



**abcd4me**

Migrants Entrepreneurship for Inclusion

## ABCD4ME

# Apps Based Competence Development for Migrants Entrepreneurship

## Training KIT for **Trainers**





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## 1. Introduction

Welcome to the ABCD4ME - “Apps Based Competence Development for Migrants Entrepreneurship” training kit designed for trainers! This kit is tailored for learning through Apps and is intended for trainers, teachers, educators, and individuals passionate about empowering migrant entrepreneurs or migrants who want to create their own business. It comprises materials and valuable insights to enhance the effectiveness of these learning Apps.

The main objective of ABCD4ME is to empower migrants, with a strong focus on their inclusion, enabling them to become skilled and certified digital entrepreneurs for improved economic integration. Through our international partnership, we are dedicated to developing digital resources and promoting the use of modern digital technologies for starting and operating businesses. This, in turn, supports the competency development of migrant entrepreneurs in the digital economy.

We hope that this training KIT will be an invaluable resource for your digital migrant training. We are confident that you and your trainees will find great value in this kit, and we are excited to support you all on your journey to migrants' inclusion in the digital economy!



This kit was developed by the project consortium:

Table 1: Project consortium

Partner Organisations	Logo	Country
<b>LE MONDE DES POSSIBLES ASBL – Coordinator</b>		Belgium
<b>INNOQUALITY SYSTEMS LIMITED</b>		Ireland
<b>KIST CONSULT e.U.</b>		Austria
<b>ISTANBUL VALILIGI</b>		Türkiye
<b>INSTITUTO PARA EL FOMENTO DEL DESARROLLO Y LA FORMACION SL</b>		Spain

## 2. Familiarising with the project

Please also have a look at the other project results, that are available in all project languages: **English, French, German, Turkish** and **Spanish** on the project website.

[www.abcd4me.eu](http://www.abcd4me.eu)



Figure 1: Navigate to “HOME” on ABCD4ME Website

These are the ABCD4ME project results:

1. Result: **DATABASE** - Online Digital Database for migrant entrepreneurship in a digital economy
2. Result: **CURRICULUM** - Theoretical framework, pedagogical basis and training curriculum
3. Result: **DIGITAL PLATFORM** - Digital training platform for learning via Apps for migrant entrepreneurship in a digital economy
4. Result: **HANDBOOK** - ABCD4ME Pedagogical handbook

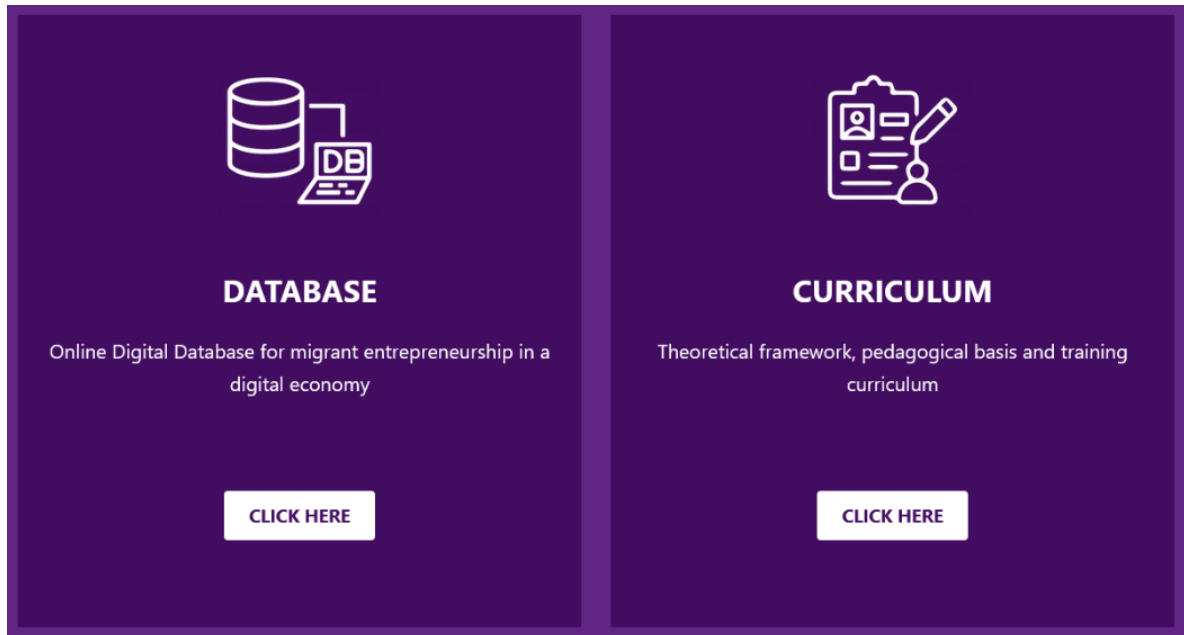


Figure 2: Navigate to project results 1 and 2 on the ABCD4ME Website

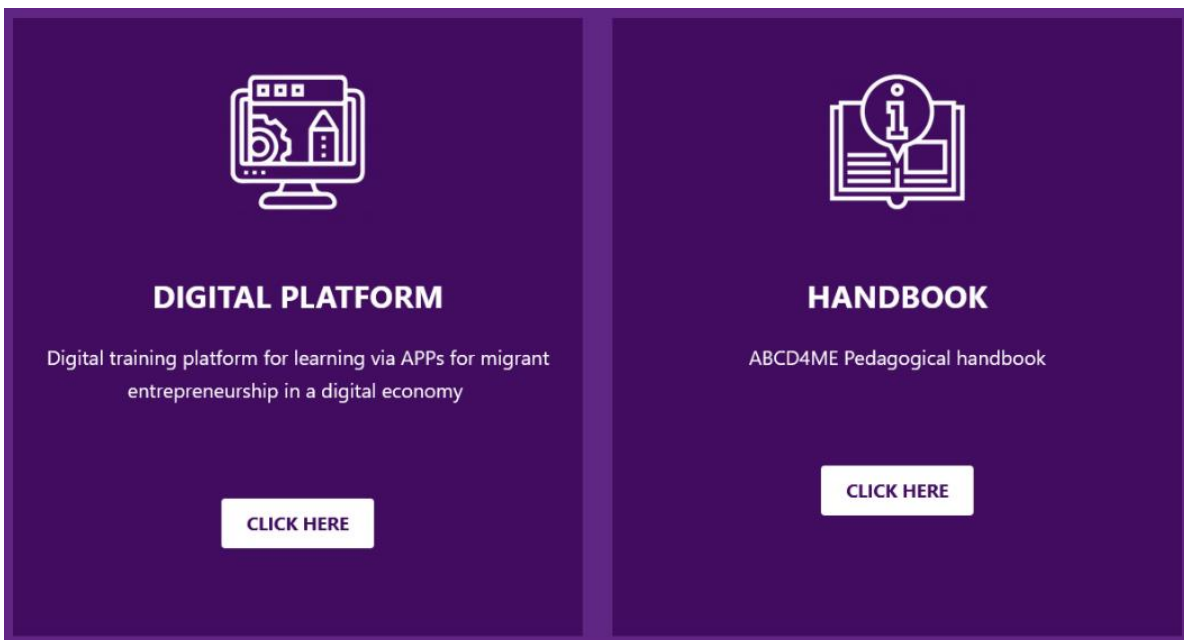


Figure 3: Navigate to project results 3 and 4 on the ABCD4ME Website

For a complete grasp of the project and what it offers, please take a moment to view the two available videos. Video 1 provides an introduction and overview of the project's objectives, while Video 2 offers a glimpse into the digital training platform and the learning experience through Apps. You can access the videos either by navigating through the website or simply by clicking the links provided in the table below.

Table 2: Links to Video 1 and 2

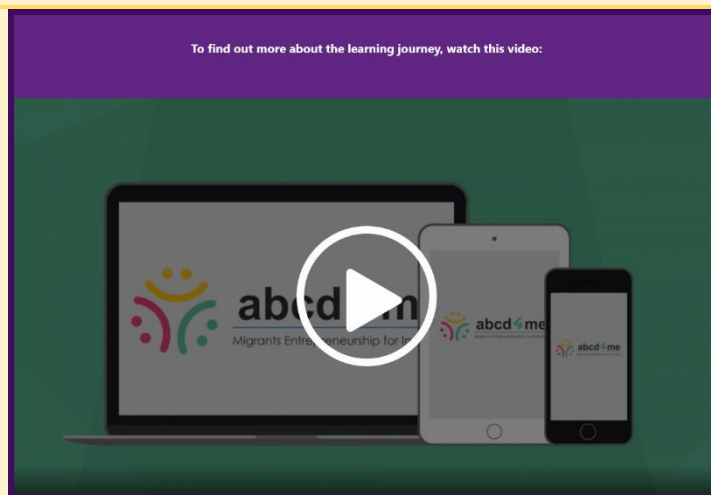


#### Link to Video 1 on the Website

[https://www.abcd4me.eu/wp-content/uploads/2023/03/ABCD4ME-Intro\\_EN.mp4](https://www.abcd4me.eu/wp-content/uploads/2023/03/ABCD4ME-Intro_EN.mp4)

#### Link to Video 1 on YouTube

<https://youtu.be/qW9tBtg-X0A?feature=shared>



#### Link to Video 2 on the Website

[https://www.abcd4me.eu/wp-content/uploads/2023/03/ABCD4ME-Intstruction\\_EN.mp4](https://www.abcd4me.eu/wp-content/uploads/2023/03/ABCD4ME-Intstruction_EN.mp4)

#### Link to Video 2 on YouTube

<https://www.youtube.com/watch?v=AVNugZ5XfnY>

### 3. Training path

ABCD4ME employs an innovative learning approach tailored specifically to our migrant learners. It places a strong emphasis on transitioning from traditional teacher-centred classroom instruction to student-centred learning with digital tools. ABCD4ME adopts a blended learning method that combines both in-classroom interactions and online-learning.

For the most effective ABCD4ME training experience, we recommend the following path:

1. Start by familiarizing yourself with the Training KIT and gaining an understanding of the project and its outcomes.
2. Conduct training sessions using Learning Apps and classroom interactions, combining the best of both worlds in a blended learning format.
3. Once your students are well-prepared, arrange an examination date, continuing with the blended learning approach.
4. Upon successful completion of the examination, guide your students through self-assessment to evaluate their progress in their learning journey.



#### 3.1. Learning via Apps

Learning through Apps offers an interactive and captivating educational experience. Through app-based learning, users gain access to a diverse range of interactive exercises, all conveniently accessible on their laptops or mobile devices. These Apps provide flexibility regarding the timing and location of learning, enabling individuals to tailor their learning path to their preferences. This approach encourages self-directed learning at one's own comfortable pace. Furthermore, Apps integrate gamification elements, adding enjoyment and motivation to the learning process.



Whether it's learning about digital economy challenges and solutions for migrant entrepreneurs, empowering migrant entrepreneurs, guiding them to create a business through the digital economy, showcasing entrepreneurship and business tools for success or marketing, these learning Apps will help to understand these complex subjects.



*Figure 5: Learning via Apps (wayhomestudio on www.freepik.com)*

### 3.2. Blended Learning

Blended learning is an educational method that seamlessly combines in-person teaching with online learning elements. It merges the strengths of traditional classroom interactions with the flexibility and accessibility of digital resources. In a blended learning setup, students participate in various activities like face-to-face discussions, group collaboration, and practical exercises. At the same time, they use online platforms to access course materials, interactive learning opportunities such as Apps, the Internet for research, and tools useful for running a successful business. This hybrid approach fosters a more individualized learning journey, enabling students to progress at their own pace and revisit online content as necessary. By harmonizing in-person and online learning methods, it optimizes the advantages of each, resulting in a dynamic and enriched educational experience for all learners. For more information, please read the **pedagogical handbook**.



## 4. Requirements for the ABCD4ME training

### Arrangement of the facilities

- Start of Training
  - Personal introduction
  - Introduction to the subject
    - Information about ABCD4ME
    - Structure of the training
    - Learning outcomes (see project result - PR2 Curriculum)
  - Contract with trainee – with signature (Annex)
- Video 1: Introduction to the project
- Video 2: Instructions for the Apps training

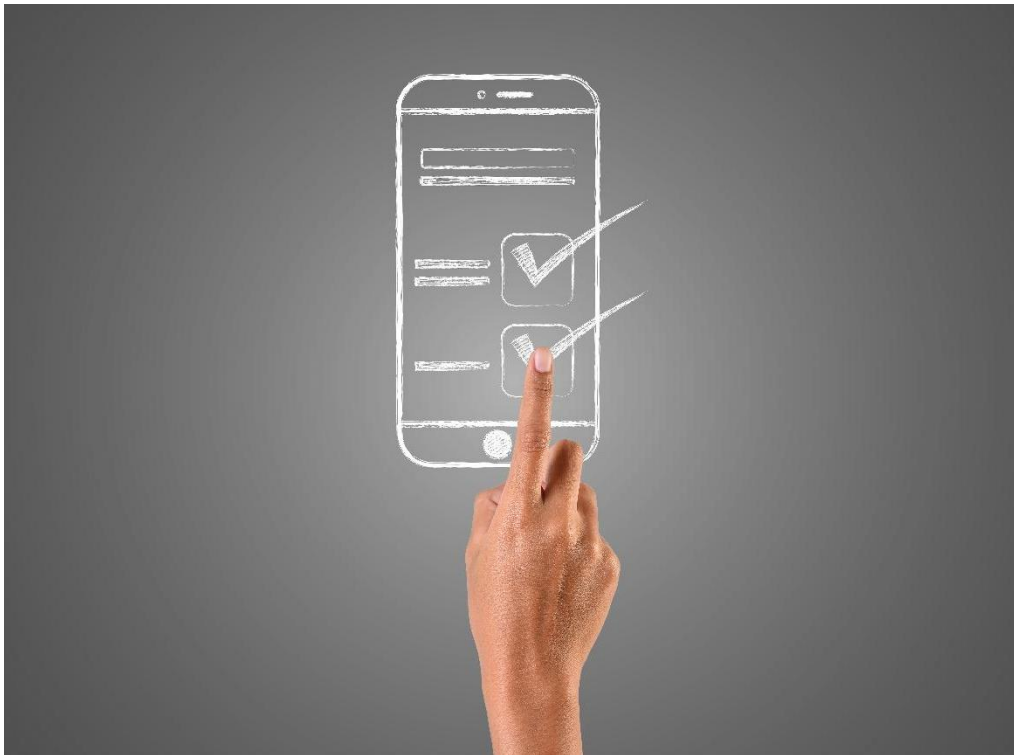


Figure 6: Arrangements of facilities (BayuGondrong on [www.freepik.com](http://www.freepik.com))

## 5. The structure of the training:

1. Learning duration and ECVET credits
2. Required materials
3. Structure of the training (Matrix)
4. Content of Learning Apps
5. How to get to the Learning Apps
6. Interfaces of Learning Apps
7. Possible results and products

### 5.1. Learning duration and ECVET credits for completed ABCD4ME training

The workshop, led by a trainer, is structured to offer a blended learning experience, lasting for approximately 3.5 hours. During the workshop, participants actively partake in a series of activities that promote collaborative learning through practical engagement. The workshop's teaching approach is founded on reflection, appreciative inquiry, open and candid discussions, and active participation. It places great emphasis on peer-to-peer learning and allows migrants to share real life experiences and personal success stories that serve as inspiration and improve team dynamics among learners.



*Figure 7: peer-to-peer learning*

During the workshop sessions there is an opportunity to explore and harness creativity and innovation. Essentially, it is a self-directed journey of discovery and a commitment to continuous learning throughout a lifetime.

During your blended learning sessions, you have the opportunity to integrate the **Online Digital Database** from the ABCD4ME website. Integrating this database into your sessions provides a systematic and organized method of accessing relevant materials and resources, improving participants' overall learning journey. The accessible online digital database includes a collection of best practices, valuable resources and tools (including videos, applications, etc.), notable projects (websites), impactful policies (papers, articles, etc.), as well as innovative strategies to promote migrant entrepreneurship.



*Figure 8: Digital Database (rawpixel.com on www.freepik.com)*

Additionally, make sure to utilize the specially crafted **ABCD4ME Pedagogical handbook**. It complements app-based learning by delivering comprehensive information, conceptual knowledge, innovative pedagogical methods for guiding migrants, cutting-edge practices, assessment methods, further readings and recommendations and resources. This handbook functions as a valuable resource, enhancing the existing project materials.

Please note that the suggested timeframes for blended learning sessions and self-guided learning via Apps in this table are estimations, and the actual duration may differ.

Table 3: Total Duration of ABCD4ME training including blended learning sessions and self-directed learning via Apps

Weeks	blended learning sessions with trainer (hours)	Self-Learning via Apps (hours)	Sum (hours)
Week 1	1	2,5	3,5
Week 2		2,0	2,0
Week 3	1	2,5	3,5
Week 4		2,0	2,0
Week 5	1	2,5	3,5
Week 6		2,0	2,0
Week 7		1,0	1,0
Week 8	0,5	2,0	2,5
<b>TOTAL</b>	<b>3,5</b>	<b>16,5</b>	<b>20</b>



Figure 9: Duration of each learning unit in hours



The training is conducted at **EQF level 4** and the **language level (CEFR) is A2 to B1**.

Table 4: EQF Level and CEFR training language level and ECVET points of ABCD4ME training

Content of units	Hours	Planned EQF Level outcome	CEFR training language	ECVET points
<b>LU1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship</b>	3,5	EQF Level 4	A2 to B1	
<b>LU2. Empowering Migrant Entrepreneurs in the Digital Economy</b>	3,5	EQF Level 4	A2 to B1	
<b>LU3. Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy</b>	3,5	EQF Level 4	A2 to B1	
<b>LU4. Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy</b>	3,5	EQF Level 4	A2 to B1	
<b>LU5. Marketing for Migrant Entrepreneurs in the Digital Economy</b>	3,5	EQF Level 4	A2 to B1	
<b>Examination</b>	2,5	EQF Level 4	A2 to B1	
<b>TOTAL</b>	<b>20</b>			<b>0,5</b>



For a detailed description and explanation of the EQF levels and CEFR language proficiency, please refer to the **annexes** for further information.

## 5.2. Required materials

Below, you'll discover a compilation of the necessary materials for facilitating ABCD4ME training, encompassing technology requirements.

*Table 5: Required materials for ABCD4ME training*

List of Materials for ABCD4ME training	
1	PC, Laptop, or mobile devices with Internet access
2	ABCD4ME Website + project results
3	Presentation of Project and Videos 1 + 2
4	Beamer/Presentation wall
5	Whiteboard/flipchart + markers
6	Calculators or Spreadsheet program (Excel, etc.)
7	Paper + pencils
8	Contracts for trainees (see Annexes)
9	Assessment questions (see Annexes)
10	Printer for Certificates (see Annexes)





### 5.3. Structure of the training (Matrix)

ABCD4ME Training Matrix								
Themes	1	2	3	4	5	6	7	8
<b>LU1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship</b>	1.Migrant entrepreneurship	2.Digital economy	3.Life cycle theory	4.Legal and regulatory requirements for entrepreneurship	5.Challenges faced by migrant entrepreneurs	6.Innovative solutions for migrant entrepreneurs	7.Benefits of entrepreneurship in the digital economy	8.Added value of migrant entrepreneurship in economy and their communities
<b>LU2: Empowering Migrant Entrepreneurs in the Digital Economy</b>	1.Entrepreneurial Spirit	2.Enhancing Diversity, Equity and Inclusion	3.Entrepreneurial and Leadership Skills	4.Time Management and Organisational Skills	5.Teambuilding, Intercultural Communication, Social and Emotional Skills	6.Creativity for Innovation and It's Techniques	7.Managing Risks	8.Problem Solving, Culture of Error, and Resilience Skills
<b>LU3: Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy</b>	1.Mentorship and guiding in the development of setting up a business	2.Business ethics	3.Development and evaluation of innovative business ideas	4.Identify potential market and customers	5.Digital identity of your project	6.Setting objectives	7.Develop a viable (sustainable and profitable) business	8.Project Management Cycle
<b>LU4: Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy</b>	1.Contemporary digital skills	2.E-Commerce	3.Financial Management	4.Business plan	5.Human Resouce Management	6.Accounting	7.Digital transformation	8.Digital tools for Entrepreneurship and Business
<b>LU5: Marketing for Migrant Entrepreneurs in the Digital Economy</b>	1.Marketing basics	2.Types of marketing strategies	3.The 4 Ps of Marketing	4.Marketing Plan	5.Marketing and Social Media	6.Ethic in Marketing	7.Communication and Branding	8.Customer Journey Map

Figure 11: ABCD4ME Matrix

## 5.4. Content of the Learning Apps

### **Unit 1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship**

Unit 1 focuses on migrant entrepreneurship in the digital economy. You will explore key concepts, legal requirements, challenges and innovative solutions. Furthermore, you will discover the benefits of entrepreneurship in the digital age and its positive impact on the economy and local communities. This learning unit aims to provide a comprehensive understanding of the subject and equip learners for success in the dynamic world of migrant entrepreneurship.



### **Unit 2: Empowering Migrant Entrepreneurs in the Digital Economy**

Through this unit, various aspects of entrepreneurship are explored, including cultivating an entrepreneurial mindset, fostering diversity and inclusion, and acquiring important skills such as leadership, time management and problem solving. In addition, the unit addresses team dynamics, fostering creativity for innovation, risk management strategies and developing resilience. The aim is to equip individuals with a comprehensive set of tools for entrepreneurial success.



### **Unit 3: Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy**

This content provides a comprehensive range of entrepreneurial topics, including mentoring and advice on starting a business, the ethical aspects of business as well as developing and evaluating innovative business ideas. It will help identify markets and customers, build a digital presence for your project, set clear goals, develop a sustainable and profitable business model and understand the project management cycle.



## Unit 4: Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy

Learning unit 4 covers a range of essential topics for modern entrepreneurs, including modern digital skills, e-commerce strategies, financial management techniques, business planning, human resources management and accounting principles. It provides insight into digital transformation and the effective use of digital tools for entrepreneurship and business success.



## Unit 5: Marketing for Migrant Entrepreneurs in the Digital Economy

By the end of this unit, you will have a solid grasp of essential marketing concepts, diverse marketing strategies, the core principles encapsulated in the "4 Ps" of Marketing, the development of comprehensive marketing plans, leveraging marketing through social media, ethical considerations in marketing practices, effective communication and branding techniques, and the creation of customer journey maps for enhanced marketing insights and strategies.





### 5.5. How to get to the Learning Apps?

1. Open ABCD4ME Website: [www.abcd4me.eu](http://www.abcd4me.eu)
2. Click on the Website on “DIGITAL PLATFORM”  
After watching the two Videos train your entrepreneurial skills
3. Click on the Button “LEARNING APPS”



Figure 12: Button on the Website “LEARNING APPS”

4. You will be redirected to the Learning Apps page. It looks like this (example unit 1). You will find a total of 5 units. Each unit consists of an image for the unit, a description of its contents, and a “START LEARNING APPS” button.

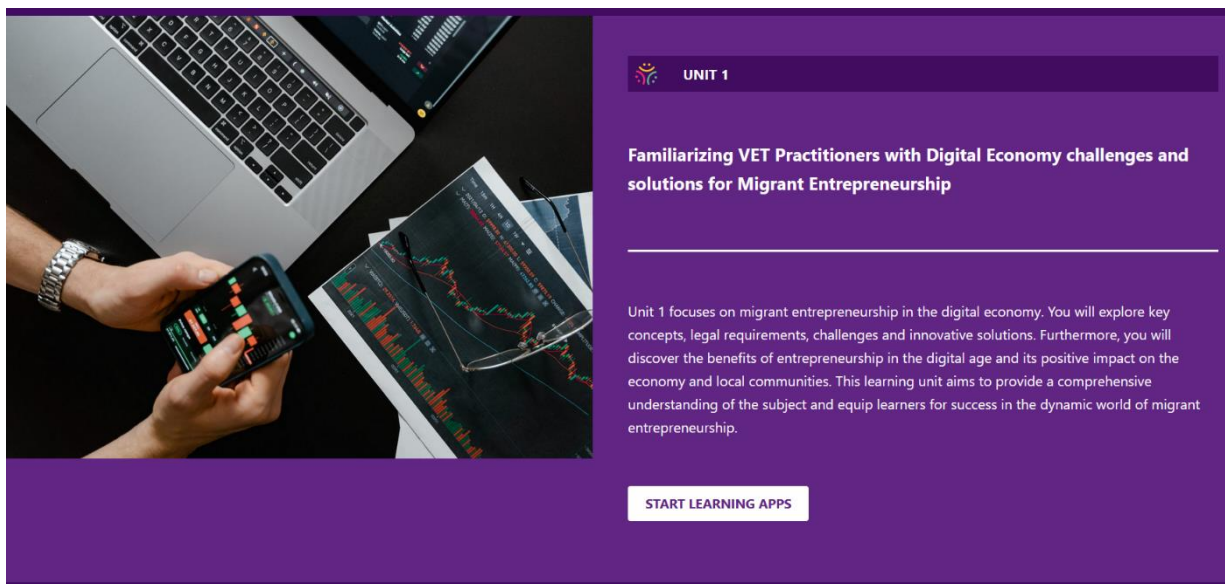


Figure 13: Learning Apps Page

- Once you click on the Button “START LEARNING APPS”, you will be directed to the collection of Apps for this unit (example Unit 1).



Figure 14: Collection of Learning Apps Unit 1

- Click on one App to start the learning. A new browser window will open the app.

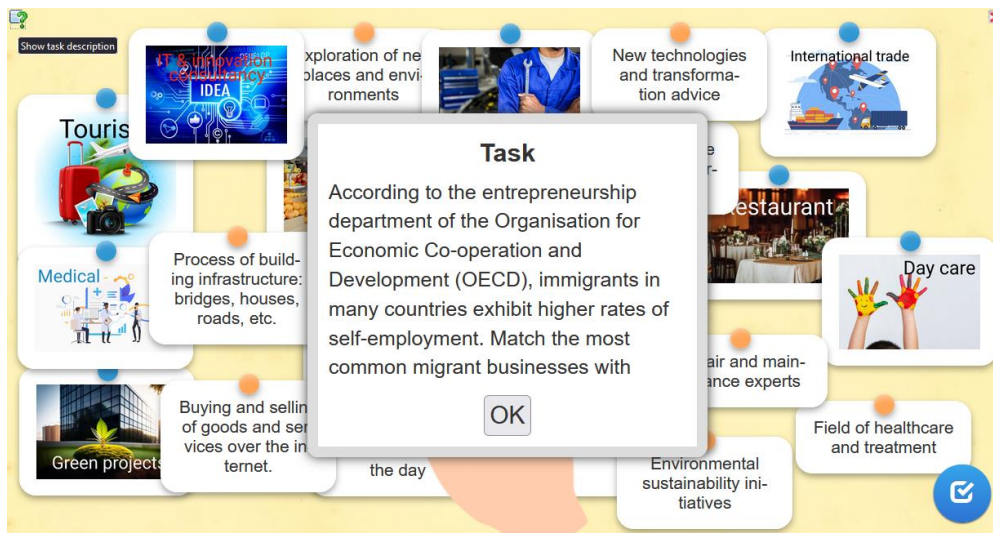


Figure 15: Example of Learning App


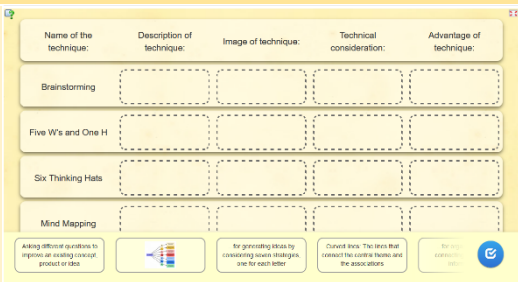
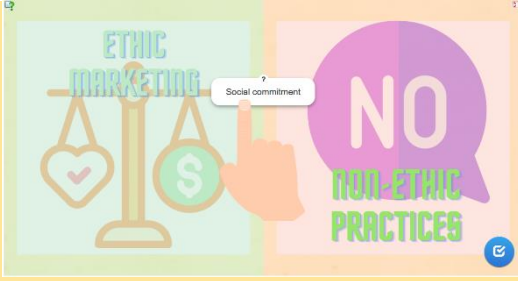
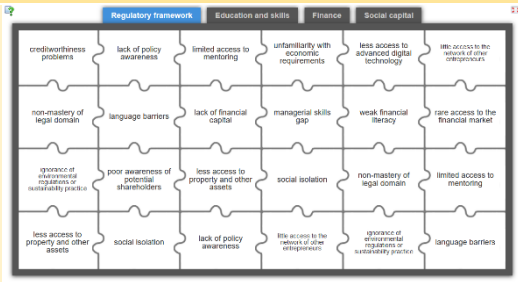
- Once you have completed one app, continue with the remaining. The learners can try and solve the Apps as often as they like. They can also choose the order themselves.



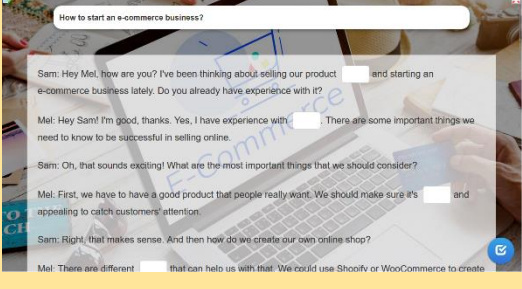
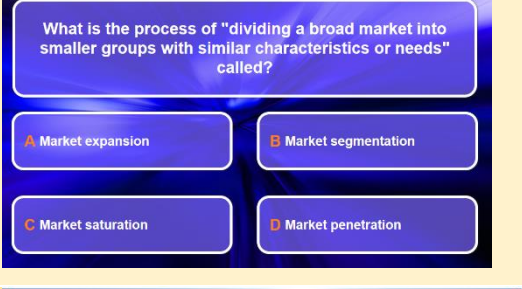
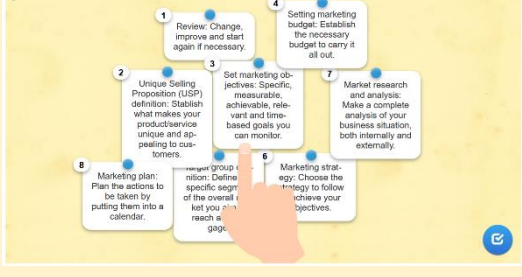
### 5.6. Interfaces of Learning Apps

To get an idea of what learners need to do to solve the different types of the learning Apps, please see the table below:

Table 6: Interfaces of ABCD4ME learning Apps

Nr.	Example Image of Interface	Description	Name of Interface
1		With this template texts or images must be assigned pairwise.	Matching Pairs
2		Drag and drop cards into a table	Matching Matrix
3		In this template there are groups to which elements must be assigned.	Group assignment
4		Group-Puzzle: The pieces of a puzzle must be assigned to topics. Each successful assignment will uncover a part of an underlying image.	Group puzzle



<p>5</p>	 <p>How to start an e-commerce business?</p> <p>Sam: Hey Mel, how are you? I've been thinking about selling our product [redacted] and starting an e-commerce business lately. Do you already have experience with it?</p> <p>Mel: Hey Sam! I'm good, thanks. Yes, I have experience with [redacted]. There are some important things we need to know to be successful in selling online.</p> <p>Sam: Oh, that sounds exciting! What are the most important things that we should consider?</p> <p>Mel: First, we have to have a good product that people really want. We should make sure it's [redacted] and appealing to catch customers' attention.</p> <p>Sam: Right, that makes sense. And then how do we create our own online shop?</p> <p>Mel: There are different [redacted] that can help us with that. We could use Shopify or WooCommerce to create</p>	<p>The missing words in the conversation/text must be found.</p>	<p>Cloze Text</p>
<p>6</p>	 <p>What is the process of "dividing a broad market into smaller groups with similar characteristics or needs" called?</p> <p>A Market expansion      B Market segmentation</p> <p>C Market saturation      D Market penetration</p>	<p>Answer questions in increasing levels of difficulty.</p>	<p>The Millionaire Game</p>
<p>7</p>	 <p>1 / 10</p> <p>You discover that one of your suppliers engages in unethical practices such as child labor. Changing your supplier will disrupt your value chain significantly.</p> <p><input type="checkbox"/> I will change provider or urge my supplier to change this practice.</p> <p><input type="checkbox"/> I will not change anything since it compromises my business.</p> <p><input type="checkbox"/> I will investigate the legal repercussions for my business.</p>	<p>Classical multiple-choice quiz with multimedia elements. Multiple answers can be correct.</p>	<p>Multiple Choice Quiz</p>
<p>8</p>	 <p>1 Review, Change, improve and start again if necessary.</p> <p>2 Unique Selling Proposition (USP) definition: Establish what makes your product/service unique and appealing to customers.</p> <p>3 Set marketing objectives: Specific, measurable, achievable, relevant and time-based goals you can monitor.</p> <p>4 Setting marketing budget: Establish the necessary budget to carry it all out.</p> <p>5 Target group definition: Define the specific segments of the overall market that you want to reach all gaps.</p> <p>6 Marketing strategy: Choose the strategy to follow to achieve your objectives.</p> <p>7 Market research and analysis: Make a complete analysis of your business situation, both internally and externally.</p> <p>8 Marketing plan: Plan the actions to be taken by putting them into a calendar.</p>	<p>Arrange the terms or images in the correct order.</p>	<p>Simple Order</p>



### 5.7. Possible results and products:

The aim of the action-oriented education is the production of learning materials. This is done in single, partner, team, plenary and project work (with a common introduction, planning and discussion): e.g.

- completed Apps
- wallpaper (possibility: an exhibition)
- role play (e.g. abstract, video, photo) or a theatre performance
- poster, collage
- process instructions
- simulation
- protocols
- work sheets



Figure 16: Possible results and products of the training (ijeab on [www.freepik.com](http://www.freepik.com))



## 6. Examination

### 6.1. To-Do before the examination

- First conduct ABCD4ME training with the learners.
- Once the learners are ready for the examination, schedule an agreed-upon date and time for the examination.
- The examination duration is **60 minutes**. Each learner will be asked 5 random questions, one per unit. If an additional attempt is needed to pass the examination, new random questions will be provided after 60 minutes.
- Allocate time for pre-exam preparation and post-exam review in addition to the 60-minute examination duration.

Table 7: Examination time

Units	Examination	Minutes for examination
Unit 1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship	<b>5 Apps</b>	<b>60 Minutes</b>
Unit 2: Empowering Migrant Entrepreneurs in the Digital Economy		
Unit 3: Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy		
Unit 4: Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy		
Unit 5: Marketing for Migrant Entrepreneurs in the Digital Economy		

Table 8: Total time needed for the examination including pre- and post-processing time

Content for Examination	Time for Examination
Frame time (Examination)	1,5 hours (90 Minutes)
Examination	1 hour (60 Minutes)
Inspection and Certificate	0,5 hour (30 Minutes)
Evaluation/Assessment	1 hour (60 Minutes)
<b>Total Examination</b>	<b>TOTAL 2,5 hours (150 Minutes)</b>

## 6.2. Examination process:

1. To begin the examination, the learners click on the "EXAMINATION FOR CERTIFICATE" button on the website.



Figure 17: Button on the Website "EXAMINATION FOR CERTIFICATE"

- This first app will appear (combine Text: “Ready to start your examination” and “yes”). At this point the automatic timer of **60 minutes** has started:

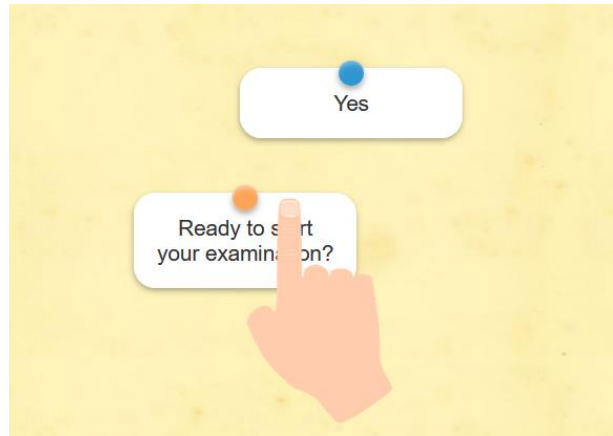


Figure 18: App to start the examination process

- Each learner is given 5 random Apps, one from each unit, to solve.
- Upon successfully completing the examination, learners can download their Certificate by clicking on the blue button as in the following figure.

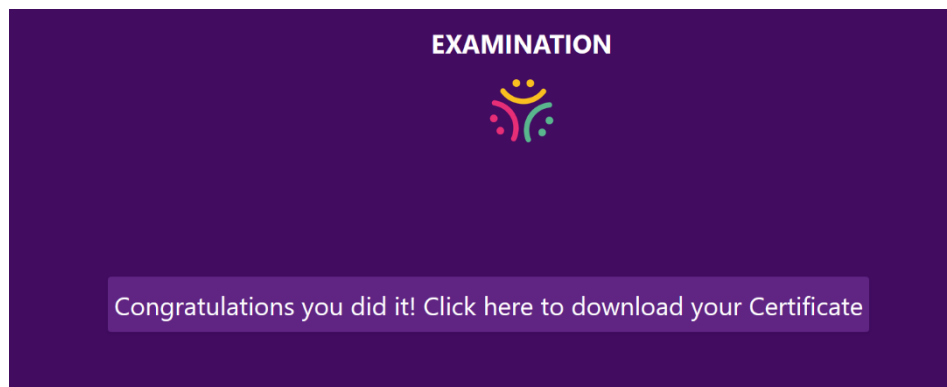


Figure 19: Button to click for download the Certificate

- To validate the Certificate, it must be signed by the trainer and stamped by the organization (Certificate example see Annex).

## 7. Self-Assessment Questions

The self-assessment questions provide learners with the chance to assess their knowledge both **before** and **after** their learning experience. These self-assessment questions will help the learners reflect on their learning progress, evaluate understanding, and identify areas for improvement. They encourage active engagement and deeper comprehension of the subject matter. The **post**-learning self-assessment questions also work independently.

Table 9: *Pre-Learning Self-Assessment Questions for Unit 1*

Reflect on how you will mark the following items <b>before</b> studying the Unit 1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship	
Items	Rating
Before starting the unit, are you familiar with Digital Economy challenges and solutions for Migrant Entrepreneurship?	1 2 3 4 5
1. Are you familiar with the meaning of Migrant Entrepreneurship?	1 2 3 4 5
2. What is your current understanding of 'digital economy'?	1 2 3 4 5
3. Are you familiar with the Life Cycle Theory (LCT)	1 2 3 4 5
4. Do you know about legal and regulatory requirements for starting a business in your country?	1 2 3 4 5
5. Are you aware of the challenges faced by entrepreneurs with a migration background?	1 2 3 4 5
6. Do you know some innovative solutions that can empower migrant entrepreneurs?	1 2 3 4 5
7. Can you name some benefits of entrepreneurship in the digital economy?	1 2 3 4 5
8. Are you aware of the added value of migrant entrepreneurship in both the host country and the country of origin?	1 2 3 4 5



Assess the amount of effort you expect to invest in the training process for this unit.	1	2	3	4	5
--	---	---	---	---	---

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



Table 10: Post-Learning Self-Assessment Questions for Unit 1

Reflect on how you will mark the following items <b>after</b> studying the Unit 1: Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship					
Items	Rating				
The effort you needed to invest in the training process.	1	2	3	4	5
Overall, are you now more familiar with Digital Economy challenges and solutions for Migrant Entrepreneurship?	1	2	3	4	5
1. After learning, do you understand what Migrant Entrepreneurship means?	1	2	3	4	5
2. After learning about the digital economy, how have your views on its advantages, challenges and types of e-business models evolved?	1	2	3	4	5
3. Could you describe the graph of the Life Cycle Theory (LCT) to your peers?	1	2	3	4	5
4. Did you improve your knowledge on legal and regulatory requirements for starting a business in your country?	1	2	3	4	5
5. Can you name the challenges faced by migrant entrepreneurs in the areas of legal framework, education and skills, finance and social capital?	1	2	3	4	5
6. Did you learn about solutions how challenges can be successfully mastered by migrant entrepreneurs?	1	2	3	4	5
7. After learning, can you name several benefits of entrepreneurship in the digital economy?	1	2	3	4	5
8. Can you distinguish between the added value of migrant entrepreneurship for the host country and the country of origin?	1	2	3	4	5
Do you know in which areas of this learning unit you can still improve?	1	2	3	4	5



### Ratings

1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



Table 11: Pre-Learning Self-Assessment Questions for Unit 2

Reflect on how you will mark the following items <b>before</b> studying the Unit 2: Empowering Migrant Entrepreneurs in the Digital Economy					
Items	Rating				
Before starting the unit, are you familiar with Empowering Migrant Entrepreneurs in the Digital Economy?	1	2	3	4	5
1. Have you ever heard of the Entrepreneurial Spirit?	1	2	3	4	5
2. Are you familiar with the meanings of diversity, inclusion, and equality?	1	2	3	4	5
3. Are you familiar with entrepreneurial and leadership skills?	1	2	3	4	5
4. Do you know what time management and organisational skills are?	1	2	3	4	5
5. Are you aware that a successful migrant entrepreneur needs skills like team building, intercultural communication, as well as social and emotional skills?	1	2	3	4	5
6. Do you know some creativity techniques for innovation?	1	2	3	4	5
7. Are you familiar with managing risks?	1	2	3	4	5
8. Are you familiar with the terms problem solving, culture of error and resilience skills?	1	2	3	4	5
Assess the amount of effort you expect to invest in the training process for this unit.	1	2	3	4	5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	





Table 12: *Post-Learning Self-Assessment Questions for Unit 2*

Reflect on how you will mark the following items <b>after</b> studying the Unit 2: Empowering Migrant Entrepreneurs in the Digital Economy	
Items	Rating
The effort you needed to invest in the training process.	1 2 3 4 5
Overall, are you now more familiar with Empowering Migrant Entrepreneurs in the Digital Economy?	1 2 3 4 5
1. After learning, can you explain Entrepreneurial Spirit to your peers?	1 2 3 4 5
2. Can you help find ways to implement diversity, inclusion and equality in companies?	1 2 3 4 5
3. Have you discovered some entrepreneurial and leadership skills?	1 2 3 4 5
4. Have you acquired time management and organisational skills?	1 2 3 4 5
5. Do you know what skills you can work on for successful entrepreneurship?	1 2 3 4 5
6. Do you know which of the creativity techniques (Brainstorming, Five W's and One H, Six Thinking Hats, Mindmapping and Scamper) is suitable for what situation?	1 2 3 4 5
7. Did you improve your knowledge on sources of risk and why to manage them?	1 2 3 4 5
8. Can you explain to your peers why problem solving, culture of error and resilience skills are important for migrant entrepreneurs?	1 2 3 4 5
Do you know in which areas of this learning unit you can still improve?	1 2 3 4 5



### Ratings

1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



Table 13: *Pre-Learning Self-Assessment Questions for Unit 3*

Reflect on how you will mark the following items <b>before</b> studying the Unit 3: Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy	
Items	Rating
Before starting the unit, are you familiar with Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy?	1 2 3 4 5
1. Are you familiar with a business plan?	1 2 3 4 5
2. What is your understanding of the term business ethics?	1 2 3 4 5
3. Are you familiar with development and innovation tools vs evaluation tools?	1 2 3 4 5
4. Do you know about identifying market and customers?	1 2 3 4 5
5. What is the meaning of digital identity of your project/business?	1 2 3 4 5
6. Do you know what a SMART goal is?	1 2 3 4 5
7. What is a viable business?	1 2 3 4 5
8. What is your understanding of a project management cycle?	1 2 3 4 5
Assess the amount of effort you expect to invest in the training process for this unit.	1 2 3 4 5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



Table 14: *Post-Learning Self-Assessment Questions for Unit 3*

Reflect on how you will mark the following items <b>after</b> studying the Unit 3: Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy					
Items	Rating				
The effort you needed to invest in the training process.	1	2	3	4	5
Overall, are you now more familiar with Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy?	1	2	3	4	5
1. Do you know what activities are important for setting up a business plan?	1	2	3	4	5
2. Can you help your peers to make the ethical decisions in several business situations?	1	2	3	4	5
3. Do you know when to use a development and innovation tool or an evaluation tool?	1	2	3	4	5
4. Did you improve your knowledge on identifying potential market and customers?	1	2	3	4	5
5. Can you choose good strategies to identify potential market and customers?	1	2	3	4	5
6. Do you know how to set SMART goals?	1	2	3	4	5
7. Can you differentiate between business practices that contribute to the viability of a company and those that don't?	1	2	3	4	5
8. Do you know the phases of a project management cycle?	1	2	3	4	5
Do you know in which areas of this learning unit you can still improve?	1	2	3	4	5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good



2 = Very low / Very little / Very  
insufficient

4 = Quite a lot / Good /  
Sufficient

Table 15: *Pre-Learning Self-Assessment Questions for Unit 4*

**Reflect on how you will mark the following items *before* studying the  
Unit 4: Showcasing Entrepreneurship and business tools to migrants for success in the  
Digital Economy**

Items	Rating
Before starting the unit, are you familiar with Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy?	1 2 3 4 5
1. Are you familiar with contemporary digital skills?	1 2 3 4 5
2. What is an e-commerce business?	1 2 3 4 5
3. Why is Financial Management important?	1 2 3 4 5
4. Are you familiar with income and expenses?	1 2 3 4 5
5. Have you ever heard of Human Resource Management (HRM)?	1 2 3 4 5
6. Do you know about accounting?	1 2 3 4 5
7. What does digital transformation mean?	1 2 3 4 5
8. Are you familiar with digital tools for Entrepreneurship and Business?	1 2 3 4 5
Assess the amount of effort you expect to invest in the training process for this unit.	1 2 3 4 5

**Ratings**

1= Extremely low / Nothing/  
Never / Bad

3 = Low / Little / Insufficient

5 = A lot / Always / Very good

2 = Very low / Very little / Very  
insufficient

4 = Quite a lot / Good /  
Sufficient



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Table 16: Post-Learning Self-Assessment Questions for Unit 4

Reflect on how you will mark the following items <b>after</b> studying the Unit 4: Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy					
Items	Rating				
The effort you needed to invest in the training process.	1	2	3	4	5
Overall, are you now more familiar with Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy?	1	2	3	4	5
1. Have you improved your knowledge on contemporary digital skills?	1	2	3	4	5
2. Do you know what is needed to start an e-commerce business?	1	2	3	4	5
3. Did you learn about financial management for business and personal life?	1	2	3	4	5
4. Can you distinguish between income and expenses?	1	2	3	4	5
5. Can you name strategies of successful HRM management?	1	2	3	4	5
6. Have you acquired accounting knowledge?	1	2	3	4	5
7. Can you explain digital transformation and give some examples to peers?	1	2	3	4	5
8. Do you know which digital entrepreneurship and business tools are helpful for entrepreneurs?	1	2	3	4	5
Do you know in which areas of this learning unit you can still improve?	1	2	3	4	5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



Table 17: *Pre-Learning Self-Assessment Questions for Unit 5*

Reflect on how you will mark the following items <b>before</b> studying the Unit 5: Marketing for Migrant Entrepreneurs in the Digital Economy					
Items	Rating				
Before starting the unit, are you familiar with Marketing for Migrant Entrepreneurs in the Digital Economy?	1	2	3	4	5
1. Are you familiar with basic marketing concepts?	1	2	3	4	5
2. What marketing strategies do you know?	1	2	3	4	5
3. Have you ever heard of the 4Ps of marketing?	1	2	3	4	5
4. Have you worked with a marketing plan before?	1	2	3	4	5
5. Do you know how to use Social Media for business?	1	2	3	4	5
6. What is ethics in Marketing?	1	2	3	4	5
7. Are you familiar with Communication and Branding?	1	2	3	4	5
8. What does Customer Journey mean?	1	2	3	4	5
Assess the amount of effort you expect to invest in the training process for this unit.	1	2	3	4	5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	





Table 18: Post-Learning Self-Assessment Questions for Unit 5

Reflect on how you will mark the following items <b>after</b> studying the Unit 5: Marketing for Migrant Entrepreneurs in the Digital Economy	
Items	Rating
The effort you needed to invest in the training process.	1 2 3 4 5
Overall, are you now more familiar with Marketing for Migrant Entrepreneurs in the Digital Economy?	1 2 3 4 5
1. Are you familiar with marketing basics?	1 2 3 4 5
2. Can you name some marketing strategies?	1 2 3 4 5
3. Can you explain what the 4Ps of marketing stand for?	1 2 3 4 5
4. Have you acquired knowledge to create a possible marketing plan?	1 2 3 4 5
5. Do you know how to use social media for business?	1 2 3 4 5
6. Can you distinguish between ethical and unethical marketing practices?	1 2 3 4 5
7. Have you gained knowledge about Communication and Branding?	1 2 3 4 5
8. Can you explain the concept of a customer journey to your peers?	1 2 3 4 5
Do you know in which areas of this learning unit you can still improve?	1 2 3 4 5

Ratings		
1= Extremely low / Nothing/ Never / Bad	3 = Low / Little / Insufficient	5 = A lot / Always / Very good
2 = Very low / Very little / Very insufficient	4 = Quite a lot / Good / Sufficient	



## 8. ANNEXES

### 8.1 ANNEX A: EQF Qualification Descriptors – learning outcomes

EQF Levels	Knowledge	Skills	Responsibility and autonomy
<b>Level 1</b>	Basic general knowledge	Basic skills required to carry out simple tasks	Basic skills required to carry out simple tasks
<b>Level 2</b>	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
<b>Level 3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
<b>Level 4</b>	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
<b>Level 5</b>	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
<b>Level 6</b>	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility



			for managing professional development of individuals and groups
<b>Level 7</b>	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<b>Level 8</b>	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



## 8.2 ANNEX B: Common European Framework of Reference for Languages (CEFR)

<b>Common European Framework of Reference for Languages (CEFR)</b>		
<b>PROFICIENT USER</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



### 8.3. ANNEX C: Contract

# Contract between

## 1) Partner A) name of the Project- Partner of

ABCD4ME in

\_\_\_\_\_ (country),

\_\_\_\_\_ (address),

\_\_\_\_\_ (phone),

\_\_\_\_\_ (email)

## 2) Partner B) and you as a learner:

- Family name: \_\_\_\_\_
- First name: \_\_\_\_\_
- Address: \_\_\_\_\_
- Country: \_\_\_\_\_
- Continent: \_\_\_\_\_
- Email: \_\_\_\_\_
- Mobil: \_\_\_\_\_
- Target country you want to learn for: \_\_\_\_\_

- Sign of the contract:
- Partner A) \_\_\_\_\_
- Partner B) \_\_\_\_\_

8.4. ANNEX D: Certification – Skills Card



Example

# SKILLS CARD

APPS BASED COMPETENCE DEVELOPMENT FOR  
MIGRANTS ENTREPRENEURSHIP

**ACKNOWLEDGEMENT OF ISSUE:** This card confirms the completion of five Migrants Entrepreneurship units at European Qualifications Framework (EQF) Level 4 and Common European Framework of Reference for Languages (CEFR) A2 to B1.

1. Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship
2. Empowering Migrant Entrepreneurs in the Digital Economy
3. Guiding Migrant Entrepreneurs to create viable businesses through the Digital Economy
4. Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy
5. Marketing for Migrant Entrepreneurs in the Digital Economy

FIRST AND LAST NAME

DATE OF BIRTH

POSTAL CODE / CITY / STREET

ORGANISATION  
SEAL & SIGNATURE

DATE OF ISSUE

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