



# Educational Framework and Gamification Strategy

## EmpowerHERment

*Equipping Migrant Women with Skills for Social Business, Leadership, and Sustainability*

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Erasmus+ KA220-ADU | Cooperation Partnerships in Adult Education

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## D2.2 - Tailored Social Entrepreneurship Curriculum & Gamification Strategy

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# 1. Introduction & Purpose

The present deliverable constitutes a core output of Work Package 2 (WP2) of the *EmpowerHERment* project and represents the strategic transition from **evidence-based analysis (Activity 2.1)** to **curriculum design and pedagogical innovation (Activity 2.2)**. Building directly upon the findings of the Comprehensive Gap Analysis Report, this document introduces a **tailored educational framework and gamification strategy** designed to respond to the multi-dimensional needs of migrant women and the competency gaps identified among educators.

The gap analysis clearly demonstrates that the challenges faced by migrant women are **not limited to skills deficits**, but are embedded within a complex ecosystem of **structural, socio-economic, institutional, and psychosocial barriers**. These include language limitations, administrative complexity, financial insecurity, care responsibilities, digital exclusion, and reduced access to networks, all of which interact to constrain participation in education, employment, and entrepreneurship pathways. At the same time, educators report significant gaps in delivering **innovative, learner-centred methodologies**, particularly Problem-Based Learning (PBL), digital and AI-supported education, and entrepreneurship training.

In response to these findings, the present curriculum adopts a **holistic, ecosystem-oriented approach**, shifting from traditional content-driven training models towards a **competence-based, applied, and empowerment-focused learning framework**. The curriculum is designed not only to build knowledge, but to **restore agency, enhance autonomy, and support real-life integration outcomes**, including employability, entrepreneurship, and social participation.

A central design principle underpinning this framework is the integration of **Problem-Based Learning (PBL)** and **experiential learning methodologies**, ensuring that all modules are grounded in real-life scenarios and practical challenges. This approach reflects the strong preference identified across partner countries for **hands-on, contextualised, and immediately applicable learning**, as opposed to theoretical instruction. Each module therefore incorporates structured activities that simulate real-world situations, enabling learners to develop problem-solving, decision-making, and critical thinking skills within safe and supportive learning environments.

Complementing this pedagogical approach, the deliverable introduces a comprehensive **Gamification Strategy** designed to strengthen learner engagement, motivation, confidence, and retention. The integration of gamified elements, such as scenario-based simulations, progressive challenges, decision-making exercises, digital badges, feedback mechanisms, and recognition milestones, responds directly to the need for flexible, accessible, and motivating learning pathways. This is particularly important for participants who may face time constraints, low confidence, care responsibilities, or irregular participation patterns. Importantly, the gamification model follows a human-centred and inclusive logic, prioritising individual progress, participation, collaboration, practical achievement, and empowerment over competition.

- **Phase I: Orientation, Empowerment & Foundations (Modules 1–5)**, addressing foundational barriers identified in the gap analysis, including administrative literacy, communication, digital skills, and financial management;
- **Phase II: Entrepreneurship, Self-Employability & Market Integration (Modules 6–15)**, focusing on the development of entrepreneurial competences, self-employment readiness, market participation, leadership, intercultural communication, digital presence, mentorship, and sustainable business practices. This phase supports migrant women in transforming their skills, lived experiences, and business ideas into practical career, self-employment, or social entrepreneurship pathways, aligned with the EntreComp framework, EU priorities, and the Sustainable Development Goals (SDGs).

This modular architecture reflects the need for **flexible, “life-proof” learning design**, allowing learners to engage progressively according to their individual pace, needs, and life circumstances. It also ensures compatibility with **WP3 digital platform integration**, supporting both online and offline access, multilingual delivery, and mobile-first usability.

Within this framework, DIMITRA leads the development of the **Educational Framework and Gamification Strategy**, establishing the pedagogical and methodological foundation of the programme. This work directly informs the subsequent development of the **Educational Kit and the 15 curriculum modules (Activity 2.3)**, to be further elaborated by GODESK.

Ultimately, this deliverable aims to operationalise the transition from **gap analysis to actionable educational design**, ensuring that the EmpowerHERment curriculum is not only theoretically robust, but also **practically relevant, inclusive, and aligned with real labour market and integration pathways**. By embedding training within a broader logic of empowerment and ecosystem support, the framework contributes to the project’s overarching objective: enabling migrant women to move from conditions of vulnerability and exclusion towards **sustainable socio-economic participation and autonomy**.

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## 2. Curriculum Structure and Module Overview

### 2.1 Overall Curriculum Structure

The overall structure of the EmpowerHERment curriculum has been designed as a **progressive two-phase learning pathway**, intended to respond systematically to the needs identified through the WP2.1 Gap Analysis and to provide a coherent progression from foundational access competences to active socio-economic participation. This architecture reflects the understanding that migrant women's inclusion in education, employment, and entrepreneurship cannot be supported effectively through fragmented or isolated learning interventions. Instead, the curriculum is built on the premise that sustainable empowerment requires a **sequenced learning model**, in which foundational barriers are addressed first, thereby creating the necessary conditions for subsequent engagement in more advanced forms of learning, employability development, and entrepreneurial action.

At a structural level, the curriculum is organised into **two interconnected phases**:

- **Phase I: Orientation, Empowerment & Foundations (Modules 1–5)**
- **Phase II: Entrepreneurship, Self-Employability & Market Integration (Modules 6–15)**

This two-phase structure is not merely organisational, but pedagogically intentional. It reflects a **step-by-step progression from access to activation, and from activation to empowerment**, ensuring that learners are not expected to engage immediately with advanced entrepreneurial or labour-market content before first developing the core competences required to navigate their immediate environment with confidence and autonomy.

#### Step 1: Establishing Foundational Access through Phase I

The first phase of the curriculum is designed to address the **foundational barriers to participation** identified in the gap analysis. These barriers include limited familiarity with administrative systems, language and communication difficulties, low levels of digital confidence, financial insecurity, and reduced clarity regarding individual competences and future pathways. The evidence from WP2.1 demonstrates that such factors frequently operate as “gatekeeping” barriers, preventing migrant women from fully engaging in education, public services, and labour-market opportunities.

In response, Phase I focuses on building **core enabling competences** that are necessary for effective system navigation and initial integration. The modules included in this phase address:

- professional identity and self-recognition;
- understanding of administrative and legal procedures;
- functional communication in institutional and work-related contexts;
- digital skills for everyday and professional use;
- basic financial planning and resource management.

The purpose of this first phase is therefore not only to transmit knowledge, but also to create the preconditions for learning progression. By supporting learners in understanding their own strengths,

navigating key systems, and engaging more confidently with services and opportunities, Phase I functions as a **stabilising and enabling stage** within the overall curriculum logic.

### Step 2: Building Progression towards Socio-Economic Participation through Phase II

Once foundational access competences have been established, the curriculum progresses to Phase II, which focuses on **entrepreneurship, employability, and market integration**. This phase builds directly upon the capacities developed in Phase I and is designed to support learners in applying their knowledge and competences within more advanced and externally oriented contexts.

The rationale for placing this phase second is grounded in the findings of the gap analysis, which indicate that labour-market integration and entrepreneurial participation are often undermined when foundational barriers remain unresolved. For example, learners may struggle to engage effectively with business planning, formal employment pathways, or market-related opportunities if they do not yet feel confident navigating systems, communicating functionally, or using basic digital tools. The curriculum therefore adopts a **sequenced model of progression**, in which readiness for socio-economic participation is developed incrementally.

Phase II includes modules on:

- social entrepreneurship and business idea generation;
- business planning through simplified tools;
- financial and legal aspects of business activity;
- access to funding and financial resources;
- marketing and digital presence;
- recognition and use of personal competences;
- leadership and decision-making;
- intercultural skills in work and business settings;
- sustainability and responsible practices linked to the SDGs;
- final career or business plan development.

This second phase is therefore designed to move learners beyond initial orientation and towards **active participation in labour-market and entrepreneurial ecosystems**, while also fostering longer-term competences related to leadership, self-direction, intercultural communication, and sustainability.

### Step 3: Ensuring Pedagogical Coherence between the Two Phases

A central design principle of the curriculum is that the two phases are **interdependent rather than separate**. Phase I does not operate as an isolated preparatory stage, nor does Phase II represent a disconnected set of advanced topics. Instead, the curriculum is constructed as a **continuous developmental pathway**, in which the outputs of the first phase function as the enabling foundation for the second.

For example:



- understanding one's professional profile in Module 1 supports later competence recognition and career planning in Modules 11 and 15;
- administrative and legal literacy in Module 2 provides the basis for understanding business registration and compliance in Module 8;
- communication skills developed in Module 3 are essential for later engagement in marketing, intercultural communication, and leadership modules;
- digital competences introduced in Module 4 underpin subsequent work in online branding, business visibility, and platform use;
- basic financial management in Module 5 creates the groundwork for business finance and funding-related modules in Phase II.

This internal coherence ensures that the curriculum progresses in a way that is both pedagogically logical and responsive to learner needs. It also strengthens the overall instructional design by avoiding abrupt transitions between modules and by supporting cumulative competence development.

#### Step 4: Aligning Structural Progression with the Broader Goal of Empowerment

The two-phase model reflects a broader educational and social rationale: the movement from **access to empowerment**. In this context, “access” refers not only to entry into training, but to the ability to understand systems, participate meaningfully in learning, and begin to exercise autonomy in everyday and institutional contexts. “Empowerment,” by contrast, refers to the ability to activate competences in real socio-economic environments, make informed decisions, pursue professional or entrepreneurial goals, and participate with increased independence and confidence.

This progression is particularly relevant for the target group of the project, given that the WP2.1 findings highlight the existence of multi-layered barriers that often prevent migrant women from moving directly into employment or entrepreneurship pathways without prior support. The curriculum structure therefore reflects a **realistic and inclusive learning progression**, acknowledging that empowerment is not achieved through immediate exposure to advanced content alone, but through the gradual construction of readiness, confidence, and applied competence.

#### Step 5: Supporting Flexibility and Adaptability within the Curriculum Structure

Although the curriculum is structured progressively, it is also designed to remain **modular and flexible**, in recognition of the diverse life circumstances of learners. The two-phase model offers a clear pedagogical pathway, while the modular organisation allows learning to be adapted to different paces, entry points, and contextual needs. This is especially important in adult education contexts involving migrant women, where participation may be affected by care responsibilities, unstable working conditions, legal uncertainty, or interrupted attendance.

As such, the overall curriculum structure combines **sequencing with flexibility**: it provides a coherent developmental logic, while also allowing for practical adaptability in delivery and participation. This dual characteristic is central to the curriculum's inclusiveness and long-term usability.

#### Overall Structural Rationale

In summary, the overall curriculum structure has been developed as a step-by-step educational pathway that responds directly to the evidence generated through the WP2.1 Gap Analysis. By organising the curriculum into two pedagogically linked phases, the framework ensures that foundational barriers are addressed before learners are expected to engage with more advanced entrepreneurship, self-employability, and market-integration content.

Phase I establishes the essential foundations for participation in education, employment, and socio-economic life by strengthening learners' professional identity, career planning capacity, administrative and legal navigation, functional communication, digital literacy for job search, and personal financial management. These competences are particularly important for migrant women, who may face barriers related to unfamiliar labour-market systems, limited access to professional networks, language challenges, digital exclusion, administrative complexity, and financial insecurity.

In doing so, the curriculum operationalises a progression from orientation to readiness, from access to activation, and ultimately from activation to empowerment. This structure provides the curriculum with both internal coherence and strategic relevance, ensuring that it is realistic, inclusive, and capable of supporting meaningful socio-economic participation, whether through employment, self-employment, entrepreneurship, or further learning pathways.

## 2.2 Phase I: Orientation, Empowerment & Foundations (Modules 1–5)

The first phase of the EmpowerHERment curriculum, **Orientation, Empowerment & Foundations**, constitutes the foundational stage of the learning pathway. It is designed to directly address the key access barriers identified in the WP2.1 Gap Analysis and to prepare migrant women for active participation in education, employment, self-employment, and wider socio-economic life.

This phase recognises that meaningful integration into the labour market and entrepreneurial ecosystems depends on the acquisition of core enabling competences. These competences support learners in understanding their professional identity, navigating administrative and legal systems, communicating effectively in workplace and service contexts, using digital tools for career purposes, and managing personal and work-related financial decisions.

The evidence generated through WP2.1 highlights that migrant women frequently encounter interrelated structural and practical constraints, including limited familiarity with host-country systems, language and communication barriers, low digital confidence, unclear career pathways, lack of recognised professional experience, and financial insecurity. These factors often act as “gatekeeping” barriers, restricting access to employment, training, services, and entrepreneurship opportunities. In response, Phase I is intentionally designed as a stabilisation, orientation, and readiness-building stage, aimed at reducing these constraints and creating the necessary conditions for progression to Phase II.

The structure of Phase I follows a step-by-step pedagogical logic. Learners are gradually introduced to essential domains of personal, professional, and socio-economic functioning. The sequence of

modules builds progressively from self-awareness and career orientation towards practical system navigation, workplace communication, digital employability, and financial independence. This ensures a coherent and cumulative development of competences.

The phase begins with **Module 1: Professional Identity, Career Planning & CV Development**, which supports learners in identifying their skills, prior experiences, career interests, and professional goals. This module also introduces CV development and basic job-application preparation. It is a critical first step in helping participants recognise the value of their formal, informal, and life-based competences, rebuild professional confidence, and begin planning realistic career pathways within a new labour-market context.

Building on this foundation, **Module 2: Administrative & Legal Navigation** introduces learners to key administrative and legal procedures relevant to labour-market integration, including residency requirements, permits, access to services, and basic labour regulations. This module addresses one of the most significant barriers identified in the gap analysis: the complexity of administrative and legal systems. Through practical, scenario-based activities, learners gain confidence in navigating procedures that may affect their access to employment, services, and training opportunities.

**Module 3: Functional Communication & Collaboration** further strengthens learners' capacity to engage in professional and institutional environments. The module focuses on workplace communication, service-related interaction, peer-to-peer collaboration, and teamwork. Through role-play and practical scenarios, participants practise how to communicate needs, ask questions, interact with employers or service providers, and collaborate with others in a respectful and effective way.

The development of autonomy is further supported through **Module 4: Digital Literacy for Career & Job Search**, which equips learners with essential digital competences for employment and learning purposes. Activities include creating or improving a LinkedIn profile, registering on job platforms, searching for opportunities online, completing online applications, and using digital tools for communication and learning. Given the increasing digitalisation of public services, recruitment processes, and training opportunities, this module plays a critical role in reducing digital exclusion and supporting labour-market access.

Finally, **Module 5: Personal Finance & Resource Management** introduces fundamental concepts of financial literacy for personal and professional life. Learners develop practical skills in budgeting, managing personal and work-related expenses, making basic financial decisions, and planning for stability. This module addresses financial insecurity as a key barrier to participation, while also preparing learners for the more advanced business, funding, and financial-planning competences developed in Phase II.

Across all modules, Phase I integrates **Problem-Based Learning (PBL)** and gamified elements, ensuring that learning is grounded in realistic, scenario-based tasks. Activities such as building a personal portfolio and CV, simulating a first job application, completing administrative procedures,

role-playing workplace communication, creating a LinkedIn profile, registering on job platforms, and preparing a personal budget enable learners to apply knowledge in context. These activities strengthen not only technical competences, but also confidence, autonomy, collaboration, and readiness for further progression.

Overall, Phase I functions as a foundational and enabling stage, supporting learners in moving from initial orientation towards active engagement with employment, learning, and socio-economic opportunities. By addressing immediate practical needs and fostering self-efficacy, this phase establishes the necessary basis for progression to Phase II, where learners are expected to apply these competences within more advanced entrepreneurship, self-employability, market-integration, and empowerment-oriented contexts.

| Module | Title                                                   | Objective                                                                             | PBL / Gamified Challenge                                                                         | Notes                                                                                            |
|--------|---------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1      | Professional Identity, Career Planning & CV Development | Support participants in identifying skills, experiences, and career goals; build a CV | Build a personal portfolio + CV + simulate first job application                                 | Integrates self-awareness, CV-building, and career exploration; avoids overlap with Modules 6–15 |
| 2      | Administrative & Legal Navigation                       | Understand residency, permits, access to services, labor regulations                  | Simulate administrative procedures relevant to job applications                                  | Focused on practical steps for labor market integration                                          |
| 3      | Functional Communication & Collaboration                | Develop workplace and service communication skills                                    | Role-play workplace/service scenario; peer-to-peer collaboration                                 | Strengthens communication and teamwork for professional integration                              |
| 4      | Digital Literacy for Career & Job Search                | Develop digital competences for job search, applications, and online learning         | Complete tasks: create LinkedIn profile, register on job platforms, practice online applications | Applied digital skills for career purposes                                                       |
| 5      | Personal Finance & Resource Management                  | Learn financial literacy for personal & professional life                             | Create budget for personal & work-related expenses; simulate financial decisions                 | Prepares participants for financial independence and stability                                   |

*Table 1. Phase I: Orientation, Empowerment & Foundations (Modules 1–5)*

## 2.3 Phase II: Entrepreneurship, Self-Employability & Market Integration (Modules 6–15)

The second phase of the EmpowerHERment curriculum, **Entrepreneurship, Self-Employability & Market Integration**, represents the advanced stage of the learning pathway. It builds upon the foundational competences developed in Phase I and supports learners in transforming their skills,

experiences, and aspirations into practical socio-economic opportunities. This phase is designed in alignment with the objectives of WP2.2 and the broader project logic, while also ensuring compatibility with the digital, pedagogical, and platform-related requirements of WP3.

Whereas Phase I focuses on orientation, system navigation, career readiness, communication, digital job-search skills, and personal financial management, Phase II shifts the emphasis towards the activation and application of competences in entrepreneurial, self-employment, and market-related contexts. This progression reflects the evidence from the WP2.1 Gap Analysis, which indicates that sustainable integration requires not only foundational skills, but also the ability to apply those skills in income-generating, career-oriented, and community-impact pathways.

The structure of Phase II follows a developmental and cumulative logic, guiding learners from the initial understanding of social entrepreneurship to the formulation of a concrete career, self-employment, or business plan. The sequence of modules is designed to support a gradual transition from idea generation to implementation readiness, ensuring that learners build knowledge, confidence, initiative, and practical decision-making capacity at each stage.

The phase begins with **Module 6: Social Entrepreneurship & Women's Empowerment**, which introduces entrepreneurship and social business models with a specific focus on women's empowerment and community impact. This module encourages learners to identify needs within their communities and to begin designing simple social business ideas, while also exploring examples of migrant women entrepreneurs, gender equality, confidence-building, and empowerment.

Building on this initial exploration, **Module 7: Lean Business Planning** introduces beginner-friendly tools for structuring, testing, and improving business ideas. Through the use of simplified Lean Canvas templates and practical scenarios, learners are supported in transforming initial ideas into clearer and more feasible business concepts. Peer feedback and small-scale business examples further strengthen the practical relevance of the module.

**Module 8: Financial & Legal Essentials** addresses the basic financial and legal dimensions of entrepreneurship and self-employment, including budgeting, business registration, compliance, taxation, and administrative requirements. By simulating a simple business registration process and preparing a basic start-up budget, learners gain confidence in understanding formal business procedures and reduce uncertainty related to legal and financial obligations.

The progression continues with **Module 9: Funding & Resource Mobilisation**, which explores practical funding opportunities and support mechanisms for starting or developing a small business. Learners are introduced to grants, microfinance, crowdfunding, sponsorships, in-kind support, incubation opportunities, and mentor-supported funding preparation. This module is particularly important in addressing one of the key barriers identified in the gap analysis: limited access to financial resources and support networks.

**Module 10: Digital Presence, Marketing & Collaboration** strengthens participants' ability to promote products or services using digital tools, basic marketing strategies, and collaborative

networking. Learners create a simple online profile, brand page, or digital promotional concept, while also practising how to use free digital tools, communicate value clearly, and collaborate with peers. This module links entrepreneurship with digital visibility and market access.

In parallel, Phase II also emphasises the transversal competences required for successful self-employment and market participation. **Module 11: Personal Skills & Leadership** supports participants in strengthening self-awareness, confidence, autonomy, initiative, leadership potential, and decision-making skills. Through self-assessment activities, public speaking practice, peer mentoring, and team simulations, learners develop the personal agency needed to take initiative and act with confidence.

Recognising the diversity of contemporary work, business, and customer environments, **Module 12: Intercultural & Communication Skills** develops learners' ability to communicate effectively in multicultural and professional contexts. Through role-play, conflict-resolution exercises, professional language support, and customer-interaction scenarios, participants practise respectful communication and strengthen their capacity to collaborate across cultural differences.

The phase also integrates broader societal and policy priorities through **Module 13: Sustainability & Responsible Practices**, which introduces sustainable, ethical, and responsible business practices aligned with the Sustainable Development Goals and EU priorities. Learners are encouraged to adapt their business ideas to include sustainability, ethical decision-making, responsible sourcing, waste reduction, inclusive services, and community-based impact.

**Module 14: Applied Entrepreneurship & Mentorship** functions as a bridge between learning and implementation. In this module, participants apply the knowledge acquired across Phase II in a guided entrepreneurship simulation supported by peer and mentor feedback. Through practical problem-solving, reflection exercises, and feasibility discussions, learners prepare for the development of their final career, self-employment, or business plan.

Finally, **Module 15: Capstone: Career, Self-Employment or Business Plan** consolidates learning outcomes from across the curriculum. Learners are supported in preparing and presenting a final plan in the form of a pitch, portfolio, simplified business plan, or self-employment pathway. This final output represents the transition from learning to practical application and supports participants in connecting with local employment, entrepreneurship, mentoring, or support networks.

As in Phase I, all modules in Phase II are underpinned by **Problem-Based Learning (PBL)** and gamified methodologies, ensuring that learning remains experiential, interactive, and contextually relevant. Through scenario-based challenges—such as identifying a community need, developing a Lean Canvas, simulating business registration, matching funding options, creating a digital profile, participating in mentorship simulations, and presenting a final plan—learners actively engage in processes that reflect real-world entrepreneurial and market conditions.

The revised structure of Phase II is also aligned with the **EntreComp framework**, strengthening the connection between curriculum design and recognised European entrepreneurship competences. The



modules address key EntreComp areas, including spotting opportunities, creativity, vision, ethical and sustainable thinking, financial and economic literacy, mobilising resources, working with others, taking initiative, planning and management, and learning through experience.

### Phase II: Entrepreneurship, Self-Employability & Market Integration (Modules 6–15)

| Module | Title                                         | Objective                                                                                                                                     | PBL / Gamified Challenge                                                                               | Content for Migrant Women                                                                                                                                      | EntreComp Alignment                                                            |
|--------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 6      | Social Entrepreneurship & Women's Empowerment | To introduce participants to entrepreneurship and social business models, with a specific focus on women's empowerment and community impact.  | Identify a community need and design a simple social business idea.                                    | Examples of migrant women entrepreneurs; confidence-building activities; gender equality and empowerment discussions; identification of local community needs. | Ideas & Opportunities : Spotting Opportunities , Creativity, Vision            |
| 7      | Lean Business Planning                        | To support participants in structuring, testing, and improving business ideas using beginner-friendly planning tools such as the Lean Canvas. | Create a draft Lean Canvas for a small social business idea and test it through a practical scenario.  | Step-by-step Lean Canvas guidance; small-scale business examples; simplified planning templates; peer feedback on feasibility.                                 | Ideas & Opportunities / Resources: Planning & Management, Mobilising Resources |
| 8      | Financial & Legal Essentials                  | To introduce participants to basic financial planning, business registration, compliance, taxation, and budgeting requirements.               | Simulate a simple business registration process and prepare a basic start-up budget.                   | Easy registration guidance; simple budgeting templates; role-play of legal and administrative tasks; country-specific examples where relevant.                 | Resources: Financial & Economic Literacy, Mobilising Resources                 |
| 9      | Funding & Resource Mobilisation               | To help participants explore practical funding opportunities and identify resources needed to start or develop a small business.              | Match appropriate funding sources to a business idea and prepare a simple funding-readiness checklist. | Short exercises on grants, microfinance, crowdfunding, sponsorships, in-kind support, and incubation opportunities; mentor-supported funding preparation.      | Resources: Mobilising Resources, Financial & Economic Literacy                 |

|           |                                             |                                                                                                                                                    |                                                                                                                        |                                                                                                                                                            |                                                                                                       |
|-----------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>10</b> | Digital Presence, Marketing & Collaboration | To develop participants' skills in promoting products or services through digital tools, basic marketing strategies, and collaborative networking. | Create a simple online profile, small brand page, or digital promotional concept through a collaborative mini-project. | Step-by-step LinkedIn or business profile creation; use of free digital tools; simple branding exercises; networking and collaboration activities.         | Into Action: Working with Others; Resources: Mobilising Others; Ideas & Opportunities : Valuing Ideas |
| <b>11</b> | Personal Skills & Leadership                | To strengthen participants' self-awareness, confidence, autonomy, initiative, leadership potential, and decision-making skills.                    | Complete a self-assessment activity and participate in a leadership or team decision-making simulation.                | Self-assessment exercises; public speaking practice; peer mentoring; confidence-building activities; decision-making and initiative-taking tasks.          | Into Action: Taking the Initiative, Working with Others, Learning Through Experience                  |
| <b>12</b> | Intercultural & Communication Skills        | To improve participants' intercultural awareness and communication skills for diverse workplace, customer, and business environments.              | Role-play a workplace, customer, or intercultural communication scenario.                                              | Short role-plays; conflict-resolution exercises; basic professional language support; respectful communication strategies; customer interaction scenarios. | Resources / Into Action: Working with Others, Mobilising Others                                       |
| <b>13</b> | Sustainability & Responsible Practices      | To introduce sustainable, ethical, and responsible business practices aligned with the SDGs and EU priorities.                                     | Adapt a business idea to include sustainability, ethical, or community-impact elements.                                | Short workshops on SDGs; ethical business examples; responsible sourcing; waste reduction; inclusive services; community-based sustainability actions.     | Ideas & Opportunities : Ethical & Sustainable Thinking, Spotting Opportunities                        |
| <b>14</b> | Applied Entrepreneurship & Mentorship       | To enable participants to apply the knowledge acquired across Phase II in a guided entrepreneurship simulation                                     | Participate in a mini business simulation and receive mentor feedback on feasibility, impact, and next steps.          | Guided business simulation; mentor and peer feedback; reflection exercises; practical problem-solving; preparation for                                     | Into Action: Taking the Initiative, Working with Others, Learning Through Experience                  |



|           |                                                                | supported by<br>peer and mentor<br>feedback.                                                                                                                                                  |                                                                                                                      | final business or<br>self-employment<br>planning.                                                                                                                                                                                            |                                                                                                             |
|-----------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>15</b> | Capstone:<br>Career,<br>Self-Employment<br>or Business<br>Plan | To consolidate<br>learning into a<br>structured<br>career,<br>self-employment<br>, or<br>entrepreneurship<br>plan that can<br>be presented to<br>peers, mentors,<br>or local<br>stakeholders. | Present a final<br>plan in the<br>form of a pitch,<br>presentation,<br>portfolio, or<br>simplified<br>business plan. | Preparation of a<br>final business<br>plan,<br>self-employment<br>pathway, or<br>career portfolio;<br>pitch practice;<br>presentation<br>feedback;<br>connection to<br>local<br>employment,<br>entrepreneurship<br>, or support<br>networks. | Into Action:<br>Planning &<br>Management,<br>Taking the<br>Initiative,<br>Learning<br>Through<br>Experience |

*Table 2. Phase II: Entrepreneurship, Self-Employability & Market Integration (Modules 6–15)*

Overall, Phase II functions as a transition from competence development to competence activation. It enables migrant women to apply acquired knowledge and skills within realistic socio-economic contexts and to move towards entrepreneurship, self-employment, career progression, or social business creation. By supporting entrepreneurial thinking, digital visibility, leadership, intercultural communication, sustainability, mentorship, and strategic planning, this phase contributes directly to the overarching objective of the EmpowerHERment curriculum: fostering sustainable empowerment, independence, and long-term socio-economic integration.

## 3. Methodological Framework and Curriculum Design Approach

### 3.1 Evidence-Based Design (Link to Gap Analysis)

The design of the EmpowerHERment curriculum is firmly grounded in the findings of the WP2.1 Gap Analysis, ensuring a high degree of coherence between identified needs and the proposed educational framework. Rather than adopting a generic or standardised training approach, the curriculum is explicitly informed by empirical evidence, responding to the multidimensional challenges faced by both educators and migrant women across the partner countries.

The gap analysis identifies **language barriers as a critical and cross-cutting constraint**, significantly limiting access to education, employment, public services, and administrative systems. In response, the curriculum integrates functional and context-based language development, embedding communication skills within real-life scenarios such as workplace interaction and institutional navigation, thereby enhancing practical applicability and learner autonomy.

In parallel, the findings highlight **significant digital gaps**, alongside limited educator readiness to effectively utilise digital and AI-supported tools, despite widespread recognition of their importance. To address this, the curriculum incorporates the development of essential digital competences through accessible, user-centred approaches, while also introducing AI-supported learning elements designed to enhance personalisation, flexibility, and engagement.

A further key insight relates to the **misalignment between existing training provision and real-world application**, with many programmes perceived as overly theoretical and insufficiently responsive to learners' lived realities. The curriculum therefore adopts a pedagogical framework grounded in **experiential learning and Problem-Based Learning (PBL)**, prioritising applied knowledge, real-life scenarios, and active learner engagement as core principles of instructional design.

Moreover, the WP2.1 analysis underscores the importance of addressing **psychosocial barriers**, including low self-confidence, fear of failure, social isolation, and emotional strain, all of which significantly influence participation and learning outcomes. In response, the curriculum integrates trauma-informed, supportive, and empowerment-oriented approaches, aiming to foster resilience, confidence, and sustained engagement among learners.

Finally, the analysis identifies **substantial gaps in entrepreneurship and labour market integration competences**, particularly in areas such as financial literacy, business formalisation, and access to professional networks. To address these gaps, the curriculum includes targeted modules on entrepreneurship, employability, and market integration, supporting learners in transitioning from skill acquisition to sustainable socio-economic participation.

The EmpowerHERment curriculum is directly informed by the WP2.1 Gap Analysis and translates identified barriers into concrete learning responses.

| Identified Need / Barrier                             | Curriculum Response                                                                                      |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Language and communication barriers                   | Functional communication tasks, workplace/service scenarios, role-play activities                        |
| Digital gaps and low confidence with technology       | Digital literacy activities, job-platform use, LinkedIn/profile creation, platform-ready learning        |
| Overly theoretical training provision                 | Problem-Based Learning, real-life scenarios, applied exercises, practical outputs                        |
| Low confidence, fear of failure, and social isolation | Empowerment-oriented activities, peer learning, mentoring, progress recognition                          |
| Limited entrepreneurship and labour-market readiness  | Career planning, CV development, social entrepreneurship, Lean Canvas, funding, marketing, capstone plan |

*Table 3. Key Message Box – Evidence-Based Curriculum Design*

This evidence-based approach ensures that the curriculum is not generic, but directly responsive to the real learning, social, and professional needs of migrant women.

Overall, the curriculum represents a systematic and evidence-based translation of WP2.1 findings into a structured, responsive, and impact-oriented educational framework, aligned with both learner needs and broader labour market realities

## 3.2 Pedagogical Approach

The pedagogical framework underpinning the EmpowerHERment curriculum is grounded in a **transformative, learner-centred and competence-oriented educational paradigm**, designed to address the complex, multi-layered realities identified in the WP2.1 Gap Analysis. Moving beyond traditional didactic models of instruction, the curriculum adopts an **integrated methodological approach** that combines Problem-Based Learning (PBL), experiential learning, and flexible modular design in order to foster not only knowledge acquisition, but also **agency, autonomy, and socio-economic participation**.

At the core of this approach lies **Problem-Based Learning (PBL)**, which functions as the primary pedagogical driver across all modules. PBL reconfigures the learning process from passive reception to **active knowledge construction**, positioning learners as central actors who engage with authentic, context-specific challenges. These challenges are carefully designed to mirror real-life situations encountered by migrant women, including administrative procedures, labour market entry, and entrepreneurial decision-making. Through this process, learners develop higher-order cognitive competences—such as critical thinking, analytical reasoning, and problem-solving—while simultaneously strengthening their capacity for independent action. Importantly, PBL also contributes to **confidence-building and the reconstruction of professional identity**, which are essential in contexts characterised by disruption, displacement, and reduced self-efficacy.

Complementing this, the curriculum is informed by **experiential learning theory**, particularly the cyclical model proposed by Kolb, which conceptualises learning as a continuous process involving concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Within the EmpowerHERment framework, learning activities are deliberately structured to guide participants through these stages, enabling them to transform experience into knowledge and apply this knowledge in new and evolving contexts. This approach is particularly relevant for adult learners with diverse life trajectories, as it allows for the integration of prior experiences—formal, informal, and non-formal—into the learning process, thereby enhancing both relevance and retention.

A central pillar of the pedagogical model is its **learner-centred orientation**, which recognises the heterogeneity of the target group and the importance of adapting learning processes to individual needs, capacities, and circumstances. In contrast to standardised training models, the curriculum acknowledges learners as **active co-constructors of knowledge**, whose experiences, skills, and cultural backgrounds constitute valuable learning assets. This perspective is closely aligned with principles of inclusive and adult education, emphasising participation, collaboration, and self-directed learning. Furthermore, the learner-centred approach is intrinsically linked to **empowerment-oriented pedagogy**, aiming to rebuild confidence, foster self-efficacy, and support the development of personal and professional identity in response to the psychosocial barriers identified in the gap analysis.

In addition, the curriculum is designed according to a **modular and flexible learning architecture**, which responds directly to the structural constraints affecting migrant women, including life instability, irregular participation, and competing responsibilities. The modular structure enables the decomposition of learning into manageable units, allowing participants to engage progressively and at their own pace, while also facilitating re-entry into the learning process following interruptions. This flexibility is further enhanced through the integration of blended learning modalities and digital tools, ensuring accessibility across different levels of digital literacy and enabling both synchronous and asynchronous participation. In this sense, flexibility is not treated as a logistical feature, but as a **core pedagogical principle**, essential for ensuring inclusivity and sustained engagement.

Importantly, the pedagogical approach also incorporates elements of **scaffolded learning and guided facilitation**, recognising the need to balance learner autonomy with structured support. Educators are positioned not as transmitters of knowledge, but as facilitators and “learning navigators,” providing guidance, feedback, and mentoring throughout the learning process. This role is particularly critical in supporting learners with limited prior exposure to formal education systems or those facing psychosocial barriers, ensuring that progression is both supported and meaningful.

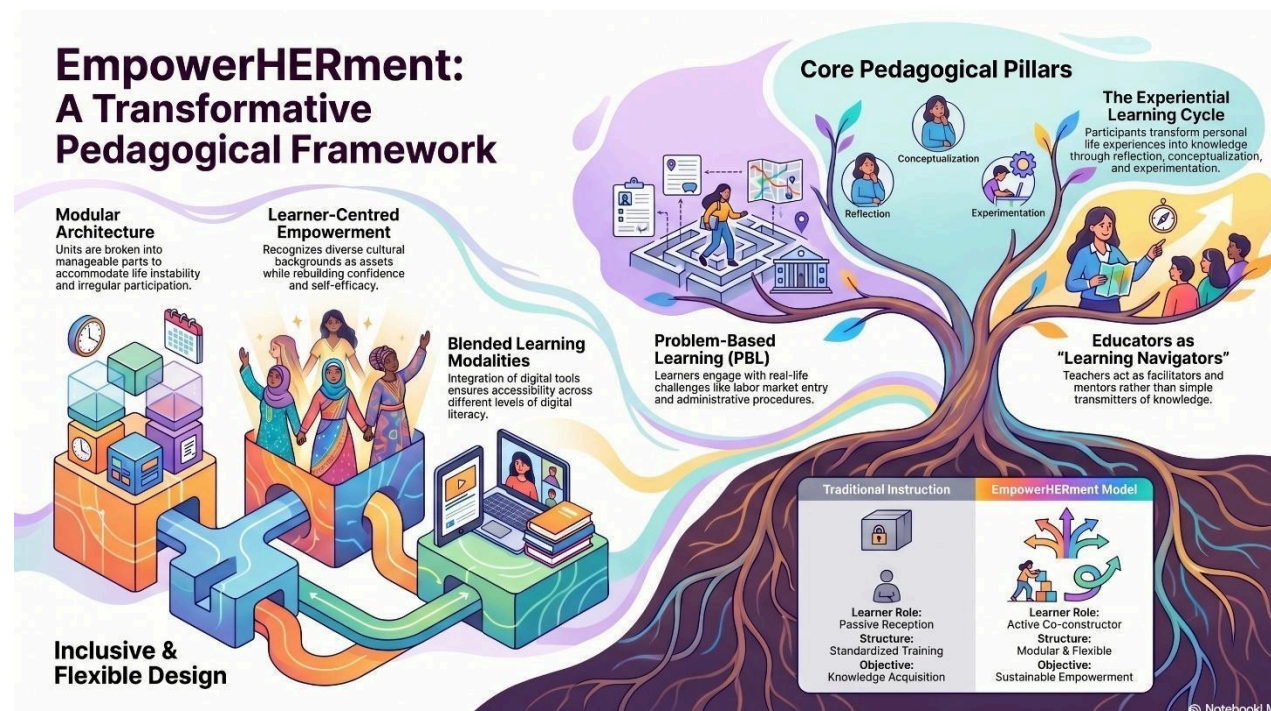
The EmpowerHERment pedagogical model combines four complementary approaches:

| Pedagogical Element       | Role in the Curriculum                                                                                                    |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Problem-Based Learning    | Learners solve realistic challenges connected to work, services, entrepreneurship, and community needs                    |
| Experiential Learning     | Learners reflect on experience, test solutions, and apply knowledge in practical contexts                                 |
| Learner-Centred Design    | Learners' backgrounds, skills, experiences, and needs are treated as valuable learning assets                             |
| Flexible Modular Delivery | Short, adaptable modules support participation despite time constraints, care responsibilities, or interrupted attendance |

*Table 4. Pedagogical Approach*

Together, these elements support not only knowledge acquisition, but also autonomy, confidence, practical competence, and long-term empowerment.

Overall, the pedagogical model of the EmpowerHERment curriculum reflects a **holistic and systemic understanding of learning**, integrating cognitive, practical, and socio-emotional dimensions within a unified framework. By combining PBL, experiential learning, learner-centred design, and flexible delivery mechanisms, the curriculum creates an enabling learning environment that supports not only the acquisition of competences, but also the development of autonomy, resilience, and the capacity to navigate complex socio-economic systems. This approach ensures that learning outcomes extend beyond knowledge acquisition, contributing to **sustainable empowerment and long-term integration pathways**.



*Figure 1. Pedagogical Approach*



### 3.3 Curriculum Architecture Logic

The architecture of the EmpowerHERment curriculum is designed as a coherent, progressive, and learner-centred framework, reflecting both the empirical evidence generated through the WP2.1 Gap Analysis and established principles of instructional design in adult and inclusive education. The structure is based on a two-phase model, supported by a carefully sequenced set of modules, which together facilitate a gradual and sustainable transition from initial orientation and career readiness to entrepreneurship, self-employability, and active socio-economic participation.

#### Rationale for the Two-Phase Structure

The decision to structure the curriculum into two distinct but interconnected phases is grounded in the recognition that learners, particularly migrant women, often face multi-layered and interdependent barriers that cannot be addressed effectively through a single-level intervention. The WP2.1 findings highlight that challenges related to professional identity, administrative and legal navigation, language and communication, digital access, financial insecurity, limited networks, and psychosocial barriers must first be addressed before learners can meaningfully engage in more advanced processes such as entrepreneurship, self-employment, market participation, or business development.

In this context, the two-phase structure reflects a stepwise pedagogical approach. **Phase I** focuses on orientation, empowerment, career readiness, and foundational access, while **Phase II** supports competence activation through entrepreneurship, self-employability, applied business learning, mentorship, and market integration. This separation ensures that learners are not prematurely exposed to complex entrepreneurial or market-related content without first acquiring the core competences necessary to engage with it confidently and meaningfully.

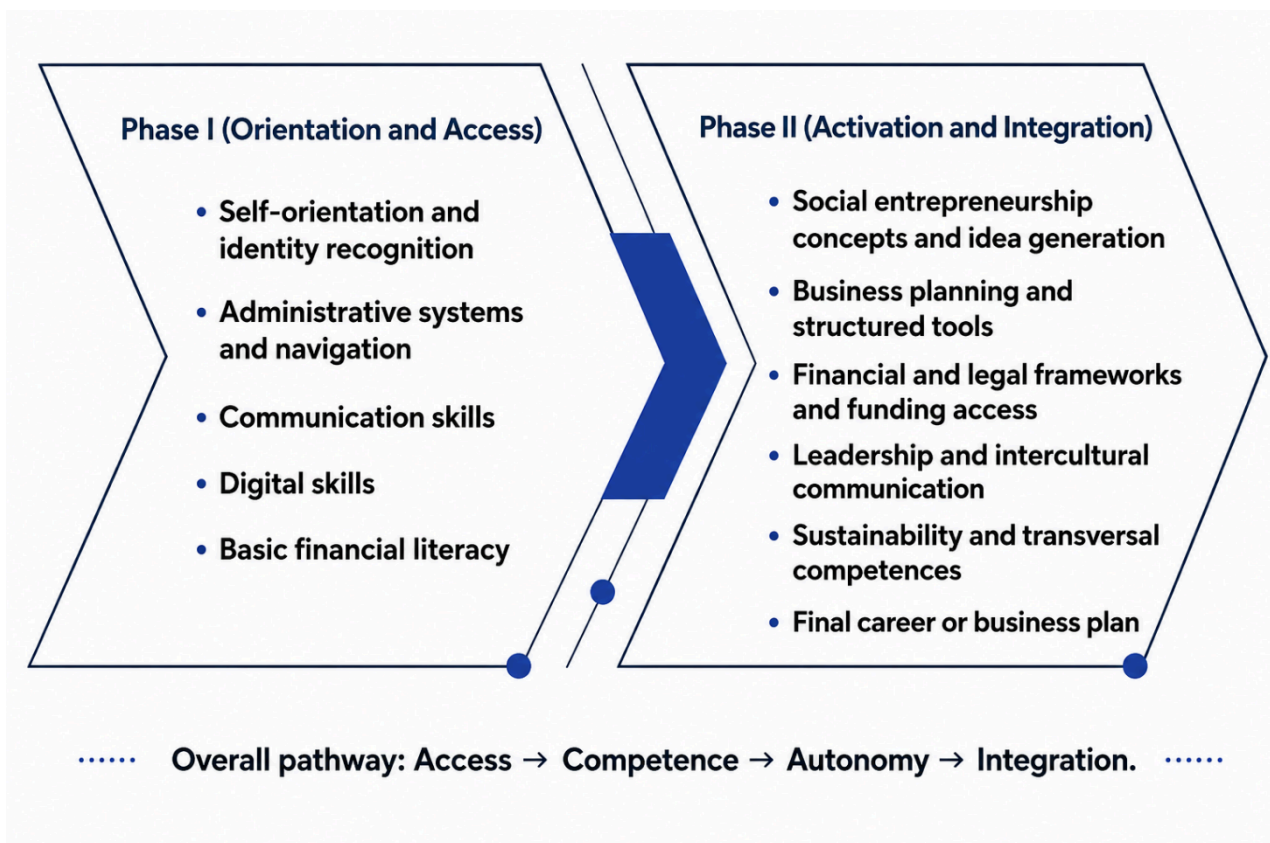
#### Logic of Module Sequencing

Within each phase, the modules are organised according to a developmental and cumulative logic, ensuring that learning progresses in a structured and pedagogically sound manner. The sequencing is designed to move from self-awareness and basic readiness towards applied knowledge, decision-making, entrepreneurship practice, and implementation planning, with each module building upon the competences developed in previous ones.

In **Phase I**, the sequence begins with **professional identity, career planning, and CV development**, allowing learners to identify their skills, experiences, career goals, and initial employability profile. This is followed by **administrative and legal navigation**, which supports learners in understanding procedures relevant to residency, access to services, labour regulations, and job applications. The sequence then develops **functional communication and collaboration**, enabling learners to interact effectively in workplace, service, and peer-learning contexts. **Digital literacy for career and job search** follows, equipping learners with practical competences such as creating a LinkedIn profile, registering on job platforms, and completing online applications. Finally, **personal finance and**

**resource management** strengthens financial independence and stability, preparing learners to make informed decisions in both personal and professional contexts.

In **Phase II**, the sequencing follows a pathway from entrepreneurial awareness to applied implementation. Learners are first introduced to **social entrepreneurship and women's empowerment**, where they explore community needs and develop simple social business ideas. They then move into **Lean Business Planning**, using beginner-friendly tools such as the Lean Canvas to structure and test their ideas. **Financial and Legal Essentials** and **Funding and Resource Mobilisation** provide the practical knowledge needed to understand registration, budgeting, compliance, and access to resources. **Digital Presence, Marketing and Collaboration** then supports learners in building visibility, promoting products or services, and networking effectively. The second part of Phase II strengthens the transversal competences required for entrepreneurship and self-employability. **Personal Skills and Leadership** develops confidence, autonomy, initiative, and decision-making, while **Intercultural and Communication Skills** prepares learners to operate effectively in diverse workplace, customer, and business environments. **Sustainability and Responsible Practices** ensures that business ideas are aligned with ethical, responsible, and SDG-oriented approaches. **Applied Entrepreneurship and Mentorship** then enables learners to test their ideas through guided simulations and mentor feedback, before completing the pathway with the **Capstone: Career, Self-Employment or Business Plan**, where learners present a final plan, pitch, portfolio, or simplified business concept.





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*Figure 2. Logic of Module Sequencing*

### Linkage between Phase I and Phase II

A key feature of the curriculum architecture is the strong interdependence between Phase I and Phase II, ensuring continuity and coherence across the learning pathway. Phase I functions as a foundational layer, providing learners with the essential competences required to engage effectively with the more advanced entrepreneurship and self-employability content of Phase II.

For example, the career planning, CV development, and self-awareness introduced in Phase I support learners in recognising their strengths and using them later in leadership, self-employment, and capstone planning activities. Administrative and legal navigation developed in Phase I provides the basis for understanding business registration, compliance, and formal procedures in Phase II. Communication and collaboration skills developed in Phase I are directly applied in modules related to marketing, networking, intercultural communication, mentorship, customer interaction, and business pitching. Similarly, digital skills for career and job search developed in Phase I are extended in Phase II through digital marketing, online branding, business visibility, and platform-based collaboration. Personal finance and resource management in Phase I also prepares learners for more advanced business budgeting, funding, and resource mobilisation activities.

This interconnected structure ensures that learning is cumulative and reinforcing, rather than fragmented. It strengthens retention, applicability, and learner confidence by showing clear connections between foundational skills and advanced entrepreneurship-related tasks.

## PHASE I

### Orientation & Access

Phase I establishes the foundational competences every learner needs before engaging with more complex content. The sequencing moves deliberately from inner awareness outward to systemic engagement.



## PHASE II

### Activation & Integration

Phase II builds directly upon Phase I foundations, guiding learners from idea generation through to practical implementation and socio-economic participation.



Figure 3. Linkage between Phase I and Phase II

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## Progression Pathway: From Access to Integration

The overall curriculum architecture reflects a broader progression pathway, conceptualised as a movement from access to readiness, from readiness to competence, from competence to activation, and from activation to empowerment.

- **Access** is addressed in Phase I through the development of basic enabling competences that allow learners to engage with systems, services, digital tools, learning processes, and employment-related opportunities.
- **Readiness** emerges as learners build their professional identity, prepare a CV, practise communication, understand administrative and legal procedures, use digital tools for job search, and strengthen personal financial stability.
- **Competence** is developed progressively across both phases, as learners acquire practical skills and knowledge in communication, digital literacy, financial management, entrepreneurship, marketing, leadership, intercultural interaction, and sustainability.
- **Activation** is achieved in Phase II, where learners apply these competences through business idea development, Lean planning, funding analysis, marketing activities, mentorship simulations, and final project preparation.
- **Empowerment** emerges as learners gain confidence, autonomy, decision-making capacity, and the ability to translate their skills and ideas into tangible outcomes, including employment pathways, self-employment opportunities, social entrepreneurship initiatives, or further learning.

This progression model reflects a holistic understanding of empowerment, recognising that sustainable socio-economic participation is not the result of isolated skill acquisition, but of a structured, supported, and practice-oriented developmental process.

## Progression Pathway

The curriculum guides learners through four interconnected stages of empowerment, each building upon the last to achieve sustainable socio-economic participation.



Figure 4. Progression Pathway

### Overall Architectural Coherence

In summary, the curriculum architecture is designed to ensure logical sequencing, pedagogical coherence, practical relevance, and transferability, while remaining flexible and adaptable to diverse learner needs. By combining a two-phase structure with carefully sequenced modules, PBL-based activities, gamified challenges, migrant-women-specific content, and EntreComp alignment, the curriculum provides a robust framework for supporting learners from initial orientation through to entrepreneurship, self-employability, and active socio-economic participation.

This architecture enhances learning effectiveness by ensuring that each module contributes to a clear developmental pathway. It also strengthens the overall impact and transferability of the curriculum within different national and institutional contexts, enabling partners, educators, and adult-learning providers to adapt the framework to local realities while preserving its common pedagogical logic.

| Feature                      | Implementation                                                                                                               |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Problem-Based Learning (PBL) | Real-life scenarios, role-plays, simulations, and applied challenges in every module                                         |
| Gamification                 | Progressive challenges, feedback, recognition, points, badges, decision-making exercises, and confidence-building milestones |

|                                           |                                                                                                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Career Readiness</b>                   | CV development, job-application simulation, LinkedIn/profile creation, job-platform registration, and professional communication in Phase I                                                      |
| <b>Social Entrepreneurship</b>            | Core focus in Phase II through social business ideas, Lean planning, funding, marketing, mentorship, and capstone development                                                                    |
| <b>Self-Employability</b>                 | Development of practical pathways for freelancing, small business creation, social enterprise, or independent professional activity                                                              |
| <b>EntreComp Alignment</b>                | Phase II modules linked to recognised European entrepreneurship competences such as spotting opportunities, creativity, financial literacy, planning, working with others, and taking initiative |
| <b>Inclusion &amp; Accessibility</b>      | Simple language, modular structure, multilingual content, culturally sensitive examples, flexible pacing, and migrant-women-specific learning materials                                          |
| <b>Digital &amp; Offline Access</b>       | Compatible with WP3 platform requirements, including mobile access, offline use, downloadable materials, and low-bandwidth learning options                                                      |
| <b>Labour Market and Market Relevance</b> | Aligned with real employment, self-employment, entrepreneurship, business development, and support-network pathways                                                                              |
| <b>Sustainability &amp; EU Priorities</b> | Integration of SDGs, ethical business practices, responsible entrepreneurship, inclusion, and green transition principles                                                                        |

*Table 5. Key Design Features*

## 3.4 Educational Tools and Supporting Materials

The EmpowerHERment curriculum is supported by a focused set of educational tools and supporting materials designed to ensure effective, inclusive, and practical implementation across the 15 modules. These materials are aligned with the needs identified through the WP2.1 Gap Analysis and with the project's objective of empowering migrant women through career readiness, social entrepreneurship, self-employability, digital participation, financial independence, leadership, sustainability, and socio-economic integration.

To avoid duplication and ensure realistic implementation under Activity 2.3, the supporting materials are organised into **three integrated tool packages**: the **Curriculum Guide / Teacher's Manual**, the **Learner Workbook / Activity Book**, and the **Case Studies, Digital Resources & Practical Tools Pack**. Together, these three packages provide practical activities, theoretical resources, additional learning materials, digital tools, and assessment support for educators, mentors, and learners.

### 1. Curriculum Guide / Teacher's Manual

The **Curriculum Guide / Teacher's Manual** serves as the central implementation resource for educators, trainers, mentors, and partner organisations. It provides clear guidance for delivering the 15 modules in a consistent, learner-centred, inclusive, and competence-based manner.

The guide includes module descriptions, learning objectives, expected learning outcomes, suggested duration, recommended sequencing, facilitation notes, Problem-Based Learning activities, gamified



challenges, reflection questions, assessment suggestions, and links to relevant competence areas, including EntreComp where applicable.

In addition to practical delivery guidance, the guide includes **theoretical and methodological resources** that support educators in understanding the pedagogical foundations of the curriculum. These may include short background sections on adult learning, inclusive education, Problem-Based Learning, experiential learning, gamification, social entrepreneurship, women's empowerment, intercultural learning, digital inclusion, sustainability, and the EntreComp framework. These resources will help educators connect each module to the wider educational and policy logic of the project.

The guide also provides practical guidance on how to facilitate learning with migrant women who may have different levels of language proficiency, digital literacy, educational background, professional experience, confidence, and availability. Educators are supported with strategies for inclusive facilitation, culturally sensitive communication, trauma-informed practice, peer-learning methods, group discussions, feedback provision, and adaptation of activities for learners with care responsibilities, limited time, or interrupted attendance.

In addition, the guide supports blended learning delivery by explaining how to combine face-to-face sessions, online activities, mentoring, self-paced tasks, platform-based learning, and offline exercises. This ensures compatibility with the WP3 digital platform and mobile app, while maintaining a common methodological framework across partner countries.

## 2. Learner Workbook / Activity Book

The **Learner Workbook / Activity Book** provides participants with practical, step-by-step exercises that help them apply the knowledge and skills developed across the curriculum. It is designed in simple and accessible language and can be used individually, in groups, online, offline, or during mentoring sessions.

The workbook combines the main learner-facing tools in one place. These may include skills-mapping exercises, career planning and CV-development tasks, first job-application simulations, administrative navigation exercises, workplace communication and collaboration tasks, LinkedIn or job-platform registration, personal budgeting activities, Lean Canvas development, funding-readiness checklists, marketing and branding exercises, leadership self-assessments, intercultural role-play reflections, sustainability checklists, and final career, self-employment, or business-plan preparation.

Where appropriate, the workbook also includes **short theoretical inputs and additional learner resources** in accessible language. These may include brief explanations of key concepts, simple definitions, examples, visual summaries, practical tips, reflective questions, links to useful services or tools, and optional "learn more" resources. This ensures that learners receive enough theoretical background to understand the activities, without overloading them with academic content.

Each activity includes clear instructions, examples, reflection prompts, checklists, and self-assessment questions. This enables learners to monitor their progress, recognise their achievements, revisit activities when needed, and gradually build confidence and autonomy. The



workbook also supports gamification by allowing learners to complete challenges, collect progress markers, reflect on milestones, and prepare evidence for badges or micro-credentials.

### 3. Case Studies, Digital Resources & Practical Tools Pack

The **Case Studies, Digital Resources & Practical Tools Pack** combines the scenario-based, digital, assessment, mentoring, and accessibility materials required to support the curriculum in practice. Bringing these elements together in one package reduces workload while ensuring that all essential support materials are available.

This pack includes realistic, migrant-women-centred case studies and practical scenarios that support Problem-Based Learning, experiential learning, and gamification. Examples may include preparing a CV after interrupted work experience, applying for a job online, navigating an administrative procedure, communicating with an employer or public service, managing a monthly budget, identifying a community need, developing a small social business idea, completing a Lean Canvas, estimating start-up costs, selecting a funding source, creating a simple digital brand presence, resolving intercultural misunderstandings, integrating sustainability into a business idea, and presenting a final pitch or portfolio.

The pack also includes selected digital and platform-ready resources, such as short module presentations, downloadable PDF materials, video scripts or short explanatory videos, quizzes, interactive tasks, discussion prompts, and platform-based progress activities. These resources may be complemented by **additional resources**, such as links to relevant local services, entrepreneurship support organisations, funding schemes, women's networks, job-search platforms, online learning tools, digital safety guidance, sustainability resources, and examples of migrant women entrepreneurs.

In addition, the pack includes practical templates, checklists, and simple assessment, reflection, mentoring, and recognition tools. Examples may include CV templates, job-application checklists, administrative procedure checklists, workplace communication phrases, LinkedIn/profile creation checklists, personal budget templates, Lean Canvas templates, start-up cost estimation sheets, funding-readiness checklists, simple marketing plans, sustainability checklists, mentoring reflection forms, peer-feedback forms, progress checklists, and final pitch or portfolio assessment rubrics.

All materials in this pack are designed for translation into partner languages and adaptation to local contexts where necessary. They use clear language, visual support, culturally sensitive examples, gender-sensitive wording, and practical explanations. This multilingual and accessible approach ensures that the curriculum can be implemented across partner countries while remaining relevant to migrant women's diverse linguistic, cultural, educational, and professional backgrounds.

Together, these three integrated tool packages create a coherent and manageable learning ecosystem. The Curriculum Guide supports educators with both practical delivery guidance and theoretical foundations; the Learner Workbook supports participants through applied exercises and accessible theoretical inputs; and the Case Studies, Digital Resources & Practical Tools Pack provides

real-life scenarios, digital resources, templates, checklists, assessment materials, mentoring tools, additional resources, and accessibility features.

This structure ensures that the EmpowerHERment curriculum remains pedagogically sound, inclusive, digitally compatible, and fully aligned with the needs of migrant women and the objectives of the project, while also remaining feasible for partners to develop under the next project activities.

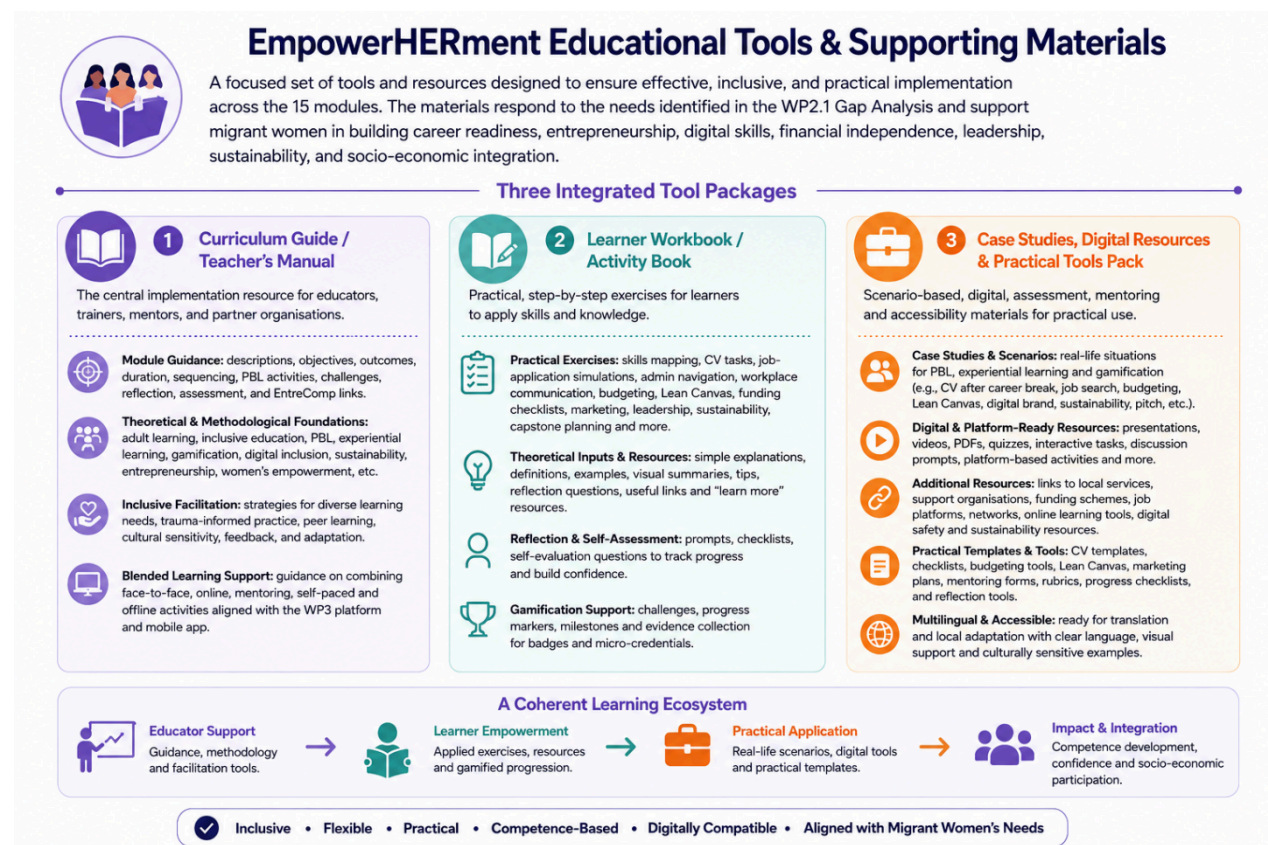


Figure 5. Educational Tools and Supporting Materials

## 3.5 Methodology and Learning Approach

The curriculum employs a detailed **blended learning approach**, with an estimated total of **~70 hours** distributed across modules, combining asynchronous and synchronous learning:

- Asynchronous Learning (~35 hours):** Self-paced study materials, online tasks, gamified challenges, and reflection exercises. Approximately 2–3 hours per module, with slightly higher time allocation for complex modules (e.g., financial planning, Lean Canvas, sustainability integration). Asynchronous tasks allow learners to revisit content, practice independently, and consolidate skills at their own pace.
  - Modules with higher asynchronous load: Module 4 (Digital Skills – 3h), Module 5 (Financial Planning – 3h), Module 7 (Lean Canvas – 3h), Module 10 (Digital Presence – 3h), Module 14 (Sustainability – 3h).

- **Synchronous Learning (~35 hours):** Live sessions including workshops, mentoring, role-play, peer feedback, and group projects. Each module includes roughly 2 hours of live engagement, with modules requiring collaboration or scenario practice having up to 3 hours.
  - Modules with higher synchronous load: Module 3 (Communication – 3h), Module 6 (Social Entrepreneurship – 3h), Module 9 (Funding – 3h), Module 12 (Leadership – 3h), Module 15 (Final Plan – 3h).
- **PBL and Experiential Learning:** All modules integrate PBL cycles, where learners analyze problems, explore solutions, act, reflect, and progress. This is embedded both in asynchronous tasks (case exploration, simulations) and synchronous sessions (role-play, workshops). Experiential learning is particularly emphasized in applied modules (Phase II), fostering decision-making, problem-solving, and critical thinking.
- **Gamification:** Scenario-based challenges, progressive tasks, badges, points, and recognition milestones are embedded throughout. Gamified activities are distributed in both asynchronous and synchronous components, ensuring engagement, reinforcement, and confidence-building across modules.

Together, these tools and structured methodologies create a cohesive learning ecosystem. The Curriculum Guide supports educators in managing both asynchronous and synchronous activities, the Learner Workbook allows participants to engage with tasks independently, and the Case Studies Handbook provides realistic scenarios for applied learning. Blended learning, PBL, experiential learning, and gamification work together to promote active participation, skill application, autonomy, and sustained empowerment throughout the curriculum.

The EmpowerHERment curriculum is designed as a structured micro-credential learning pathway of **75 hours**, distributed equally across **15 modules**. Each module has an indicative duration of **5 hours**, combining self-paced learning, facilitated learning, practical application, reflection, and evidence of competence development. This structure provides a clear and transparent workload model that is suitable for micro-credential recognition, while remaining flexible and accessible for migrant women and adult learners.

The 75-hour structure has been selected because it allows each module to function as a small, self-contained learning unit with clearly defined learning outcomes, practical tasks, and evidence of achievement. At the same time, the full programme forms a coherent learning pathway that supports progression from foundational access competences to entrepreneurship, self-employability, market integration, leadership, sustainability, and final pathway planning.

Each module follows the same delivery structure:

| Learning Component per Module | Indicative Time | Purpose |
|-------------------------------|-----------------|---------|
|-------------------------------|-----------------|---------|

|                                                        |                |                                                                                                                                  |
|--------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Asynchronous learning</b>                           | 2 hours        | Self-paced study, learner workbook activities, short readings, digital or offline tasks, quizzes, and preparation activities     |
| <b>Synchronous learning</b>                            | 2 hours        | Facilitated workshop, discussion, role-play, simulation, mentoring, peer feedback, group work, and collaborative problem-solving |
| <b>Assessment, reflection and evidence of learning</b> | 1 hour         | Completion of a practical output, self-assessment, portfolio evidence, badge-related task, or micro-credential evidence          |
| <b>Total per module</b>                                | <b>5 hours</b> | Balanced independent, guided, practical, and evidence-based learning                                                             |

*Table 6. Delivery Structure*

Across the 15 modules, this creates the following total workload:

| <b>Curriculum Component</b>                      | <b>Indicative Time</b> |
|--------------------------------------------------|------------------------|
| 15 modules × 5 hours                             | 75 hours               |
| <b>Total micro-credential programme duration</b> | <b>75 hours</b>        |

*Table 7. Total Workload*

This structure supports the micro-credential logic of the programme because each module includes three essential elements: learning, application, and evidence. Learners are not only introduced to concepts, but are also required to apply them through practical tasks and document their progress through outputs that can support badge recognition, portfolio development, or certification.

### **Asynchronous learning**

The asynchronous component enables learners to engage with the curriculum at their own pace. It includes short study materials, workbook exercises, practical templates, digital or paper-based activities, short quizzes, reflection prompts, and preparation for live sessions. This component is particularly important for migrant women and adult learners who may face time constraints, care responsibilities, work obligations, language barriers, administrative pressures, or irregular availability.

Asynchronous learning also supports confidence-building. Learners can review materials, prepare their ideas, complete exercises gradually, and revisit content when needed. This is especially useful for participants with limited prior access to formal education, low digital confidence, or interrupted learning experiences.

Examples of asynchronous tasks include preparing a skills map, drafting a CV, reviewing an administrative scenario, completing a digital job-search task, preparing a personal budget, drafting a Lean Canvas, identifying funding options, creating a simple marketing message, reflecting on leadership strengths, or preparing elements of a final career or business plan.

### **Synchronous learning**

The synchronous component provides structured interaction with educators, mentors, and peers. It includes live workshops, guided discussions, simulations, role-play activities, group work, mentoring moments, peer feedback, and collaborative problem-solving. This component is essential for strengthening communication, teamwork, confidence, decision-making, and applied learning.

During synchronous sessions, learners activate and deepen the work completed asynchronously. They have the opportunity to ask questions, test solutions, practise real-life scenarios, receive feedback, learn from peers, and apply their knowledge in a safe and supportive environment.

This live component also supports social inclusion. For migrant women who may experience isolation or limited access to professional networks, the synchronous sessions create opportunities for peer support, collaborative learning, mentoring, and community-building.

### **Assessment, reflection and evidence of learning**

As the curriculum is designed as a micro-credential pathway, each module includes a dedicated component for assessment, reflection, and evidence of learning. This does not refer to formal high-pressure examinations, but to practical and competence-based evidence that demonstrates learner progress.

Each module requires learners to complete a practical output linked to the module's learning outcomes. These outputs may include a CV, administrative checklist, communication role-play reflection, digital profile, personal budget, social business idea, Lean Canvas, start-up budget, funding-readiness checklist, marketing concept, leadership self-assessment, intercultural communication reflection, sustainability checklist, mentored business simulation output, or final career/self-employment/business plan.

This evidence-based approach supports micro-credential recognition by making learning outcomes visible, practical, and assessable. It also helps learners build a personal portfolio that documents their progress across the programme.

### **Problem-Based Learning and experiential learning**

Problem-Based Learning is embedded across all modules as the main methodological approach. Each module is organised around a realistic problem, scenario, or challenge connected to migrant women's everyday, professional, or entrepreneurial realities. These may include preparing a CV, navigating an administrative procedure, communicating with a service provider or employer, using a digital platform, managing a budget, developing a social business idea, selecting a funding option, creating a digital presence, or presenting a final pathway plan.

The PBL process follows a consistent learning flow across the curriculum:

| Step        | Purpose                                                                                   |
|-------------|-------------------------------------------------------------------------------------------|
| Scenario    | Learners are introduced to a realistic situation or challenge                             |
| Exploration | Learners analyse the situation, identify needs, and consider possible solutions           |
| Action      | Learners complete a practical task or output                                              |
| Reflection  | Learners review their choices, receive feedback, and identify improvements                |
| Evidence    | Learners document their learning through an output, portfolio item, or badge-related task |
| Progression | Learners connect the activity to the next module and to their wider learning pathway      |

*Table 8. PBL process across the curriculum*



Experiential learning complements this process by ensuring that learners develop competences through doing, reflecting, receiving feedback, and improving. Participants do not only study concepts theoretically; they apply them through concrete activities. For example, they prepare a CV, complete a simplified form, practise workplace communication, create a personal budget, develop a Lean Canvas, compare funding options, design a digital profile, or present a final plan.

### **Gamification and badge recognition**

Gamification is integrated into each module as a supportive pedagogical mechanism that strengthens motivation, participation, confidence-building, and recognition of progress. In the context of a micro-credential programme, gamification also supports the visibility of achievement by linking challenges, milestones, badges, and portfolio evidence to learning outcomes.

Each module includes a PBL or gamified challenge connected to its learning objectives. These challenges may include simulations, missions, decision-making exercises, quizzes, role-play activities, progress checklists, peer feedback, and milestone-based tasks.

Gamified elements are used in both asynchronous and synchronous learning. In the asynchronous component, learners may complete individual challenges, quizzes, worksheets, reflection tasks, or portfolio activities. In the synchronous component, they may participate in group challenges, simulations, role-play, peer feedback, and collaborative problem-solving.

The gamification approach prioritises progress over competition. Recognition is based on participation, effort, improvement, collaboration, creativity, reflection, and practical achievement. This is particularly important for learners with low confidence, limited previous access to formal education, or interrupted learning experiences.

### **Micro-credential structure and recognition logic**

The curriculum may be implemented as one complete 75-hour micro-credential programme or as a modular badge-based pathway. Each module can correspond to a smaller learning badge, while completion of all 15 modules can lead to the award of the full EmpowerHERment micro-credential.

| Recognition Level     | Requirement                             | Evidence                                                                          |
|-----------------------|-----------------------------------------|-----------------------------------------------------------------------------------|
| Module badge          | Completion of one 5-hour module         | Practical task, reflection, participation, or module output                       |
| Phase recognition     | Completion of Phase I or Phase II       | Set of module outputs demonstrating progression                                   |
| Full micro-credential | Completion of all 15 modules / 75 hours | Portfolio of evidence, final plan, and completion of required learning activities |

*Table 9. Certification Methodology*

This recognition structure supports flexible participation. Learners who cannot complete the full programme immediately may still receive recognition for completed modules or phases, while those



who complete the full pathway can demonstrate a broader set of competences linked to employability, entrepreneurship, digital readiness, leadership, sustainability, and social inclusion.

### **Connection with module delivery and supporting materials**

The methodology is implemented through three main supporting tools: the Curriculum Guide / Teacher's Manual, the Learner Workbook / Activity Book, and the Case Studies, Digital Resources & Practical Tools Pack.

The Curriculum Guide supports educators in delivering each module according to the common 5-hour structure. It provides guidance on learning objectives, timing, facilitation methods, PBL activities, gamified challenges, reflection questions, assessment suggestions, badge criteria, and adaptation strategies.

The Learner Workbook supports participants in completing asynchronous tasks, preparing for synchronous sessions, reflecting on their progress, and collecting evidence of learning. It also helps learners build a personal portfolio across the curriculum.

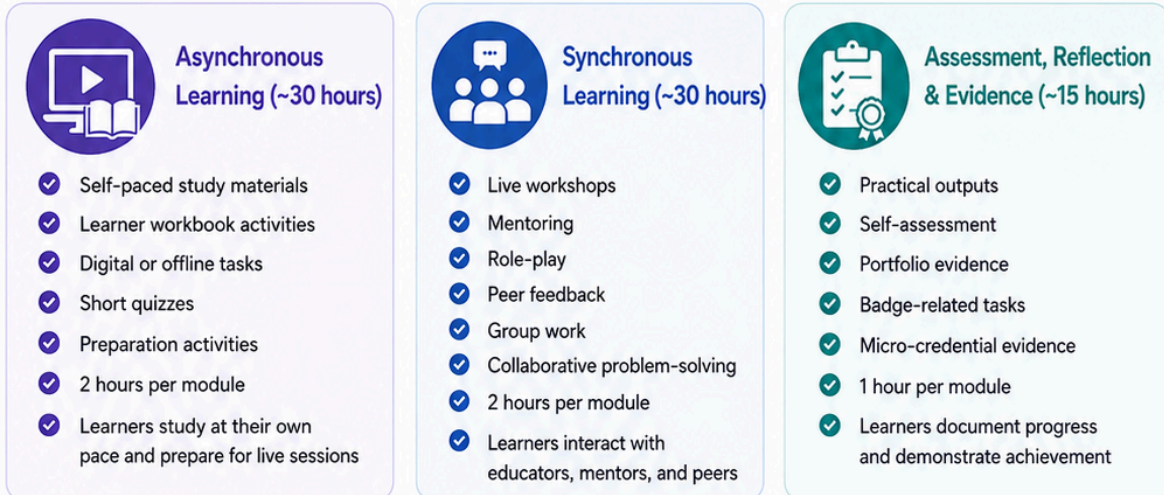
The Case Studies, Digital Resources & Practical Tools Pack provides realistic scenarios, templates, checklists, quizzes, role-play materials, digital tasks, and practical tools that support both independent and facilitated learning.

Overall, the EmpowerHERment methodology combines blended learning, Problem-Based Learning, experiential learning, gamification, and competence-based evidence into a coherent micro-credential model. The 75-hour structure ensures consistency, transparency, and recognition value, while the 5-hour modular format keeps the programme accessible, flexible, and appropriate for migrant women and adult learners.

## 3.5 Methodology and Learning Approach

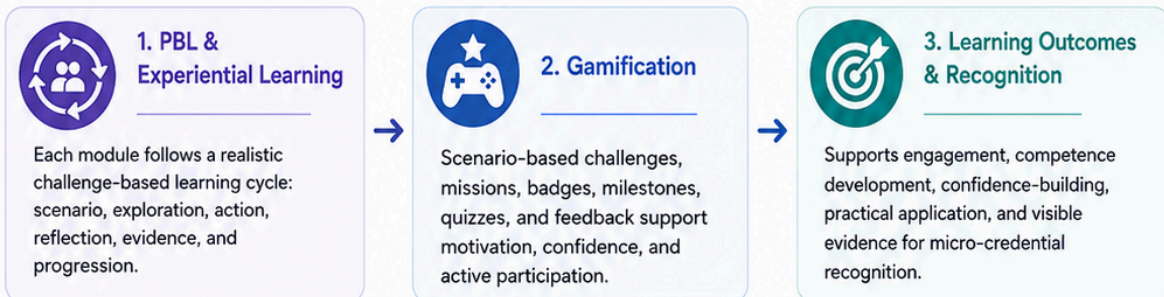
A micro-credential, blended, practice-oriented learning model across 75 hours

### 1. Micro-Credential Learning Structure

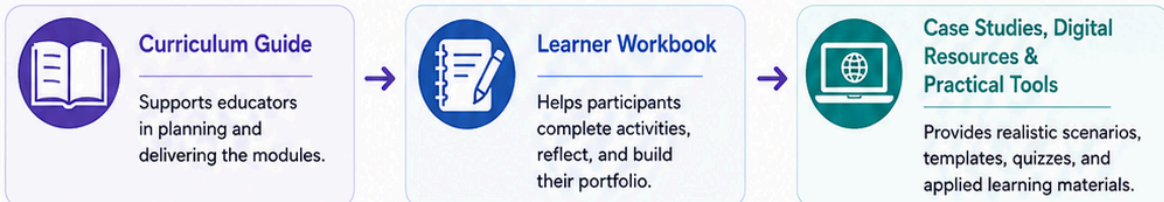


15 modules × 5 hours = 75 hours total

### 2. Core Methodological Elements



### 3. Learning Ecosystem in Practice



Blended learning, PBL, experiential learning, gamification, and competence-based evidence work together to promote active participation, skill application, autonomy, and empowerment throughout the curriculum.



Flexible



Accessible



Practice-Oriented



Competence-Based



Empowerment-Focused

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*Figure 6. Methodology and Learning Approach*

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### 3.6 Integration of Gamification (Conceptual Bridge)

Within the EmpowerHERment curriculum, gamification is conceptualised not as an isolated or supplementary feature, but as an **integrated pedagogical tool** that is systematically embedded within the overall instructional design. Its role extends beyond enhancing user engagement, functioning instead as a mechanism to support **active learning, motivation, and the practical application of competences** in alignment with the curriculum's learner-centred and experiential approach.

The integration of gamification responds directly to key challenges identified in the WP2.1 Gap Analysis, particularly those related to **low motivation, irregular participation patterns, and reduced self-confidence among learners**. By incorporating structured challenges, scenario-based activities, and incremental progression mechanisms, the curriculum creates a learning environment that is both **accessible and motivating**, enabling learners to engage at their own pace while experiencing a sense of achievement and continuity.

From a pedagogical perspective, gamification is closely aligned with the principles of **Problem-Based Learning (PBL)** and **experiential learning**, reinforcing their effectiveness through interactive and structured engagement. Scenario-based simulations and decision-making exercises allow learners to immerse themselves in realistic contexts, where they are required to apply knowledge, evaluate alternatives, and reflect on outcomes. This process supports deeper cognitive engagement and enhances the transferability of learning to real-life situations.

In addition, gamification plays a particularly important role in supporting **low-confidence learners**, who may otherwise be hesitant to engage in traditional learning environments. By emphasising progress over performance, and by providing immediate feedback and achievable milestones, gamified elements contribute to the development of **self-efficacy, resilience, and sustained participation**.

Overall, the integration of gamification within the curriculum serves as a **bridging mechanism between methodology and practice**, enhancing engagement while reinforcing the application of competences in realistic and meaningful contexts. It therefore constitutes a core component of the curriculum's pedagogical logic, supporting both learning effectiveness and learner empowerment.

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### 3.7 Inclusion and Accessibility Strategy

The EmpowerHERment curriculum is supported by a practical inclusion and accessibility strategy that ensures learners can participate meaningfully regardless of their language level, digital skills, educational background, personal circumstances, or previous learning experiences. Inclusion is therefore not treated as an additional feature, but as a core design principle embedded throughout the curriculum structure, learning materials, delivery methods, and gamified activities.

This strategy is directly informed by the WP2.1 Gap Analysis, which identified several barriers affecting migrant women's participation in education, employment, and entrepreneurship pathways. These barriers include limited digital literacy, restricted access to technology or stable internet, language difficulties, care responsibilities, time constraints, low confidence, and diverse socio-cultural backgrounds. The curriculum responds to these challenges through flexible, modular, multilingual, and learner-centred design.

To support accessibility, learning activities are structured into short and manageable units that can be delivered face-to-face, online, blended, synchronously, or asynchronously. This allows learners to progress at their own pace and to re-enter the learning process when attendance is interrupted due to family, work, administrative, or personal responsibilities. The modular approach also enables educators to adapt activities to the needs of different learner groups and national contexts.

Digital accessibility is addressed through simple instructions, user-friendly tools, mobile-accessible materials, and low-bandwidth or offline options where possible. Since some participants may have limited experience with digital platforms, the curriculum avoids unnecessary technical complexity and provides step-by-step guidance, visual support, downloadable resources, and alternative paper-based activities when needed.

Language and cultural accessibility are also central to the strategy. Learning materials should use clear and simple language, practical examples, visual explanations, and culturally sensitive scenarios. Where possible, materials should be translated into partner languages and adapted to local realities. Case studies and role-play activities should reflect diverse migrant women's experiences without reinforcing stereotypes, while also promoting dignity, respect, and active participation.

The inclusion strategy is closely connected to the gamification approach. Gamified elements such as badges, milestones, progress indicators, peer feedback, and scenario-based challenges should be used to encourage participation and confidence-building rather than competition. This is particularly important for learners with low confidence or negative previous learning experiences, as recognition of progress can strengthen motivation, self-efficacy, and continuity.

| Challenge / Learner Need | Accessibility Response                                    | Practical Implementation                                                                              |
|--------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Low digital literacy     | Use simple, familiar, and guided digital tools            | Step-by-step instructions, screenshots, demonstrations, visual guidance, and paper-based alternatives |
| Limited internet access  | Provide flexible and offline access to learning materials | Downloadable resources, mobile-friendly content, printable                                            |

|                                                                 |                                                        |                                                                                                                     |
|-----------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                                                                 |                                                        | worksheets, and low-bandwidth materials                                                                             |
| <b>Time constraints and care responsibilities</b>               | Use short, modular, and self-paced learning units      | Flexible learning pathways, asynchronous tasks, micro-learning activities, and opportunities to re-enter the course |
| <b>Language barriers</b>                                        | Use clear, simple, and multilingual communication      | Short sentences, glossaries, translated materials, visual examples, and peer or educator support                    |
| <b>Diverse cultural and educational backgrounds</b>             | Apply culturally sensitive and gender-sensitive design | Inclusive case studies, localised examples, respectful role-plays, and avoidance of stereotypes                     |
| <b>Low confidence or previous negative learning experiences</b> | Use supportive recognition and gradual progression     | Badges, milestones, peer encouragement, formative feedback, and non-competitive gamified activities                 |

*Table 10. Accessibility Responses to Key Learner Needs*

Through this approach, the EmpowerHERment curriculum ensures that accessibility is embedded in both design and delivery. It supports equal participation, reduces practical and psychological barriers, and enables migrant women to engage with the curriculum in ways that are realistic, flexible, and empowering.

### 3.8 Competence Framework

The EmpowerHERment curriculum is underpinned by a **competence-based framework** that establishes a clear and structured link between the curriculum modules, the intended learning outcomes, and the overall impact of the programme. This framework ensures that learning is not limited to content acquisition, but is oriented towards the development of **practical, transferable competences** that support socio-economic participation and long-term empowerment.

The competence framework is organised into five core clusters, reflecting the key areas identified through the WP2.1 Gap Analysis and aligned with the objectives of the curriculum:

| Competence Area                                        | Description                                                                                                                                                                                                                | Related Modules |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Career readiness and professional identity competence  | Ability to recognise personal skills, experiences, and career goals; prepare a CV or professional profile; understand employment pathways; and present competences confidently in labour-market contexts.                  | 1, 3, 4, 15     |
| Administrative, legal and system-navigation competence | Practical understanding of administrative procedures, residency or permit processes, access to services, labour regulations, business registration, compliance, and formal requirements for employment or self-employment. | 2, 8            |
| Communication, collaboration and                       | Functional communication skills for institutional, workplace, customer, peer-learning, and intercultural                                                                                                                   | 3, 10, 12       |



|                                                                       |                                                                                                                                                                                                                                  |                  |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| intercultural competence                                              | contexts, including collaboration, role-play, respectful interaction, and conflict resolution.                                                                                                                                   |                  |
| Digital and platform-readiness competence                             | Ability to use digital tools for job search, online applications, LinkedIn or professional profiles, digital communication, online learning, business visibility, marketing, and platform-based participation.                   | 4, 10            |
| Entrepreneurship, self-employability and business-planning competence | Skills related to social entrepreneurship, women's empowerment, idea generation, Lean Business Planning, market understanding, digital presence, mentorship, and the development of a career, self-employment, or business plan. | 6, 7, 10, 14, 15 |
| Financial and resource-mobilisation competence                        | Ability to manage personal and professional finances, prepare budgets, estimate start-up costs, understand financial and legal essentials, and identify suitable funding or support resources.                                   | 5, 8, 9          |
| Personal, social and leadership competence                            | Self-awareness, confidence, autonomy, initiative, decision-making, peer support, leadership, mentoring, and the ability to take responsibility for personal, professional, or entrepreneurial development.                       | 1, 3, 11, 14, 15 |
| Sustainability and responsible entrepreneurship competence            | Understanding and application of ethical, inclusive, sustainable, and responsible practices aligned with the SDGs, EU priorities, community impact, and green entrepreneurship principles.                                       | 13, 15           |

*Table 11. Competence Framework and Module Alignment*

This competence-based approach ensures that the curriculum supports a **progressive development pathway**, where learners acquire, apply, and consolidate competences across both phases. By explicitly linking modules to competence areas, the framework enhances the transparency and coherence of the curriculum, while also strengthening its relevance to labour market needs and societal priorities. Ultimately, it contributes to measurable outcomes in terms of **employability, entrepreneurship readiness, and social inclusion**, reinforcing the overall impact of the EmpowerHERment programme.



## Module 1: Professional Identity, Career Planning & CV Development

**Learning Objective:** To help participants recognise their skills, previous experiences, strengths, and career interests; develop a clearer professional identity; prepare a basic CV or personal portfolio; and define realistic career pathways within a new labour-market context.

This module supports learners in identifying and valuing the competences they have gained through formal education, work experience, informal learning, migration experiences, family responsibilities, volunteering, and everyday life. Through guided reflection and practical activities, participants will map their skills, prepare or improve a CV, explore suitable employment or self-employment pathways, and set realistic career goals. The module also aims to strengthen learners' confidence in presenting their experience, aspirations, and personal strengths in job-search, career-planning, or self-employment situations.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the main elements of professional identity.</li> <li>• Recognise different types of competences, including formal, informal, transferable, and life-based skills.</li> <li>• Understand basic labour-market expectations, career pathways, and job-application requirements.</li> <li>• Identify the purpose, structure, and key</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Map their personal skills, experiences, qualifications, strengths, and interests.</li> <li>• Develop a basic professional profile or personal portfolio.</li> <li>• Prepare or improve a simple CV adapted to a selected job role, career pathway, or self-employment goal.</li> <li>• Define realistic career goals and identify practical steps towards employment, self-employment, or further training.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in reflecting on their personal and professional development.</li> <li>• Make informed choices about possible career or self-employment directions.</li> <li>• Set initial career goals and identify achievable next steps.</li> <li>• Demonstrate increased confidence in presenting their competences, experiences, and aspirations.</li> <li>• Take responsibility for updating and</li> </ul> |

|  |                                                    |                                                                                                                                                              |                                                       |
|--|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|  | sections of a CV or personal professional profile. | <ul style="list-style-type: none"> <li>• Practise presenting their skills and aspirations in a basic job-application or career-planning scenario.</li> </ul> | maintaining their CV, personal profile, or portfolio. |
|--|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|

### PBL / Gamified Challenge

Participants will complete a **“My Professional Pathway” challenge**, in which they build a personal portfolio and CV and simulate a first job application. The challenge will guide them through identifying strengths, mapping previous experiences, selecting a realistic target role or pathway, preparing a basic CV, and outlining concrete next steps towards employment, self-employment, or further learning. Progress can be supported through badges or milestones such as **Skills Explorer**, **CV Builder**, **Career Goal Setter**, and **First Application Ready**.

| Module 2: Administrative & Legal Navigation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                                                                                                         |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p><b>Learning Objective:</b> To provide participants with practical knowledge of key administrative and legal procedures relevant to integration, labour-market access, training participation, and employment opportunities, including residency requirements, permits, access to public services, and basic labour regulations.</p> <p>This module helps learners understand how administrative and legal systems operate in the host country and how these systems affect access to services, rights, training, employment, and self-employment opportunities. It focuses on reducing uncertainty and building practical confidence in dealing with procedures that may feel complex, unfamiliar, or restrictive. Through guided activities and realistic scenarios, learners practise identifying relevant institutions, organising documents, following basic procedures, and knowing when and where to seek reliable support.</p> |                                                                                                                                                                                                                       |                                                                                                                                                                         |
| Learning outcomes                           | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                | Responsibility and Autonomy                                                                                                                                             |
|                                             | Participants will be able to: <ul style="list-style-type: none"> <li>• Describe key administrative and legal procedures relevant to integration, such as residency applications, permits, access to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Participants will be able to: <ul style="list-style-type: none"> <li>• Follow step-by-step guidance to navigate basic administrative and legal procedures.</li> <li>• Complete simple forms, applications,</li> </ul> | Participants will be able to: <ul style="list-style-type: none"> <li>• Take initiative in engaging with administrative and legal systems more independently.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>public services, labour-market registration, and employment-related procedures.</p> <ul style="list-style-type: none"> <li>• Identify relevant institutions, public services, community organisations, and support providers.</li> <li>• Understand the basic documents, deadlines, steps, and requirements involved in common administrative processes.</li> <li>• Recognise basic labour rights, responsibilities, and procedures linked to employment, training access, or self-employment preparation.</li> </ul> | <p>service requests, or employment-related documents.</p> <ul style="list-style-type: none"> <li>• Collect, organise, and check required documents for common procedures.</li> <li>• Use reliable official or community-based information sources to verify requirements and next steps.</li> <li>• Seek appropriate institutional, legal, or community-based support when needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Manage basic administrative tasks with increased confidence and organisation.</li> <li>• Apply knowledge of rights, procedures, and available services in real-life situations.</li> <li>• Make informed decisions about when to act independently and when to request professional or community support.</li> <li>• Demonstrate greater autonomy in accessing services, employment-related procedures, training opportunities, or self-employment pathways.</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### PBL / Gamified Challenge

Participants will complete a **“Navigate the System” challenge**, in which they simulate an administrative process relevant to employment or integration, such as applying for a residency permit, registering for a public service, accessing employment support, or preparing documents for a job-related procedure.

Through a guided scenario, learners will identify the correct institution, check required documents, complete a simplified form, make decisions at key steps, and respond to common obstacles such as missing information or unclear instructions. Progress can be supported through milestones or badges such as **Document Detective**, **Form Completer**, **Rights Navigator**, and **Service Access Ready**.

### Module 3: Functional Communication & Collaboration

**Learning Objective:** To strengthen participants' functional communication, collaboration, and practical language-use skills for effective interaction in workplace, institutional, service-related, and peer-learning contexts.

This module develops the communication skills learners need to access services, interact with employers or institutions, collaborate with others, and participate more confidently in professional and community environments. It focuses on verbal and written communication, formal and semi-formal language, workplace interaction, teamwork, active listening, and service-related exchanges. Through practical scenarios and guided activities, learners practise expressing needs, asking questions, requesting clarification, responding appropriately, and working with others in a respectful and effective way.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                 | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Participants will be able to: <ul style="list-style-type: none"> <li>• Describe basic communication structures used in formal and semi-formal contexts.</li> <li>• Understand common terminology related to employment, public services, institutions, workplace interaction, and collaboration.</li> <li>• Recognise appropriate communication behaviours in different professional, institutional, and service-related situations.</li> <li>• Identify basic principles of respectful</li> </ul> | Participants will be able to: <ul style="list-style-type: none"> <li>• Communicate more effectively in common workplace, institutional, service-related, and peer-learning scenarios.</li> <li>• Use basic written communication, such as emails, forms, requests, short messages, or simple professional responses.</li> <li>• Engage in simple dialogues with employers, service providers, institutions,</li> </ul> | Participants will be able to: <ul style="list-style-type: none"> <li>• Take initiative in communicating with institutions, employers, colleagues, service providers, and peers.</li> <li>• Apply appropriate communication strategies according to the context, purpose, and audience.</li> <li>• Demonstrate increased confidence in expressing needs, asking questions, and seeking support.</li> <li>• Contribute respectfully and actively to</li> </ul> |

|  |                                                                                   |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |
|--|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | communication, active listening, clarification, teamwork, and peer collaboration. | colleagues, or peers. <ul style="list-style-type: none"> <li>• Ask questions, request clarification, express needs, and respond to misunderstandings clearly and respectfully.</li> <li>• Participate in peer-to-peer collaboration, group discussions, and simple teamwork activities.</li> </ul> | group discussions, role-play activities, and collaborative tasks. <ul style="list-style-type: none"> <li>• Adapt their communication style to different workplace, institutional, service-related, or multicultural situations.</li> </ul> |
|--|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### PBL / Gamified Challenge

Participants will complete a **“Communication in Action” challenge**, in which they take part in workplace, service-related, or institutional communication scenarios. These may include contacting an employer, requesting information from a public service, responding to a workplace situation, asking for support, or collaborating with peers on a shared task.

Through role-play, simulation, or guided dialogue cards, learners will practise choosing appropriate language, asking questions, responding to misunderstandings, and communicating clearly and respectfully. Progress can be supported through milestones or badges such as **Clear Communicator**, **Question Builder**, **Workplace Dialogue Ready**, and **Team Collaboration Star**.

## Module 4: Digital Literacy for Career & Job Search

### Learning Objective:

To develop participants' essential digital competences for accessing services, participating in training opportunities, searching for employment, completing online applications, and engaging more confidently in the labour market.

This module supports learners in building practical digital skills for everyday, learning, and professional contexts. It focuses on reducing digital exclusion by increasing confidence with commonly used tools and platforms, including email, online forms, job-search websites, LinkedIn or professional profiles, digital communication tools, and online learning environments. Learners are guided to navigate digital spaces safely, independently, and effectively, with a particular focus on career development, service access, and labour-market participation.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                              | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe basic digital functions, such as internet search, email use, online forms, account creation, document upload, and platform navigation.</li> <li>• Identify digital tools and platforms relevant to everyday life, learning, job search, employment, and access to services.</li> <li>• Understand basic online safety, privacy, password management, and data protection</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Use digital devices and online platforms to access information, services, learning opportunities, and employment-related resources.</li> <li>• Create or improve a basic professional online profile, such as a LinkedIn profile or job-platform account.</li> <li>• Search for job or training opportunities online using relevant keywords, filters, and</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Engage more independently with digital platforms, online services, and job-search tools.</li> <li>• Apply digital skills in real-life contexts, including job search, service access, online learning, and professional communication.</li> <li>• Demonstrate increased confidence in using digital tools safely, responsibly, and effectively.</li> </ul> |



|  |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                       |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>principles.</p> <ul style="list-style-type: none"> <li>• Recognise how digital tools are used in recruitment, training, public services, professional communication, and career development.</li> </ul> | <p>reliable sources.</p> <ul style="list-style-type: none"> <li>• Complete basic online tasks, such as registration, form submission, job applications, document upload, or appointment booking.</li> <li>• Communicate using digital tools, including email, messaging platforms, online meeting tools, and learning platforms.</li> </ul> | <ul style="list-style-type: none"> <li>• Take responsibility for managing basic digital accounts, passwords, documents, online profiles, and personal data.</li> <li>• Make informed decisions about when to seek support and how to protect personal information online..</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Digital Job Search Mission**”, in which they carry out a series of practical online tasks connected to career development and labour-market access. The challenge may include creating or improving a professional profile, registering on a job platform, searching for suitable opportunities, completing a simplified online application, uploading a CV, or sending a professional email.

Through a guided scenario, learners will follow step-by-step instructions, make decisions, solve common digital problems, and receive feedback on accuracy, safety, and confidence. Progress can be supported through milestones or badges such as **Digital Explorer**, **Safe Online User**, **Job Platform Ready**, **Online Application Builder**, and **Digital Communication Star**.

## Module 5: Personal Finance & Resource Management

### Learning Objective:

To introduce participants to fundamental financial literacy concepts for managing personal, household, and basic work-related resources in a practical and informed way.

This module helps learners build a practical understanding of everyday financial management, including income, expenses, budgeting, saving, spending priorities, and resource allocation. It focuses on strengthening financial awareness, reducing financial vulnerability, and supporting learners to make more informed decisions in personal, household, and work-related situations. The module also creates a foundation for later learning on business budgeting, funding, self-employment, entrepreneurship, and resource mobilisation.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                 | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the main elements of a simple personal or household budget.</li> <li>• Understand different types of income and expenses, including fixed, variable, essential, and non-essential expenses.</li> <li>• Recognise basic financial management practices, such as tracking spending, prioritising needs, saving where possible, and planning ahead.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Create a simple monthly budget based on income, expenses, and available resources.</li> <li>• Monitor and manage personal, household, or basic work-related spending.</li> <li>• Distinguish between essential and optional expenses and make spending decisions accordingly.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take responsibility for managing personal and household financial resources more effectively.</li> <li>• Apply basic budgeting practices in everyday and work-related situations.</li> <li>• Demonstrate increased confidence in making simple financial decisions.</li> <li>• Plan spending more carefully according to available income, priorities, and possible</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Identify basic financial risks and simple strategies for managing limited resources.</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple tools, such as budgeting templates, expense trackers, or planning checklists, to support financial organisation.</li> <li>• Make informed decisions about spending priorities, saving goals, and resource allocation.</li> </ul> | <ul style="list-style-type: none"> <li>risks.</li> <li>• Recognise when additional advice, institutional support, or community-based guidance may be needed for financial matters.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a **“Budget Balance Challenge”**, in which they create a simple monthly budget based on a realistic life scenario. They will be given a fixed income and a set of personal, household, and work-related expenses, and will need to allocate resources to cover essential needs, make spending decisions, and respond to unexpected costs. Through this scenario-based activity, learners will apply budgeting concepts in a practical context, compare different choices, and receive feedback on their decisions. Progress can be supported through milestones or badges such as **Budget Builder, Spending Tracker, Smart Decision Maker, Needs vs Wants Expert, and Financial Confidence Ready.**

## Module 6: Social Entrepreneurship & Women's Empowerment

### Learning Objective:

To introduce participants to the basic concepts of entrepreneurship and social business models, with a specific focus on women's empowerment, community impact, and the creation of both economic and social value.

This module helps learners understand how entrepreneurship can be used not only to generate income, but also to respond to real community needs and promote inclusion, empowerment, and local development. Participants explore opportunities in their environment, identify challenges affecting their communities, and begin to develop simple social business ideas. The module also supports the development of an entrepreneurial mindset by strengthening creativity, initiative, confidence, problem-solving, and openness to innovation.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                            | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the main characteristics of entrepreneurship and social business models.</li> <li>• Explain the difference between traditional entrepreneurship and social entrepreneurship.</li> <li>• Recognise how social enterprises can create both economic value and positive social impact.</li> <li>• Identify examples of successful social enterprises, including initiatives led by women and migrant women.</li> <li>• Understand the role of entrepreneurship in</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and analyse a community need, challenge, or opportunity.</li> <li>• Generate simple social business ideas in response to identified needs.</li> <li>• Apply basic creative thinking and problem-solving techniques to develop initial ideas.</li> <li>• Link a business idea to potential beneficiaries, users, customers, or community impact.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in identifying opportunities within their local environment or community.</li> <li>• Demonstrate openness to creativity, innovation, and problem-solving.</li> <li>• Show increased confidence in exploring entrepreneurship as a possible pathway for empowerment and income generation.</li> <li>• Begin to take ownership of a potential business idea, community project, or social enterprise concept.</li> <li>• Reflect on how their skills, experiences,</li> </ul> |

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|  | women's empowerment, community development, inclusion, and social participation. | <ul style="list-style-type: none"> <li>• Present an initial social business concept in a simple, clear, and meaningful way.</li> </ul> | values, and cultural knowledge can contribute to social and economic impact. |
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### PBL / Gamified Challenge

Participants will complete a “**Community Impact Idea Challenge**”, in which they identify a community need and propose a simple social business idea that responds to it. Through a guided scenario, learners will explore their local context, define a problem, identify who is affected, and develop an initial business concept that creates both social and economic value.

The activity may include examples of migrant women entrepreneurs, confidence-building prompts, and peer feedback on creativity, relevance, feasibility, and community impact. Progress can be supported through milestones or badges such as **Community Needs Explorer**, **Idea Creator**, **Impact Thinker**, **Women's Empowerment Champion**, and **Social Entrepreneur Starter**.

## Module 7: Lean Business Planning

### Learning Objective:

To support participants in structuring, testing, and improving business or social business ideas using beginner-friendly planning tools, with a particular focus on the Lean Canvas model.

This module helps learners transform an initial idea into a simple, structured, and practical business concept. Participants are introduced to the key elements of the Lean Canvas, including value proposition, customer or beneficiary groups, customer needs, channels, key resources, activities, costs, and revenue streams. The module emphasises clarity, feasibility, reflection, and improvement, enabling learners to organise their ideas, receive feedback, identify gaps, and make realistic adjustments before moving towards implementation.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe the basic components of a Lean Canvas, including value proposition, customer or beneficiary groups, channels, key resources, cost structure, and revenue streams.</li> <li>Understand how the different parts of a business model are connected and influence one another.</li> <li>Recognise the importance of planning, testing, feedback, and adaptation in developing a viable business idea.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Develop a draft Lean Canvas based on a simple business or social business idea.</li> <li>Organise and present the main elements of a business concept in a clear and structured format.</li> <li>Use simplified templates to clarify customers or beneficiaries, value, resources, activities, costs, and income sources.</li> <li>Analyse and refine ideas based on peer feedback, mentor input, and personal</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Take responsibility for structuring and developing their own business or social business idea.</li> <li>Make informed decisions about key elements of a business model.</li> <li>Demonstrate initiative in testing, refining, and improving their planning approach.</li> <li>Respond constructively to feedback and use it to improve the clarity and feasibility of their idea.</li> <li>Show increased confidence in presenting</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Distinguish between an initial idea and a structured business or social business concept.</li> </ul> | <ul style="list-style-type: none"> <li>• reflection.</li> <li>• Identify basic strengths, gaps, risks, or improvement needs in a business idea.</li> </ul> | <ul style="list-style-type: none"> <li>• a business concept in a clear, realistic, and organised way.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Lean Canvas Builder Challenge**”, in which they create a draft Lean Canvas for a small business or social business idea using a guided step-by-step template. They will define the problem or need, identify customers or beneficiaries, clarify their value proposition, consider resources and activities, and outline simple cost and revenue assumptions.

Through this activity, learners will organise their ideas into key components, make strategic decisions, test assumptions through a practical scenario, and receive feedback to improve clarity and feasibility. Progress can be supported through milestones or badges such as **Problem Mapper**, **Value Proposition Builder**, **Customer Explorer**, **Business Model Designer**, and **Feasibility Improver**.

## Module 8: Financial & Legal Essentials

### Learning Objective:

To introduce participants to the basic financial and legal requirements involved in starting and managing a small business, social business, or self-employment activity, including budgeting, registration, taxation, compliance, and administrative obligations.

This module helps learners understand the formal steps required to move from a business idea towards business formalisation. It introduces the key financial and legal aspects of entrepreneurship and self-employment in a simple and practical way, reducing uncertainty around procedures that may appear complex or intimidating. Through guided examples and simplified activities, learners explore start-up costs, registration options, basic tax responsibilities, permits, invoices, record keeping, and the importance of separating personal and business finances.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                         | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe basic taxation concepts and common financial obligations linked to small business, social business, or self-employment activities.</li> <li>• Understand different forms of business registration and their basic implications.</li> <li>• Identify typical costs associated with starting and running a small business or</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Simulate the process of registering a small business, social business, or self-employment activity.</li> <li>• Estimate basic start-up costs and initial financial needs using a guided template.</li> <li>• Prepare a simple start-up budget and identify key cost categories.</li> <li>• Navigate simplified legal, administrative,</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take responsibility for understanding the financial and legal implications of starting a business or self-employment activity.</li> <li>• Make informed decisions about the steps required to formalise a business idea.</li> <li>• Demonstrate increased confidence in engaging with registration, taxation, budgeting, and compliance procedures.</li> </ul> |

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|  | <p>self-employment activity.</p> <ul style="list-style-type: none"> <li>• Recognise basic legal and compliance requirements, such as permits, invoices, records, official documents, and administrative obligations.</li> <li>• Understand the importance of separating personal and business finances to support transparency and responsible planning.</li> </ul> | <p>and financial procedures related to business formalisation.</p> <ul style="list-style-type: none"> <li>• Identify reliable sources of information or support for registration, taxation, compliance, and financial planning.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise when professional advice, institutional guidance, or specialised support is needed.</li> <li>• Apply basic financial and legal awareness to reduce risks and support responsible business planning.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a **“Start-Up Readiness Challenge”**, in which they simulate the first formal steps of starting a small business or self-employment activity. Using a guided scenario, learners will choose a simple business idea, identify the likely registration steps, list required documents, estimate start-up costs, and prepare a basic budget.

The activity may include simplified role-play of legal and administrative tasks, country-specific examples where relevant, and feedback on financial realism, compliance awareness, and preparedness. Progress can be supported through milestones or badges such as **Registration Explorer**, **Start-Up Budget Builder**, **Compliance Checker**, **Tax Basics Ready**, and **Business Formalisation Starter**.

## Module 9: Funding & Resource Mobilisation

### Learning Objective:

To help participants explore practical funding opportunities and identify the financial and non-financial resources needed to start, develop, or strengthen a small social business, self-employment activity, or community-based initiative.

Participants will learn how to identify, compare, and match funding options to a business idea. The module focuses on practical financial decision-making and resource mobilisation, helping learners understand the difference between grants, loans, microfinance, crowdfunding, sponsorships, incubation support, in-kind support, mentoring, and other support schemes. It also supports learners in assessing which type of funding or resource is most realistic, accessible, and appropriate for their own business concept, with particular attention to opportunities relevant for migrant women, early-stage entrepreneurs, and community-based initiatives.

The module builds on previous learning about business planning and financial/legal requirements, supporting participants to move from business idea development towards resource mobilisation and preparation for future implementation.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                             | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe different types of funding and support opportunities, including grants, microfinance, loans, crowdfunding, public support schemes, incubators, sponsorships, mentoring, and in-kind support.</li> <li>Understand the difference between repayable and non-repayable funding.</li> <li>Recognise basic requirements and eligibility</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify suitable funding or support options for a specific business idea.</li> <li>Compare funding opportunities according to eligibility, benefits, risks, accessibility, and application requirements.</li> <li>Prepare a simple funding-readiness checklist.</li> <li>Match financial and non-financial</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Take initiative in searching for appropriate funding, mentoring, and support opportunities.</li> <li>Make informed decisions about which funding or resource option is most suitable for their business idea.</li> <li>Demonstrate increased confidence in approaching funding providers, support</li> </ul> |

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|  | <p>criteria commonly linked to funding applications.</p> <ul style="list-style-type: none"> <li>• Identify financial and non-financial resources needed to start or develop a small business.</li> <li>• Understand the benefits and risks associated with different funding options.</li> </ul> | <p>resources to business needs.</p> <ul style="list-style-type: none"> <li>• Explain why a selected funding option is appropriate for a specific business concept or stage of development.</li> </ul> | <p>organisations, incubators, or mentors.</p> <ul style="list-style-type: none"> <li>• Assess the responsibilities linked to different funding sources, including repayment, reporting, or eligibility obligations.</li> <li>• Take ownership of preparing the first steps towards resource mobilisation.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Funding Match Challenge**”, in which they select the most suitable funding or support option for a small business or social business idea. Using a guided scenario, learners will analyse the business needs, identify required financial and non-financial resources, compare different funding sources, and justify their choice based on eligibility, risks, benefits, accessibility, and expected impact.

The activity may include short exercises on grants, microfinance, crowdfunding, sponsorships, in-kind support, incubation opportunities, and mentor-supported funding preparation. Learners will receive feedback on the relevance and feasibility of their funding plan. Progress can be supported through milestones or badges such as **Resource Explorer**, **Funding Matcher**, **Eligibility Checker**, **Risk-Aware Planner**, and **Funding-Ready Starter**.

## Module 10: Digital Presence, Marketing & Collaboration

### Learning Objective:

To develop participants' ability to promote products, services, or social business ideas through basic marketing principles, accessible digital tools, and collaborative networking.

Participants will learn how to create a simple branding concept and build an initial digital presence for a business, self-employment activity, or social enterprise. The module focuses on practical communication and market visibility, supporting learners to define their target audience, describe their value proposition, choose appropriate digital channels, and present their products or services in a clear, attractive, inclusive, and culturally sensitive way. It also encourages collaboration with peers, customers, support organisations, and local networks as part of business development.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe basic marketing concepts, including target audience, value proposition, branding, communication channels, and customer engagement.</li> <li>• Understand the role of digital tools and online platforms in promoting products, services, or social missions.</li> <li>• Recognise the importance of clear, consistent, inclusive, and culturally sensitive</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Create a simple branding concept for a business idea, including name, message, key values, and basic visual identity.</li> <li>• Develop a basic online profile, brand page, or promotional description for a product or service.</li> <li>• Select appropriate digital channels, such as social media, websites, online marketplaces, professional platforms, or</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in promoting their business idea using accessible and low-cost digital tools.</li> <li>• Make informed decisions about how to communicate their product, service, or social mission to potential customers or stakeholders.</li> <li>• Demonstrate increased confidence in presenting their business identity and</li> </ul> |



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|  | <p>communication in building trust with customers and stakeholders.</p> <ul style="list-style-type: none"> <li>• Identify basic forms of collaboration and networking that can support business visibility and growth.</li> </ul> | <p>messaging tools, according to the target audience.</p> <ul style="list-style-type: none"> <li>• Prepare short promotional content that communicates the value of a product, service, or social mission.</li> <li>• Collaborate with peers to improve a marketing idea, online profile, or promotional message.</li> </ul> | <p>engaging with customers online.</p> <ul style="list-style-type: none"> <li>• Use feedback from peers, customers, or mentors to improve communication and visibility.</li> <li>• Show openness to collaboration, networking, and shared promotion opportunities.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Digital Brand Launch Challenge**”, in which they create a simple branding concept, online profile, or digital promotional concept for a business or social business idea. Using a guided scenario that simulates the launch of a small product or service, learners will define the target audience, choose a business name, identify key values, prepare a short promotional message, and select suitable digital channels for communication.

The challenge may be completed as an individual or collaborative mini-project, allowing participants to exchange feedback and improve their ideas. Learners will practise practical marketing decisions and receive feedback on clarity, attractiveness, relevance, inclusiveness, and suitability of their digital presence. Progress can be supported through milestones or badges such as **Brand Builder**, **Audience Finder**, **Digital Promoter**, **Message Creator**, **Collaboration Partner**, and **Online Presence Ready**.

## Module 11: Personal Skills & Leadership

### Learning Objective:

To strengthen participants' self-awareness, confidence, autonomy, initiative, leadership potential, and decision-making skills for employment, self-employment, entrepreneurship, and community participation.

Participants will learn how to recognise and apply their personal competences, including transferable skills gained through life experience, work, family responsibilities, volunteering, migration experiences, informal learning, and community participation. The module supports learners in understanding that valuable competences are not only developed through formal education or paid employment, but also through adaptation, problem-solving, caregiving, communication, resilience, intercultural experience, and everyday responsibilities. It also helps participants connect these competences to leadership, initiative-taking, teamwork, and future career or business pathways.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                           |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe different types of personal and transferable competences, including social, communication, digital, entrepreneurial, leadership, and problem-solving skills.</li> <li>Understand how life experience, migration experience, family responsibilities, volunteering, and community participation can develop valuable competences.</li> <li>Recognise the relevance of personal competences for entrepreneurship,</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify and map their own personal, social, and transferable competences.</li> <li>Connect personal strengths and experiences to possible business ideas, job roles, leadership opportunities, or learning pathways.</li> <li>Present their competences in a simple and structured way, such as through a skills map, personal profile, or short self-presentation.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Take initiative in reflecting on their own strengths, experiences, and development needs.</li> <li>Make informed decisions about how to use their competences in business, employment, learning, or community contexts.</li> <li>Demonstrate increased confidence in recognising, valuing, and communicating their own skills.</li> </ul> |

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|  | <p>employment, leadership, and social integration.</p> <ul style="list-style-type: none"> <li>• Identify basic leadership qualities, such as confidence, responsibility, initiative, decision-making, and collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>• Practise basic public speaking, peer mentoring, and team decision-making.</li> <li>• Apply simple decision-making strategies in personal, professional, or entrepreneurial situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Show greater autonomy in setting personal development goals and taking action.</li> <li>• Contribute actively and responsibly in group activities, peer support, and leadership simulations.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Personal Leadership & Skills Challenge**”, in which they create a personal competence map and connect their strengths to a business idea, job role, self-employment pathway, or leadership situation. Using a guided scenario, learners will identify competences gained through formal, informal, and life experiences, reflect on how these skills can support their goals, and prepare a short self-presentation.

The challenge may also include a leadership or team decision-making simulation, where participants practise taking initiative, supporting peers, making choices, and communicating with confidence. Through this activity, learners will build self-awareness, receive feedback, and recognise the value of their personal journey as a source of professional, entrepreneurial, and leadership potential. Progress can be supported through milestones or badges such as **Skills Mapper**, **Confidence Builder**, **Decision Maker**, **Peer Mentor**, **Leadership Starter**, and **Self-Presentation Ready**.

## Module 12: Intercultural & Communication Skills

### Learning Objective:

To improve participants' intercultural awareness and communication skills for diverse workplace, customer, business, and community environments.

Participants will learn how to communicate effectively and respectfully in multicultural contexts, including professional, entrepreneurial, customer-facing, and team-based situations. The module supports learners in understanding how cultural backgrounds, communication styles, expectations, and assumptions can influence interaction. It focuses on practical communication behaviours, such as active listening, asking for clarification, managing misunderstandings, responding to conflict, adapting communication style, and building trust with colleagues, customers, partners, and service providers.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe basic concepts of intercultural communication, including respect, active listening, cultural awareness, and inclusive communication.</li> <li>• Understand how cultural differences may influence workplace, customer, and business interactions.</li> <li>• Recognise common sources of misunderstanding or conflict in multicultural settings.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively in multicultural workplace, customer, or business scenarios.</li> <li>• Apply active listening, clarification, and respectful questioning techniques.</li> <li>• Respond appropriately to misunderstandings, disagreement, or simple conflict situations.</li> <li>• Adapt their communication style according to the context, audience, and</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in communicating respectfully across cultural differences.</li> <li>• Demonstrate increased confidence in workplace, customer, and business communication.</li> <li>• Make informed choices about how to respond to misunderstandings or conflict.</li> <li>• Show openness to different perspectives, communication styles, and ways of working.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Identify respectful and culturally sensitive communication strategies for professional and entrepreneurial contexts.</li> </ul> | <ul style="list-style-type: none"> <li>Use basic professional language to interact with customers, colleagues, partners, or service providers.</li> </ul> | <ul style="list-style-type: none"> <li>Contribute positively to inclusive, respectful, and collaborative environments.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete an “**Intercultural Communication Scenario**”, in which they role-play a workplace, customer, or business-related situation involving cultural diversity, misunderstanding, or conflict. Using a guided simulation, learners will identify the communication challenge, practise active listening, ask clarifying questions, respond respectfully, and agree on a constructive way forward.

The activity may include customer-interaction scenarios, workplace dialogue cards, conflict-resolution exercises, and peer feedback on clarity, respect, cultural sensitivity, and confidence. Progress can be supported through milestones or badges such as **Active Listener**, **Respectful Communicator**, **Conflict Solver**, **Customer Dialogue Ready**, **Cultural Awareness Builder**, and **Collaboration Across Cultures**.

## Module 13: Sustainability & Responsible Practices

### Learning Objective:

To introduce participants to sustainable, ethical, and responsible business practices, with a focus on social impact, environmental awareness, inclusion, and alignment with Sustainable Development Goals and EU priorities.

Participants will learn how businesses and self-employment activities can contribute positively to people, communities, and the environment.

The module supports learners in recognising the social and environmental effects of business decisions, including choices related to materials, waste, energy, sourcing, accessibility, fairness, inclusion, and community benefit. It encourages participants to adapt their business ideas so that they are not only economically viable, but also ethical, inclusive, and responsible.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe basic concepts related to sustainability, ethical business, responsible practices, and social impact.</li> <li>• Understand how small businesses and social enterprises can contribute to the Sustainable Development Goals and local community wellbeing.</li> <li>• Recognise examples of responsible practices, such as reducing waste, responsible sourcing, inclusive services, fair treatment of customers, and community-based action.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse a business idea and identify opportunities to make it more sustainable, ethical, or inclusive.</li> <li>• Apply simple responsible practices, such as reducing waste, choosing accessible services, considering fair pricing, or supporting community needs.</li> <li>• Adapt a product, service, or business process to include sustainability or social-impact elements.</li> <li>• Use basic criteria to compare business</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in making responsible and ethical choices in business or self-employment contexts.</li> <li>• Demonstrate awareness of how their business decisions may affect customers, communities, and the environment.</li> <li>• Make informed decisions that balance financial needs with social and environmental responsibility.</li> <li>• Show openness to adapting business ideas in response to ethical, inclusive, or</li> </ul> |

|  |                                                                                                                                 |                                                                                                                                                                                                                   |                                                                                                                                                                                               |
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|  | <ul style="list-style-type: none"> <li>Identify the social and environmental effects of everyday business decisions.</li> </ul> | <ul style="list-style-type: none"> <li>choices in terms of environmental, ethical, and community impact.</li> <li>Communicate the responsible or sustainable value of a business idea in a simple way.</li> </ul> | <ul style="list-style-type: none"> <li>sustainability considerations.</li> <li>Take ownership of developing a business concept that contributes positively to community wellbeing.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Responsible Business Challenge**”, in which they adapt a business or social business idea to include sustainability, ethical, or community-impact elements. Using a guided scenario, learners will review a simple business concept, identify possible social or environmental risks, and propose improvements such as reducing waste, using responsible materials, improving accessibility, supporting inclusion, or creating community benefit.

The activity may include short SDG workshops, ethical business examples, responsible sourcing exercises, waste-reduction ideas, inclusive service design, and peer feedback on feasibility and impact. Progress can be supported through milestones or badges such as **Sustainability Thinker**, **Ethical Decision Maker**, **Community Impact Builder**, **Waste Reduction Planner**, **Inclusive Service Designer**, and **Responsible Entrepreneur Starter**.



## Module 14: Applied Entrepreneurship & Mentorship

### Learning Objective:

To enable participants to apply the knowledge, skills, and competences developed across Phase II in a guided entrepreneurship, self-employment, or business-development simulation supported by peer and mentor feedback.

Participants will bring together learning from previous modules, including social entrepreneurship, business planning, financial and legal essentials, funding, digital presence, marketing, personal leadership, intercultural communication, and responsible practices. The module focuses on practical application, problem-solving, reflection, and feasibility testing. Learners will strengthen their ability to make informed decisions, improve their business or self-employment ideas, and prepare for the development of a final career, self-employment, or business plan in the capstone module.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the main steps involved in moving from a business idea to an implementation-ready concept.</li> <li>• Understand how different elements of entrepreneurship, including planning, resources, marketing, finance, legal requirements, and sustainability, are connected.</li> <li>• Recognise the value of mentorship, peer</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge from previous modules to a practical entrepreneurship or self-employment scenario.</li> <li>• Analyse the feasibility, strengths, risks, and improvement needs of a business or project idea.</li> <li>• Use peer and mentor feedback to refine a business concept, action plan, or implementation strategy.</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Take initiative in testing, improving, and developing their own business or self-employment idea.</li> <li>• Demonstrate openness to feedback and use it constructively.</li> <li>• Make informed decisions about next steps, feasibility, and implementation priorities.</li> <li>• Show increased confidence in discussing</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                           |
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|  | <p>feedback, reflection, and practical testing in improving a business or self-employment idea.</p> <ul style="list-style-type: none"> <li>• Identify common challenges that may arise when preparing to implement a small business, social enterprise, or self-employment pathway.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve practical problems related to customers, resources, budgeting, communication, partnerships, or operations.</li> <li>• Prepare key elements needed for a final business, self-employment, or career plan.</li> </ul> | <p>their idea with peers, mentors, or support organisations.</p> <ul style="list-style-type: none"> <li>• Take greater ownership of their entrepreneurial or professional development pathway.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Mentored Business Simulation Challenge**”, in which they apply the knowledge gained across Phase II to a realistic entrepreneurship or self-employment scenario. They will present a draft business or project idea, identify key implementation challenges, test assumptions, respond to simulated obstacles, and receive structured peer and mentor feedback.

The activity may include feasibility discussions, practical problem-solving tasks, reflection exercises, mentor questions, and preparation for the final capstone plan. Learners will improve their idea based on feedback and define concrete next steps for implementation or further development. Progress can be supported through milestones or badges such as **Idea Tester**, **Problem Solver**, **Mentor Feedback Ready**, **Feasibility Planner**, **Action Step Builder**, and **Implementation Starter**.

## Module 15: Capstone: Career, Self-Employment or Business Plan

### Learning Objective:

To support participants in consolidating the knowledge, skills, and competences developed throughout the curriculum into a structured career, self-employment, or entrepreneurship plan that can be presented to peers, mentors, employers, local stakeholders, or support organisations.

Participants will learn how to organise their learning outcomes into a final practical output, such as a career action plan, self-employment pathway, simplified business plan, pitch presentation, or personal portfolio. The module focuses on integration and practical application, helping learners connect their personal competences, employment or business goals, financial planning, funding needs, marketing strategy, sustainability elements, communication skills, and next steps into a clear and realistic plan for future action.

| Learning outcomes | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibility and Autonomy                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe the main components of a structured career, self-employment, or business plan, including goals, target audience, resources, timeline, risks, support needs, and next steps.</li> <li>Understand how previous learning areas, such as personal competences, business planning, funding, marketing, leadership, intercultural communication, digital presence, and sustainability, contribute to a coherent final</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Develop a final career, self-employment, or business plan using a structured template.</li> <li>Prepare a short pitch, presentation, portfolio, or simplified business plan that communicates their goals, strengths, pathway, or business idea.</li> <li>Organise key information on competences, target role or market, resources, costs, promotion, sustainability,</li> </ul> | <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Take responsibility for defining realistic next steps towards employment, self-employment, entrepreneurship, or further learning.</li> <li>Make informed decisions about how to present their competences, ideas, and goals in professional or entrepreneurial contexts.</li> <li>Demonstrate increased confidence, autonomy, and readiness to move from</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                    |
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|  | <p>plan.</p> <ul style="list-style-type: none"> <li>• Recognise the importance of presenting ideas clearly and confidently to potential employers, mentors, partners, customers, funding providers, or support organisations.</li> <li>• Identify possible local employment, entrepreneurship, mentoring, or support networks relevant to their next steps.</li> </ul> | <p>risks, and implementation steps.</p> <ul style="list-style-type: none"> <li>• Revise and improve their plan based on feedback from peers, educators, mentors, or local stakeholders.</li> <li>• Present their final plan in a clear, confident, and structured way.</li> </ul> | <p>learning to action.</p> <ul style="list-style-type: none"> <li>• Use feedback constructively to improve their plan and strengthen implementation readiness.</li> <li>• Take ownership of their future pathway by identifying support networks, opportunities, and follow-up actions.</li> </ul> |
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### PBL / Gamified Challenge

Participants will complete a “**Final Pathway Pitch Challenge**”, in which they present a final career, self-employment, or business plan through a pitch, presentation, portfolio, or simplified business plan. Using a guided scenario that simulates a real-life meeting with a mentor, employer, funding provider, customer, or business support organisation, learners will organise their key learning outcomes, define their goals, explain their proposed pathway or business idea, and identify realistic next steps.

Through this capstone activity, participants will practise communication, planning, self-presentation, decision-making, and reflection. They will receive feedback on clarity, feasibility, confidence, relevance, sustainability, and readiness for future implementation. Progress can be supported through milestones or badges such as **Portfolio Completer**, **Pitch Ready**, **Action Plan Builder**, **Future Pathway Planner**, **Feedback Improver**, and **Ready for Next Steps**.

## 4. Gamification Strategy Framework

The gamification strategy of the EmpowerHERment curriculum is designed to support active participation, learner motivation, confidence-building, and practical application of knowledge. It is not introduced as an additional or decorative element, but as a pedagogical approach that strengthens the Problem-Based Learning methodology of the curriculum.

Through gamified activities, learners are encouraged to engage with real-life challenges, make decisions, collaborate with others, reflect on their progress, and apply newly acquired competences in realistic employment, entrepreneurship, and social business scenarios.

The strategy is especially relevant for migrant women learners, who may face barriers such as low confidence, limited previous access to formal training, language difficulties, digital gaps, irregular availability, or uncertainty about their skills and opportunities. For this reason, gamification is used to create a supportive, flexible, and motivating learning environment.

### 4.1 Gamification Objectives

The main objective of the gamification strategy is to increase learner engagement and strengthen the practical application of the curriculum content. The strategy supports participants in moving gradually from initial participation to active learning, confidence-building, and real-life problem-solving.

Gamification will be used to address three key challenges identified in the learning context: **low motivation, irregular participation, and low confidence.**

#### Addressing low motivation

Some learners may enter the training with limited motivation because they have experienced previous educational exclusion, unemployment, social isolation, or uncertainty about the value of training for their personal and professional future. Gamification can help overcome this by making the learning process more interactive, visible, and rewarding.

Through small challenges, achievable tasks, badges, points, and progress indicators, learners can see their development step by step. This creates a sense of achievement and encourages them to continue participating. Instead of presenting learning as a purely theoretical process, gamification connects each module with a practical mission or real-life task.

For example, learners may be asked to create a personal competence map, complete a Lean Canvas, choose a funding option, prepare a digital profile, or redesign a business idea with sustainability elements. Each completed activity becomes a visible learning achievement and contributes to the learner's overall progress.

#### Addressing irregular participation

Migrant women and adult learners may face practical barriers that affect regular participation, such as care responsibilities, work schedules, transport difficulties, language needs, administrative obligations, or limited access to digital devices. The gamification strategy therefore supports flexible and modular participation.

Gamified tasks will be designed as short, manageable learning units that can be completed individually or in groups, online or face-to-face, depending on the delivery context. Progression elements, such as module badges, checklists, and learning milestones, help learners re-enter the learning process even if they miss a session.

This approach allows participants to continue building their skills without feeling excluded or left behind. It also supports educators in monitoring progress and providing targeted encouragement to learners who need additional support.

### Addressing low confidence

Low confidence can be a significant barrier for learners who may not recognise the value of their existing skills, life experiences, migration experiences, or informal learning. Gamification can support confidence-building by creating a safe environment where learners can practise, make decisions, receive feedback, and improve gradually.

The strategy uses scenario-based challenges, role-play, simulations, peer feedback, and achievement recognition to help learners test ideas without fear of failure. Learners are encouraged to experiment, reflect, and improve their work through supportive feedback rather than high-pressure assessment.

Badges and progress recognition can also help learners understand that they are developing real competences, such as communication, digital skills, entrepreneurship, leadership, intercultural awareness, and sustainability thinking.

## 4.2 Gamification Design Principles

The gamification strategy is based on a set of design principles that ensure the activities are meaningful, inclusive, and suitable for adult learners with diverse experiences, learning needs, and participation conditions. These principles guide how gamified elements such as points, badges, challenges, simulations, role-play, peer feedback, and progress tracking are integrated into the curriculum.

Gamification in the EmpowerHERment curriculum should remain simple, supportive, and directly connected to real-life learning outcomes. It should not create pressure, competition, or exclusion. Instead, it should help learners participate actively, recognise their progress, and apply their skills in realistic employment, entrepreneurship, and community-based situations.

| Design Principle     | Description                                                                                                                                                                         | Application in the Curriculum                                                                                                                                                                                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility</b> | Gamified activities should be easy to understand and possible to complete for learners with different language levels, digital skills, educational backgrounds, and learning needs. | Activities should use simple instructions, visual support, step-by-step guidance, multilingual materials where possible, and low-barrier tools. For example, a learner can complete a challenge using a printed worksheet, mobile phone, or group discussion instead of requiring advanced digital tools. |

|                               |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Flexibility</b>            | Gamification should support different participation patterns, especially for learners who may have care responsibilities, work obligations, transport limitations, or irregular availability.           | Challenges should be modular and adaptable to online, face-to-face, or blended delivery. Learners should be able to complete tasks individually or in groups, and educators should allow alternative ways to demonstrate progress, such as oral presentation, worksheet, visual map, or digital submission. |
| <b>Practical Relevance</b>    | Every gamified activity should be connected to a real-life skill or situation that learners may face in employment, entrepreneurship, or social integration.                                            | Scenarios should reflect realistic challenges, such as preparing a Lean Canvas, choosing a funding option, creating a digital profile, communicating with a customer, or adapting a business idea to include sustainability elements. This ensures that game-based learning supports real-world readiness.  |
| <b>Inclusion</b>              | Gamification should create a safe and respectful learning environment where all learners can participate, regardless of cultural background, language ability, confidence level, or previous education. | Activities should avoid exclusionary competition and instead encourage collaboration, peer learning, shared problem-solving, and recognition of different strengths. Badges and feedback should reward effort, progress, creativity, teamwork, and reflection, not only the “best” result.                  |
| <b>Human-Centred Approach</b> | The learner’s experience, confidence, dignity, and personal development should remain at the centre of the gamification process.                                                                        | Gamification should support motivation and autonomy without overwhelming learners. Educators should use feedback, encouragement, reflection, and mentoring to help participants connect learning achievements with their personal goals, life experience, employment pathways, or business ideas.           |

*Table 12. Gamification Design Principles and Curriculum Application*

These principles ensure that gamification supports the wider objectives of the curriculum: increasing engagement, strengthening confidence, encouraging practical application, and enabling learners to move gradually from participation to autonomy, employability, and entrepreneurship.

### 4.3 Core Gamification Elements

The gamification strategy of the EmpowerHERment curriculum uses a set of simple and practical elements that can be applied across the 15 modules. These elements are designed to support motivation, active participation, collaboration, confidence-building, and real-life application of learning. The core gamification elements should be used in a flexible way by educators, depending on the needs of the group, the delivery format, and the learning objectives of each module. The aim is not to turn the curriculum into a game, but to use selected game-based techniques to make learning more interactive, practical, and empowering.

| Core Element | Description | Application in the Curriculum |
|--------------|-------------|-------------------------------|
|--------------|-------------|-------------------------------|



|                    |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Simulations</b> | Simulations reproduce real-life situations in a safe learning environment, allowing participants to practise decisions, communication, planning, and problem-solving before applying them in real contexts. | Learners may simulate completing an administrative procedure, communicating with an employer, registering a business, presenting a funding request, or dealing with a customer. Simulations help learners build confidence and practical readiness.                                         |
| <b>Challenges</b>  | Challenges are practical tasks or missions connected to the learning objectives of each module. They encourage learners to apply knowledge actively rather than only receive information.                   | Each module can include a challenge, such as creating a personal competence map, preparing a Lean Canvas, choosing a funding option, building an online profile, adapting a business idea to include sustainability, or presenting a final plan.                                            |
| <b>Points</b>      | Points provide simple recognition for participation, effort, task completion, collaboration, creativity, and reflection. They help learners see progress and stay motivated.                                | Points can be awarded for completing module activities, participating in discussions, contributing to group work, giving peer feedback, completing quizzes, or improving a draft after feedback. Points should reward progress and effort, not only correct answers.                        |
| <b>Badges</b>      | Badges provide visible recognition of specific learning achievements or competences. They can support learner confidence and connect to the wider micro-credential approach of the project.                 | Learners may receive badges such as “Digital Explorer”, “Business Planner”, “Funding Explorer”, “Sustainability Thinker”, “Confident Communicator”, or “Final Plan Builder” after completing relevant activities or modules.                                                                |
| <b>Progression</b> | Progression shows learners how they move step by step through the curriculum, from orientation and confidence-building to business planning, market integration, and final presentation.                    | Progression can be shown through module completion, learning milestones, checklists, badges, progress bars, or learning journey maps. It helps learners understand what they have completed, what comes next, and how each module contributes to their personal, career, or business goals. |

*Table 13. Core Gamification Elements and Curriculum Application*

Together, these elements create a supportive and structured learning journey. Simulations and challenges help learners practise real-life tasks, while points, badges, and progression provide motivation, recognition, and a sense of achievement. This approach supports both engagement and the practical development of competences needed for employment, entrepreneurship, and social inclusion.

## 4.4 Gamification Across Curriculum Phases

The gamification strategy is applied differently across the two main curriculum phases, according to the learning needs, confidence level, and development stage of the participants. In the first phase, gamification mainly supports orientation, confidence-building, participation, and system navigation. In the second phase, it becomes more strongly connected to entrepreneurship, decision-making, problem-solving, planning, and real-life application.

This phased approach ensures that gamification is not used in the same way for all modules. Instead, it follows the learner's progression from initial engagement and self-awareness to autonomy, business development, employability, and final action planning.

| Curriculum Phase                                                                                                   | Main Learning Focus                                                                                                                                                                                                                                                                   | Role of Gamification                                                                                                                                                                                                                                                                                                                               | Example Gamified Activities                                                                                                                                                                                                                                                   | Expected Learner Progress                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase I: Orientation, Empowerment &amp; Foundations</b><br>Modules 1–5<br>Approx. 25 hours                      | This phase supports learners in building confidence, recognising their personal and professional identity, navigating administrative and digital systems, communicating in institutional and work-related contexts, and managing basic personal or household financial resources.     | Gamification is used to reduce anxiety, encourage participation, make learning steps visible, and support learners in practising basic real-life tasks in a safe and supportive environment. The focus is on guided participation, small achievements, progress recognition, supportive feedback, and confidence-building rather than competition. | Skills-mapping challenge, CV-building mission, administrative procedure simulation, workplace or service communication role-play, online form completion, digital job-search task, simple budgeting challenge, progress checklists, participation points, and starter badges. | Learners begin to recognise their existing skills, participate more actively, complete practical tasks with guidance, and gain confidence in using communication, digital, administrative, career-planning, and financial skills. They also start collecting simple evidence of learning for module badges and micro-credential progression. |
| <b>Phase II: Entrepreneurship, Self-Employability &amp; Market Integration</b><br>Modules 6–15<br>Approx. 50 hours | This phase supports learners in developing social business ideas, structuring business plans, understanding general financial and legal essentials, identifying funding and support resources, creating a digital presence, applying leadership, working across cultures, integrating | Gamification is used to support problem-solving, creativity, strategic thinking, collaboration, decision-making, and practical application. Learners work with more complex scenarios and are encouraged to make choices, justify decisions, receive peer or mentor feedback, improve their                                                        | Community impact idea challenge, Lean Canvas mission, start-up readiness simulation, funding match challenge, digital brand launch challenge, leadership decision-making scenario, intercultural customer simulation, responsible business redesign challenge,                | Learners move from guided participation to greater autonomy. They are able to make informed decisions, develop and present ideas, collaborate with others, apply learning to realistic employment or entrepreneurship pathways, and prepare evidence for badges, phase recognition, or the full micro-credential.                            |

|  |                                                                                                       |                                                         |                                                                                                                    |  |
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|  | sustainability, receiving mentoring, and preparing a final career, self-employment, or business plan. | ideas, and document evidence of competence development. | mentored business simulation, final pathway pitch, portfolio evidence, progress badges, and milestone recognition. |  |
|--|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--|

*Table 14. Gamification Across Curriculum Phases*

In **Phase I**, gamification should remain simple, supportive, and highly guided. Learners may need encouragement to participate, especially if they have low confidence, limited digital skills, or negative previous learning experiences. Therefore, badges, checklists, role-play, and short scenario-based tasks can help them experience early success and gradually build trust in the learning process.

In **Phase II**, gamification can become more complex and action-oriented. Learners are ready to apply their knowledge to business, employment, and community-based challenges. Activities such as business planning missions, funding decisions, branding challenges, leadership simulations, and final pitches help participants practise real-world decision-making and prepare for future mentoring, employment, or entrepreneurship opportunities.

## 4.5 Gamified Learning Flow (PBL Integration)

The gamified learning flow follows the logic of **Problem-Based Learning (PBL)** by placing learners in realistic situations where they must analyse a problem, explore possible solutions, take action, reflect on their choices, and recognise their progress. This structure ensures that gamification is directly connected to learning outcomes and real-life application.

The proposed flow is:

**Scenario → Exploration → Action → Reflection → Progression**

This flow can be applied across all modules, from basic system navigation and digital skills to entrepreneurship, funding, marketing, leadership, sustainability, and final business or career planning.

| Step               | Purpose                                                                      | Learner Activity                                                                                                                                                                                    | Role of Gamification                                                                                 | Example                                                                                                                                                  |
|--------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Scenario</b> | To introduce a realistic problem or situation connected to the module topic. | Learners are presented with a case, challenge, role-play situation, or practical problem that reflects real-life employment, entrepreneurship, self-employment, integration, or community contexts. | The scenario creates the “mission” of the activity and gives learners a clear reason to participate. | A migrant woman wants to start a small food business but needs to understand customers, costs, registration steps, funding options, marketing, and legal |

|                       |                                                                                                           |                                                                                                                                                                                                                            |                                                                                                                                                                                  | considerations in her country.                                                                                                                                                                             |
|-----------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Exploration</b> | To help learners understand the problem, identify needs, and consider possible solutions.                 | Learners discuss the situation, identify key issues, analyse available information, ask questions, and connect the scenario to their own experiences, skills, and local context.                                           | Clue cards, guiding questions, checklists, group discussion, decision cards, or mini-quizzes help learners explore the problem step by step.                                     | Participants identify what the entrepreneur needs: a simple business model, start-up budget, reliable information on registration, possible permits, marketing channels, and funding or support resources. |
| <b>3. Action</b>      | To apply knowledge and skills through a practical task or output.                                         | Learners complete a concrete activity, such as a skills map, CV, administrative checklist, digital profile, personal budget, Lean Canvas, funding match, communication response, sustainability adaptation, or final plan. | Points, badges, team challenges, simulations, role-play, missions, or collaborative tasks support active participation and practical application.                                | Participants complete a Lean Canvas, estimate basic start-up costs, or select a suitable funding/support option for the business idea.                                                                     |
| <b>4. Reflection</b>  | To help learners evaluate their decisions, receive feedback, and connect learning to real-life use.       | Learners discuss what worked well, what was difficult, what they would improve, and how the activity relates to their own career, self-employment, business, or integration goals.                                         | Peer feedback, self-assessment, reflection cards, educator feedback, mentoring questions, or progress checklists help learners recognise achievements and areas for improvement. | Participants explain why they selected a funding option and receive feedback on whether it is realistic, accessible, and suitable for the business stage.                                                  |
| <b>5. Evidence</b>    | To document learning outcomes for module badges, portfolio development, and micro-credential recognition. | Learners submit or record a practical output, reflection, checklist, template, short presentation, or portfolio item linked to the module learning outcomes.                                                               | Badge-related tasks, evidence checklists, portfolio entries, completion markers, or assessment rubrics make competence development visible.                                      | Learners add their funding checklist, budget, Lean Canvas, or business idea summary to their personal learning portfolio as evidence for module completion.                                                |
| <b>6. Progression</b> | To make learning progress visible and connect                                                             | Learners review their completed task, receive recognition, identify next steps, and                                                                                                                                        | Badges, points, milestones, progress maps, phase recognition,                                                                                                                    | Learners receive a “Funding Explorer” or “Business                                                                                                                                                         |

|  |                                                                       |                                                                                                  |                                                                                |                                                                                   |
|--|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  | the activity to the next module or next step in the learning pathway. | connect the activity to future modules or their final career, self-employment, or business plan. | or completion checklists show what learners have achieved and what comes next. | Planning” badge and connect their output to the final pathway pitch or portfolio. |
|--|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|

*Table 15. Gamified Learning Activity Flow*

This learning flow ensures that each gamified activity has a clear pedagogical purpose. The scenario introduces a real-life problem, exploration supports understanding, action develops practical skills, reflection strengthens learning, and progression helps learners recognise their achievements and continue towards greater autonomy.

By following this structure, educators can design activities that are interactive but also meaningful, inclusive, and aligned with the curriculum’s objectives. Gamification therefore supports the PBL methodology by transforming each module into a practical learning journey where participants learn by solving problems, making decisions, and applying knowledge to realistic situations.

## 4.6 Link to Learning Outcomes

The gamification strategy is directly linked to the learning outcomes of the curriculum. It supports not only participation and motivation, but also the development of practical competences that learners can apply in employment, entrepreneurship, social integration, and everyday decision-making.

Through simulations, challenges, badges, points, reflection activities, and progression tools, learners are encouraged to practise key skills in realistic situations. This helps them move from understanding concepts to applying them with greater confidence and autonomy.

The main learning outcomes supported by gamification are **problem-solving, decision-making, autonomy, and real-world readiness**.

| Learning Outcome Area  | How Gamification Supports It                                                                                                                                                                                                                                                                       | Example Application                                                                                                                                           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem-solving</b> | Gamified activities present learners with realistic problems that require analysis, discussion, creativity, and practical solutions. Instead of only learning theory, participants are asked to solve challenges connected to work, business, services, funding, communication, or sustainability. | Learners analyse a business scenario and identify how to improve the idea, reduce costs, reach customers, or address a community need.                        |
| <b>Decision-making</b> | Scenario-based tasks and decision cards help learners compare options, assess risks and benefits, and justify their choices. This strengthens their ability to make informed decisions in uncertain or unfamiliar situations.                                                                      | Learners compare different funding options and decide which one best matches a business idea, considering eligibility, repayment, risks, and expected impact. |
| <b>Autonomy</b>        | Progression tools, badges, checklists, and individual tasks help learners take ownership of their learning journey. They can see what they                                                                                                                                                         | Learners complete a personal competence map, select relevant skills, and connect                                                                              |

|                             |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | have completed, identify what they still need to improve, and gradually become more confident in acting independently.                                                                                                                                                                             | them to a job role or business opportunity.                                                                                                                                      |
| <b>Real-world readiness</b> | Simulations and practical challenges allow learners to practise real-life tasks in a safe and supportive environment before applying them outside the training context. This prepares them for employment, entrepreneurship, customer interaction, administrative processes, and further learning. | Learners prepare and present a final career or business plan through a pitch, presentation, or portfolio, simulating a meeting with a mentor, employer, or support organisation. |

*Table 16. Gamification Support for Key Learning Outcomes*

Gamification also supports the achievement of module-specific learning outcomes by making competences visible, practical, and easier to document. Each gamified challenge is linked to specific knowledge, skills, and responsibility/autonomy outcomes, allowing learners to demonstrate what they have learned through concrete tasks and outputs.

For example, when learners complete a Lean Canvas challenge, they demonstrate business planning and idea-structuring skills. When they participate in an intercultural communication scenario, they demonstrate communication, adaptability, and respectful interaction. When they redesign a business idea using sustainability principles, they demonstrate responsible entrepreneurship and impact-oriented thinking. Similarly, when learners prepare a CV, complete a budgeting task, develop a funding checklist, or present a final pathway plan, they produce evidence that can support portfolio development, badge recognition, and micro-credential assessment.

In this way, gamification strengthens the practical and competence-based orientation of the curriculum. It helps learners connect knowledge, skills, and responsibility/autonomy, while also supporting confidence, participation, personal development, and the visible recognition of progress across the micro-credential pathway.

## 5. Digital Integration & Platform Alignment (WP3)

The curriculum framework is designed to be compatible with the future digital learning environment to be developed under WP3. Although the platform and application will be developed at a later stage of the project, the curriculum should already take into account basic digital integration principles so that the modules can be easily transferred into an online or blended learning format.

The curriculum will therefore be structured in a modular and flexible way, allowing each module to be adapted for face-to-face, online, or blended delivery. Learning activities, resources, quizzes, scenarios, and gamified challenges should be prepared in formats that can later be uploaded or integrated into the project platform and mobile application.

A **mobile-first approach** should be considered, as many learners may access training mainly through smartphones rather than computers. For this reason, module content should be clear, concise, visually accessible, and easy to navigate on smaller screens.



The curriculum should also allow for **offline or low-connectivity access**, where possible. This is important for learners who may have limited or unstable internet access. Materials such as worksheets, short guides, downloadable resources, and printable templates can support participation in different learning conditions.

The future platform is expected to support **multilingual access**, so curriculum content should be developed in a way that can be translated and adapted by partners. Simple language, clear terminology, and consistent module structure will make translation easier and improve accessibility for learners from different linguistic backgrounds.

Basic **AI-supported features** may later be connected to the curriculum, such as learner guidance, personalised recommendations, progress tracking, or support for reflection and self-assessment. At this stage, the curriculum does not define the technical details of these tools, but it should remain compatible with their future use.

Finally, the gamification elements of the curriculum, such as progress indicators, badges, completed activities, and learning milestones, should be designed so that they can later be reflected in a simple user dashboard. This will help learners and educators monitor progress and recognise achievements throughout the learning journey.

Overall, the curriculum will provide the pedagogical content and structure, while WP3 will later support its digital delivery through the development of the online platform and mobile application.

## 6. Inclusion & Accessibility Strategy

The curriculum will follow a practical inclusion and accessibility strategy to ensure that all participants can engage meaningfully with the learning process, regardless of their language level, digital skills, educational background, personal circumstances, or previous learning experiences.

Since the curriculum targets migrant women and adult learners, accessibility should be considered from the beginning of the design process. The modules should be simple to follow, flexible in delivery, culturally sensitive, and adaptable to different national and local contexts.

| Barrier / Learner Need | Accessibility Response                                                                          | Practical Application in the Curriculum                                                                                                                                                                                                |
|------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low digital literacy   | Use simple and familiar digital tools, avoiding overly complex platforms or technical language. | Provide step-by-step instructions, visual guidance, screenshots, demonstrations, and alternative paper-based options where needed. Digital activities should start from basic tasks and gradually increase in complexity.              |
| Language barriers      | Provide multilingual content and use clear, simple, and accessible language.                    | Use short sentences, visual examples, glossaries, translated materials where possible, and practical demonstrations. Trainers should allow learners to ask questions, use peer support, and connect new terms with real-life examples. |



|                              |                                                                                                 |                                                                                                                                                                                                                                                                    |
|------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time constraints</b>      | Use a modular structure that allows learners to participate flexibly and progress step by step. | Each module should be organised into short learning units or activities that can be delivered independently. Learners who miss a session should be able to continue through worksheets, summaries, or online materials.                                            |
| <b>Care responsibilities</b> | Support flexible access to learning materials and participation formats.                        | Activities should be adaptable to face-to-face, online, blended, individual, or group learning. Where possible, materials should be accessible asynchronously so learners can review them at a convenient time.                                                    |
| <b>Diverse backgrounds</b>   | Apply culturally sensitive and gender-sensitive design.                                         | Examples, case studies, role-plays, and scenarios should reflect diverse life experiences, migration journeys, family situations, education levels, and professional backgrounds. Activities should avoid stereotypes and promote respect, dignity, and inclusion. |

*Table 17. Accessibility Responses to Key Learner Barriers*

This strategy ensures that the curriculum does not assume that all learners have the same starting point. Instead, it recognises different barriers and provides practical ways to support participation, confidence, and progression.

By applying these measures, the curriculum can better respond to the needs of migrant women and adult learners, while supporting equal access to skills development, entrepreneurship learning, employability pathways, and social inclusion.

## 7. Conclusion & Link to Next Activities

The EmpowerHERment Curriculum Framework with Gamification Strategy provides a structured foundation for the development of the project's educational content. It has been designed as an **evidence-based, practical, inclusive, and learner-centred framework**, responding to the needs of migrant women and the educators who support them.

The curriculum is **evidence-based**, as it is linked to the findings and priorities identified through WP2.1 Gap Analysis. It responds to key learner needs such as language barriers, digital gaps, limited access to practical training, low confidence, and the need for stronger employability and entrepreneurship skills.

It is also **practical**, as each module is connected to real-life situations and problem-based learning activities. Participants are encouraged to apply knowledge through scenarios, simulations, challenges, role-play, planning tools, and final outputs such as competence maps, Lean Canvas models, funding plans, online profiles, sustainability adaptations, and career or business plans.

The framework is **inclusive**, as it takes into account the diverse backgrounds, learning needs, language levels, digital competences, time constraints, and care responsibilities of migrant women and adult learners. Its modular structure allows flexible delivery in face-to-face, online, or blended formats, while the accessibility strategy supports participation for learners with different starting points.

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The curriculum is fully aligned with the objectives of WP2, supporting the development of a tailored educational pathway that promotes **employability, entrepreneurship, social inclusion, leadership, digital readiness, and sustainability awareness**. Through the integration of PBL and gamification, the framework aims to strengthen learner motivation, confidence, autonomy, decision-making, and real-world readiness.

Overall, this framework supports the broader goal of EmpowerHERment: to equip migrant women with the competences, tools, and confidence needed to participate more actively in economic, social, and community life.

**This framework will be further operationalised through the development of the Educational Kit and the 15 modules under Activity 2.3, led by GODESK.**