



*Access to language methods
for increasing Migrants' abilities
to start their own business*

Guidelines for educators on how to use ALMA materials



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Index

| | |
|--|------|
| Objectives | p. 3 |
| Recommendations | p. 4 |
| Target groups | p. 4 |
| Level of language competence of learners | p. 4 |
| ALMA Resources | p. 5 |
| • Role Models' Guide | p. 5 |
| • ALMA Digital Kit 'Speak Enterprise' | p. 6 |
| • ALMA Digital Kit 'Act Enterprise' | p. 7 |
| • My ALMA Entrepreneurs' Journal | p. 8 |
| Techniques for use of ALMA materials | p. 8 |
| ALMA Training Program | p. 9 |

Introduction

The project ALMA: Access to Language Methods for Increasing Migrants' Abilities to Start Their Own Business developed innovative language and intercultural learning methods and instruments to inspire migrants and help them to get prepared for starting a business in the new country. The project provides educators, volunteers and professionals working with migrants with innovative education and training material offered in diverse forms – publications, digital interactive tools, audio and video material and inspirational stories of role models. All material were developed using research in business cultures and top tips from successful migrant entrepreneurs having settled across the following six European countries: Bulgaria, Italy, the Netherlands, Spain, Sweden and the UK. Feel free to look at ALMA methodology when adapting these guidelines to your education and training programmes.

Objectives

The objectives of the guidelines are:

- to familiarise (volunteer) educators/professionals with the ALMA project concept, methodology and its resources
- to enable educators to facilitate migrants' basic language learning related to entrepreneurship
- to build educators' practical skills and confidence in using the ALMA resources when training migrants who wish to start their own business
- to enable educators to help migrants with background information about starting their own business in the host country
- to get initial feedback from migrants who participate in an ALMA Training Program

Recommendations

The ALMA materials are suitable for individual and group learning. Our recommendation is to use the products under the supervision of an educator, which will help to succeed more promptly. Educators can determine:

- if the student understands the content
- if the student pronounces the words correctly
- what information is useful when migrants are planning to start their own business
- which cultural habits are important to know when starting a business
- which skills and intercultural competences migrants should gain before becoming an entrepreneur
- what other information is useful to support the ALMA materials

The ALMA products can be also used by adult migrants as self-study materials.

Target groups

The target audience to which the ALMA project's learning materials are addressed are migrant learners interested in improving their knowledge in the host language as well as communication and intercultural skills necessary to start a business in a host country. The reference domain is the professional one; the context is that of entrepreneurial activities.

Level of language competence of learners

The level of linguistic-communicative competence in the language of the host country is between level B1 and level B2 of the CEFR. It is therefore the level of communicative autonomy in L2, which is adequate to handle the majority of communicative situations in the work context.

ALMA Resources

The ALMA resources consist of:

- Role Models' Guide
- ALMA Digital Kit 'Speak enterprise'
- ALMA Digital Kit 'Act enterprise'
- My ALMA Entrepreneur's Journal

Role models' guide

The guide introduces active migrant entrepreneurs who have become successful thanks to their language and intercultural competences in the partner countries. By promoting real people with real stories, migrants get a clear picture on what knowledge and skills are important and needed to be improved and what steps they should take towards establishing and running their own company. 26 role models have been selected and interviewed in the six partner countries. The stories of six role models have been filmed. The Role Models' Guide can be used during training sessions and events for migrants as a resource for inspiration and stimulation for migrants themselves when planning to start their own business. The stories and the movies can also be used as language learning material for practising reading, listening and comprehensive skills.

[Click here to access ALMA role models' stories and movies.](#)

ALMA Digital Kit 'Speak Enterprise'

SPEAK Enterprise is a tool for language practising based on different entrepreneurship topics in the partner languages Dutch, English, Bulgarian, Italian, Spanish and Swedish. It contains audio animations based on real life situations and interactive exercises.

The kit contains of 4 units that follow roughly the same structure:

1. Shape your idea (Developing a business or product and service idea, Detecting market needs)
 - Text (dialogue) related to a request for information at the relevant office
 - Language learning activities
2. Put your idea into action (Skills to set up: risk, location, name, being new to the market, registering)
 - Text (dialogue) related to the renting of a shop
 - Language learning activities
3. Plan your business (Formal contact with an authority for business start-up)
 - Text (dialogue) regarding the consultation about the business plan
 - Language learning activities
4. Communicate your business (Marketing, communication, and building up a network)
 - Text (dialogue) regarding the marketing of the new business activity (opening of a website, Social media, production of advertising flyers and posters at a graphic design studio etc.)
 - Language Learning activities

The material can be used for both individual and group language learning activities. The dialogues are developed as audio animations in all partner versions to practise comprehensive skills in the respective language. The dialogues are also available as text and can be used as reading exercises. Each unit contains four interactive exercises which can be performed during classes or used as self-study material.

[Click here to access ALMA Digital Kit 'Speak Enterprise'.](#)

ALMA Digital Kit 'ACT Enterprise'

ACT Enterprise is an interactive tool containing interesting facts and country specific information about The Netherlands, Bulgaria, Italy, Sweden, Spain and the UK. It provides migrants with useful information on how to start their business in the host country and offers them tips for success.

The kit contains practical information and is divided into three sections:

1. Country specific information

- Fun facts
- National holidays
- Traditions/habits
- The national language(s)

2. What steps should you take before starting your business?

- Business name, tax and insurance
- Legal and regulatory compliance
- Accounting
- Business development: premises, branding, business plan

3. Tips for success and recommendations by ALMA role models

The kit can be used for both individual and group learning activities for gaining new knowledge about starting a business. It is important that migrants have reached a sufficient language level before starting to use this practical kit.

[Click here to access ALMA Digital Kit 'Act Enterprise'](#)

My ALMA Entrepreneur's journal

This is a printed booklet to be used both for practising language skills and achieving entrepreneurial and intercultural competences. The journal offers migrants a step-by-step guide to start up a business and supports them in understanding the business culture of the respective country. It provides them with an entrepreneur's language glossary with explanation of some basic words and phrases necessary to learn before starting a business. At the end of the journal there is also a list of resources that can help migrants grow their language confidence in a business setting.

How to best use ALMA material

- It will take approximately 12 sessions of 1,5 hours each to complete the full ALMA Training Programme.
- Between the sessions, students are expected to do homework.
- The training can be delivered face to face in private or group sessions or online, a blended approach using face to face and online education is recommended.
- If the educator decides to have weekly sessions, the ALMA training programme takes students about four hours a week, including homework.
- Before the start and at the end of the programme an assessment should take place to evaluate the achieved results. There should be a difference of minimum 10 points between the start and the end assessment.

Click here to access the assessment tool.

ALMA Training Programme

| Topic/Module/Time | Structure | Learning Activities | Resources | Results |
|---|---|--|--|---|
| <p>1. Short presentation of the project and the website</p> <p>(1h 30m)</p> | <ul style="list-style-type: none"> • Welcome and introductions by trainer/ teacher • Oral presentation introducing the project, the website and the training aims and objectives • Individual presentations by the participants about their background, goals/aims • Completing self-assessment questionnaire | <p>Icebreakers, warm-up game: participants engage in play and energetic physical activities for building up confidence</p> | <p>PPT about the project</p> <p>Project website</p> <p>Assessment tool</p> | <p>The course participants will:</p> <ul style="list-style-type: none"> • be introduced into the project, its ideas and results • learn to use the material |
| <p>2. Shape your idea (part 1)</p> <p>(1h 30m)</p> | <p>Sequence of activities and exercises to develop basic language skills in relation to shaping a business idea</p> | <p>Listening comprehension activity (dialogue on the website); multiple choice exercises; vocabulary activity (words and definition matching); true/false activity; grammar activity</p> | <p>ALMA Digital Kit 'Speak Enterprise'</p> | <p>At the end of the session students will:</p> <ul style="list-style-type: none"> • understand information in the local language on starting a business • be able to explain in the local language what their business idea is • gain (language) knowledge on how to register a company |

| Topic/Module/Time | Structure | Learning Activities | Resources | Results |
|---|---|--|--|---|
| 3. Shape your idea (part 2) (1h 30m) | Sequence of activities and exercises to develop basic language skills in relation to shaping a business idea | Reading and writing activity; Role play activity; Inspiration activity | ALMA Journal Role Models' Guide (choose a role model's story or film) | See above: Shape your idea, part 1 |
| 4. Put your idea into action (part 1) (1h 30m) | Sequence of activities and exercises to develop basic language skills in relation to taking action to rent premises | Listening comprehension activity (dialogue on the website); multiple choice exercises; vocabulary activity (words and definition matching); true/false activity; grammar activity | ALMA Digital Kit 'Speak Enterprise' | At the end of the session students will: <ul style="list-style-type: none"> • understand information in the local language on renting premises • be able to explain in the local language what kind of a place they want to rent • gain (language) knowledge on how to rent premises |
| 5. Put your idea into action (part 2) | Sequence of activities and exercises to develop basic language skills in relation to taking action to rent premises | Reading and writing activity; Role play activity; Inspiration activity | ALMA Journal Role Models' Guide (choose a role model's story or film) | See above: Put your idea into action, part 1 |

| Topic/Module/Time | Structure | Learning Activities | Resources | Results |
|--|---|--|---|--|
| 6. Plan your business (part 1) (1h 30m) | Sequence of activities and exercises to develop basic language skills in relation to making a business plan | Listening comprehension activity (dialogue on the website); multiple choice exercises; vocabulary activity (words and definition matching); true/false activity; grammar activity | ALMA Digital Kit ‘Speak Enterprise’ | At the end of the session students will: <ul style="list-style-type: none"> • understand information in the local language regarding a business plan • be able to explain in the local language what their business plan is • gain (language) knowledge on how to plan a business |
| 7. Plan your business (part 2) (1h 30m) | Sequence of activities and exercises to develop basic language skills in relation to making a business plan | Reading and writing activity; Role play activity; Inspiration activity | ALMA Journal Role Models’ Guide (choose a role model’s story or film) | See above: Plan your business, part 1 |

| Topic/Module/Time | Structure | Learning Activities | Resources | Results |
|---|---|--|--|--|
| 8. Communicate your business (part 1) (1h 30m) | Sequence of activities and exercises to develop basic language skills related to communicating and advertising a business | Listening comprehension activity (dialogue on the website); multiple choice exercises; vocabulary activity (words and definition matching); true/false activity; grammar activity | ALMA Digital Kit 'Speak Enterprise' | At the end of the session students will: <ul style="list-style-type: none"> • understand information in the local language regarding the marketing of the new business activity (opening of a website, production of advertising flyers and posters at a graphic design studio) • be able to explain in the local language what their business plan is • gain (language) knowledge on communication and advertising |
| 9. Communicate your business (part 2) (1h 30m) | Sequence of activities and exercises to develop basic language skills related to communicating and advertising a business | Reading and writing activity; Role play activity; Inspiration activity | ALMA Journal Role Models' Guide (choose a role model's story or film) | See above: Communicate your business, part 1 |

| Topic/Module/Time | Structure | Learning Activities | Resources | Results |
|--|---|---|--|---|
| 10. Practical session (part 1) on country specific information and intercultural communication (1h 30m) | Sequence of activities and exercises to gain more information on the country' traditions and culture | Reading activity Dialogues related to culture situations | ALMA Digital Kit 'Act Enterprise' ALMA Journal | At the end of the session students will: <ul style="list-style-type: none"> • gain knowledge on county specific information (traditions/ habits/holidays/ language) • understand the country's (business) culture |
| 11. Practical session (part 2) on the process of starting a business (1h 30m) | Sequence of activities and exercises to gain more practical information on what steps should be taken when starting a business | Reading activity comprehension activity | ALMA Digital Kit 'Act Enterprise' | At the end of the session students will gain knowledge on the procedure for starting a business (register a company, choose a legal name, select a legal structure, etc.) |
| 12. Final session (1h 30m) | <ul style="list-style-type: none"> • Evaluation activities to measure results and get feedback on the training program and the learning materials • Completing assessment questionnaire | Plenary discussion with plenty of space for each students' personal views and experiences | Assessment tool | At the end of the session students will: <ul style="list-style-type: none"> • share his/her experience with the training and his/her progression in the local language • give feedback on the ALMA materials |