering to rigid organizational regulations.
- Example: Social Innovation Warehouse, which empowers impact entrepreneurs.

Type 4 Global Social Entrepreneur

- Seeks fundamental systemic transformation at a worldwide level.
- It tackles serious issues such as access to education, clean water, and health.
- It needs to work with multiple stakeholders, including governments and corporations.
- Low to moderate impact potential but low risk and attention.
- Example: The Bill and Melinda Gates Foundation.

All types of social entrepreneurs have a crucial role to play in addressing the needs of society on different levels, from local societies to international causes.

Learning journey stages

Page | 62

Within the scope of the WISER Hubs, you could consider the following stages for learning among the migrant women:

Validated learning occurs in the form of participant opportunities to try out many different methods and structures in entrepreneurship, deepening their knowledge about the market and what it offers. The 'Learn' segments are structured like a boot camp with 30-minute introductions to each area of study followed by an hour devoted to workshoping and showcasing.

Apply in practice involves the phase when migrant women go out into the market to implement their key learnings. They could carry out interviews, interact with the market, and assess their performance.

Continuous improvement includes office hours and coaching sessions where participants are introduced to completed frameworks, research findings, mini ads, and gaps in their business models for feedback on how to improve their weekly goal.

Weekly tasks could have three touchpoints:

(1) a learning session where team members are introduced to or reminded of different frameworks.

(2) application sessions, during which migrant women are expected to be out engaging with the business world and reporting back on their findings; and

(3) improvement sessions, during which social entrepreneurship experts could provide coaching and/or due diligence meetings with the WISER Hub management team.

Tool: Backward Design Program Design Worksheet

Begin with the **backward design program design** worksheet, starting with the overall objectives of the program, then moving backwards.

Establish desired results founded on the purpose of the programme, the target audience, and the intended effect.

Determine **anticipated evidence** by specifying the knowledge and skill learners need to acquire and how they will demonstrate that they have acquired new knowledge and skills.

Create a **learning plan with learning strategies** and approaches to achieve the objectives, student activities to be carried out, and learning materials to be utilised.

Source: The Education Collaborative

Step 01: Identify Desired Results	
<p>Programme Goals</p> <p>What is the purpose of the WISER programme? Who is it targeted at? What should happen at the end?</p>	
Knowledge	Skills
What knowledge should students have about entrepreneurship after going through this programme?	What entrepreneurship skills should students have acquired after this programme?
Step 02: Determine Acceptable Evidence	
<p>How will we know that learners (migrant women) have acquired the desired knowledge and skills or are able to create the desired outcomes/results?</p>	
Performance Tasks	Evidence
How should (aspiring) migrant women entrepreneurs demonstrate their new knowledge and skills? (e.g create financial projections)	What should migrant women be able to produce to show the performance tasks accomplished? (e.g., a business plan for their ventures)
Step 03: Design Your Learning Plan	
<p>What learning approaches and strategies will you implement to achieve the above? e.g., case study discussions, presentations, consuming content such as videos, etc.</p>	
Learning Activities	Learning Content
What activities will migrant women engage in – peer to peer workshops, pitch sessions, competitions, etc?	What learning content will be utilised? (eg. WISER Skills Boosters)

Curriculum for the WISER Hubs

WISER Skills Boosters: learner- centered, non-formal, practice-oriented, short reskilling and upskilling opportunities that will address different transversal competences and soft skills that migrant women should acquire and further develop to thrive as Social Entrepreneurs.

Page | 65

The WISER Skills Boosters will be developed in the scope of WP3 in the WISER project and will valorise existing EU competence frameworks (i.e., competences and descriptors proposed by EntreComp, LifeComp DigComp and GreenComp) and evidence from research activities (e.g., skills defined in the conceptual framework for social entrepreneurship education proposed by Satar and Alarifi).

The WISER Skills Boosters could be utilised for training and upskilling of migrant women in the WISER Hubs. All the partners will contribute with the delivery of dedicated units, which will be accessible and ready to use from August of 2025 onwards until December of 2025. Bloom's Taxonomy is utilised for developing the learning units in the Boosters and could be used also for worksheets during workshops.

Curriculum Structure

The programme content for the WISER Hub could be divided into five modules:

General unit on Social Entrepreneurship: Social Entrepreneurship /Project Management Skills, Social Innovation.

Life competencies: Self-Regulation, Critical Thinking, Problem Solving, Adaptability (from GreenComp) & Flexibility.

Entrepreneurship Competencies: Spotting Opportunities, Mobilizing Resources, Mobilizing and working with others, Motivation & Perseverance, Ethical and Sustainable Thinking, Financial & Economic Literacy, Ambiguity and Risks.

Green Competencies: Valuing sustainability, Sustainable Business Models - Systems Thinking, Futures Literacy.

Digital competencies: Information and Data Literacy; Netiquette; Digital Safety; Managing Digital Identity.

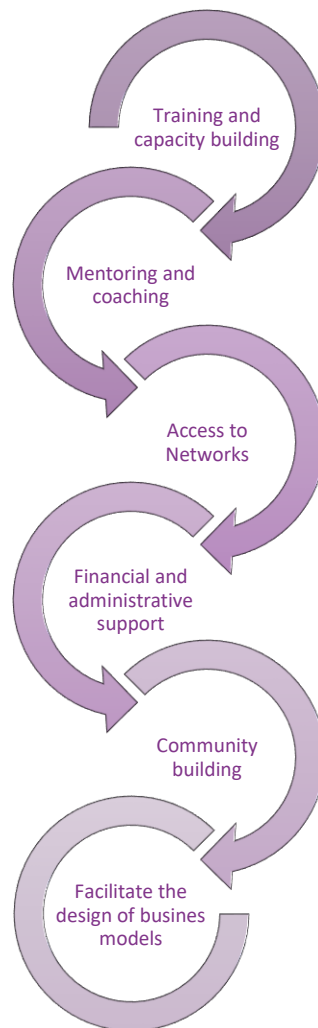
WISER - WISER Skills boosters Course Outline

Modules		Competences	Unit	Learning Outcomes
1	General Unit - SE	Social Entrepreneurship /Project Management Skills Social Innovation	1.1 Introduction to the course	Define key course objectives and outcomes
			1.2 Introduction to Social Entrepreneurship & Social Innovation	Identify Personal goals for participation in this course.
			1.3 Community needs and entrepreneurial gaps	Explain concepts of SE and SI. Analyze real-world concepts of SE. Assess community challenges using simple tools like SWOT analysis.
2	Life Competences	Self Regulation Critical Thinking Problem Solving Adaptability (from GreenComp) & Flexibility	2.1 Developing Self Regulation	Identify strategies to manage stress and maintain focus.
			2.2 Critical Thinking and Problem Solving for everyday challenges	Describe strategies for adapting in new environments and demonstrate flexibility in responding to challenges.
			2.3 Adaptability and flexibility to build resilience	
3	Entrepreneurship Competences	Spotting Opportunities Mobilizing Resources Mobilizing and working with others Motivation & Perseverance Ethical and Sustainable Thinking Financial & Economic Literacy	3.1 Taking initiatives, planning and managing projects within social entrepreneurship network.	Develop a basic action plan for a social enterprise project. Organize tasks and resources effectively for initiating, planning and managing projects.
			3.2 Financial Literacy for Social Entrepreneurs: Understanding basic financial concepts, securing funding and managing internal financials	Explain how social enterprises contribute to achieving SDGs and design project aligned with it.
			3.3 SDGs for Social Entrepreneurship	Demonstrate leadership skills and identify strategies to build and

		Ambiguity and Risks	3.4 Leadership and team building in Social Enterprises	motivate diverse teams. Develop measurable indicators for evaluating social impact and analyse case studies to identify key lessons learnt.
			3.5 Measuring Social Impact and learning from experience - turning ideas into projects.	
4	Green Competences	Valuing sustainability <i>Sustainable Business Models - Systems Thinking</i> Futures Literacy	4.1 Sustainability values in SE and envisioning sustainable futures	Understand the core sustainability values and their importance in SE. Create a vision for sustainable social enterprises. Apply sustainability and system thinking into bussiness models.
			4.2 Developing sustainable business models and building systems thinking	
			4.3 Future Literacy for Social Entrepreneurs	
5	Digital Competences	Information and Data Literacy Netiquette Digital Safety <i>Managing Digital Identity</i>	5.1 Using digital tools for communication (internally and externally)	Explain the importance of digital communication in SE. Demonstrate effective use of digital tools for communication, project maangement. Design visual identities and develop digital strategies. Create digital identity and professional branding
			5.2 Designing the digital strategy in SE	
			5.3 Safety online	
			5.4 Managing digital identity	

Support Services

The support services that WISER Hubs will offer to relate to how to enable migrant women to set up, manage, and scale social enterprises. These hubs will act as one-stop centres, with tailor-made services to meet the specific challenges and opportunities that migrant women entrepreneurs might face. An overview is presented below:



The basic services provided by WISER Hubs as previously mentioned, are divided into six different categories, which are mentioned in more detail in the following paragraphs:

Training and Capacity Development: Hubs will provide training in various subjects to help migrant women gain the necessary skills needed to become successful social entrepreneurs. This includes but is not limited to the following:

- Entrepreneurial skills include capabilities in business planning, financial management, and marketing approaches.
- The use of electronic devices in business and e-commerce.

- Sector-specific competencies that emphasize domains including food production, artisanal crafts, social services, and cultural enterprises.
- Leadership and soft skills development, like negotiation, communication, and cultural competency.

Coaching and Mentoring: The centres will also provide coaching and mentoring services to help migrant women overcome personal barriers and build their entrepreneurial skills. This will include:

- Individual coaching to address individual needs.
- Mentorship programmes that connect migrant women with mentors who are experienced entrepreneurs and can provide guidance and encouragement.

Peer mentoring circles provide a forum for women to share their experiences and learn from each other.

Networking and Community Building: The hubs will help migrant women to connect and build networks with other entrepreneurs, investors, and potential partners. This will be done through:

- Networking events conducted at local, national, and European Union-wide levels.
- Online platforms/forums exist to interconnect migrant women and help them access resources.
- Collaborations with non-governmental organisations, municipal authorities, and private sector entities to improve the support systems available for female migrants.

Business development and technical assistance: The women migrants will be helped to establish and expand their businesses through:

- Market research to help them identify opportunities and trends.
- Product development support—from prototyping through to the testing of products or services.
- Operational support to enable women to run their businesses efficiently, including support in complying with laws and regulations.

Financial Access: The centres will also help migrant women to access funds for their social enterprises. This includes:

- Linking women with microfinance institutions, grants, and angel investors.
- Training in crowdfunding and using online platforms to raise capital.
- Pitching events where migrant women can pitch their business ideas to potential investors.

Social Integration, community building and advocacy: The WISER Hubs centres will also act to foster social inclusion of migrant women and facilitate their participation in entrepreneurial ecosystems. This will include:

- Cultural competency training to empower women to navigate cultural differences in business.
- Advocacy and awareness-building initiatives to promote the inclusion of migrant women in entrepreneurial ecosystems.

Through the provision of an extensive array of services, WISER Hubs seek to establish a nurturing environment fostering the WISER Inclusive Entrepreneurship Framework that empowers migrant women to navigate and surmount the challenges they encounter, thereby achieving success as social entrepreneurs. This initiative will facilitate their contributions to both their local communities and the broader economy.

2.5 Defining your communication strategy

When establishing your WISER Hub, it is important to communicate with stakeholders and prospective users. It is necessary for raising awareness of the offerings and services, reaching out to migrant women, informing stakeholders, and building necessary relationships. This communication strategy can be classified into two general categories: internal and external communications.

Page | 71

Key issues in developing the communication strategy:

Internal communication has a vast array of audience, including users and stakeholders like migrant women, the institution's leadership, teams, and the institution's general community, as well as the WISER Consortium and the communication leader for the project. Some ways to approach your communication strategy:

Submit regular reports to your institution's administration and the respective stakeholders according to their categorization in the stakeholder analysis.

Promote and publicize to enlist participants, volunteers, and other personnel to aid in the activities of the WISER Hub.

Be champions and advocates for the WISER Hub activities so that others can reap the rewards of what is offered.

External communications are with a variety of stakeholders outside the institution. They include potential participants in events and activities, industry partners, mentors and coaches, potential investors, and regulators.

Keep respective partners informed using a conscious communications approach, with access to the support of the community or stakeholders as and when required.

Tool: Communication Plan Template

This is used to plan how to communicate with stakeholders. It involves considering users and internal and external stakeholders, categorizing them, and identifying what is to be communicated, through which channels, and how often. Sort out how to communicate with stakeholders according to where they are on the influence-impact matrix, based on the stakeholder management plan.

Page | 72

It is essential to report on a regular basis about the activities at the WISER Hub to establish the appropriate collaborations, support, and partnerships whenever required. The Educational Collaborative Tool for Communication template is meaningful to consider for the WISER Hubs communication strategies.

Stakeholders / Stakeholder Group	Goals and Objectives (Desired Actions)	Key Messages and Content	Communication Channel(s)	Communication Frequency
Users				
Stakeholder 1				
Stakeholder 2				
Stakeholder 3				
Stakeholder 5				
Stakeholder 6				

2.6 Establishing partnerships - Stakeholder Engagement Strategies

Partnerships can be established in many ways but within the framework of the WISER project, there exist certain limitations. With that in mind, we can group these choices as:

Page | 73

- ✓ Social enterprises
- ✓ NGO Foundations
- ✓ Adult education and VET centres
- ✓ Impact investors/Family offices
- ✓ Government/Municipal
- ✓ International development agencies
- ✓ Migration and integration offices and associations
- ✓

Design thinking strategies could be a powerful tool for establishing local partnerships and involve stakeholders in the WISER Hubs. Thus, the Hubs thus develop internal capacity for partnerships, growth, and perhaps even knowledge on fundraising.

Human-Centered Design: Put People First

Human beings are at the heart of a social venture. Yet, most social entrepreneurs want to develop a solution prior to talking to the very individuals who are central to generating social change. [Human-centered design](#) puts people in the middle, and that radically improves the likelihood a social venture will succeed.

Equity-Centered Community Design (ECCD)™ is an equitable problem-solving process that prioritizes history, humility, power dynamics, healing practices, community co-creation, and equity. This design process is centered on the culture and needs of a community, providing tools for dismantling systemic injustice and creating an equitable future for all. [Creative Reaction Lab's](#) mission is to disseminate

equity-centered community design to advance long-term community health, economic opportunity, and social and cultural solidarity.

Tool: Partnership Strategy Worksheet

How to use: As you embark on bringing partners onboard to support different functions of your WISER Hub, consider the value that they will be adding and the value you can create for them. Consider also the partner engagement process. This would involve onboarding partners, evaluating the effectiveness of partnerships, and closing/adjourning partnerships. Here we utilise The Educational Collaborative Partnership Strategy Worksheet.

Partner	Area/Programme of Partnership	Partner value/contribution to the WISER Hub	Benefits for the partner
Partner 1			
Partner 2			
Partner 3			

Partner	Area/Programme of Partnership	Partner value/contribution to the WISER Hub	Benefits for the partner
Partner 1	How will you go about sourcing and	How will you go about sourcing and onboarding	What are the benefits

	onboarding partners?	partners?	for the partner ?
Partner 2			
Partner 3			

2.7 Setting up WISER Hub Facilities

The WISER Hubs will be established in physical locations selected already in places where there are existing centres established by the WISER partner organisations, providing their services, which will be enriched by the WISER focus on migrant women. The hubs will be accessible by public transportation where possible and will provide resources in multiple languages. Child-friendly spaces could be included to accommodate women with caregiving responsibilities.

WISER Hubs will be set-up in Spain (CCSEV), Germany (Pro-Arbeit), Greece (ACHADE), Italy (PI), Lithuania (PCCIC) and Poland (KIG) by expanding the pool of services that partners already offer and by focusing on a new target group (i.e., potential, early-stage and established migrant women social entrepreneurs). These hubs will be a one-stop space that allows access to resources, training, mentorship, and networking opportunities tailored specifically to the needs and challenges faced by migrant women. CCSEV, Pro-Arbeit, ACHADE, PI, PCCIC and KIG will:

- Identify and allocate space and staff to provide support to potential, early-stage and established migrant women social entrepreneurs;
- Identify and invite external experts and established entrepreneurs that can be involved in providing training, coaching, mentoring or technical assistance to WISER Hubs beneficiaries;
- Define functioning/operational aspects such as the opening hours and an assistance scheduling methodology.

Once these aspects are defined, CCSEV, Pro-Arbeit, ACHADE, PI, PCCIC and KIG will make the necessary changes to adapt the space allocated to the functioning of the WISER Hub at their premisses. Although the defined services can be provided as part of existing structures (without the need to create a new, separate space, which is the case of Consortium members), WISER should be made visible through promotional materials (e.g., roll-ups) to promote and consolidate the new services offered and give visibility to the grant.

Operating a WISER Hub

Once established, the Wiser Hubs—virtual or physical—need to prioritize inclusivity, accessibility, and hands-on support for migrant entrepreneurs. To be successful, these hubs need to provide:

- Tailor-made study programs to suit the specific requirements of young migrant entrepreneurs.
- Tips from experienced business leaders.
- Networking events aimed at introducing participants to their peers and local enterprises.
- Continuous assessment and modification based on participant response and evolving community needs.
- Collaborations with community groups, schools, and local businesses aim to increase resources and provide essential support.

Key Strategies for Successful Hub Management:

Inclusivity is critical; initiatives have to recognize the diverse backgrounds of migrant entrepreneurs.

Practical learning needs to incorporate actual business scenarios in order to enhance problem-solving abilities.

Networking—facilitators ought to engage participants directly, connecting them with the world of business.

Feedback-driven approach – Ongoing participant feedback should guide service improvements.

Technology – Online learning options can enhance flexibility and accessibility.

Community engagement thrives on clear communication, which nurtures a supportive and collaborative atmosphere. Every hub needs to develop a formalized timetable of a mix of formal, informal, face-to-face, and online learning and support activities in order to have optimum effect.

Sample timetable of Hub Learning Opportunities and Events

Months 1-2	Months 3-4	Month 5-6
Orientation Day (In-person) - A welcoming session to introduce participants to the hub's offerings.	Financial Literacy Session (Online) - Webinar on financial management for startups.	Understanding Entrepreneurial Process (In-person) - An essential seminar on how to start up your social enterprise, covering the basics of legal requirements
Business Planning Workshop (Online) - Interactive webinar on crafting business plans.	Legal Fundamentals (In- person) - Seminar on legal basics every entrepreneur should know.	Pitch Practice (In-person, Informal) - A friendly, supportive session for practicing business pitches.
Research Support (In- person) – One to one facilitated mentoring to review and plan research activities	Casual Marketing Chat (In- person, Informal) - A relaxed meet-up discussing marketing strategies over coffee.	Local Entrepreneurs Mixer (In-person, Informal) - Networking event to connect with local entrepreneurship leaders.
Innovation Workshop (Online) - Webinar on driving innovation within businesses.	Mentor Matching Meetup (In-person, Informal) - An event to pair participants with mentors.	Scaling Your Startup Seminar (In-person) - Insights on growth strategies for commercialising emerging social enterprises including social media skills.

2.8 Unlocking the Entrepreneurial Potential of Migrant Women

Unleashing Entrepreneurial Potential: Empowerment through Varied Learning Supports

Page | 79

Entrepreneurship is a journey that demands knowledge, adaptability, and a good support system. For those who aspire to be business leaders and innovators, access to a wide variety of learning resources is essential to achieving success. The WISER Hubs grasp this significant need and aim at a multi-faceted learning approach that addresses a wide array of needs for migrant women. By incorporating face-to-face workshops, web-based content, networking, and subject matter mentoring, these hubs offer a comprehensive and dynamic learning experience.

Migrant women encounter special challenges as they strive to become part of host societies, grappling with economic vulnerability, cultural barriers, and weak connections to professional networks. Social entrepreneurship presents a promising avenue for enabling these women to attain economic independence, give back to their communities, and effect social change. The WISER Social entrepreneurship hubs have a fundamental role to play in empowering migrant women by facilitating mentorship, training, networking, and access to finance.

The Importance of Face-to-Face Communication

Face-to-face interactions are still one of the most effective means of knowledge transfer and skill development. Workshops and meetings held in person offer a setting where attendees can learn by doing, establish trust with mentors, and gain immediate feedback. Whether investigating intellectual property fundamentals or dissecting business strategies, these sessions promote active participation and collaboration. The ability to ask questions and clear doubts in real-time significantly

enhances learning, particularly when addressing complex subjects such as legal systems and patenting.

Online Workshops and Webinars: Breaking Learning Barriers

In the age of flexibility, online webinars and workshops open the gateway to knowledge for those who are restricted by geographical or time limitations. Through these online sessions, migrant women can absorb knowledge at their convenience while learning from a vast pool of global experts.

The provision of reviewing recorded meetings with subtitles in the language of the participants, could be a gateway for migrant women to strengthen their grasp of important subject material. Additionally, online learning promotes interactive communication via forums and live Q&A sessions, such that active engagement is ensured despite physical distances. The method not only makes education accessible to all but also inculcates a culture of lifelong learning.

The Function of Networking in Achieving Entrepreneurial Success

Building a successful business demands more than education; it needs solid industry connections. Networking sessions, whether through casual meetups or formal mixers, allow participants to meet potential partners, investors, and mentors. Such interactions can result in new partnerships, investment, and exchanged knowledge that can potentially alter an entrepreneur's trajectory. Moreover, having a network of support provides individuals with confidence and motivation, reaffirming that success does not occur alone but as part of a team effort.

Specialisation via seminars and mentorship

While general learning classes are undoubtedly essential, targeted seminars and mentorship programs bring learning to a different level by providing focused knowledge. Entrepreneurs gain from in-depth deliberation of critical subjects, including financial literacy, scaling startups, and strategic plan development. Further, mentor-matching programs bridge the gap between veteran and startup entrepreneurs, enabling the exchange of precise tips and suggestions. Through mentorship, individuals experience profound personal and professional change, with practical solutions to real-world problems while also giving a feeling of accountability.

Page | 81

Demystifying the Entrepreneurial Process

To guide aspiring migrant women entrepreneurs through the minefield of social entrepreneurship, the WISER Hubs could employ a variety of strategies. Facilitators make use of online materials from recognized institutions and EU frameworks, like the ones mentioned for the WISER Skills Boosters. These websites provide step-by-step guides, frequently asked questions, and tutorials that simplify complicated patenting concepts into manageable bits.

In addition to online resources, the production of simplified content such as brochures, videos, and infographics helps to demystify the social entrepreneurial process. By converting complicated legal terminology into easily consumed content, migrant women can develop a better conceptualization of what it takes to protect their intellectual property.

Expert Opinions via Guest Lectures and Partnerships with successful social enterprises

One of the most effective methods of improving learning is by inviting guest speakers, including successful entrepreneurs, especially migrant women and experts. These speakers offer firsthand experience and current information, giving real insight into strategies for patenting. They also answer questions from attendees, offering practical descriptions of complicated business and legal concepts.

Page | 82

Additionally, partnerships with specialist law firms could create additional channels for assistance. The WISER Hubs could create synergies with legal expert companies to organize workshops, offer seminars, or even undertake pro bono advisory sessions under their corporate social responsibility initiatives. Such collaborations close the gap between theory and practice efficiently, ensuring that migrant women obtain sound legal advice.

Embracing a Comprehensive Entrepreneurial Learning Philosophy

The fortunes of aspiring migrant women entrepreneurs also ride not just on their innovative ideas but on the level of education and support they can get. By providing a multi-faceted set of learning resources—from in-person and web-based courses through networking events, mentorship, and expert consulting—the WISER Hubs enable people to familiarise and feel confident to navigate the complex landscape of social entrepreneurship. Through personalised support, developing business plans, or creating industry networks, the WISER hubs are the focal points for establishing an inclusive ecosystem that fosters knowledge, collaboration, and innovation.

Part 3 Post – WISER Hub implementation

3.1 Measuring your impact

3.2 Ethics, Privacy, and Data Management

3.3 Final notes and comments

Part 3 Post – WISER Hub implementation

3.1 Measuring your impact

To monitor your WISER Hub's progress and performance, you could use a Monitoring, Evaluation, and Learning (MEL) plan. The MEL plan outlines a project's approach to conducting monitoring, evaluation, and learning, describing the roles and responsibilities of the project team during the MEL process.

Major components of the development and adoption of a MEL plan:

Importance of a MEL Plan

A MEL plan aims at outlining how a program will track its progress toward outcomes as outlined in the agenda of activities driven by theory of change. It provides an overview of the objectives, indicators, data collection methodologies and timelines, roles and responsibilities, and a dissemination and donor reporting strategy.

Efficiency

A MEL plan ensures the assessment of how a project is being implemented and whether correct assumptions are being made, so the team can identify any issues with implementation in advance and respond more efficiently.

Effectiveness

A MEL plan looks at how outcomes are being obtained and whether the intended outcomes are being attained from the planning process through to the completion of the project and beyond, enabling a culture of organized learning for future projects.

Alignment with Resources

A MEL plan considers whether the implementation of a project is consistent with the institutional framework and the resources available in the WISER project and identifies the most suitable dissemination tools to communicate data to stakeholders, particularly donors, to support enhanced reporting on projects with a strategic focus.

Page | 85

How to Create a Monitoring Evaluation and Learning Plan:

Start with your Theory of Change (ToC)

1. Identify programme goals/objectives

The team can identify what the program is supposed to achieve and whether it was a success or failure.

- ✓ What needs is the WISER Hub focused on tackling?
- ✓ What are the steps being taken toward the solution?
- ✓ How will the team know if the WISER Hug has successfully addressed the needs?

2. Define indicators

Determine indicators to track progress towards the goals, for example, process indicators to track progress of the program and outcome indicators to track achievement of program activities towards project goals.

Indicators for the WISER Hubs:

- ✓ Setup of innovation and entrepreneurship center space, implementation team, and strategy
- ✓ Number of female migrant women enrolled
- ✓ Number of business, social, and design programs delivered
- ✓ Successful introduction of WISER Skills Boosters that suits the needs of the local WISER Hub set up
- ✓ Number of people in the community actively using the WISER Hub

- ✓ Number of partnerships secured to support the WISER Hubs activities

- ✓

3. Define MEL Roles and Responsibilities

The second crucial step in the process is the selection of the MEL roles and responsibilities. Page | 86

Roles are normally established in the early phases of the planning program, setting out the decisions and allocations concerning MEL planning and reporting. It is usually made up of MEL specialists, program staff, research staff, communications staff, and other project team senior members. This decision-making process must be inclusive as it facilitates data reporting uninterrupted.

To incorporate this into the M&E plan, it is required to expand the indicators table by introducing new columns that define who is accountable for each indicator (Compass, 2022).

4. Develop analysis plan and reporting templates

Synthesize and analyse data collected to fill in a results table for internal review and external reporting using MEL tools such as Excel.

After all this data has been gathered, it must be compiled and analysed so that it can be placed in a results table for internal review and external reporting. This task is typically left to the MEL specialist or, in some cases, a research specialist.

MEL software like SPSS and Excel can analyse, conduct statistical tests, and graph data (Compass, 2022).

A table of analysis plan and reporting template may also contain columns such as indicator, baseline target, outcomes by year, lifetime target, and percent of target achieved to date, as follows.

Indicator	Baseline target	Short term target	Long term target	Percentage of target achieved
Set up of WISER Hub centres				
No. of female migrant women registered				
Number of business, social, and design programs delivered				
Indicator no 4 ...				
Indicator no 5 ...				

5. Dissemination and stakeholder reporting plan

Describe how and to whom information will be disseminated. Dissemination needs to be internal (to the WISER Hub team) and external (to the WISER Consortium, EU Commission and stakeholders), through reports, newsletters, printed materials, digital materials, webinars, etc.

Impact measurement is important, and each institution's Hub's impact differs by entrepreneurship vision or objective.

In most cases, the last part of the M&E plan describes how and to whom data will be disseminated.

The following questions may be worth to consider:

- How would the data gathered from monitoring and evaluation be utilized to inform staff and stakeholders on the WISER Hub's performance and progress?
- How will it help employees to make required improvements and adjustments? How will information be used to shape the field and advance the WISER Hub's practice?

Page | 88

Internal communication with the training team and external communication with stakeholders and donors are required. This can be achieved through reports, newsletters, printed materials, electronic resources, webinars, and so on. When these are practiced as a matter of course from the inception of the project, regular review is far more likely to have beneficial findings. Like much M&E data, this can also be structured in a Table like Excel.

Type of output	Timeframe	Anticipated promotion plan	Dissemination indicators tracked
Report on operations – community growth			
Stakeholder engagement events			
Output no 3			

3.2 Ethics, Privacy, and Data Management

Ethics, Privacy, and Data Management in Gender and Culturally Sensitive Projects for Migrant Women" explores the ethical considerations necessary for working with vulnerable migrant women while handling their data. It emphasizes the importance of a human rights-based approach that respects autonomy, dignity, and privacy beyond just legal compliance, such as the General Data Protection Regulation (GDPR).

Page | 89

Projects involving work with migrant women must foreground ethics, privacy, and data management, framing their approach in terms of human rights, respect for autonomy, and trust establishment. Gender- and culturally sensitive consideration is vital to ethical engagement, especially in how data is treated. The ethical perspective goes beyond strict legal compliance with regulations such as the GDPR, requiring an integrated comprehension of the vulnerabilities with which migrant women are confronted, frequently in precarious legal and social situations. Increased vulnerability raises the stakes for the collection of data, for example, discrimination or exploitation of private information.

Ensuring valid informed consent is a primary ethical challenge. Typical consent procedures can break down because of restricted literacy, language, or history of coercion experiences. Projects thus need to use clear, simple, and multilingual communication approaches, such as oral explanations, visual aids, and trusted cultural brokers, to make consent genuinely voluntary.

Data protection is also a fundamental issue, particularly when dealing with sensitive information like migration status, experience of violence, or health status. Whilst the GDPR provides guidelines on data mitigation and secure storage, ethical projects

should also place increased emphasis on anonymisation, encryption, and restricted access.

Data collection should also be culturally sensitive and involve the understanding that privacy and information regarding oneself is regarded differently across different cultures. Researchers and staff require sensitivity training to avoid Western-centric expectations of privacy and consent.

Page | 90

A comfortable and secure environment where migrant women are not coerced into providing information and can withdraw at any time is required to build trust. Technically, ethical data management involves anonymisation, access restrictions, secure digital tools, encrypted storage, unique identifiers, clear data-sharing protocols, and data breach emergency response protocols.

The GDPR principles are critical to responsible data management, but enforcing GDPR with vulnerable groups like migrant women is problematic, particularly with regards to informed consent. Language problems, legal precariousness, and distrust can make full understanding of consent difficult.

Written consent will not do most of the time, with need for verbal description and culturally acceptable methods. Potential for perceived coercion must also be handled with great care. Handling sensitive personal data, often required for integration or needs assessment, needs more protection than GDPR compliance. Anonymisation and limited access can reduce risks but should be under ongoing review.

The utilisation of sign sheets, while typical for taking attendance, is ethically challenging for vulnerable groups. They can instil fear based on past experiences of discrimination or uncertain legal status, regardless of promises of anonymity. Direct identification of persons through names and signatures on such sheets also presents data security problems. Electronic tracking or coded lists are alternative options that must be utilized, and where sign sheets are used, they require secure storage, limited access, and clear retention policies. Photographic evidence, when needed as record,

is a "double-edged sword" with serious ethical implications in terms of migrant women and the risks of exposure.

While GDPR requires express consent for taking and using identifiable photos, ethical responsibility extends further. Women can be pressurized into giving consent or might lack clear understanding of image distribution. Their situations could also change, which makes prior consent an issue. Cultural sensitivity is important since public identification in photos can lead to negative social repercussions in certain cultures.

Page | 91

Ethical projects must provide top priority to anonymity by such means as back-facing group photos, blurring of faces, symbolic photos, and explicit opt-out mechanisms, even after initial consent. Safe storage and measures for avoiding unauthorised dissemination must also be provided.

Gathering feedback in the form of verbatim minutes is privacy risky since migrant women can share sensitive information identifiable to them or open to misinterpretation. Rather, the principle of summarisation should be applied. This entails commenting in general, not quoting directly, utilising aggregated outcomes, being culturally and gender-sensitive, and, where possible, offering participants an opportunity to validate notes. Where comprehensive notes are inescapable, pseudonymisation and encryption should be applied.

Establishing a balance between ethical integrity and practical project needs is critical, with the understanding that GDPR adherence is insufficient for ethical protection. It needs to be human-focused, with an obsession regarding truly informed consent, data minimization, safe monitoring of participation, meticulous photographic documentation with reversible consent, and constant scrutiny of privacy protocols.

Finally, there needs to be an active, gender-sensitive, and culturally responsive approach prioritizing dignity, safety, and agency and which engages migrant women in the co-design of ethical norms so that the project is significant without being patronizing.

Example of written consent form

Informed Consent Form

Page | 92

Date _ _ _ / _ _ _ / _ _ _ _ _

Name of participant _ _ _ _ _

Thank you for agreeing to participate in the activities as part of the WISER AMIF project.

This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.

Personal privacy and regulations of use of personal data consent

The purpose of collecting your personal information is for monitoring and reporting purposes of the WISER Hubs roll out within the project Women-centred Intervention for Social Entrepreneurship Resilience (WISER) is an AMIF funded project, running from March 2024 to February 2026.

The personal data which we collect: your name and surname, your date of birth, your contact e-mail and phone number, country of origin. The data is collected only for research purposes and will not be published.

By signing the consent form, you agree with the following:

	YE S	N O
I agree to take part in the local activities of the WISER Hubs.		
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.		
I consent with photographing and recording of images including myself, for reporting reasons, internal to the project – these images will not be shared publicly.		
I agree that the partners of the WISER project will collect my name and surname, my date of birth, my contact e-mail and phone number, and		

the country of origin. The personal data is collected only for monitoring and reporting purposes and will not be published publicly.		
I agree that the members of the WISER Consortium may contact me at the given contact e-mail address and/or phone number.		

By signing this consent and privacy form, you may:

- Make a request for rectification, so that we may correct wrong data or make other amendments.
- Complain regarding the way we process your personal data that you have shared with us.

Our responsibilities:

- We will not lease your personal data to any third parties, unless required by the laws in effect.
- We protect your data from unauthorized access or manipulation of any kind.
- We will keep your personal data for a minimum of 5 years (due to the procedures that we must comply with, for the duration of an EU funded project).

Personal data:

Name and surname	
Date of birth	
Contact address	
Contact e-mail	
Contact phone number	
Country of origin	

Participant:

(Name and Surname – in block

letters)

Signature:

(signed by the participant)

Place and date:

3.3 Final notes and comments

What follows are some recommendations and conclusions on the Guidebook for WISER officers:

Page | 94

WISER Hubs foster innovation, community building, and economic empowerment for migrant women entrepreneurs by providing a knowledgeable and welcoming environment that enables upskilling and integration into the entrepreneurial ecosystem. Their success relies on thorough planning and prompt implementation.

Some of the key approaches to successful hub management are recognizing the multicultural backgrounds of learners, integrating real business scenarios into experiential learning to develop problem-solving ability, and actively engaging learners with the world of business to form valuable networks. Further, it involves utilizing continuous participant feedback to inform service improvements, taking advantage of online learning opportunities to increase flexibility and accessibility, and maintaining open communication to generate a positive and collaborative environment.

A holistic entrepreneurial learning programme is needed for potential migrant women entrepreneurs. The WISER Hubs should offer a range of learning materials, such as in-person and online training, networking sessions, mentorship, and expert advisory. This range of support enables one to adeptly traverse the complex social entrepreneurship terrain.

In setting up a WISER Hub, the suggestion is to create a communications strategy to promote awareness of the services and offerings, engage with migrant women, inform stakeholders, and develop required relationships through internal and external communications.

To monitor progress and performance against a WISER Hub, it is useful to utilize a Monitoring, Evaluation, and Learning (MEL) plan. The plan follows through on results

intended, assist in foreseeing problems during implementation and even prior to this phase, and foster a learning culture for properly planned future projects.

References

Page | 95

Ashesi Education Collaborative. (n.d.). *Fostering student entrepreneurial pursuits: The business incubation hub guidebook*. Retrieved from <https://educationcollab.ashesi.edu.gh/fostering-student-entrepreneurial-pursuits-the-business-incubation-hub-guidebook/>

Ashoka. (2022). *What is social entrepreneurship?* Retrieved from <https://www.ashoka.org>

Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.

Compass. (2022). *Monitoring, Evaluation, and Learning (MEL) in Social Entrepreneurship Projects*. Compass Publications.

Dees, J. G. (1998). *The meaning of social entrepreneurship*. Retrieved from <https://entrepreneurship.duke.edu>

European Business & Innovation Centre Network (EBN). (2022). *Innovation and social impact: The role of social enterprises*. Retrieved from <https://ebn.eu>

European Commission. (n.d.). *Better entrepreneurship policy tool: Social entrepreneurship assessment*. <https://betterentrepreneurship.eu/en/assessments/social-entrepreneurship>

European Economic and Social Committee. (n.d.). *Social entrepreneurship and social enterprise*. <https://www.eesc.europa.eu/en/our-work/opinions-information-reports/opinions/social-entrepreneurship-and-social-enterprise>

European Social Enterprise Monitor Report. (2020-2021). *State of Social Enterprises in Europe*. Retrieved from <https://europa.eu/social-enterprise-monitor>

IBM. (2022). *Stakeholder mapping toolkit*. Retrieved from <https://www.ibm.com/design/thinking/page/toolkit/activity/stakeholder-map>

Impact Hub. (2023). *Commitment to impact measurement and the Sustainable Development Goals (SDGs)*. Retrieved from <https://impacthub.net/our-story>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

OECD. (2022). *Social entrepreneurship and innovation: Policy frameworks and best practices*. Retrieved from <https://www.oecd.org>

CODE: 101140769

Stanford University. (2023). *Developing a strategy for social change*. Retrieved from https://stanford.edu/dept/gsb-ds/Inkling/Developing_a_Strategy_for_Social_Impact

Strategyzer. (2023). *The Business Model Canvas*. Retrieved from <https://www.strategyzer.com/library/the-business-model-canvas>

Utica University. (2023). *Bloom's Taxonomy for Learning Assessment*. Retrieved from <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Page | 96

Annex - Checklist

The Guidebook for WISER Officers provides several templates for tools that are useful for setting up and operating WISER Hubs, although not obligatory. Below is a checklist with all the available templates to use:

Page | 97

☒ Checklist

1. **Value Proposition Worksheet** – Helps define the core value of the WISER Hub.
2. **WISER Hub Services Planning Worksheet** – Defines the services the Hub will offer and aligns them with institutional priorities.
3. **Backward Design Program Design Worksheet** – Structures learning content and curriculum.
4. **Communication Plan Template** – Develops an effective outreach and engagement strategy.
5. **Partnership Strategy Worksheet** – Supports stakeholder engagement and collaboration.
6. **SMART Objectives Framework** – Assists in setting measurable and achievable goals.
7. **Challenge Activity Worksheet** – Encourages problem-solving and practical engagement.
8. **Stakeholder Mapping Worksheet** – Helps identify key stakeholders and their roles.
9. **User Persona Worksheet** – Defines the characteristics and needs of the target migrant women entrepreneurs.
10. **Entrepreneurial Types Consideration Guide** – Supports customization of learning approaches.
11. **Cultural Competency Resources for Adult Educators** – Provides strategies for working effectively with diverse populations.
12. **Monitoring, Evaluation, and Learning (MEL) Plan** – Provides a structured way to track and measure the impact of WISER Hubs (Section 3.1). To facilitate this process, we suggest:
 1. Attendance - Signing sheets (electronic or physical)
 2. Photos
 3. Brochure in EN and national languages
 4. Brief reports
13. **Ethics and Privacy data agreement**



CONTACT

wiserproject.eu

mail@domain.eu

