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**abcd4me**

Migrants Entrepreneurship for Inclusion

ABCD4ME - APPs Based Competence Development for Migrants Entrepreneurship

## PEDAGOGICAL HANDBOOK

Project Result 4



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## Introduction

In the burgeoning field of adult education and training, the ABCD4ME project "Apps Based Competence Development for Migrant Entrepreneurship" emerges as a beacon of innovation, particularly as it pertains to the facilitation of migrant entrepreneurial ventures. This brief introduction outlines what professionals dedicated to fostering migrant entrepreneurship in the digital economy can expect from this Pedagogical Handbook.

The initial chapter, "Relevant Basic Concepts Enhancing Migrant Entrepreneurship through Digital Teaching and Apps," following this introduction, lays the foundation for a transformative pedagogical paradigm. By leveraging digital tools and app-based resources, educators are equipped to meet the dynamic and varied needs of migrant entrepreneurs, whose aspirations and cultural wealth are indispensable assets in the global economic fabric.

Furthermore, this document delves into the essence of migrant entrepreneurship education, underscoring its significance as a specialized focus within the entrepreneurial ecosystem. The ABCD4ME project and particularly this document transcend mere business skills, enveloping cultural sensitivity, resilience, and local market comprehension. The goal is not just to impart knowledge but to cultivate fertile ground from which migrant entrepreneurs can grow, enriching both their lives and the communities they integrate into.

As you delve deeper into this manual, consider it a bridge linking the potential of migrant entrepreneurs with the digital economy's expansive opportunities. The chapter "Methodological Support" sets the stage for a methodological framework that is both innovative and supportive, tailored specifically for those embarking on an entrepreneurial journey in a new cultural and economic landscape.

The chapter "Practical Recommendations focused on the Learning Units" offers a blend of practical applications, personalized pacing, and interactive learning. Educators can tailor their approach to meet the diverse needs of learners. It elaborates on the specifics of these methodologies, offering practical recommendations to ensure that education is not only accessible but also impactful, empowering migrants to seize the entrepreneurial opportunities that lie ahead.

The "Good Practices" section showcases real-world applications of the principles outlined in the ABCD4ME project. It highlights initiatives like Crédal's ethical financing, IOM Türkiye's training and project grants, and Ireland's FoodCloud. These case studies demonstrate the positive impact of ethical finance, digital skills training, and innovative technology on migrant entrepreneurship, serving as models for VET practitioners and migrant entrepreneurs alike.

The final chapter on "Additional readings and recommendations" concludes this handbook with a curated selection of resources. These readings complement the practical insights provided in the handbook and inspire continuous learning and adaptation in the migrant entrepreneurship education landscape.

This Pedagogical Handbook, funded by the European Union's Erasmus+ program, is an Open Educational Resource (OER), embodying the philosophy of open sharing and collaboration. It is intended as a comprehensive guide to enhance the professional development of educators and trainers working with migrant entrepreneurs.

The project consortium wishes all readers of this document to derive the greatest possible benefit from it, hoping it serves as a valuable tool in their professional practice. May this resource empower you to support the individuals and communities you serve, ensuring that migrant entrepreneurs can harness the full potential of the digital economy.

# 1. Relevant Basic Concepts Enhancing Migrant Entrepreneurship through Digital Teaching and Apps

In an ever-evolving global economy, the significance of entrepreneurship education, particularly concerning migrant entrepreneurs, cannot be overstated. The ABCD4ME project underscores a transformative pedagogical approach aimed at empowering migrant entrepreneurs through a synergy of digital teaching methodologies and app-based learning resources. This comprehensive guide aims to equip adult educators, trainers, and teachers with pertinent insights and tools that resonate with the ethos of dynamic, inclusive, and effective entrepreneurial education for migrants.

This chapter is totally dedicated to conveying the basic concepts that are relevant for this project and adult educators which are engaged with fostering migrant entrepreneurship utilizing apps-based learning for competencies development. We have identified 2 major topics that set the foundation for this pedagogical handbook: **digital teaching and apps** on one hand and **migrant entrepreneurship education** on the other.

There is much to say about both of these topics and luckily there is also an increasing offer in materials for professionals who are active in this field. This is why we have chosen to try to emphasize on the most significant and practical aspects in order to address the users and their needs.

## 1.1. Digital Teaching: A Pedagogical Revolution

In the transformative arena of educational methodologies, digital teaching heralds a revolution, signifying a paradigm shift in pedagogical practices. It offers a dynamic conduit for enhancing learning experiences, particularly for adult learners, by amalgamating technological advancements with pedagogical principles (Selwyn, 2011)<sup>1</sup>.

Digital teaching facilitates a learner-centric environment, fostering flexibility and accessibility beyond the traditional classroom's spatial and temporal confines. It leverages a myriad of digital tools and platforms, ranging from Learning Management Systems (LMS) to multimedia applications, enhancing the delivery of curricular content through various engaging and interactive formats such as videos, podcasts, and webinars.

This innovation in teaching methodologies encourages adult educators to curate and deliver content in a manner that resonates with the diverse learning preferences and life experiences of adult learners, thereby supporting more personalized and meaningful learning trajectories (Knowles, 1973)<sup>2</sup>. Thus, digital teaching stands as a pivotal cornerstone in the contemporary educational landscape, imbued with the potential to catalyse transformative learning experiences characterized by relevance, engagement, and continuous innovation.

It is yet to be proven how our educational systems at all levels manage to integrate digital teaching in their daily practice. Whilst it has become second nature to many people, there are others that have no experience with such methods so far. We recommend being aware of this, even more so when working with migrant

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<sup>1</sup> Selwyn, N. (2011). Education and technology: Key issues and debates. Continuum

<sup>2</sup> Knowles, M. S. (1973). The adult learner: A neglected species. Gulf Publishing Company

entrepreneurs and those to become so. Depending on their digital upbringing this may represent an additional obstacle. Consider making an inventory on this and to check whether additional actions are needed in order to use the digital realm properly.

### 1.1.1. Conceptualizing Digital Teaching

Digital teaching is a contemporary pedagogical strategy that incorporates technology to facilitate and enhance the learning experience (Bates, 2015)<sup>3</sup>. It involves the use of various digital tools and platforms that enable educators to deliver content, engage learners, and assess performance in an online or blended learning environment.

At its essence, digital teaching goes beyond simply using technology to deliver content. It encompasses a holistic approach where technology is woven into the fabric of teaching and learning processes, amplifying accessibility, engagement, and personalization (Laurillard, 2012)<sup>4</sup>. For migrant entrepreneurs, this means breaking down traditional barriers like language and geography, and facilitating continuous learning even amidst mobility.

Once again it is important to pay attention to the level of prior experience with digital learning is. This is particularly relevant when working with medium or large size groups. Please note that heterogeneous levels of pre-experience with digital learning do not necessarily mean that this will be an obstacle for applying digital teaching method. The major effect is that it will require extra attention when introducing digital tools attending the needs of the learners.

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<sup>3</sup> Bates, A. W. (2015). Teaching in a Digital Age. Tony Bates Associates Ltd.

<sup>4</sup> Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge.



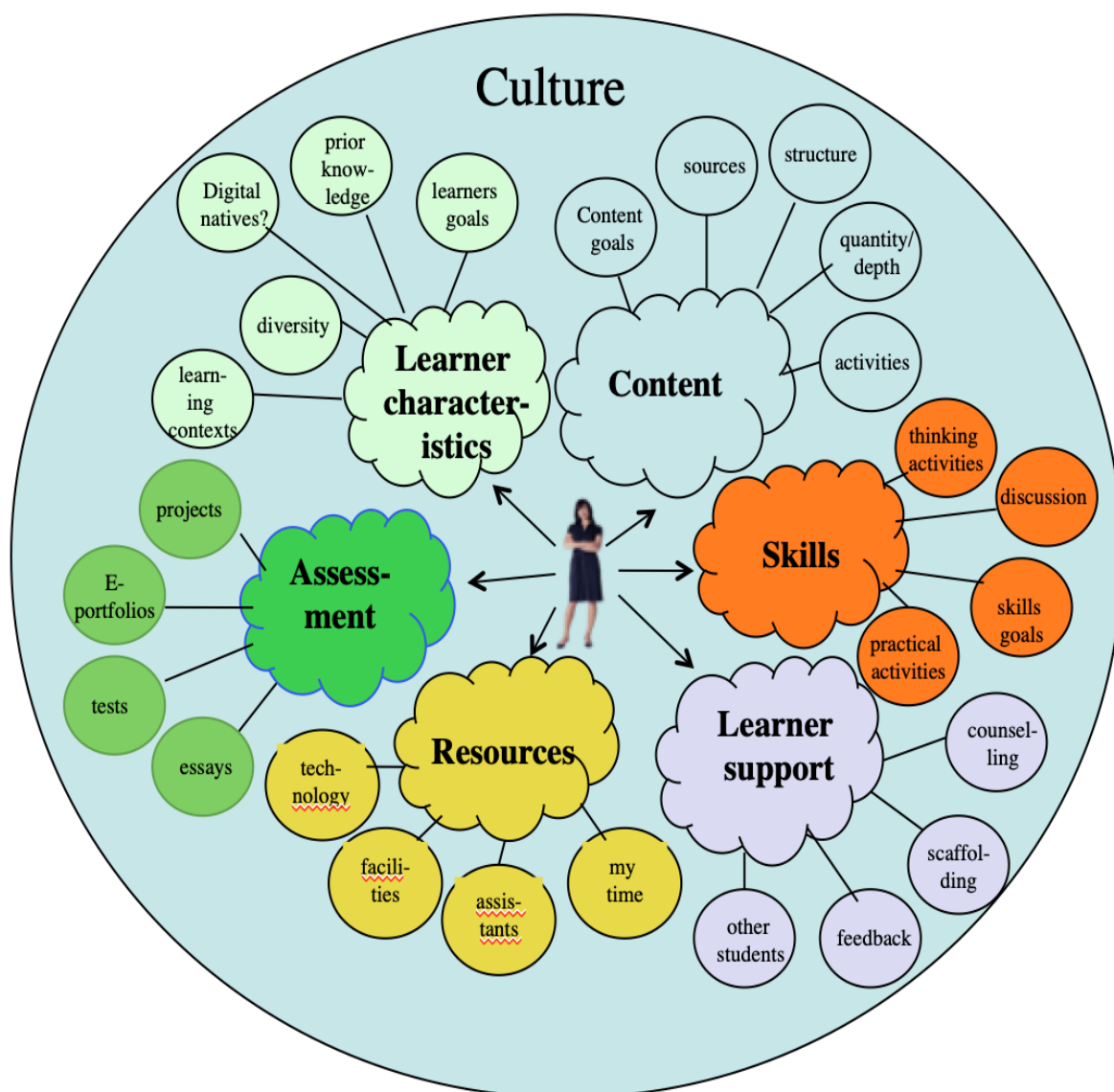


Figure 1 - "An example of a learning environment" from *Teaching in a Digital Age - Second Edition* by Anthony William (Tony) - see: <https://pressbooks.bccampus.ca/teachinginadigitalagev2/part/chapter-5-building-an-effective-learning-environment/>

### 1.1.2. Digital Teaching Tools and Platforms

There are more and more tools and platforms appearing, that are available to apply digital learning. There are Learning Management Systems (LMS) such as Moodle, LearnPress or Blackboard which offer a centralized platform for managing course. Furthermore, tools like Zoom and Microsoft Teams allow for synchronous communication and collaboration. Meanwhile, apps like Duolingo or Babbel can support language acquisition for migrants, and platforms like Coursera or Udemy offer courses on entrepreneurship. We recommend paying a visit to some of these platforms and researching for additional materials that can be complementary to what this project has to offer. You may find material there that can be helpful for the beneficiaries you are working with.

Here are some useful links for you:

1. **Coursera** - <https://www.coursera.org/>

Coursera offers a wide variety of courses in partnership with top universities and organizations worldwide. Many courses related to entrepreneurship and business are available.

2. **Udemy** - <https://www.udemy.com/>

Udemy is a platform where experts from various fields create courses on a myriad of topics. There are numerous courses tailored for entrepreneurship and skill-building.

3. **edX** - <https://www.edx.org/>

Similar to Coursera, edX offers university-level courses in various disciplines, including entrepreneurship, finance, and marketing.

4. **FutureLearn** - <https://www.futurelearn.com/>

In partnership with top international universities, FutureLearn provides a range of courses. They often have courses that focus on business and entrepreneurship, which can be highly beneficial for migrants looking to start or expand their ventures.

5. **Khan Academy** - <https://www.khanacademy.org/>

Khan Academy provides free educational content. While it's more known for subjects like math and science, they have content on economics and finance that can be valuable for budding entrepreneurs.



Figure 2 - Image: A collection of popular e-Learning platform logos.

## 1.2. Apps in Digital Teaching

The application of apps in the digital teaching landscape is pivotal, providing flexibility and a user-friendly interface that encourages learner engagement. Apps such as Duolingo, Quizlet, and Kahoot foster interactivity and gamification in learning, enhancing learner motivation and retention (Deterding, 2012). There are more aspects to the use of apps as a means to promote learning. They enable personalized, interactive, collaborative, flexible and accessible learning. Apps may provide instant feedback and support skill development this way.

### 1.2.1. Personalized Learning

Apps offer a unique potential for personalized learning. They can adapt content based on individual learner profiles, thereby catering to each student's pace and style of learning. This tailored approach has been shown to increase retention rates and overall understanding (Kulik, 2003)<sup>5</sup>. Some language learning apps utilize algorithms to adjust exercises according to the learner's performance.

### 1.2.2. Interactive Learning

Interactive features common in educational apps, such as quizzes, flashcards, and simulations, promote active engagement. Such tools foster deep learning by allowing students to apply, test, and reinforce their knowledge (Clark & Mayer, 2016)<sup>6</sup>. This is one of the most crucial elements to really strengthen and promote the learning experience. Knowledge and skill development turn into a vivid process.

### 1.2.3. Collaborative Learning

Many apps facilitate collaboration, bridging geographical barriers. Platforms like Google Classroom or Trello enable real-time interaction among learners, promoting discussions, peer feedback, and collaborative projects (Dillenbourg, 1999)<sup>7</sup>. In the Erasmus+ project CollaborArt, the project partners created an app that even enables users to collaboratively perform tasks, uploading, discussing, and submitting data. (see <https://www.collaborart-project.eu/>)

### 1.2.4. Flexibility and Accessibility

Using the mobile device for information uptake has become a very common habit. People not only consume entertainment programs when commuting to work in public transportation. They also read the news or simply communicate with their peers or families whilst they are moving around. Educational apps offer the advantage of learning "on the go". Learners can access content anytime and anywhere, making education

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<sup>5</sup> Kulik, J. A. (2003). Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say. SRI International.

<sup>6</sup> Clark, R. C., & Mayer, R. E. (2016). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning. John Wiley & Sons.

<sup>7</sup> Dillenbourg, P. (1999). What do you mean by collaborative learning?. Collaborative-learning: Cognitive and Computational Approaches, 1-19.

more inclusive and accessible. This flexibility is particularly beneficial for adult learners who juggle multiple responsibilities (Sharples et al., 2007)<sup>8</sup>.

### 1.2.5. Instant Feedback

Instant feedback is a great benefit from all sorts of digital educational tools. Particularly many educational apps provide instant feedback, enabling learners to identify and address their weaknesses promptly. This immediate response system can enhance the learning process, making it more iterative and adaptive (Shute, 2008)<sup>9</sup>.

### 1.2.6. Skill Development

Certain apps focus on developing specific skills like critical thinking, problem-solving, or even coding. Platforms like Lumosity or Grasshopper have been designed with the explicit intent of honing particular competencies, complementing traditional educational content. The ABCD4ME project fosters skill development of trainers addressing migrant entrepreneurs. The materials provide role-modeling for trainers for what can be done with the target beneficiaries too.

## 1.3. Migrant Entrepreneurship Education: Cultivating New Horizons

The concept of migrant entrepreneurship education conveys hope, empowerment, and resilience in an increasingly interconnected world. Migrants, often faced with diverse challenges, bring with them a wealth of experiences, cultures, and perspectives that can be harnessed to foster innovative entrepreneurial ventures. By offering educational frameworks to cater to the unique needs of migrants, we not only enable them to navigate and thrive in their new environments but also enrich the host community with fresh ideas and approaches. Such education goes beyond traditional business acumen, integrating cultural sensitivity, local market understanding, and resilience-building. As educators, our mission is to provide these budding entrepreneurs with the tools, resources, and confidence they need to turn their aspirations into tangible successes. In doing so, we cultivate new horizons for both the migrants and the communities they become an integral part of, driving economic growth, fostering inclusivity, and building bridges across diverse populations.

### 1.3.1. Defining Migrant Entrepreneurship

Migrant entrepreneurship refers to the business activities undertaken by individuals who have moved across national borders, seeking better opportunities and often driven by a combination of necessity and aspiration (Light & Gold, 2000)<sup>10</sup>. These entrepreneurs bring a blend of their native cultural insights and the knowledge of their host countries, creating businesses that often cater to niche markets or bridge gaps between diverse

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<sup>8</sup> Sharples, M., Taylor, J., & Vavoula, G. (2007). A theory of learning for the mobile age. *The Sage handbook of e-learning research*, 221-247.

<sup>9</sup> Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189.

<sup>10</sup> Light, I. & Gold, S. J. (2000). *Ethnic Economies*. San Diego, CA: Academic Press

communities. While many migrant entrepreneurs initially venture into sectors with lower barriers to entry, such as food services, transportation or retail, an increasing number are breaking into technology, finance, and other sectors, leveraging their unique perspectives for innovation. Recognizing and understanding the distinct characteristics and potential challenges faced by migrant entrepreneurs is crucial for policymakers and educators alike, as it allows for the development of targeted support systems and educational programs that can enable these entrepreneurs to thrive and contribute significantly to their adopted communities.

### 1.3.2. Migrant Entrepreneurship Education: A Specialized Focus

Migrant entrepreneurship education is a targeted approach that equips migrant entrepreneurs with the necessary tools and skills to navigate the unique challenges they face in their host countries. Unlike traditional entrepreneurship education, this specialized focus takes into account the cultural, social, and economic differences that migrants often encounter (Volery, T. (2007)<sup>11</sup>). It emphasizes the importance of understanding local market dynamics while integrating the rich experiences and diverse perspectives migrants bring from their home countries. This form of education not only addresses aspects like business acumen and regulatory compliance but also delves into cultural assimilation, language proficiency, and network-building. Educating migrant entrepreneurs requires a nuanced approach. By tailoring educational content to the unique experiences of migrant entrepreneurs, educators can provide more relevant and impactful support, helping these entrepreneurs harness their potential and drive socio-economic growth in their adopted communities.

## 1.4. ABCD4ME: A Strategic Convergence of Concepts

The ABCD4ME project embraces the confluence of digital teaching and migrant entrepreneurship education. The project's vision is manifested through the development and dissemination of app-based learning resources and methodologies, custom-tailored to meet the evolving needs of migrant entrepreneurs.

### 1.4.1. Aligning Digital Teaching with Migrant Entrepreneurship

Within the framework of the ABCD4ME project, aligning digital teaching with migrant entrepreneurship is the core strategy. Recognizing the diverse backgrounds, experiences, and aspirations of migrant entrepreneurs, digital teaching methods must be tailored to address their unique challenges and opportunities. By leveraging technology, educators can provide interactive, culturally responsive, and language-sensitive content that resonates with this audience.

Digital platforms offer the flexibility of on-demand learning, enabling migrants to balance their educational pursuits with other responsibilities. Furthermore, incorporating real-world scenarios, case studies, and digital simulations pertinent to migrant entrepreneurship can foster a deeper understanding of local market dynamics. Through a well-aligned digital teaching approach, the ABCD4ME project aims to empower educators that work with migrant entrepreneurs with the knowledge and digital skills essential for working

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<sup>11</sup> Ethnic Entrepreneurship: A Theoretical Framework. In L.P. Dana (Ed.), Handbook of Research on Ethnic Minority Entrepreneurship. Cheltenham: Edward Elgar)

with people engaged in their entrepreneurial journey in a new land, bridging cultural gaps and amplifying their potential for success (Jones, & Li, 2019)<sup>12</sup>.

### 1.4.2. Pedagogical Strategies for ABCD4ME

The ABCD4ME project emphasizes the pivotal role of app-based competence development in supporting migrant entrepreneurship. Recognizing the inherent mobility and varying schedules of migrant entrepreneurs, the project leverages digital technology to provide flexible, personalized learning experiences.

Educators working within this framework should focus on using adaptive content that particularly caters to diverse cultural backgrounds, multiple language proficiencies, and distinct business aspirations. Interactive modules, quizzes, and scenario-based exercises should be integrated to promote active learning and facilitate the practical application of theoretical concepts. Given the unique challenges faced by migrant entrepreneurs, such as navigating a new business environment or understanding local regulations, it's imperative that the content remains current, relevant, and rooted in real-world contexts. There is a wide spectrum of materials available, for example different types of apps which can be applied to according to the needs of the learners.

For educators, the ABCD4ME approach calls for a blend of traditional pedagogical methods and innovative digital strategies. Consider trying out different blends and also focus on collaboration, facilitating online discussions, peer-to-peer learning, and mentorship opportunities. All these methods can greatly enhance the learning experience. It's essential to maintain an open channel for feedback, as this allows for the continuous refinement of the app's content and features.

Moreover, recognizing the potential digital divide, educators should ensure that the app remains accessible, intuitive, and user-friendly, providing additional digital literacy support if necessary. The ultimate goal is to empower migrant entrepreneurs with the tools, knowledge, and confidence to thrive, harnessing the power of app-based learning to bridge informational and skill-based gaps (Smith & Nguyen, 2020)<sup>13</sup>.

### 1.4.3. Potential Challenges and Solutions from a Pedagogical Point of View

From a pedagogical standpoint, the ABCD4ME project's emphasis on using digital resources to educators and migrant entrepreneurs working with this target group, poses distinct challenges that require specialized solutions.

One salient challenge is the creation of a curriculum that caters to learners from varying cultural, linguistic, and educational backgrounds. The project already offers such taking into account the disparities that can result in differential learning paces, diverse foundational knowledge, and unique learning styles. Pedagogically, the task of ensuring consistent learning outcomes for such a heterogeneous group is daunting. Moreover, the digital nature of the platform can sometimes alienate learners who might have limited exposure to technology, or those who prefer traditional face-to-face learning environments.

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<sup>12</sup> Digital Approaches in Migrant Entrepreneurship Education\*. International Journal of Entrepreneurial Behavior & Research)

<sup>13</sup> Smith, A. & Nguyen, T. (2020). *App-based Learning in Entrepreneurship Education*. Journal of Digital Business Education)

To address these pedagogical challenges, educators should consider employing a differentiated instruction approach, where teaching strategies are adapted based on the learner's individual needs. Incorporating interactive elements, such as quizzes and simulations, can cater to various learning styles, ensuring engagement and retention. Blended learning approaches, where digital resources are complemented with occasional physical encounters or virtual live sessions, can help bridge the gap between digital and traditional learning methodologies.

Moreover, it is essential from an educational point of view to create a supportive online community where learners can share their experiences, ask questions, and collaborate. This atmosphere shall be able to foster an enriching learning environment. Continuous assessment and feedback mechanisms are also crucial to track progress and adapt teaching methodologies as required, ensuring that the pedagogical objectives of the ABCD4ME project are consistently met (Smith & Ahmed 2022)<sup>14</sup>.

The following chapters will provide in depth insight on these topics, particularly from a practical dimension. You will be introduced to all the elements of this project and how they translate in the professional dimension when working with migrant entrepreneurs and strengthening them in their endeavours.

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<sup>14</sup> (Smith, J. & Ahmed, L. (2022)). \*Pedagogical Innovations in Digital Entrepreneurship Education\*. Journal of Digital Learning)

## 2. Methodological Support

In the chapter on Methodological Support, readers will find valuable information on a range of topics related to effective teaching. This includes insights into innovative teaching methods, the exciting concept of gamification in education, strategies for integrating apps into the learning process, various approaches to assessment, and the utilization of the digital online database to enhance the teaching and learning experience. These topics are essential for educators seeking to enhance pedagogical skills and make the most of the app learning process.

### 2.1. Introduction

Teaching migrants interested in starting businesses requires specific approaches and methods to address their needs and challenges. Migrant entrepreneurs often face more challenging conditions when establishing a business than individuals who have grown up in the host country.

The effective integration of these teaching methods and approaches could contribute to preparing migrants for a successful entrepreneurial career and improving their prospects in the job market. Flexibility is crucial, tailoring education to the individual needs and abilities of the learners.



Figure 3 - Images by standret and rawpixel.com on Freepik about entrepreneurship challenges.

In addition to this pedagogical handbook, the ABCD4ME project provides two kits to facilitate the effective utilization of the learning platform. The two kits are available on the **ABCD4ME website's digital training platform**.

**The Trainer's Kit** explains the training pathway, prerequisites for training, the training structure (including duration, ECVET points (CEDEFOP, 2023)<sup>15</sup>, structure of learning units, and contents of learning apps). It also clarifies various types of learning apps and outlines the process for examinations and competence certification. Furthermore, it incorporates self-assessment questions that learners can utilize. In the appendix, EQF (European qualification framework) descriptors, CEFR (Common European Framework of

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<sup>15</sup> CEDEFOP. (2023). European credit system for vocational education and training (ECVET). revised on 18.12.2023 from <https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>



Reference for Languages), a contract, and an example of the skills card (certificate of the learned competencies) are included.

**The Trainees' Kit** comprises essential information regarding training and examinations, including details on training duration, training content, initiation of training, and the examination process along with instructions for initiating it. In the appendix, you can find self-assessment questions, the contract, and an example of the skills card (certificate of the learned competencies).

## 2.2. Effective Training methods

To get the most out of the learning experience with the ABCD4ME project knowledge we recommend blended learning.

Blended learning is an educational approach that combines face-to-face learning with online learning. In this model, students participate in learning activities both in a physical environment, such as a classroom, and in a virtual environment, through an online platform, such as the ABCD4ME Digital Platform for Learning via APPs to improve entrepreneurship skills for a digital economy.

Blended learning has the following characteristics in common with the pillars of the ABCD4ME project:

- Face-to-face sessions: learners attend regular sessions/classes at a physical location, where they can interact with the instructor and other learners. These sessions can be traditional or based on more active methodologies such as those shown below.
- Online learning: learners also participate in online learning activities, often through an online educational platform. This can include the delivery of multimedia content, interactive activities, online discussions, and assessments - the options are endless. The ABCD4ME Apps Training specializes in imparting digital competencies necessary for entrepreneurship among migrants.
- Flexibility: in terms of when and where learners access online content, allowing them to adapt to their schedules, paces and learning preferences.
- Personalisation: learners can have the opportunity to progress at their own pace, review online material and access additional resources according to their individual needs.
- Interaction: both in the classroom and online. Learners can collaborate on activities and receive feedback from both the instructor and their peers (Cornelsen eCademy & inside GmbH, 2023)<sup>16</sup>.

Combining face-to-face and online instruction can enrich the learning experience by drawing on the strengths of both approaches. Regarding the recommended active methodologies, VET educators, teachers, and trainers can create a learning-by-doing, practical, tailored and inclusive learning experience for migrants at different language proficiency levels, preparing them for entrepreneurship in the digital economy effectively.

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<sup>16</sup> Cornelsen eCademy. (2023). *Integriertes Lernen, Blended Learning - Definition, Vorteile und Nachteile*. revised on 18.12.2023 from <https://www.ecademy-learning.com/ausbildung-digital/blended-learning/>

### 2.2.1. Understanding your learners

Begin by assessing the language proficiency of your students. Recognize the varying levels (starting from A2. You can find more information about the language level in the CEFR of the Council of Europe, 2023<sup>17</sup>) and their individual needs, background, and aspirations in entrepreneurship.

For A2 learners, provide language support as a foundational step. Offer vocabulary lists, language lessons, and translation tools to bridge the language gap in case it is necessary. This includes simplifying complex language when explaining technical concepts. Use straightforward language, avoiding jargon and specially, encourage learners to seek clarification when needed. You can also use visual aids and multimedia such as infographics, videos... to convey complex concepts effectively, making the content more accessible to all language levels.

### 2.2.2. Create a supportive learning environment

Foster a safe and inclusive classroom or online space where every learner feels comfortable expressing themselves and asking questions (Holley and Steiner, 2005)<sup>18</sup>. Including cross-cultural competency training to address nuances in digital business communication and networking specific to migrant learners' backgrounds could be a useful resource to learners. Ensure that migrants have access to training in communication, language, and culturally sensitive practices and train them in self-confidence and resilience, as these qualities help overcome uncertainties and tackle challenges.

Cultivate a growth mindset among learners, emphasizing the value of learning from failures and continuously improving. Provide a more detailed explanation of how mentoring and coaching can support them in developing their business ideas and plans. This support can involve sharing experiences and practical advice. Also, assist in identifying suitable mentors.

### 2.2.3. Keep it practical

Engage learners in discussions, debates, group activities, and problem-solving activities, actively assist them in building networks and contacts in the business world, as this enhances their opportunities in the marketplace. Active learning enhances language acquisition and reinforces entrepreneurial concepts. Stress the importance of soft skills such as teamwork, adaptability, and problem-solving, which are essential in the digital economy.

Employ case studies and examples from successful digital entrepreneurs to illustrate concepts. Emphasize the value of storytelling, encouraging learners to share their experiences and create narratives around

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<sup>17</sup> Council of Europe. (2023). *Common European Framework of Reference for Languages (CEFR)*. revised on 18.12.2023 from <https://www.coe.int/en/web/common-european-framework-reference-languages/official-translations-of-the-cefr-global-scale>

<sup>18</sup> Holley, L. C. & Steiner, S. (2005). *Safe space: Student perspectives on classroom environment*. Journal of Social Work Education, 41(1), 49 -64

entrepreneurship, making learning more engaging. Inviting successful migrant entrepreneurs to share their journeys, challenges, and experiences could be interesting and engaging for them.

Assign projects that require learners to create digital business plans or marketing strategies. Utilize the ABCD4ME Digital Platform for Learning via APPs that offer interactive activities and self-paced learning options, where learners have to be proactive and autonomous.

Last, but not least, regularly assess learners progress, providing feedback that encompasses language proficiency and entrepreneurial competencies. Use this feedback to adapt your teaching approach.

## 2.3. Gamification

Gamification is the integration of game elements into a context that is not inherently a game. It involves the utilization of interactive and engaging learning activities to enhance the learning experience of students. Gamification concepts promote learners' motivation and engagement. With Gamification the Self-determination theory (SDT) is realized. The theory suggests that individuals have an inherent motivation to progress and evolve when their three psychological needs: autonomy, competence, and relatedness (Hammill et al., 2021)<sup>19</sup>.

In this context, it is also helpful to be able to distinguish between the two terms gamification and game based: Gamification and game-based learning are related concepts that both incorporate elements from games, but they serve different purposes and are applied differently:

### 2.3.1. Purpose and Application of Gamification:

- **Purpose:** Gamification involves adding game elements, such as points, badges, and leaderboards, to non-gaming contexts to enhance engagement and motivation. The primary goal of gamification is to make tasks or activities more enjoyable and to encourage specific behaviours or outcomes.
- **Application:** Gamification can be applied to various fields, including education, marketing, employee training, and more. It's used to improve motivation, increase participation, and achieve specific objectives.

### 2.3.2. Purpose and Application of Game-Based Learning:

- **Purpose:** Game-based learning, on the other hand, is the use of actual games or game-like simulations as a central component of the learning experience. The primary goal of game-based learning is to teach or reinforce specific knowledge and skills, often in an interactive and experiential manner.
- **Application:** Game-based learning is primarily used in educational contexts, where games and simulations are designed to teach subjects or concepts, promote problem-solving, and offer a platform for practical application (TeachThought, 2023)<sup>20</sup>.

The ABCD4ME training apps can neither be classified totally as one nor the other. It contains elements of gamification and game-based learning and can thus be seen as a combination of the two approaches. Both approaches leverage the appeal of games to achieve their respective goals, but the way they are integrated and their primary objectives differ. Among their benefits:

- Increased Engagement and motivation
- Enhanced Learning Experience → more immersive, experiential and practical
- ABCD4ME training apps empower learners to study at their preferred pace

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<sup>19</sup> Hammill, J., Nguyen, T., Henderson, F. (2021). *Encouraging the flip with a gamified process*. International Journal of Educational Research Open, Volume 2, 100085, ISSN 2666-3740, <https://doi.org/10.1016/j.ijedro.2021.100085>

<sup>20</sup> TeachThought. (2014). *The Difference Between Gamification and Game-Based Learning*. Revised on 18.12.2023 from <https://www.teachthought.com/learning/difference-gamification/>

- At anytime and anywhere (only Internet connection is needed)
- Different types of apps
- Freedom to start with any lesson and app, also the order of the apps can be chosen freely.
- Learning by doing
- Every small success is appreciated
- Development of a range of skills (problem solving, critical thinking, decision making and creativity)
- Retention of information
- Instant feedback if the answers are correct
- Testing/practicing in a safe environment → reducing anxiety
- Try as often as wanted
- Various learning styles are addressed



Figure 4 - Images by storyset on Freepik about gamification in education.

There are different ways to incorporate gamification in teaching entrepreneurship to migrants:

- Develop business simulation games that allow learners to make business decisions in a virtual environment. They can create and manage their own digital businesses, face real-world challenges and measure their success. Some of the APPs included in the ABCD4ME platform will require such actions from learners in terms of marketing, business plans, financing options, etc.
- Provide immediate feedback after each activity or challenge. Explain where they excelled and where they need to improve.
- Present timed challenges where learners must complete tasks or solve problems within a time limit. This encourages quick decision-making and time management. In the ABCD4ME platform this is the methodology applied for the examination.
- Create weekly or monthly challenges in which learners solve specific business problems related to entrepreneurship in the digital age or introduce scoring systems for students to compete against each other or work in teams to solve problems and achieve goals. This can motivate learners to put more effort into their learning.
- Offers virtual rewards, such as badges, points or prizes, for achieving milestones or completing learning modules. This creates a sense of achievement and motivation. You can maintain leaderboards for students to see how they compare with their peers. This encourages healthy competition and striving for improvement.

But above all encourage collaboration through team games where learners work together to solve problems or start and manage virtual businesses.

## 2.4. Integrating apps in education

Including learning through apps in teaching entrepreneurship to migrants can be highly effective due to the accessibility and flexibility offered by these apps. Here we propose a plan for incorporating apps in teaching entrepreneurship to migrants:

### 2.4.1. Identify learning objectives

Start by defining the specific learning objectives you want to achieve - what business skills and knowledge you want migrants to acquire. This will make it easier to identify appropriate apps that suit the needs and skill levels of your migrant learners. In the chapter *Practical recommendations focussed on the Learning Units (Apps)* you will find concrete information about the topics and apps included in the ABCD4ME learning units.

### 2.4.2. Focus on practical skills

Choose apps that offer lessons and exercises focused on practical skills relevant to entrepreneurship in the digital economy. This could include topics such as creating a business plan, online marketing, financial management and product development.

### 2.4.3. Provide support and guidance

Offer guidance and support to learners as they use the applications. Make sure they understand how to use the applications and be available to answer their questions. Emphasize the importance of continuous learning and exploration of new applications and resources to keep up with business trends in the digital economy. For this purpose, you can use the ABCD4ME Online Digital Database, you will find more information about it under the following headings.

Monitor learners' progress and adjust your approach according to their needs and feedback. App-based teaching can be highly adaptable. The use of educational apps in teaching entrepreneurship to migrants can increase the accessibility and effectiveness of instruction, allowing students to acquire practical skills flexibly and at their own pace.

### 2.4.4. Promote hands-on practice

Encourage learners to apply what they learn in applications to real digital entrepreneurship situations. This could include tasks such as creating a business plan, launching a website or running an online marketing campaign.

By considering these steps, you can establish an environment that facilitates the integration of learning apps into the classroom and supports learning objectives.

1. Technology Access: Ensure student access to devices.
2. Internet Reliability: Verify stable internet access.
3. Digital Resources: Provide access to needed resources.

4. Training: Offer technical and curriculum training.
5. Curriculum Integration: Align apps with curriculum.
6. Support: Provide ongoing assistance and resources (theoretical input, etc.).
7. Security: Address data privacy and security.
8. Flexibility: Enable app access at school and home.
9. Accessibility: Support special needs students.
10. Educational Support: Offer teacher and online guidance. Some learners need more guidance than others, focus on the learners who need more support.



Figure 5 - Image by vectorjuice on Freepik about learning environment.

## 2.5. Assessment

Assessment in the context of the ABCD4ME project, "Project Apps Based Competence Development for Migrants Entrepreneurship," can be conducted through various strategies. The assessment methods offered by the project include examinations and self-assessment questions.

### 2.5.1. Platform-Integrated Examinations

Within the platform, learners have access to integrated examinations. In these examinations, learners are presented with a random selection of 5 learning apps covering the 5 different learning units. The learners have 60 minutes to successfully complete the examination. Upon successful completion, the examinees can download a Skills Card (competence certificate) that can be signed by the trainers. After 60 minutes, a new set of 5 examination apps is automatically generated for another attempt. Further details are provided in the kits.

### 2.5.2. Utilizing Self-Assessment Questions

Self-assessment questions are available in the appendices of both the Trainer and Trainees kits. These questions are designed for self-evaluation regarding the units and specific topics covered in the training apps. These questions can facilitate a before-and-after comparison. Learners can complete the questions before starting the training for each unit, then solve the apps and, upon completing the training, answer the post-training questions. This allows learners to assess for themselves whether they have gained new knowledge and skills through app usage. These self-assessment questions serve as a self-evaluation tool for reflecting on progress.

Of course, as an educator, you can apply additional assessment methods. Possible approaches to demonstrate and assess acquired competencies in a realistic manner include:

### 2.5.3. Project-Based Assessment / Practical Application

Learners can create a fictional start-up to apply what they have learned in practice. This enables them to apply their entrepreneurial knowledge and develop solutions for real challenges.

### 2.5.4. Simulations and Role-Playing

Encourage learners to work in groups to develop solutions for specific challenges on the topic through collaborative simulations. This promotes teamwork, strategic thinking, and the application of learned skills in a simulated environment.

### 2.5.5. Peer-to-Peer Assessment

Implement peer assessments where learners evaluate the progress and achievements of their peers. This promotes mutual support and the development of self-assessment skills.



### 2.5.6. Presentations / Pitching a Business Idea

Challenge learners to present their business ideas or solutions through presentations or pitches. This fosters communication skills, self-confidence, and the ability to convincingly present ideas.

These alternative assessment methods go beyond traditional teacher evaluations and encourage active learning and practical skill application, making them valuable for assessing the progress and competencies of participants.

## 2.6. Using the ODD

The digital database is for anyone interested in **entrepreneurial and digital** education, especially adult learners, VET educators and policy makers. It provides free online access to a wealth of best practices, valuable resources, important tools, noteworthy projects, forward-looking policies and innovative strategies aimed at improving **migrant entrepreneurship** in the digital age.

This can serve as a support for migrant learners when looking for resources to improve their skills, networking, support and collaboration for entrepreneurial purposes or even as a mirror of good practices, projects and initiatives that served other migrants as a way to progress in the digital economy. They can explore strategies for their start-up creation process and maybe find some networks that support their business.

As a trainer, you also have the opportunity to improve your competences and incorporate the findings from the ODD into your teaching methods: this content can be integrated into the blended sessions both as a support to the theoretical content and as practical examples that bring the topic of migrant entrepreneurship down to earth. By studying the practices of EU and international peers or entrepreneurial, digital and business skills projects, you can incorporate innovation into your teaching.

You can navigate the online database at <https://abcd4me.possibles.org> in the following ways:

- Utilize the Menu Bar to explore categories such as Best Practices, Projects, Policies, Methodologies, and Resources and Tools.
- Familiarize yourself with the categories and discover what to expect on the homepage.
- If you're searching for specific keywords, utilize the search bar.
- Within your selected category, you can further refine results by applying filters based on tags, language, or level.

### 3. Practical recommendations focussed on the Learning Units (Apps)

In an era defined by rapid digital transformation, the Learning Units (LUs) developed by the ABCD4ME project play a pivotal role in equipping Vocational Education and Training (VET) practitioners and migrant entrepreneurs with the necessary skills to navigate challenges and seize opportunities presented by the digital economy. Within the dynamic landscape of the ABCD4ME project, Practical Recommendations stand as an integral component meticulously crafted to offer valuable pedagogical guidance for the seamless implementation of each Learning Unit (LU) and its corresponding Apps. This innovative initiative is centred on empowering VET practitioners and migrant entrepreneurs with the essential skills and knowledge to thrive in the digital economy. The set of practical recommendations focuses on the effective implementation of content within each Learning Unit, providing valuable pedagogical insights for seamless integration into educational programs.

**Learning Unit 1 (LU1) - Familiarizing VET Practitioners with Digital Economy Challenges and Solutions for Migrant Entrepreneurship:** The initial step of the journey, LU1 sets the stage for understanding the intricate challenges faced by migrant entrepreneurs in the digital realm.

**Learning Unit 2 (LU2) - Empowering Migrant Entrepreneurs in the Digital Economy:** Building upon the foundational knowledge from LU1, this unit propels forward, focusing on empowering migrant entrepreneurs with the requisite digital skills.

**Learning Unit 3 (LU3) - Guiding Migrant Entrepreneurs to Create Viable Business in the Digital Economy:** Moving beyond theory, LU3 immerses learners in the practical aspects of business creation within the digital landscape.

**Learning Unit 4 (LU4) - Showcasing Entrepreneurship and Business Tools to Migrants for Success in the Digital Economy:** Central to the ABCD4ME project, LU4 shines a spotlight on the variety of entrepreneurship and business tools available in the digital domain.

**Learning Unit 5 (LU5) - Marketing for Migrant Entrepreneurs in the Digital Economy:** The culmination of the training program, LU5, concentrates on marketing strategies tailored to the digital economy.

In conjunction with these Learning Units, the integration of Apps further enriches the learning experience, providing practical, real-world applications of the acquired knowledge. Within this framework, the Practical Recommendations serve as a compass, guiding educators in the effective delivery of each unit, ensuring that VET practitioners and migrant entrepreneurs are well-prepared to navigate the complexities and opportunities presented by the digital economy. *The subsequent example training plans illustrate the practical application of these recommendations for a holistic and impactful learning journey.*

#### NOTE:

Below you will find one sample training activity plan for each unit. **These sample activities can be seen as suggested blended-learning sessions from the project consortium.** Please note that these training plans are only samples, and you can use your creativity and adapt the learning units and apps to the specific needs and wishes of your target group.

**Structure of the Training Plans**

<i>Training Activity Title</i>	<i>A concise and clear name for the specific training activity included in the plan.</i>
<i>Target Group</i>	<i>Who this training activity is designed for (e.g., VET trainers, teachers and educators).</i>
<i>Aim</i>	<i>The overall goal or objective of the training activity (e.g., familiarizing VET practitioners with key concepts, legal requirements, challenges, and innovative solutions in the digital economy ).</i>
<i>Learning Outcomes</i>	<i>The specific knowledge, skills, or attitudes participants will gain by completing the activity</i>
<i>Duration</i>	<i>The estimated time required to complete the activity (e.g., 2 hours, 3 days, self-paced).</i>
<i>Materials-Tools</i>	<i>Any resources needed to participate in the activity (e.g., textbooks, software, equipment, case studies).</i>
<i>Methodology and Procedure</i>	<i>The format and structure of the activity (e.g., lecture, workshop, simulation, individual work).</i>
<i>Practical Learning Tip:</i>	<i>A helpful suggestion for participants to maximise their learning during the activity.</i>
<i>Evaluation</i>	<i>How the participant's learning will be assessed (e.g., quiz, presentation, project).</i>
<i>Existing Knowledge / Limitations</i>	<i>Any prior knowledge or experience participants should have and potential challenges they might face.</i>
<i>Further Resources</i>	<i>Additional materials or links to provide deeper understanding of the topic.</i>

Annexes

Any supplemental documents or handouts relevant to the activity.

### 3.1. Unit 1: Familiarizing VET Practitioners with Digital Economy Challenges and Solutions for Migrant Entrepreneurship

<b>Training Activity Title</b>	Digital Entrepreneurship Exploration Workshop
<b>Target Group</b>	This activity is designed for VET trainers, teachers and educators to help them to implement what they learn(ed) from this project with migrant entrepreneurs or migrants interested in entrepreneurship and digital business, aiming to provide them with insights into the challenges and opportunities presented by the digital economy.
<b>Aim</b>	The workshop aims to familiarise VET practitioners with key concepts, legal requirements, challenges, and innovative solutions in the digital economy as they pertain to migrant entrepreneurship.
<b>Learning Outcomes</b>	By the end of this workshop, participants will be able to: <ul style="list-style-type: none"> <li>● Grasp key concepts essential for understanding migrant entrepreneurship in the digital economy.</li> <li>● Identify legal requirements and challenges unique to migrant entrepreneurs in the digital age.</li> <li>● Explore innovative solutions and opportunities available to migrant entrepreneurs within the digital landscape.</li> </ul>
<b>Duration</b>	3.5 hours (Allowing for deeper discussions and case study analysis)
<b>Materials-Tools</b>	<ul style="list-style-type: none"> <li>○ Whiteboard and markers</li> <li>○ Handouts summarizing digital economy challenges and solutions</li> <li>○ Laptop and projector for multimedia presentation</li> <li>○ Case studies featuring successful migrant entrepreneurs in the digital economy (See the section on <i>Good Practices</i> : pages 50-55 )</li> <li>○ Flipcharts and sticky notes</li> </ul>
<b>Methodology and Procedure</b>	<b>Welcome and Icebreaker (15 minutes)</b>

Begin the session with a warm welcome and a brief icebreaker activity. Use an icebreaker related to personal experiences with digital tools or entrepreneurship to create a relaxed and engaging atmosphere.

**Introduction to Digital Economy Concepts (30 minutes)**

Provide a detailed overview of key digital economy concepts with a focus on how they impact migrant entrepreneurship. Utilize visuals, real-world examples, and interactive discussions to enhance understanding.

**Legal Requirements and Challenges Discussion (45 minutes)**

Facilitate an in-depth discussion on legal requirements and challenges faced by migrant entrepreneurs in the digital age. Encourage participants to share personal experiences and insights. Use case studies to illustrate legal challenges and potential solutions.

**Case Studies Analysis (45 minutes)**

Present case studies of successful migrant entrepreneurs who effectively navigated digital challenges. Encourage participants to analyse these case studies collaboratively, discussing the strategies employed and the lessons learned.

**Innovative Solutions Brainstorming (45 minutes)**

Engage participants in a structured brainstorming session to identify innovative solutions and opportunities for migrant entrepreneurs in the digital landscape. Use a combination of individual and group activities to foster creative thinking.

**Group Presentations (30 minutes)**

Divide participants into small groups and assign each group a specific innovative solution or opportunity discussed during the brainstorming session. Ask them to prepare brief presentations to share their insights and findings with the larger group.

**Q&A and Reflection (15 minutes)**

Conclude the workshop with a Q&A session, allowing participants to seek clarification or share additional insights. Facilitate a reflection on the key takeaways, encouraging participants to highlight concepts or solutions they find most relevant to their roles. (You can get help from Annex 1A: Checklist - Challenges and Opportunities in the Digital Economy)

*Practical Learning Tip:*

**Create a Post-Activity Knowledge Sharing Platform:** Establish a dedicated online platform, such as a discussion forum or collaborative document, where participants can continue sharing resources, insights, and questions related to digital entrepreneurship after the workshop.

<p><i>Evaluation</i></p>	<p><b>Open-Ended Reflections</b></p> <p>Participants will be asked to provide open-ended reflections on the following:</p> <ul style="list-style-type: none"> <li>● One key concept they found most valuable.</li> <li>● A legal requirement or challenge that surprised them.</li> <li>● An innovative solution they are eager to explore further.</li> </ul>
<p><i>Existing Knowledge / Limitations</i></p>	<p>Recognize that participants may have varying levels of familiarity with digital economy concepts. Encourage an inclusive and collaborative learning environment by allowing for open discussions and questions.</p>
<p><i>Further Resources</i></p>	<p>Recommended online courses on digital entrepreneurship (e.g., Coursera, edX)</p> <p>Suggest webinars and workshops by entrepreneurship support organizations</p> <p>Encourage participants to explore Digital Economy Reports by reputable institutions (e.g., World Economic Forum) for ongoing insights.</p>
<p><i>Annexes</i></p>	<p><b>Annex 1A: Checklist - Challenges and Opportunities in the Digital Economy</b></p> <p><b>Instructions:</b> Please mark the challenges you have personally faced and the opportunities you identify in the digital economy. Feel free to add any specific challenges or opportunities not listed.</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>○ Difficulty in accessing digital resources for my business.</li> <li>○ Language barriers impacting my ability to use digital tools effectively.</li> <li>○ Cultural differences influencing my approach to digital entrepreneurship.</li> <li>○ Discrimination faced in the digital community.</li> <li>○ Lack of support from the digital community.</li> <li>○ Other (please specify): _____</li> </ul> <p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>○ Access to a global market for my products/services.</li> <li>○ Utilizing social media for effective marketing.</li> <li>○ Leveraging e-commerce platforms for business growth.</li> <li>○ Connecting with a diverse network of entrepreneurs online.</li> <li>○ Access to online courses for continuous learning.</li> <li>○ Other (please specify): _____</li> </ul>

## 3.2. Unit 2: Empowering Migrant Entrepreneurs in the Digital Economy

<i>Training Activity Title</i>	Nurturing Entrepreneurial Mindsets and Skills in Migrants
<i>Target Group</i>	This activity is designed for VET trainers, teachers and educators to help them to implement what they learn(ed) from this project with migrant entrepreneurs or migrants interested in entrepreneurship and digital business.
<i>Aim</i>	This activity aims to cultivate entrepreneurial mindsets and skills among migrants, focusing on leadership, time management, problem-solving, and team dynamics, fostering their ability to thrive in the digital entrepreneurial landscape.
<i>Learning Outcomes</i>	At the end of this lesson, learners will be able to: <ul style="list-style-type: none"> <li>• Understand the importance of entrepreneurial mindsets in the digital economy.</li> <li>• Acquire leadership, time management, and problem-solving skills essential for entrepreneurial success.</li> <li>• Comprehend the significance of team dynamics, creativity, and resilience in the digital entrepreneurial context.</li> </ul>
<i>Duration</i>	2-3 hours (Adaptable based on participants' engagement and pace).
<i>Materials-Tools</i>	<ul style="list-style-type: none"> <li>○ Whiteboard and markers</li> <li>○ Handouts on entrepreneurial mindsets and skills</li> <li>○ Laptop and projector for multimedia presentation</li> <li>○ Flipcharts and sticky notes</li> <li>○ Printed checklist for skills analysis (See Annex 2A)</li> </ul>
<i>Methodology and Procedure</i>	<p><b>Methodology:</b></p> <p><b>Welcome and Icebreaker (15 minutes)</b></p> <p>Begin the session with a warm welcome and an icebreaker activity to create a positive and engaging atmosphere.</p> <p><b>Context Setting (20 minutes)</b></p> <p>Discuss the relevance of entrepreneurial mindsets in the digital economy. Explain how leadership, time management, and problem-solving skills contribute to success.</p>

### Interactive Discussions (30 minutes)

Encourage open discussions on the importance of leadership and time management in the digital entrepreneurial landscape. Facilitate brainstorming sessions on real-world problems and how effective problem-solving can enhance business outcomes.

### Case Studies (45 minutes)

Present case studies of successful migrant entrepreneurs who demonstrated strong leadership, effective time management, and innovative problem-solving. Discuss key takeaways and lessons learned.

#### Procedure:

##### Step 1: Understanding Entrepreneurial Mindsets (60 minutes):

- Facilitate a discussion on the traits of successful entrepreneurs, emphasizing leadership and innovative thinking.
- Engage participants in activities that promote creative thinking and problem-solving.

##### Step 2: Skills Acquisition (45 minutes):

- Conduct a presentation on essential skills, including time management and problem-solving techniques.
- Interactive activities to practice these skills individually and in groups.

##### Step 3: Team Dynamics and Creativity (45 minutes):

- Discuss the importance of teamwork and creativity in the digital economy.
- Group activities promoting teamwork and brainstorming for creative business solutions.

##### Step 4: Resilience and Reflection (30 minutes):

- Facilitate a reflection session on the importance of resilience in overcoming challenges.

Guide participants in developing a personal action plan for fostering resilience.

#### *Practical Learning Tip*

Provide pre-activity reading materials on entrepreneurial mindsets and skills to ensure participants have a foundational understanding before the session.

#### *Evaluation*

#### **True/False Activity: Empowering Migrant Entrepreneurs in the Digital Economy**

Entrepreneurial Mindset: An entrepreneurial mindset involves a fixed approach to problem-solving, avoiding risks to ensure stability. (T/F)



	<p>Leadership Skills: Leadership skills are not crucial for entrepreneurial success in the digital economy. (T/F)</p> <p>Time Management: Effective time management is essential for achieving business goals and maintaining work-life balance. (T/F)</p> <p>Problem-Solving: Entrepreneurs do not need to be adept problem solvers as long as they have a good business idea. (T/F)</p> <p>Team Dynamics: In the digital economy, teamwork is less important than individual skills for entrepreneurial success. (T/F)</p> <p>Creativity for Innovation: Creativity plays a minimal role in fostering innovation in the context of migrant entrepreneurship. (T/F)</p> <p>Risk Management: Entrepreneurs should avoid risks altogether to ensure the safety of their business ventures. (T/F)</p> <p>Resilience: Resilience is irrelevant in the digital economy, as businesses can easily recover from setbacks. (T/F)</p> <p>Diversity and Inclusion: Fostering diversity and inclusion is not a priority in the digital entrepreneurial landscape. (T/F)</p> <p>Resilience: Resilience, the ability to recover from setbacks and adapt to change, is not only a significant factor in entrepreneurial success in the digital economy but also a crucial skill for entrepreneurs in navigating challenges in the digital economy. (T/F)</p>
<p><i>Existing Knowledge / Limitations</i></p>	<p>Address any language barriers by using translation tools or providing translated materials.</p> <p>Encourage participants to share additional entrepreneurial skills not covered before or during the session.</p> <p>Allow flexibility for discussion on additional skills.</p>
<p><i>Annexes</i></p>	<p><b>Annex 2A: Checklist - Entrepreneurial Mindsets and Skills</b></p> <p><b>Instructions:</b> Mark the skills you think are essential for successful entrepreneurship in the digital economy.</p> <p><b>Entrepreneurial Mindsets:</b></p> <ul style="list-style-type: none"> <li>● Innovative Thinking</li> <li>● Adaptability</li> <li>● Risk-Taking</li> <li>● Visionary Leadership</li> </ul>

**Essential Skills:**

- Time Management
- Problem-Solving
- Effective Communication
- Team Collaboration

### 3.3. Unit 3 - Guiding Migrant Entrepreneurs to Create Viable Businesses through the Digital Economy

<i>Training Activity Title</i>	Building a Viable Business Plan in the Digital Economy
<i>Target Group</i>	This activity is designed for VET trainers, teachers, and educators to help them to implement what they learn(ed) from this project with migrant entrepreneurs or migrants interested in entrepreneurship and digital business, aiming to provide them with insights into the challenges and opportunities presented by the digital economy. It aims to guide them in creating a viable business plan by providing insights into key elements, ethical considerations, and innovative approaches.
<i>Aim</i>	The aim of this activity is to assist participants in developing a comprehensive business plan tailored to the digital economy, emphasizing ethical considerations and innovation. Participants will gain practical skills in market identification, customer targeting, digital presence building, goal setting, sustainable business model development, and understanding the project management cycle.
<i>Learning Outcomes</i>	<p>At the end of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop a viable business plan suitable for the digital economy.</li> <li>● Analyze ethical aspects of business practices.</li> <li>● Generate and evaluate innovative business ideas.</li> <li>● Identify target markets and customers.</li> <li>● Build a digital presence for their entrepreneurial project.</li> <li>● Set clear goals for business success.</li> <li>● Develop a sustainable and profitable business model.</li> <li>● Understand the project management cycle in the context of their business.</li> </ul>
<i>Duration</i>	4 hours (The duration may be adjusted based on the pace and engagement of participants.)
<i>Materials-Tools</i>	<ul style="list-style-type: none"> <li>○ Whiteboard and markers</li> <li>○ Handouts on business plan components</li> <li>○ Laptop and projector for multimedia presentation</li> <li>○ Flipcharts and sticky notes</li> <li>○ Printed templates for business plan development (See Annex A)</li> </ul>
<i>Methodology and Procedure</i>	<b>Methodology:</b>

Before starting the activity, ensure the following steps are considered:

**Welcome and Icebreaker:** Begin the session with a brief introduction and an icebreaker activity to create a collaborative and engaging environment.

**Overview of Business Plan Components:** Provide an overview of the key components of a business plan in the digital economy context. Discuss the importance of ethical considerations and innovation.

**Case Studies:** Present case studies of successful migrant entrepreneurs who developed viable business plans in the digital economy. Discuss key strategies and lessons learned.

**Procedure:**

Step 1: Introduction to Business Plan Components (45 minutes)

- Presentation: Provide a detailed presentation on the essential components of a business plan, with a focus on digital aspects.
- Q&A Session: Encourage participants to ask questions and seek clarification on business plan components.

Step 2: Ethical Considerations and Innovation (30 minutes)

- Group Discussion: Divide participants into small groups to discuss ethical considerations in business practices and innovative approaches. Ask groups to share their insights.

Step 3: Practical Business Plan Development (2 hours)

- Template Distribution: Provide participants with printed templates for business plan development (See Annex 3A).
- Hands-on Session: Guide participants through the process of developing each section of the business plan, emphasizing the digital aspects.

Step 4: Presentation and Feedback (45 minutes)

- Group Presentation: Each group presents a summary of their business plan to the entire group.
- Feedback Session: Facilitate a constructive feedback session, allowing participants to share thoughts and suggestions for improvement.

*Practical Learning Tip:*

Share relevant articles or videos on ethical business practices and innovative business ideas with participants before the session to stimulate critical thinking.

Provide participants with these resources before the session:

	<ul style="list-style-type: none"> <li>○ Online business plan development tools</li> <li>○ Articles on ethical considerations in business</li> <li>○ Webinars on innovative business ideas in the digital economy</li> </ul>
<i>Evaluation</i>	<p><b>Single-Choice Question (Each question has one correct answer.)</b></p> <p>1. What is a key benefit of developing a sustainable and profitable business model in the digital economy?</p> <ul style="list-style-type: none"> <li>A. Increased cultural diversity</li> <li>B. Improved digital infrastructure</li> <li>C. Enhanced access to global markets</li> <li>D. Reduced reliance on traditional business practices</li> </ul> <p>2. How does understanding the project management cycle contribute to the success of a digital entrepreneurial project?</p> <ul style="list-style-type: none"> <li>A. It minimizes the need for digital marketing</li> <li>B. It ensures efficient resource allocation and project execution</li> <li>C. It eliminates the need for ethical considerations</li> <li>D. It speeds up the development of innovative business ideas</li> </ul> <p>3. Why is building a digital presence important for an entrepreneurial project in the digital economy?</p> <ul style="list-style-type: none"> <li>A. It satisfies legal requirements</li> <li>B. It attracts a diverse customer base</li> <li>C. It reduces the need for ethical considerations</li> <li>D. It replaces traditional business models</li> </ul> <p>4. What role does mentoring play in the development of a migrant entrepreneur's business in the digital age?</p> <ul style="list-style-type: none"> <li>A. It provides financial support</li> <li>B. It offers guidance and advice</li> <li>C. It eliminates the need for market analysis</li> <li>D. It replaces the ethical aspects of business</li> </ul> <p>5. In the context of the digital economy, why is understanding the ethical aspects of business crucial for migrant entrepreneurs?</p> <ul style="list-style-type: none"> <li>A. It helps in avoiding legal requirements</li> <li>B. It builds trust and credibility with customers</li> <li>C. It speeds up the project management cycle</li> <li>D. It reduces the need for diverse team dynamics</li> </ul>

	<p>Answer Key: 1/C, 2/B, 3/B, 4/B, 5/B.</p>
<p><i>Existing Knowledge / Limitations</i></p>	<p><b>Understanding Ethical Business Practices:</b></p> <ul style="list-style-type: none"> <li>○ Use real-life examples to illustrate ethical dilemmas in business and discuss possible solutions.</li> <li>○ Address any cultural considerations related to ethical practices.</li> </ul> <p><b>Innovative Business Ideas:</b></p> <ul style="list-style-type: none"> <li>○ Encourage participants to think outside the box and consider unique aspects of their business ideas.</li> <li>○ Provide resources on innovative business models and success stories.</li> </ul>
<p><i>Annexes</i></p>	<p><b>Annex 3A: Business Plan Template</b></p> <p><b>Instructions:</b></p> <p>Use this concise template to shape a robust business plan for your digital entrepreneurial project. Tailor each section to align with your business's unique context.</p> <p><b>- Executive Summary</b></p> <p>Provide a succinct overview of your business, including its mission, vision, and the digital economy's unique aspects it leverages.</p> <p><b>- Business Description</b></p> <p>Offer a detailed description of your business, covering products, target market, and value proposition. Highlight its digital operational framework.</p> <p><b>- Market Analysis</b></p> <p>Conduct a comprehensive analysis of your target market and industry, emphasizing digital influences on customer behaviour.</p> <p><b>- Organization and Management</b></p> <p>Outline your business structure and introduce key team members, emphasizing digital skills and expertise.</p> <p><b>- Product or Service Line</b></p> <p>Detail your products or services, emphasizing how they meet digital economy needs, including any innovative features.</p>

**- Marketing and Sales**

Describe your digital marketing and sales strategies, encompassing online promotion, social media, and sales processes.

**- Funding Request**

If applicable, specify funding requirements and its digital application for business growth. Include related financial projections.

**- Financial Projections**

Present digital-focused financial forecasts, underlining contributions to revenue and cost management.

**- Risk Analysis**

Identify digital-related risks and outline mitigation strategies.

**- Appendices**

Include supporting documents like market research data and digital marketing plans.

**Note:** Encourage participants to seek guidance from trainers and peers during the hands-on session. Adapt this template to align with the distinct features of each participant's business idea and its digital landscape.

### 3.4. Unit 4: Showcasing Entrepreneurship and Business Tools to Migrants for Success in the Digital Economy

<i>Training Activity Title</i>	Unlocking Digital Success: From Challenges to Opportunities for Migrant Entrepreneurs (Emphasizes both overcoming challenges and seizing opportunities)
<i>Target Group</i>	This activity is designed for VET trainers, teachers and educators to help them to implement what they learn(ed) from this project with migrant entrepreneurs or migrants interested in entrepreneurship and digital business.
<i>Aim</i>	Empower migrant entrepreneurs and aspiring digital business owners to navigate the digital landscape, overcome challenges, and achieve success through essential financial and digital skills. (Provides a more specific and impactful statement)
<i>Learning Outcomes</i>	<p>At the end of this lesson, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify potential challenges and opportunities in the digital economy for migrant entrepreneurs. (Starts with the core objective)</li> <li>2. Develop strong financial management and business planning skills for sustainable digital ventures. (Highlights key practical skills)</li> <li>3. Master essential digital skills for online marketing, e-commerce, and effective business communication. (Details specific digital skills)</li> <li>4. Craft a personalized action plan to implement learned strategies and unlock your digital entrepreneurial potential. (Emphasizes practical application and future action)</li> </ol>
<i>Duration</i>	2-3 hours (This activity can be adapted based on the pace and engagement of the participants).
<i>Materials-Tools</i>	<ul style="list-style-type: none"> <li>○ Whiteboard and markers</li> <li>○ Handouts</li> <li>○ Laptop and projector for multimedia presentation</li> <li>○ Flipcharts and sticky notes</li> <li>○ Printed checklist (see Annex 4A)</li> </ul>
<i>Methodology and Procedure</i>	<p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>1. <b>Engage and Set Expectations:</b> <ul style="list-style-type: none"> <li>○ Welcome and Introduction: Warm welcome, brief trainer introduction, and outline of training objectives.</li> </ul> </li> </ol>



- Interactive Warm-up: Icebreaker activity related to personal or business finances to spark engagement and create a safe space for learning.
- Setting the Stage: Explain the importance of strong financial management for entrepreneurial success and the key areas covered in the training.
- **2. Active Learning and Knowledge Building:**
- Interactive Lecture and Dialogue: Introduce key financial concepts, tools, and best practices through short presentations followed by Q&A and discussions.
- Case Studies and Scenarios: Analyze real-world examples of successful and unsuccessful financial management in entrepreneurial ventures. Encourage peer discussion and application to individual businesses.
- Hands-on Workshops: Guide participants through practical exercises, simulations, and role-playing activities to reinforce learning and practice essential skills (e.g., budgeting, debt management, investment analysis).
- **3. Application and Action Planning:**
- Group Activities and Challenges: Foster collaboration and problem-solving skills through team challenges focused on applying financial management principles to specific business scenarios.
- Personalized Action Plans: Guide participants in developing individualized action plans outlining next steps for implementing learned strategies and improving their financial management practices.
- Resource Sharing: Share good practices of helpful financial resources, tools, and software to support ongoing learning and implementation.
- **4. Reflection and Feedback:**
- Open Forum and Q&A: Allow time for participants to ask questions, clarify doubts, and share their insights and experiences.
- Feedback Session: Gather feedback on the training content, methodology, and delivery to improve future sessions.
- Follow-up Support: Offer optional follow-up sessions, check-ins, or online communities to promote continued learning and peer support.

**Procedure:**

Step 1: Financial Foundations (90 minutes)

- Interactive Lecture: Introduce key financial concepts (SEE THE CHECKLIST ANNEX 4A) and vocabulary used in business (e.g., profit and loss statements, balance sheets, cash flow statements).
- Case Studies: Analyze real-life examples of successful and unsuccessful financial management in entrepreneurial ventures.
- Group Discussion: Facilitate a discussion on the importance of financial management for entrepreneurial success.

**Step 2: Budgeting and Forecasting (60 minutes)**

- Hands-on Workshop: Guide participants through the process of creating a budget for their businesses using templates and tools.
- Scenario Planning: Practice forecasting future income and expenses under different scenarios (e.g., best-case, worst-case) to prepare for uncertainties.
- Activity: Assign individual budgeting challenges to reinforce learning and application.

**Step 3: Funding and Investment Strategies (75 minutes)**

- Guest Speaker: Invite a financial advisor or investor to share insights on securing funding and making wise investment decisions.
- Pitching Workshop: Develop participants' skills in presenting their business ideas and requesting funding from potential investors.
- Group Brainstorming: Discuss creative strategies for building wealth through entrepreneurship and personal financial planning.

**Step 4: Risk Management and Debt Strategies (45 minutes)**

- Interactive Game: Participate in a simulated business environment where participants experience risk management scenarios and apply strategies.
- Loan Negotiation Activity: Role-play loan negotiation scenarios to acquire valuable debt management skills.
- Debt Analysis: Analyze case studies of businesses effectively managing and eliminating debt.

**Step 5: Financial Tracking and Analysis (60 minutes)**

- Software Introduction: Demonstrate popular financial management software and tools for entrepreneurs.

	<ul style="list-style-type: none"> <li>○ Data Analysis Workshop: Guide participants through analyzing financial data to identify trends, opportunities, and areas for improvement.</li> <li>○ Action Planning: Develop personalized action plans outlining strategies for implementing learned financial management techniques in their businesses.</li> </ul>
<p><i>Practical Learning Tip:</i></p>	<p>Create a pre-activity video introduction that provides an overview of the session, explains the purpose, and encourages participants to think about their specific challenges and goals in the digital economy.</p>
<p><i>Evaluation</i></p>	<p><b>True/False Questions - Showcasing Entrepreneurship and Business Tools</b></p> <ul style="list-style-type: none"> <li>● Creating a business budget is a one-time process and doesn't need to be revisited. (T/<input checked="" type="checkbox"/>F)</li> <li>● Forecasting future income and expenses is unrealistic for entrepreneurs. (T/<input checked="" type="checkbox"/>F)</li> <li>● Financial management techniques play a minor role in the business planning process. (T/<input checked="" type="checkbox"/>F)</li> <li>● Putting all your savings into one investment maximizes returns. (T/<input checked="" type="checkbox"/>F)</li> <li>● Accounting principles are essential for maintaining a profitable business (T/<input checked="" type="checkbox"/>F)</li> <li>● Business planning is optional for entrepreneurs and not a critical step in success. (T/<input checked="" type="checkbox"/>F)</li> <li>● Relying solely on personal savings to fund your business is the safest option. (T/<input checked="" type="checkbox"/>F)</li> <li>● Regularly analyzing your financial data, including income trends, expense breakdowns, and profit margins, can help you identify areas for improvement and make informed business decisions throughout the year. (T/<input checked="" type="checkbox"/>F)</li> <li>● Developing a comprehensive financial plan with both short-term and long-term goals, and regularly revisiting it to align with changing market conditions, helps ensure your business success and growth. (T/<input checked="" type="checkbox"/>F)</li> </ul>
<p><i>Existing Knowledge / Limitations</i></p>	<p>Industry-specific considerations: Financial needs and challenges can vary greatly depending on the type of business.</p> <p>Stage of development: The financial needs and priorities of a start-up will differ from those of a more established business.</p> <p>Personal financial situation: Personal debt, lack of savings, and unstable income can create additional financial burdens and limitations.</p>

<p><i>Further Resources</i></p>	<ul style="list-style-type: none"> <li>○ U.S. Small Business Administration (SBA): The SBA offers a wealth of free resources for entrepreneurs, including financial management guides, loan programs, and workshops. Visit their website at <a href="https://www.sba.gov/">https://www.sba.gov/</a>.</li> <li>○ SCORE: SCORE provides free mentoring and educational resources for entrepreneurs, including webinars and workshops on financial management. Visit their website at <a href="https://www.score.org/">https://www.score.org/</a>.</li> <li>○ Mint: This popular budgeting app and website offer helpful articles, tools, and resources for managing your personal and business finances. Visit their website at <a href="https://mint.intuit.com/">https://mint.intuit.com/</a>.</li> <li>○ Investopedia: Investopedia is a comprehensive online dictionary and encyclopedia of financial terms and concepts. It's a great resource for learning about basic financial principles and staying up-to-date on current financial trends. Visit their website at <a href="https://www.investopedia.com/">https://www.investopedia.com/</a>.</li> <li>○ Entrepreneur.com: This website offers articles, resources, and tips for entrepreneurs on various topics, including financial management, marketing, and business strategy. Visit their website at <a href="https://www.entrepreneur.com/">https://www.entrepreneur.com/</a>.</li> </ul>
<p><i>Annexes</i></p>	<p><b>Annex 4A - Checklist - Conquer Your Finances: A Checklist for Entrepreneurial Success</b></p> <p>Instructions: By meticulously following this checklist, you will gain the financial mastery needed to thrive as an entrepreneur.</p> <p>Bonus Tip: Customize the checklist to your specific needs and goals. Add additional items or break down each section into smaller, actionable steps.</p> <p><b>Budgeting and Financial Planning:</b></p> <ul style="list-style-type: none"> <li>○ Develop realistic budgets for their businesses.</li> <li>○ Apply forecasting techniques to predict future income and expenses.</li> <li>○ Create comprehensive financial plans to achieve business goals.</li> </ul> <p><b>Investment and Wealth Building:</b></p> <ul style="list-style-type: none"> <li>○ Evaluate different investment options for building wealth.</li> <li>○ Develop strategies to leverage financial instruments for business growth.</li> <li>○ Understand the fundamentals of personal financial planning.</li> </ul> <p><b>Securing Finances and Managing Risks:</b></p>

- Identify potential funding sources for their businesses, including loans, grants, and angel investors.
- Learn how to prepare compelling financial presentations for investors.
- Develop risk management strategies to mitigate financial setbacks.

**Debt Management and Loans:**

- Understand the concepts of good and bad debt, and manage debt effectively.
- Negotiate favorable loan terms to avoid financial burdens.
- Develop strategies for responsible loan repayment and debt elimination.

**Tracking Income and Expenses:**

- Implement efficient systems for tracking business income and expenses.
- Analyze financial data to identify areas for improvement and cost-saving.
- Use financial reports to make informed business decisions.

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

<i>Training Activity Title</i>	Digital Marketing Simulation and Strategy Workshop
<i>Target Group</i>	This activity is designed for VET trainers, teachers, and educators to help them to implement what they learn(ed) from this project with migrant entrepreneurs or migrants interested in entrepreneurship and digital business. This activity is tailored for migrant entrepreneurs and VET practitioners seeking an immersive experience in digital marketing strategies.
<i>Aim</i>	This workshop aims to provide hands-on experience in digital marketing by simulating real-world scenarios. Participants will develop a comprehensive understanding of marketing concepts, strategies, and ethical considerations in the digital economy.
<i>Learning Outcomes</i>	At the end of this lesson, learners will be able to: <ul style="list-style-type: none"> <li>● Apply diverse digital marketing strategies.</li> <li>● Understand and implement the "4 Ps" of Marketing (Product, Price, Place, Promotion).</li> <li>● Develop a comprehensive digital marketing plan.</li> <li>● Leverage social media effectively for marketing purposes.</li> <li>● Analyze and address ethical considerations in marketing practices.</li> <li>● Demonstrate effective communication and branding techniques.</li> <li>● Create customer journey maps for enhanced marketing insights.</li> </ul>
<i>Duration</i>	Full-day workshop (6-8 hours), allowing for in-depth discussions, practical exercises, and group activities.
<i>Materials-Tools</i>	<ul style="list-style-type: none"> <li>○ Laptops or tablets with internet access</li> <li>○ Whiteboard and markers</li> <li>○ Flipcharts and sticky notes</li> <li>○ Printed handouts on digital marketing concepts</li> <li>○ Access to social media platforms</li> <li>○ Simulation scenario template (See Annex 5A)</li> </ul>
<i>Methodology and Procedure</i>	<p><b>Methodology</b></p> <p>The workshop will follow an experiential learning approach, combining theoretical concepts with hands-on activities. The simulation scenario will immerse participants in a</p>

fictional business environment where they need to develop and execute a digital marketing strategy.

### Procedure

#### Introduction and Icebreaker (30 minutes)

- Brief overview of the workshop objectives and agenda.
- Icebreaker activity to create a comfortable and collaborative atmosphere.

#### Theoretical Foundation (60 minutes)

- Presentation on essential marketing concepts, the "4 Ps," (Product, Price, Place, Promotion) and ethical considerations.
- Q&A session to ensure participants grasp foundational concepts.

#### Digital Marketing Simulation (120 minutes)

- Participants will be divided into groups and given a simulation scenario. (You can use the simulation scenario template to distribute the possible scenario to the groups: see Annex A)
- Each group will develop a digital marketing strategy based on the provided scenario.
- Facilitators will guide and provide feedback during the simulation.

#### Group Presentations and Feedback (60 minutes)

- Each group presents their digital marketing strategy.
- Facilitated discussion and feedback on the presented strategies.

#### Hands-on Social Media Activity (60 minutes)

- Practical exercise on leveraging social media for marketing.
- Participants create and execute a social media post related to their simulated business.

#### Customer Journey Mapping (45 minutes)

- Introduction to customer journey mapping.
- Hands-on activity where participants create customer journey maps for their simulated business.

#### Ethical Marketing Discussion (30 minutes)

- Guided discussion on ethical considerations in marketing practices.
- Case studies and group discussions on ethical dilemmas in digital marketing.

**Reflection and Action Planning (45 minutes)**

- Individual and group reflection on key takeaways.
- Action planning for applying digital marketing strategies in real-life scenarios.

*Evaluation*

**Marketing for Migrant Entrepreneurs in the Digital Economy - Fill-in-the-Blank Activity**

**Instructions:**

Fill in the blanks with the appropriate words or phrases based on your understanding of the marketing concepts covered in this unit.

**1. Marketing Concepts**

\_\_\_\_\_ refers to the process of promoting and selling products or services. The "4 Ps" of Marketing are Product, Price, Place, and \_\_\_\_\_. Understanding your target audience is crucial for creating an effective \_\_\_\_\_ strategy.

**2. Diverse Marketing Strategies**

Migrant entrepreneurs can benefit from a mix of online and offline \_\_\_\_\_ strategies. Content marketing, influencer marketing, and email marketing are examples of \_\_\_\_\_ strategies.

**3. Core Principles - The "4 Ps"**

\_\_\_\_\_ involves decisions related to product design, features, and quality.  
 \_\_\_\_\_ is about determining the right pricing strategy for your product or service.  
 \_\_\_\_\_ involves making decisions about where and how to distribute your product.

**4. Comprehensive Marketing Plans**

A \_\_\_\_\_ outlines your marketing goals, target audience, and strategies. The SWOT analysis is a key component of a well-rounded \_\_\_\_\_.



### 5. Leveraging Social Media

Social media platforms like \_\_\_\_\_ and \_\_\_\_\_ are popular for marketing. Visual content, such as images and videos, can enhance engagement on \_\_\_\_\_ platforms.

### 6. Ethical Considerations

Migrant entrepreneurs should prioritize \_\_\_\_\_ marketing practices. Being transparent and honest in advertising contributes to ethical \_\_\_\_\_.

### 7. Effective Communication and Branding

Consistent \_\_\_\_\_ helps build a recognizable brand identity. Storytelling is a powerful tool for \_\_\_\_\_ and connecting with your audience.

### 8. Customer Journey Maps

Creating \_\_\_\_\_ allows businesses to understand the customer's experience. \_\_\_\_\_ involves identifying touchpoints where customers interact with the brand.

#### Answers:

1. Marketing, Promotion, Marketing.
2. Marketing, Marketing.
3. Product, Price, Place.
4. Marketing plan, Marketing plan.
5. Instagram, Facebook, social media.
6. Ethical, marketing practices.
7. Branding, communication.
8. Customer journey maps, Customer journey.

#### *Practical Learning Tip:*

Encourage participants to bring their real business challenges to discuss and apply the concepts learned during the workshop.

#### *Existing Knowledge / Limitations*

### 1. Language Barriers in Video Understanding

- Use automatic translation features on YouTube.
- Utilize external translation services (Google Translate, Yandex Translate).
- Seek user-generated translations if available.

	<p><b>2. Scope of Challenges</b></p> <ul style="list-style-type: none"> <li>○ Acknowledge and address concerns not covered in predefined lists.</li> <li>○ Allow flexibility for discussion on additional challenges.</li> </ul>
<p><i>Further Resources</i></p>	<p>Online courses on digital marketing platforms (e.g., HubSpot Academy, Google Digital Garage).</p>
<p><i>Annexes</i></p>	<p><b>Annex 5A - Digital Marketing Simulation Scenario Template: [Business Name]</b></p> <p><b>Background:</b></p> <p>You are the marketing team for [Business Name], a fictional start-up specializing in [product/service]. The company is entering a competitive market and aims to establish a strong online presence. Your goal is to develop a comprehensive digital marketing strategy to promote [product/service] and drive customer engagement.</p> <p><b>Key Information:</b></p> <p>[Product/Service Description]</p> <p>[Target Audience Characteristics]</p> <p>[Unique Selling Proposition (USP)]</p> <p>[Competitor Analysis]</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Increase brand awareness.</li> <li>● Drive traffic to the company website.</li> <li>● Generate leads and conversions.</li> <li>● Foster engagement on social media platforms.</li> </ul> <p><b>Tasks:</b></p> <p><b>Develop a Digital Marketing Plan</b></p> <ul style="list-style-type: none"> <li>○ Outline the key elements of your digital marketing strategy, including the channels you'll use (social media, email, etc.).</li> <li>○ Specify the budget allocation for each channel.</li> </ul> <p><b>Social Media Campaign</b></p> <ul style="list-style-type: none"> <li>○ Create a social media campaign focusing on a specific product or promotion.</li> <li>○ Develop content for at least two social media platforms.</li> </ul> <p><b>Content Marketing</b></p>

- Develop a content calendar for blog posts or articles related to your industry.
- Identify key topics that resonate with your target audience.

#### **Email Marketing**

- Design an email marketing campaign to nurture leads and drive conversions.
- Specify the target audience for each email.

#### **Analytics and Reporting**

- Define key performance indicators (KPIs) for your digital marketing efforts.
- Develop a reporting structure to measure the success of your campaigns.

#### **Deliverables**

- Written Digital Marketing Plan.
- Social Media Campaign Materials.
- Content Calendar.
- Email Marketing Campaign.
- Analytics and Reporting Structure.

#### **Guidelines**

- Assume a realistic budget for your digital marketing activities.
- Consider ethical considerations in your marketing strategies.
- Present your strategy considering the unique aspects of [Business Name].

## 4. Good practices

### 4.1. Crédal – An ethical financing cooperative

This Good Practice is a reference to “Learning Unit 1 - Familiarizing VET Practitioners with Digital Economy challenges and solutions for Migrant Entrepreneurship”. Crédal is an ethical finance cooperative building an inclusive and sustainable society, where money is used for the common good.

Their support services are aimed at people in Wallonia and Brussels who want to create their own job, start up in the social economy or launch a cooperative. These people may be migrants, jobseekers or employees (on notice, part-time or unable to work).

#### 4.1.1. Understanding “Crédal”

In Wallonia (a Belgium region), they offer personalised coaching to people with projects in the food and craft sectors.

In Brussels, their support is **exclusively dedicated to female entrepreneurship**, whatever the sector of activity. They support both individual and collective projects.



Figure 6: Image Crédal <https://www.credal.be/>

More specific features of Crédal

Ethical investment for the benefit of all.

The amounts invested at Crédal are reinvested to finance clients which are associations, cooperatives, social entrepreneurs and citizens who have difficult access to banking services, among others migrants.

Solidarity loans to build an inclusive and sustainable society

To combat inequality and accelerate the transition to a more sustainable society, Crédal puts money to work for the common good.

#### 4.1.2. How Crédal links to the ABCD4ME project and target group

ABCD4ME's public is directly concerned by Crédal's services. Actually, Crédal is a grassroots organisation that offers real help in terms of support and low-interest financing. Their support covers Organizing ideas, Business Model, Business Plan, Funding, Coaching Pitch, Public Incentives and Grants, Innovation, as well as Networking and sharing experiences.

Most migrants who launch their businesses in Belgium go through either Crédal or Microstart.

### 4.1.3. Link/reference

<https://www.credal.be/>

<https://www.credal.be/nos-services-daccompagnement>

<https://www.credal.be/financer-ses-projets>

## 4.2. Entrepreneurship Training and Grants Project (IOM Türkiye)

This Good Practice is a reference to “Learning Unit 2 - Empowering Migrant Entrepreneurs in the Digital Economy”.



Figure 7: Image - Entrepreneurship Training on Freepik

Syrian refugees in Türkiye are at the forefront of pioneering web-based services, shaping a digital landscape that addresses the unique challenges faced by their community in establishing new lives. Rapidly gaining support from international companies and organizations, these entrepreneurs utilize apps and online platforms to provide displaced communities with essential information, including housing and job listings, translations of Turkish laws, advice on residence permits, and guidance on opening a bank account.

### 4.2.1. Understanding “Entrepreneurship Training and Grants Project”

Approximately 220,000 of the 3,300,000 Syrians in Türkiye reside in refugee camps, receiving housing and basic needs assistance. The majority, however, live in urban areas where finding legal employment is challenging. To overcome these hurdles, there is a growing trend of displaced persons seeking solutions and employment in the tech industry. Recognizing this trend; IOM, the UN Migration Agency, provides Information Technology and Communication (ITC) skills development through its emergency response programme in provinces on the Syrian border including Gaziantep, Sanliurfa, Hatay, and Izmir.

Training and Grants Project has reached 555 displaced persons, enrolling 87 of them in an intensive 90-hour training course and providing select teams with seed funding to create their own start-ups. Khaled Fattal, a 28-year-old Syrian IT engineer, is one such beneficiary. As the project coordinator for Kodra, an organization training Syrians to start their own companies, Khaled participated in an IOM-hosted workshop in Gaziantep on 5-6 December that brought together a diverse group of UN agencies, international organizations, Turkish and Syrian tech companies all working to better integrate displaced persons in the tech sector and create win-win solutions for ITC companies and Syrians looking for jobs.

### 4.2.2. How these trainings and grants link to the ABCD4ME project and target group

The IOM-hosted workshop in Gaziantep, attended by diverse entities such as UN agencies, international organizations, Turkish and Syrian tech companies, exemplifies collaborative efforts to integrate displaced persons into the tech sector. Companies like “Turkcell” and “Cisco” participated, contributing to discussions on overcoming challenges in starting your own business, finding freelance work, securing formal employment, addressing barriers like international bank transaction. Furkan Ozdil, a representative from Turkcell’s Corporate Social Responsibility department, shared another important barrier they are addressing.

“Turkcell’s Hello Hope mobile app is helping integrate displaced Syrians through providing Turkish language education, with the aim to help them overcome language barriers and improve their employment prospects,” he said. The app also provides easy access to Turkcell’s Arabic Call Center and provides information on general services available to them.

This good practice connects with the ABCD4ME project since ABCD4ME aims to elevate economic integration by nurturing skilled and qualified digital entrepreneurs among migrants. It also exemplifies the core themes of the ABCD4ME learning units by showcasing the entrepreneurial journey of Khaled Fattal and other Syrian refugees in the digital economy. It highlights the cultivation of an entrepreneurial mindset, the use of technology for inclusive growth, and the collaborative efforts to empower displaced communities through skills development and innovative solutions. The success of initiatives like these demonstrates the comprehensive set of tools needed for entrepreneurial success in the digital era.

### 4.2.3. Link/reference

<https://turkiye.iom.int/news/refugees-looking-help-their-new-lives-turkey-theres-app>

### 4.3. FoodCloud – Facilitating Food Sharing

This Good Practice is a reference to “Learning Unit 3 – Guiding Migrant Entrepreneurs to Create Viable Business in the Digital Economy”.

Iseult Ward is a co-founder of FoodCloud, an Irish social enterprise. Although Iseult Ward is not a migrant herself, her work has a significant impact on the community, including migrants. FoodCloud represents a service that seamlessly connects surplus food from retailers to local charities and community groups.

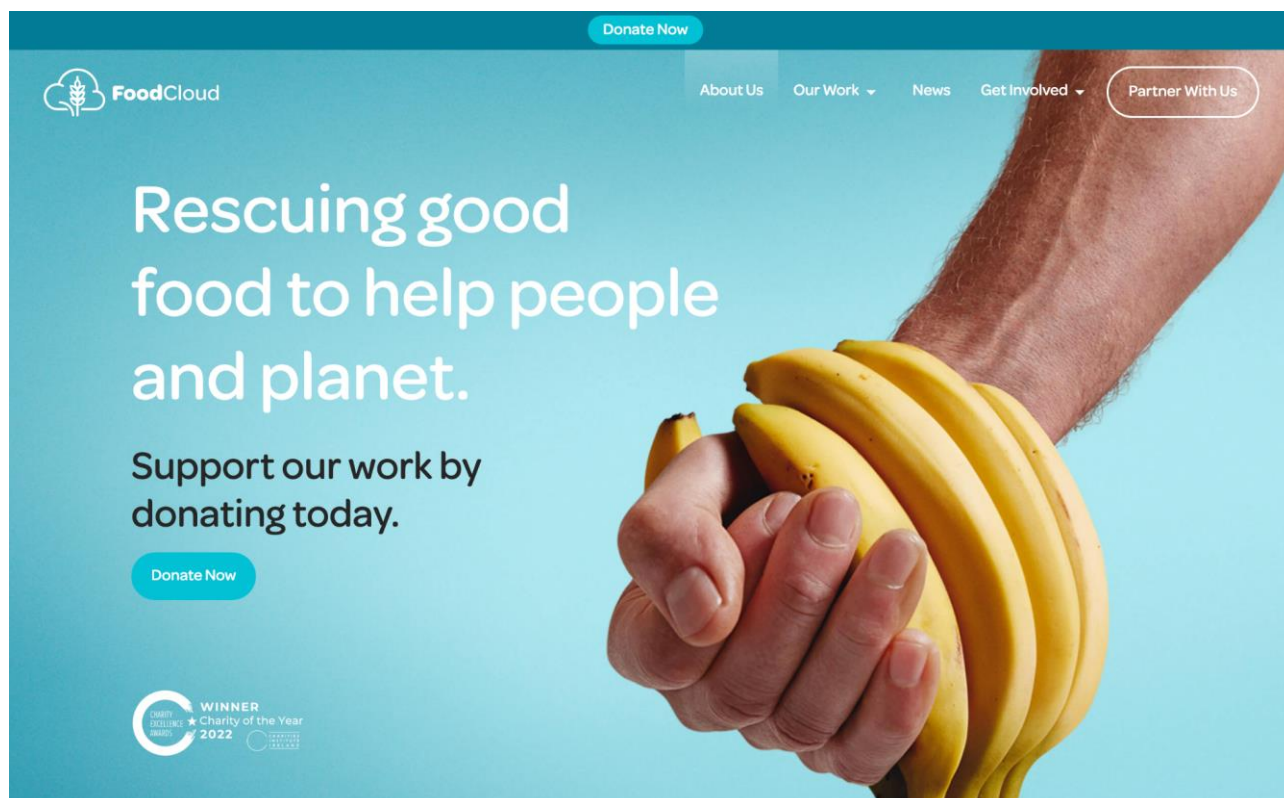


Figure 8: Image: Website of FoodCloud

#### 4.3.1. Understanding “FoodCloud”

FoodCloud is an innovative social enterprise that ingeniously addresses the critical issues of food waste and hunger. Operating primarily in Ireland, FoodCloud utilizes a technological platform to facilitate the redistribution of surplus food from retailers and producers to local charities and community groups. Through a user-friendly app, it connects businesses with excess food to those in need, ensuring that edible food is utilized to its full extent, nourishing communities rather than contributing to landfill waste. FoodCloud's model promotes sustainability, fosters community well-being, and facilitates meaningful partnerships between businesses and charities, heralding a new era in responsible food management and distribution.

Looking at the FoodCloud service in detail: retailers and producers can upload information regarding their excess food to the FoodCloud app, where local charities and community groups are instantly alerted of the available items. This not only ensures a swift and efficient redistribution process but also maximizes the utility of the surplus food, ensuring that it reaches those who need it while it is still fresh and consumable.



In terms of logistics, FoodCloud has meticulously crafted a network that simplifies the redistribution process. Partnering charities can easily access information about available food donations and arrange collections or deliveries through the app, ensuring that the process is streamlined and user-friendly. Additionally, FoodCloud has established hubs that aggregate and distribute large volumes of surplus food, further optimizing the distribution process. These hubs play a crucial role in expanding the reach and impact of their services, enabling a broader array of charities and community groups to benefit from the redistributed food.

On top of that, FoodCloud fosters meaningful relationships between the donating businesses and the recipient charities. By facilitating consistent and reliable food donations, they enable a sense of community and mutual support, fostering long-term partnerships that extend beyond mere transactions. This relational approach enriches the social impact of their services, cultivating a community-oriented ecosystem where businesses play a direct role in supporting and nourishing their local communities.

### 4.3.2. How “FoodCloud” links to the ABCD4ME project and target group

The good practice of FoodCloud is relevant to the topic of migrant entrepreneurship because it highly relates to the diverse perspectives and approaches to problem-solving migrant communities contribute. Furthermore, migrant communities may benefit immensely from innovative solutions like FoodCloud. For migrant entrepreneurs operating in the food and retail sectors, participating in FoodCloud’s network can offer an extraordinary way to contribute positively to their new communities, build strong local connections, and embody sustainable, socially responsible business practices. For migrants and their communities, the access to redistributed food can be a crucial support, fostering well-being and resilience. Through platforms like FoodCloud, migrant entrepreneurs can navigate the intersections of business, sustainability, and community impact with efficacy and purpose, strengthening their roles as contributors to economic vibrancy and social cohesion in their adopted homes.

### 4.3.3. Link/reference

<https://food.cloud/> or visit the news and updates section: <https://food.cloud/news>

## 4.4. Business tools for digital economy

This Good Practice is a reference to “Learning Unit 4 – Showcasing Entrepreneurship and business tools to migrants for success in the Digital Economy”

Since this unit focuses on **entrepreneurship** and the utilization of **business tools** for success in the **digital economy**, this best practice is highly practical. We have chosen to share a range of valuable digital apps, software, and tools that enhance both the entrepreneurial journey and the professional life of individuals. It's important to emphasize that each person and entrepreneur should assess these tools to determine which ones align with their unique needs and objectives. These practical tools serve as a starting point and can guide further research to discover additional resources beneficial for both business and even personal life.

Please note that this is a small excerpt and there are countless other helpful tools. Furthermore, it's important to note that this list does not encompass educational platforms, as they were discussed in a prior section of this pedagogical handbook.

### 4.4.1. Project Management and Organizational Applications

Enloop: business plan	<a href="https://enloop.com/">https://enloop.com/</a>
Monday.com: project management	<a href="https://monday.com/">https://monday.com/</a>
MeisterTask: Task management software	<a href="https://www.meistertask.com/en">https://www.meistertask.com/en</a>
YouTrack: project management	<a href="https://www.jetbrains.com/youtrack/">https://www.jetbrains.com/youtrack/</a>
Microsoft Project: project management	<a href="https://www.microsoft.com/en-gb/microsoft-365/project/project-management-software">https://www.microsoft.com/en-gb/microsoft-365/project/project-management-software</a>
Microsoft To Do: task management app	<a href="https://www.microsoft.com/en-gb/microsoft-365/microsoft-to-do-list-app">https://www.microsoft.com/en-gb/microsoft-365/microsoft-to-do-list-app</a>
Microsoft OneNote: note taking	<a href="https://www.microsoft.com/en-gb/microsoft-365/onenote/digital-note-taking-app">https://www.microsoft.com/en-gb/microsoft-365/onenote/digital-note-taking-app</a>
Wrike: project management	<a href="https://www.wrike.com/">https://www.wrike.com/</a>
Trello: project management	<a href="https://trello.com/">https://trello.com/</a>
Asana: project management	<a href="https://asana.com/">https://asana.com/</a>
Miro: project management/digital whiteboard	<a href="https://miro.com/">https://miro.com/</a>
Clockify: time management	<a href="https://clockify.me/">https://clockify.me/</a>

### 4.4.2. Accounting and Finance

Bookamat: accounting software	<a href="https://www.bookamat.com/">https://www.bookamat.com/</a>
Wave: accounting software	<a href="https://www.waveapps.com/">https://www.waveapps.com/</a>
Zoho: accounting software	<a href="https://www.zoho.com/books/">https://www.zoho.com/books/</a>
ZipBooks: accounting software	<a href="https://zipbooks.com/">https://zipbooks.com/</a>
Freshbooks: accounting software	<a href="https://www.freshbooks.com/en-eu/">https://www.freshbooks.com/en-eu/</a>
Online gross-net calculator	<a href="https://bruttonetto.arbeiterkammer.at/">https://bruttonetto.arbeiterkammer.at/</a>
Gross Net Calculator in Austria	<a href="https://onlinerechner.haude.at/BMF-Brutto-Netto-Rechner/">https://onlinerechner.haude.at/BMF-Brutto-Netto-Rechner/</a>
Tricount: organizing (group) expenses	<a href="https://www.tricount.com/en/">https://www.tricount.com/en/</a>

### 4.4.3. Online Communication and Collaboration

Google Workspace: office productivity tools	<a href="https://workspace.google.com/intl/en/">https://workspace.google.com/intl/en/</a>
Microsoft Office: office productivity tools	<a href="https://www.office.com/?omkt=en-GB">https://www.office.com/?omkt=en-GB</a>
Microsoft Teams: online collaboration/meetings	<a href="https://www.microsoft.com/en-gb/microsoft-teams/group-chat-software/">https://www.microsoft.com/en-gb/microsoft-teams/group-chat-software/</a>
Zoom: online collaboration/meetings	<a href="https://zoom.us/">https://zoom.us/</a>
Slack: productivity platform	<a href="https://slack.com/intl/en-gb/">https://slack.com/intl/en-gb/</a>
FreeConference: online conferences	<a href="https://www.freeconference.com/">https://www.freeconference.com/</a>

#### 4.4.4. Multimedia and Social Media

Prezi: attention-grabbing presentations	<a href="https://prezi.com/">https://prezi.com/</a>
Canva: Graphic design	<a href="https://www.canva.com/en_gb/">https://www.canva.com/en_gb/</a>
Hootsuite: manage multiple social media accounts	<a href="https://www.hootsuite.com/">https://www.hootsuite.com/</a>
Adobe Creative Cloud: 20+ multimedia apps	<a href="https://www.adobe.com/creativecloud.html">https://www.adobe.com/creativecloud.html</a>
Gimp: free, open-source image editing	<a href="https://www.gimp.org/">https://www.gimp.org/</a>
Animoto: videos creation	<a href="https://animoto.com/">https://animoto.com/</a>
Pexels: free stock photos	<a href="https://www.pexels.com/">https://www.pexels.com/</a>
Freepik: free images, photos, pictures	<a href="https://www.freepik.com/">https://www.freepik.com/</a>
Dalle: AI image generator	<a href="https://openai.com/dall-e-2">https://openai.com/dall-e-2</a>

#### 4.4.5. Data Management, Analysis and Research

Austrian Cloud: cloud service in Austria	<a href="https://www.myaustriancloud.at/">https://www.myaustriancloud.at/</a>
Microsoft One Drive: data cloud storage	<a href="https://www.microsoft.com/en-gb/microsoft-365/onedrive/online-cloud-storage">https://www.microsoft.com/en-gb/microsoft-365/onedrive/online-cloud-storage</a>
Google drive: File hosting service	<a href="https://workspace.google.com/intl/en/">https://workspace.google.com/intl/en/</a>
Google Analytics: website traffic analysis (part of Google Marketing Platform)	<a href="https://marketingplatform.google.com/intl/en_us/about/analytics/">https://marketingplatform.google.com/intl/en_us/about/analytics/</a>
Tableau: visual analytics platform	<a href="https://www.tableau.com/">https://www.tableau.com/</a>
NordVPN: safe and private internet access	<a href="https://nordvpn.com/">https://nordvpn.com/</a>
LastPass: password manager	<a href="https://www.lastpass.com/">https://www.lastpass.com/</a>
Google Scholar: scientific research	<a href="https://scholar.google.com/">https://scholar.google.com/</a>
Science direct: scientific research	<a href="https://www.sciencedirect.com/">https://www.sciencedirect.com/</a>

#### 4.4.6. Personal and Customer Relationship Management (CRM) Software

Mailchimp: Email marketing tools	<a href="https://mailchimp.com/en/">https://mailchimp.com/en/</a>
Google Forms: questionnaires/surveys	<a href="https://www.google.com/intl/en-GB/forms/about/">https://www.google.com/intl/en-GB/forms/about/</a>
HubSpot CRM	<a href="https://www.hubspot.com/">https://www.hubspot.com/</a>
Bitrix24: CRM	<a href="https://www.bitrix24.eu/?moved_from=EU">https://www.bitrix24.eu/?moved_from=EU</a>

## 4.5. Gabor Balogh and “Trucksters”

This Good Practice is a reference to “Learning Unit 5 – Marketing for Migrant Entrepreneurs in the Digital Economy”. Trucksters was founded in 2018 in Spain by Gabor Balogh with a clear objective: to achieve a more efficient and dignified road freight transport industry for professionals in the sector. This was the initiative to create “Trucksters”.

Thanks to this digital platform, this company has managed to establish a relay system connecting transport companies with drivers. Using this system, a driver can drive a truck along a route for 4.5 hours, swap trucks and drive another truck in the opposite direction. This platform allows them to return home every day, increase the profitability of transport companies and reduce costs and delivery times of goods.

And this magic that combines family reconciliation and business efficiency would not be possible without the application of the latest artificial intelligence technologies thanks to their partnership with Luis Bardaji and Ramón Castro.

### 4.5.1. Understanding “Gabor Balogh and Trucksters”



Figure 9: Image [www.trucksters.io](http://www.trucksters.io)

His first idea was to offer software to transport companies, however, during a trip when he stopped at a service station and started talking to truck drivers, he realised the harsh conditions of these professionals. That's when he changed his business idea into something more real and adapted for their reality.

He proposed his idea at a business incubator, and together with his partners, they got the picture of a very fragmented sector where technology was not traditionally used. And technology application could be the solution to that problem.

### 4.5.2. How “Trucksters” links to the ABCD4ME project and target group

Gabor had an idea, but it wasn't until he actually brought it down to earth and talked to truck drivers in Spain, asking them about their situation and market (different from the situation in Gabor's country), that he was able to perfect it. Thus, it was his "rudimentary market research" that enabled him to go to an entrepreneur support platform with his idea.

After that, together with partners with technological experience interested in his idea, they made Trucksters grow to become a great start-up not only in Spain, but also internationally. Sometimes, it is not about mastering all the phases of the product or service yourself. Having a well-defined idea, adapted to a problem and a real need (basic marketing concepts), can be a great start to look for the right missing parts.

### 4.5.3. Link/reference

<https://www.trucksters.io/> and <https://www.trucksters.io/our-impact/>

## 5. Additional readings/recommendations

### 5.1. App based learning

#### 5.1.1. App-based learning in phonological awareness and word-reading comprehension and its specific benefits for lower achieving students

Author: Verena Hoffmann



Figure 10: Digital education on Freepik

The study, authored by Verena Hofmann and published in the International Journal of Educational Research Open, investigates the impact of app-based learning on phonological awareness and word-reading comprehension among lower-achieving elementary school students. The study used a group of 45 first- and second-grade students in four mainstream classrooms. These students were alternately assigned to either an app-based learning intervention or a traditional reading class. The study found that app-based learning showed potential advantages in phoneme synthesis competences,

particularly among lower-achieving students. However, the study did not find that app-based learning was generally superior to traditional teacher-directed instruction, further research on this topic is needed.

<https://www.sciencedirect.com/science/article/pii/S2666374021000364>

#### 5.1.2. Smartphone Apps for Learning Progress and Course Revision

Authors: Patricia Pauli, Anne Koch and Frank Allgöwer



Figure 11: Smartphone Apps for Learning on Freepik

The paper titled "Smartphone Apps for Learning Progress and Course Revision" by Pauli et al. discusses the use of smartphone apps in control education. The paper presents two recently developed smartphone apps aimed at improving learning progress and facilitating course revision. The apps are designed to align with the authors' lecture on Introduction to Automatic Control. The paper also discusses the advantages of e-learning, stating that it is accessible and allows for self-paced learning. The authors mention that integrating e-learning tools into the overall educational experience is key to their success.

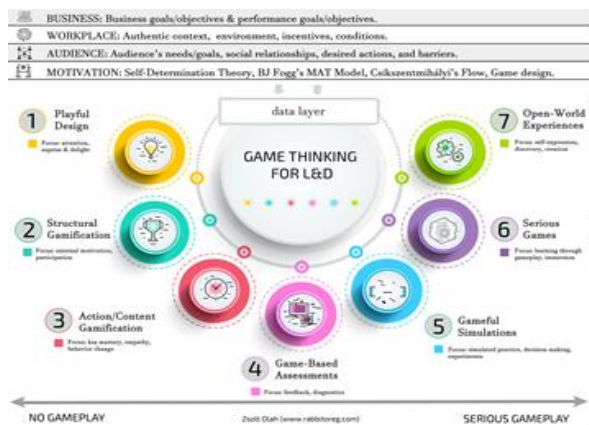
<https://www.sciencedirect.com/science/article/pii/S2405896320327385>



## 5.2. Gamification

### 5.2.1. Ramifications of Gamification in Learning

This article addresses common misconceptions about gamification in learning. For example, the need for a clear understanding of gamification's purpose as a motivator rather than a mere add-on to make courses fun or the idea that gamification is a one-size-fits-all solution for engagement, stressing its complexity. The article



also discusses point system calibration, cautions against relying solely on points, badges, and leaderboards, and highlights the mismatch between desired behaviours and user interactions.

It concludes by advocating for a holistic approach to the gamification experience, suggesting continuous monitoring and presenting innovative ideas for implementation. Overall, it offers valuable insights into gamification in learning, emphasizing the importance of thoughtful design and understanding users' motivations.

Figure 12: Image [www.elearningindustry.com](http://www.elearningindustry.com)

Source: <https://elearningindustry.com/ramifications-of-gamification-misconceptions-in-learning>

### 5.2.2. Play hard, study hard? The influence of gamification on students' study engagement



Figure 13: Image -Website of Accelerate Learning Community

In recent years, gamification is widely used in education. In this article, we build one theoretical model to illustrate how gamification influences students' study engagement. To examine our hypotheses, we distributed our questionnaire surveys to 187 students from one university of China.

Correlational analysis, regression analysis and confirmatory factor analysis were used to test our hypotheses.

The results show that gamification influences students' study engagement through the indirect effects of enjoyment and self-efficacy. Implications and future research directions are discussed.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.994700/full>

## 5.3. Migrant education (for successful integration and entrepreneurship)

### 5.3.1. Intercultural education as a tool for migrants' integration

Author: MICHAELA ČIEFOVÁ



Figure 14: MICHAELA ČIEFOVÁ's own elaboration based on *European Migration Network (2018, p. 42 – 44)*.

The paper aims to point out the significance of intercultural approach/communication and competence for migrant education and integration. The author argues that familiarization with the principles of intercultural communication may be viewed as a crucial step towards successful migrants' integration. In the first part of the paper she defines the concept of intercultural communication and competence. Then she discusses the experience of the European Union Member States with intercultural education, frequently understood as certain principles or a cross-cutting theme embedded in the

general education process. In some countries, inconsistency between the objectives of education policies and the praxis has been reported. The research indicates a certain deficiency of concrete learning units focusing on intercultural communication and competence development in the European Union countries.

[https://euba.sk/www\\_write/files/SK/ekonomicke-rozhlady/2020/er2\\_2020\\_ciefova\\_fulltext.pdf](https://euba.sk/www_write/files/SK/ekonomicke-rozhlady/2020/er2_2020_ciefova_fulltext.pdf)

### 5.3.2. Measures to support early-stage migrant entrepreneurs

Authors: Giacomo Solano, Alexander Wolffhardt and Aldo Xhani (Migration Policy Group)- in Handbook-project MEGA 2014-2020.

In this handbook you will find all the information needed by migrant trainers including the main supportive services for migrant entrepreneurship around the world. Migrant entrepreneurship has received increasing attention from policy makers, stakeholders and scholars. In both the Action Plan for the integration of third country nationals and the 2020 Entrepreneurship Action Plan, the European Commission emphasises that entrepreneurship represents an alternative form of decent and sustainable employment for migrants. This also follows recent academic and non-academic studies on the topic (European Commission, 2016; Rath, Solano and Schutjens, 2019). There are several reasons why policies and measures should focus on supporting migrant entrepreneurs, especially in early stages of the business:

- Self-employment represents a way towards empowerment.
- The impact of migrant entrepreneurship goes way beyond the benefits for the individual entrepreneur.
- A relevant number of migrants starts a business.

The difficulties that migrant entrepreneurs have in running the business is due to some specific obstacles that migrants – and, more in general, vulnerable groups -face when they want to start a business.

<https://www.migpolgroup.com/wp-content/uploads/2019/06/A.1.b-1.pdf>

## 5.4. Digital Education

### 5.4.1. Title: OECD - Digital Education Outlook 2021

“Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots”

How might digital technology and notably smart technologies based on artificial intelligence (AI), learning analytics, robotics, and others transform education? This book explores such questions. It focuses on how smart technologies currently change education in the classroom and the management of educational organizations and systems. The book delves into beneficial uses of smart technologies such as learning personalisation, supporting students with special learning needs, and blockchain diploma credentialing. It also considers challenges and areas for further research. The findings offer pathways for teachers, policy makers, and educational institutions to digitalise education while optimizing equity and inclusivity.

Digitalisation opens up new possibilities for education. While education has always been rich in data such as grades or administrative information on students’ absenteeism, the use of data to help students learn better and teachers to teach better, and to inform decision-making in educational administrations is recent. Education stakeholders have had a difficult relationship with technology, alternating between strong enthusiasm and skepticism. Might digital technology, and, notably, smart technologies based on artificial intelligence (AI), learning analytics, robotics, and others, transform education in the same way they are transforming the rest of society? If so, how might this look? This book explores this question.



Figure 15: Image digital education on Freepik

After an overview of the opportunities and challenges of digital technology (Chapter 1) and state-of-the-art smart technology solutions, including those not covered in-depth in the book (Chapter 2), the book focuses on how smart technologies can change education in the classroom and support the management of education organisations and systems.

<https://www.oecd.org/education/oecd-digital-education-outlook-7fbfff45-en.htm>

### 5.4.2. UNESCO - TECHNOLOGY IN EDUCATION (2023)

“The 2023 Global Education Monitoring (GEM) Report”

As recognised in the Education 2030 Incheon Declaration and Framework for Action ([https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)), the achievement of SDG 4 is dependent on opportunities and challenges posed by technology, a relationship that was strengthened by the onset of the COVID-19 pandemic. Technology appears in six out of the ten targets in the fourth Sustainable Development goal on education. These references recognize that technology affects education through five distinct channels, as input, means of delivery, skill, tool for planning, and providing a social and cultural context.



Figure 16: Image technology and education on Freepik

There are often bitter divisions in how the role of technology is viewed, however. These divisions are widening as the technology is evolving at breakneck speed. The 2023 GEM Report on technology and education explores these debates, examining education challenges to which appropriate use of technology can offer solutions (access, equity and inclusion; quality; technology advancement; system management), while recognizing that many solutions proposed may also be detrimental.

The report also explores three system-wide conditions (access to technology, governance regulation, and teacher preparation) that need to be met for any technology in education to reach its full potential.

The 2023 GEM Report and 200 PEER country profiles on technology and education were launched on 26 July.

[https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2023/07/Summary\\_v5.pdf](https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2023/07/Summary_v5.pdf)

## 5.5. Entrepreneurship

### 5.5.1. Start with Why: How Great Leaders Inspire Everyone to Take Action

Author: Simon Sinek

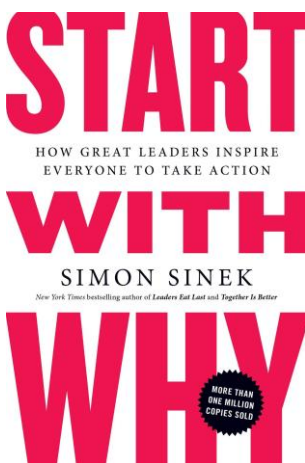


Figure 17: Book cover - Simon Sinek

The visionary thought leader Simon Sinek has come up with this essential book for any entrepreneur. This is why this piece of literature is chosen as a pivotal recommendation. Sinek presents a transformative framework that challenges the conventional paradigms of leadership and corporate success. He argues that successful individuals and organizations are those that are adept at articulating and embodying their "Why". In the author's opinion it is essential to possess a clear sense of purpose or belief that inspires action and drives innovation. The book offers many real-world examples and meticulous analysis of how starting with 'Why' cultivates a strong, loyal following, and fosters a sustainable competitive advantage. Sinek's persuasive narrative has the potential to inspire leaders and organizations to navigate the volatile business landscapes with resilience, adaptability, and a renewed sense of mission. We highly recommend all future leaders, entrepreneurs, executives and those who want to create impact, having a close look at Sinek's book since it is fully focussed on the power of purpose and vision.

Simon Sinek's Ted Talk about this subject: [https://www.youtube.com/watch?v=u4ZoJKF\\_VuA](https://www.youtube.com/watch?v=u4ZoJKF_VuA)

## 5.5.2. 7 Habits of Highly Effective People: Powerful lessons in personal change

Author: Stephen R. Covey

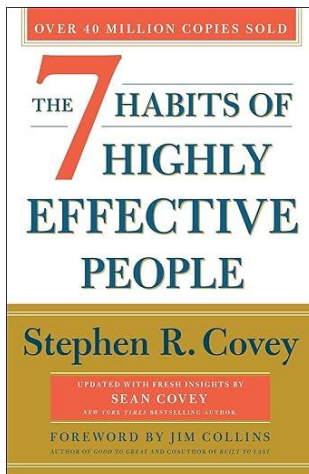


Figure 18: Book cover - Stephen R. Covey

We have chosen Covey's work since it shines a light on another - if not to say the most important tool of entrepreneurship: the person of the entrepreneur itself and its behavior. Covey presents a principle-centered approach for solving personal and professional problems. With profound wisdom, the author delineates seven habits that serve as foundational pillars for attaining effectiveness and attaining life's intrinsic goals. Through a compelling blend of anecdotal evidence and empirical insights, the book fosters the development of character and ethical decision-making prowess. Covey's innovative model facilitates the transformation of individuals from a state of dependence to interdependence, paving the way for resilience, adaptability, and a sense of purpose. The universal applicability of the habits, ranging from personal introspection to interpersonal leadership, allows readers to embark on a path of continuous improvement and growth. This book is one of Covey's most important works and stands as an epitome of holistic development, inspiring individuals to cultivate a balanced, fulfilling, and principled life. When one decides to take the path of becoming an entrepreneur, we highly recommend reflecting over the key habits of becoming highly effective as described by Stephen R. Covey.

Short clip explaining the content: <https://www.youtube.com/watch?v=WFc08j9eorQ>