

DEVELOPING AN ENTREPRENEURIAL MINDSET:

A guide for working
with highly skilled
migrants

MIGRAPRENEURS
An Entrepreneurial Journey for Migrants



Erasmus + Strategic Partnerships 2016 2016-1-UK01-KA202-024286

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MIGRAPRENEURS

Entrepreneurial and
Intrapreneurial Mindset
Development for Highly
Skilled Migrants in Europe

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Executive Summary

This guide brings together learning from the Erasmus Plus funded Migrapreneurs project to highlight the challenges which Highly Skilled Migrants (those with at least a degree or equivalent qualification) face when accessing VET and suggest some best practices and recommendations to improve how we work with this target group.

The Migrapreneurs project has worked over 3 years to better understand the challenges which Highly Skilled Migrants face in gaining employment which matches their skill level and has developed a new training programme, specifically aimed at the group, to help them overcome these challenges through the development of entrepreneurial projects or by becoming more 'intrapreneurial' in order to improve their employability.

The project will be coming to an end in the summer of 2019 and this guide has been produced, using the learning gained during the funded period, as a way of passing on our findings to others working in the field. It is specifically aimed at policy makers and those working in VET and who wish to improve the current training offers for migrants in these topics.

Highly skilled migrant workers in Europe are more likely to experience over-qualification where their level of education is higher than the job they are doing in their new country, than native individuals. By allowing highly skilled migrants to perform in low-skilled jobs, hosting countries are missing out on performance, innovation and business benefits. Skill mismatch also contributes to unemployment and reduces productivity and competitiveness.

In order to tackle this difficulty, the European Commission has been promoting entrepreneurship as one of the key competences that can boost competitiveness and growth within the Union. The Migrapreneurs project therefore aimed to promote the potential of highly skilled migrants to contribute to European economies and to help migrants themselves develop a more entrepreneurial and/or intrapreneurial mindset.

Within this report, policy makers and VET providers can find out more about the key challenges migrants face when accessing training linked to entrepreneurship. Entrepreneurship training which is currently available is usually open to anyone and not tailored specifically to migrants who start at a disadvantage as they have less working knowledge of business set up processes and legalities in their new country and, crucially, less access to networks who can support them. Migrants state that they need more support than is currently offered to understand where to go for help when setting up a business and they are often unaware of training opportunities. Key barriers to accessing VET are, of course language barriers and they also face issues around the validation of their past qualifications and recognition of the skills they have brought with them.

The report also suggests some best practices for working with migrants, for example the use of social media tools like What's App to connect and gain support from individuals in similar situations and providing training on building networks and presenting their business ideas. We also explore using an 'androgogic' approach as opposed to a 'pedagogic' approach to adult learning, within which facilitators recognise, appreciate and build upon the participants own knowledge and experience, involving them directly in their learning rather than 'talking at them' and imparting knowledge in a 'top down' way.

Our key recommendations for policy makers and VET providers are:

- To develop specifically targeted training and support programmes for entrepreneurship, which take into account the specific needs of migrants (i.e. language support, knowledge of business cultures, building networks etc.)
- Develop the way that new and current VET programmes are promoted to migrants (especially those who are 'hard to reach')
- Explore the process of validation to ensure that the qualifications, knowledge and experiences of Highly Skilled Migrants can be recognised
- Develop ways to showcase the important and positive contributions that migrants can, and do, make to our society each day.

1. INTRODUCTION

Human Capital is a key determinant for innovation and performance around the world. Research has found that human capital coming from highly skilled migrants is a significant determinant of business development in hosting countries. (SERC, 2011¹).

When actively engaged in economy, highly skilled migrants bring various benefits both to employers that boost productivity and enterprises that can aim at expanding (BIS, 2015²). Highly skilled migrants bring out:

- Unique and complementary culturally based skills
- Talents and perspectives that foster business growth
- Improvements in day to day working practices, and innovation
- Intercultural knowledge and skills over and above those outlined in job specifications, such as diverse management experience, language and IT skills

Altogether, highly skilled migrants are able to share new insights, perspectives and connections for new international markets, suppliers and client relationships. They often help secure business abroad and can be a key resource in building new businesses... At a macroeconomic level, promoting entrepreneurship amongst this group can increase innovation and productivity and ensure that these individuals are fulfilling their potential and actively contributing to the hosting society.

However, highly skilled migrant workers in Europe are more likely to experience over-qualification – where their level of education is higher than the job they are doing. ‘Vertical’ mismatch, commonly referred to as over-education occurs when an individual is employed in a job that requires a lower level of education. Nowadays, there is often a severe mismatch between the skills and qualifications of highly skilled migrants and the jobs they are performing in hosting countries. By allowing highly skilled migrants to perform in low-skilled jobs, hosting countries are missing out on performance, innovation and business benefits.

¹Luisa Gagliardi (2011) SERC/Urban and Spatial Programme Discussion Paper: Does Skilled Migration Foster Innovative Performance? Evidence from British Local Areas.

²<https://www.gov.uk/government/news/migrant-workers-bring-improvements-to-british-business-performance-and-productivity-says-new-study>

¹Luisa Gagliardi (2011) SERC/Urban and Spatial Programme Discussion Paper: Does Skilled Migration Foster Innovative Performance? Evidence from British Local Areas.

²<https://www.gov.uk/government/news/migrant-workers-bring-improvements-to-british-business-performance-and-productivity-says-new-study>

Skill mismatch also contributes to unemployment and reduces productivity and competitiveness. It appears in various forms such as skill shortages or skill gaps, but also applies to situations where the qualifications, knowledge and skills of an individual exceed the requirements of their job. In order to tackle this difficulty, the European Commission has been promoting entrepreneurship as one of the key competences that can boost competitiveness and growth within the Union. One of the intervention areas that the Entrepreneurship 2020 Action Plan proposed is the promotion of entrepreneurial education and training to support the growth of entrepreneurs. The Entrepreneurship 2020 also aims at highly skilled migrant entrepreneurs. The Action Plan proposed the following actions:

- Entrepreneurial education and training to support growth and business creation;
- Removing existing administrative barriers and supporting entrepreneurs in crucial phases of the business lifecycle;
- Reigniting the culture of entrepreneurship in Europe and nurturing the new generation of entrepreneurs.

The Action Plan and its key actions will be followed up by the Commission through the competitiveness and industrial policy and the Small Business Act governance mechanisms.

Highly skilled migrants represent a considerable pool for entrepreneurship. Social cohesion and the integration of migrants are key EU policies currently and are at the heart of the Migrapreneurs Project. “Education and youth work are key to prevent violent radicalisation by promoting common European values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community.” (Erasmus+, 2016). Exclusion from the social mainstream – for whatever reason – means highly skilled migrants in Europe can lack important bridges and social contacts to guarantee social and professional integration.

The Migrapreneurs project (2016-2019) aimed at promoting the potential of highly skilled migrants to contribute to European economies and to help migrants themselves develop a more entrepreneurial and/or intrapreneurial mindset. We have worked directly with highly skilled migrants in partner countries to complete a research report on their current situation in terms of employment and skills and their needs for training. This fed directly into the development of a new training programme for migrants which has been piloted with over 100 people in the UK, France, Spain and Turkey. Results of these pilots will be released by the project in June 2019, after the final conference in Ankara. Through this work, Migrapreneurs project partners have gained first-hand knowledge of the challenges faced by migrants in terms of entrepreneurship and employability. This guide has been produced in order to share this knowledge with policymakers and other stakeholders.

The guide provides an overview of the challenges faced by migrants in accessing VET training and an outline of the Migrapreneurs training programme and key interventions which can specifically support migrants to develop an intra/entrepreneurial mind set. We also explore how “andragogy” can support highly skilled migrants in this context and the importance of validating competences to ensure that the skills of migrants are recognised and valued.

We hope that this guide can be actively used by those influencing VET practice across the EU to improve both access to VET and methodologies for delivering training to the target group, in order to build a better future and stronger economies for all!

2. Challenges to accessing VET for Highly Skilled Migrants

2.1. Challenges to accessing VET for Highly Skilled Migrants across the EU

This section of the report looks at the VET system across the EU in relation to migrants and has been produced using information from “Stronger VET for better lives: Cedefop’s monitoring report on vocational education and training policies 2010-14”.

Further sections in this chapter look in more detail at the situation across the Migrapreneurs partnership countries (the UK, France, Spain and Turkey) and bring in partners own experiences from working with these groups to make recommendations for engaging Highly Skilled Migrants in VET.

2.1.1. EXTERNAL FACTORS INFLUENCING VET

Vocational and Education Training (VET), education and training that provide knowledge and skills in different work sectors, is an extremely useful learning alternative for a wide variety of stakeholders, but its success is often related to factors not directly linked to the training. For adult learners, family and work commitments, along with the costs and schedule of training, are the main obstacles mentioned by potential attendees as the reasons for their inability to participate.

Career choices, the attitude toward VET and ways of improving employability skills, are also often influenced by family situations and social connections. Similarly, economic and work conditions and a lack of knowledge with regards to what VET can offer and around transition among employment status and labour market opportunities for graduates of VET has an impact on how it is perceived. On this issue, lack of guidance on and access to existing training or work placement opportunities, such as traineeships and internships, is one of the main elements which can work against VET’s success. Availability or lack thereof, of traineeships may affect VET in other ways, as learners may leave education for fear of missing opportunities that may not be available at a later stage.

VET efficiency is also affected by the status of the labour market (levels of unemployment and types of job offers), and the fact that companies that do not offer VET may consider it unnecessary, believe that their staff’s knowledge is adequate, or would rather hire new employees with the desired skills. As a consequence, there may not be collaborations between providers and industry, causing the inability for trainers and teachers to update their knowledge through a periodical interaction with the relevant stakeholders, hence, to deliver training of higher value.

Another issue is related to the fact that, when offered by companies, courses and training are not always consistent or adequate, and this may affect the quality of the learning. Finally, if available data and feedback are not appropriately used, advancement as needed as well as desired by workers may not take place, leaving a gap between necessary skills and competencies and what the training provides, thus decreasing VET value.

2.1.2. PROVIDING VET IN A LIFELONG LEARNING PERSPECTIVE

Lifelong Learning (LLL) encompasses learning from early childhood until retirement age and beyond (Council of the EU, 2002) and it is, for this reason, a major factor in the labour market. It is mostly related to non-formal learning and linked to specific roles, hence provided by employers. In this context, VET is able to provide those skills that improve workers' flexibility and employability as well as enterprises' competitiveness.

Policies, such as allocation of days for training or campaigns to advertise available opportunities, are often put in place by employers or government to ensure participation. Training is offered at different levels, from basic abilities and knowledge to lower the number of unemployed and assist the low-skilled workers, to higher competencies to improve workers' profiles. It needs to be provided in different forms, through different kinds of path (e.g. work-experience, apprenticeships, normal education setting), in order to reach a wider audience.

A qualification framework allows participants to gain certifications at various stages, while creating a progressively higher specialised profile. To ensure LLL, the creation of a training staff body is of vital importance, as it will improve participation through counselling, career advice and mentoring. Of similar importance will be ensuring continuous professional development of staff, guaranteeing a high level of delivery, especially in the current fast-changing work environment. Indeed, to reach a wider audience and keep up with progress, VET has to be able to meet new needs of innovation and creativity, along with the development of key competences (e.g. technology) through a variety of channels, such as knowledge exchange settings and new learning methods, or collaborations with alternative partners (e.g. creative sector), also involving low-skilled and other at-risk categories, for example through an increased development of learners' digital literacy.

2.1.3. SHAPING VET QUALIFICATIONS

In order to keep the attractiveness of VET, it is necessary that training is linked to a valued qualification. A qualification framework provides the opportunity to grow into a profession by obtaining further levels of qualifications, and this element is appealing to participants as it enables various progression of employment and prospects of career advancement. Moreover, these qualifications can often be obtained through a variety of settings: formal education, training and more.

Formal inclusion in the framework of skills and knowledge gained from work experience and validation of learning on the job in volunteering and other contexts improves workers' employability, as well as enables learners to foster their career. Additional advantages of a qualification framework are that, to ensure quality and value of the training, providers are encouraged to constantly monitor the market, in order to deliver as per its needs, hence a valued product for learners. Moreover, providers will act in order to get their training recognised for qualifications and credits, as, providing advanced competencies and technical and managerial skills that may not be obtained through formal education; this will also increase the value of their product with employers.

The qualification framework is a tool that unifies the recruitment sector, it is used by all stakeholders, both in public and private sector, and encourages learners to further their studies and specialise.

Of key interest to Migrapreneurs is the suggestion within the Cedefop report that “Entrepreneurship is becoming an underlying principle in VET and links between VET and business are expanding, but support for aspiring entrepreneurs and their teachers and trainers could still be strengthened” (Cedefop, 2015). As seen in the Migrapreneurs project, entrepreneurship can make a significant contribution to improving the employment prospects for highly skilled migrants and shaping the VET system to support this could provide extra value. However, as stated by Cedefop encouraging “creativity, innovation and entrepreneurship in VET... [is] not yet common practice in many countries” (Cedefop, 2015).

2.1.4. PROMOTING PARTICIPATION OF MIGRANTS IN VET

Migrants face a number of obstacles while looking for employment, the first being of course the language barrier. Most European countries have developed courses for migrants to learn languages, but also to gain the required qualifications to become employable, as well as develop additional skills. A vital role is to be played by guidance services, which are to signpost relevant training, provide support in understanding the local labour market and be able to recognise skills and abilities to point the learner toward the right path.

The main issue to be addressed is to make information of the existence of these opportunities, and, even more, of their importance and value, known to the public. They need to be actively promoted to those who are less aware of the opportunities and their benefit but who are most in need, such as migrant women. As the unemployment rate across the EU is generally high, countries would need to focus on strategies that provide an adequate service of counselling and tailored support services which fulfil the needs of migrants in terms of accessing VET. Moreover, the validation of existing skills would support migrants in entering employment in their new country. Alternative pathways, such as the use of information and communications technology, should be explored and fully exploited to provide additional support for those in at-risk categories.

2.2. Challenges to accessing VET for Highly Skilled Migrants in Turkey

VET is mainly state controlled and under the responsibility of the Ministry of National Education. The VET system in Turkey is mainly composed of 3 parts;

- Formal VET (ISCED 3); takes place in Vocational and Technical or Multi Programmed High Schools; Vocational and Technical Education Centres; and in a range of private schools recognised under various laws, e.g. schools run by enterprises, chambers and Organised Industrial Zones (OIZs).
- Non-formal VET; activities organized in addition to or except from formal training.
- Post upper secondary VET (ISCED 5B) delivered in the universities and comes under the Council for Higher Education.

Formal VET is provided through vocational school programmes comprising internships and apprenticeships; employers play an active role. The system is mainly financed by the state with additional funding from; employers; international projects; the public; NGOs; and revolving funds

(schools generate income through producing and selling goods and services).

2.2.1. EXTERNAL FACTORS INFLUENCING VET

The competitiveness of the VET sector is quite low, and its graduates not commonly preferred for recruitment. High unemployment rates among VET graduates reveal the ineffectiveness of the VET system. According to research on Entry of Young People (15-34 years old) into the Labour Market of TurkStat in 2016; the contribution of the training received by those in employment measured quite low for VET graduates. Other research has found that 74% of companies had not recruited any VET graduates in the previous 12 months. This trend underlined the need of improving the quality of the VET system. Economic developments, unemployment rates and demographics are the external factors, which have impacts on VET.

As an indicator of economic development which affects labour demand in the economy; GDP recovered itself in 2010 and 2011, after a big decline in 2009, since then, it shows fluctuations which makes it hard to predict an improvement in the short/medium run.

Although labour market participation is getting better recently (from 50% in 2014 to 54% in 2018), the unemployment rates are increasing also in Turkey, especially among NEETs. While the total unemployment rate was 6%, the unemployment of NEETs was 24% in 2017. It is expected to get higher in the following years. Showing insufficient education as a reason not to be included in the labour force has risen to 16% in recent years. Labour force participation is the highest for VET and university graduates with 66% and 80% respectively.

Turkey's population was registered as 80.8 million in 2017. It is expected to reach 86.9 million by 2023, and 100.3 million by 2040. The population is fairly young with almost 27% ranging from 0 to 14 years of age, while 67% are 15 to 64 years old. Only around 6% are above 64 years of age. The presence of a dynamic and ready to work labour force highlights the need for a better VET system.

2.2.2. PROVIDING VET IN A LIFELONG LEARNING PERSPECTIVE

In Turkey, opportunities for continuous education and training for all (workers, jobseekers, disadvantaged persons) are jointly designed and implemented with stakeholders. Formal and non-formal ISCED 3 provision for adults takes place in a wide range of institutions, including Public Education Centres, Vocational Education Centres, Maturation Institutes, Tourism Education Centres, Open Education Institutions and Vocational and Technical Education Centres. Courses of varying duration / content and mainly funded by the state offer a combination of face-to-face and distance learning to individuals of varying ages and education levels nationwide and, in the case of Open Secondary Education, to individuals living abroad. A certificate is awarded on successful completion of a course. VET schools also provide VET courses funded by the Turkey Employment Agency as part of Active Labour Market Programme (ALMP).

A number of strategies as well as measures promote social inclusion (including migrants) through VET, however, existing legal frameworks need to be further strengthened to promote social inclusion.

2.2.3. SHAPING VET QUALIFICATIONS

Turkey has developed and approved the Turkish Qualifications Framework in line with the European Qualifications Framework. The Vocational Qualifications Authority of Turkey was established in 2006 to support the VET system. Until today, 820 National Occupational Standards have been published and

the number of National Qualifications has reached 475. The total number of Professional Competence Certificates issued is over 510,000. The number of certificated sectors is 17 and the number of professions certified is 282,000. Although great efforts are shown so far, further development of the qualification system is needed.

Although the government has stable policies in the National Qualification and Certification activities, the low level of education of the employees and the fact that they think they are sufficient in their professions, the low level of employers' interest and the lack of knowledge about the certification processes are the obstacles to the rapid development of the certification system in the country.

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2.2.4. PROMOTING PARTICIPATION OF MIGRANTS IN VET

In recent years, a sharp rise has occurred in the migration rates from Asia and Middle East countries to Turkey. Many Syrians were forced to leave their country due to the civil war which started in 2011. According to the formal statistics, the number of Syrians under temporary protection has increased to 3,636,617 in 2019. In general, the number of migrants who have a residence permit in Turkey was 856,500 in 2018 while it was 179,000 in 2005. 10 countries make up 60% of the total and they are Iraq (12%), Syria (10%), Azerbaijan (8%), Turkmenistan, Russia, Afghanistan, Georgia, Uzbekistan, Iran and Ukraine.

It's known that all these migrants are employed both legally and illegally in the labour market and they experience over-qualification; their level of education is mostly higher than the job they are doing. Much research has shown that employment of migrants increased the unemployment rates in Turkey. This situation is expected to be an important problem in the coming years because most of the Syrians under temporary protection indicate that they aren't planning to go back to their home country.

Although formal education is provided to the children in refugee camps, there are also attempts to integrate adults into the labour market. Most of the education and training programs developed for migrants is structured based on regional needs without a systematic plan. Except these, large scale projects are also implemented. Some of these are as follows;

1. A training project was started with the support of ILO (International Labour Organization) and various ministries in 2017. 5971 Syrian refugees and host communities benefited from vocational training, including entrepreneurship training, basic labour market skills and language courses and service provision capacity was improved through 13 training and community centres. 89 Syrian SMEs have been trained on trade and labour law, the first Syrian-Turkish women's cooperative has been established and pilot incentive schemes to support formal employment have been implemented.
2. Another initiative was a training centre close to the Syrian border opened by the Turkish Ministry of Education. In 2018 the centre started delivering courses including Turkish language education, hairdressing, graphic design, tailoring, electric and electronics, as well as operation and maintenance of heavy machinery.
3. A project named "Living and Working Together: Economic Integration Syrians to Turkey" which has been started this year and led by the Union of Chambers and Commodity Exchanges of Turkey (TOBB) with the financial contribution of the EU with 15 million Euro will be the most comprehensive project in Turkey. The project aims to reach 30 thousand people where Syrians constitute 65% of the total and will determine the professional skills of 30,000 people, competence of 20,000 people will be documented; employment will be provided for 3,000 people. At least 13 thousand Syrians will be

trained in line with skills determination and needs analysis efforts in 12 provinces where Syrians have settled.

4. Employment Support Project for Syrians Under Temporary Protection: A 50 million Euro EU-funded project was launched to support employment of Syrian refugees in their host countries.

The objective of this project is to increase income earning opportunities for refugees and to support Turkey to improve employability of Syrians under Temporary Protection (SuTP) as well as of Turks residing in selected communities with a high presence of SUTP.

According to a study on immigrants who received vocational courses in one of the VET centres in Ankara the participants expressed 3 problems;

1. Relevant with the initial conditions; a) Lack of Turkish Language training before the course, b) the absence of courses relevant to their profession (delivered course was not relevant with their original occupational field).

2. Relevant with the course process; a) The content is not enough for a vocational education and b) The duration is insufficient.

3. Relevant with the output; a) The professional certificate at the end of the training is not sufficient to open up a workplace at the end of the course, b) Not helpful for work permit.

In conclusion, it is evident that VET provided for migrants is insufficient in Turkey so far. VET providers recently started to develop programs in an extensive, well-organized structure. The training needs of migrants should be researched carefully, skills and competences that are planning to be developed should be determined and all VET providers should remain the same quality during the implementation of these trainings. In this manner, Migrapreneurs Training differentiates from the other trainings because it offers a high-quality training programme based on needs analysis of migrants and developed by experienced partners from the UK, France, Spain and Turkey. Furthermore, the online learning platform contains all the learner materials from the Entrepreneurial Journey training programme for highly skilled migrants as well as information for trainers (Facilitators' Guide) and other interactive learning resources relevant to migrant entrepreneurs.

³Immigration Administration, www.goc.gov.tr

⁴Students and employees are included in this amount.

2.3. Challenges to accessing VET for Highly Skilled Migrants in Spain

2.3.1. EXTERNAL FACTORS THAT HAVE AN EFFECT ON TRAINING FOR EMPLOYMENT.

Education is a fundamental right and it is reflected in the Spanish Constitution (1978). In Spain, Vocational and Educational Training (VET) is integrated by two sub-systems: Regulated Professional Training, which is controlled by the Ministry of Education, and Vocational Training for Employment, regulated by the Ministry of Labour, Immigration and Social Security.

VET for employment is a non-formal training system, however, it is essential when it comes to creating active employment policies. The Ministry of Labour uses these policies as an instrument for the promotion and equal opportunities for employability. The employment policies are, in this case, specially designed for highly skilled migrants who have sometimes learnt their skills in their country of origin.

To fully understand the Spanish proposition with regards to Vocational and Educational Training, we have to take several external factors into account: demography, economy and market trends; the active employment policies and the population's level of education. The demographic trends in Spain indicate that we are going to lose 1 million people in the next 15 years, concentrated in the age group between 30 and 49. As for the economy, the internal demand has increased thanks to the growing confidence of the consumers. As a result, the unemployment rate has been falling since 2015, especially in the service sector.

The severe crisis that Spain has experienced the last decade has caused two main problems that are blocking its economic progress: a high public debt because of the public deficit and a high unemployment rate, which especially affects young people and people older than 45. Due to this situation, this group is at risk of social exclusion. The migrant population is the most vulnerable sector and was also the most affected group by the economic crisis.

Regarding the influence of the educational level on Training for Employment policies, the future prospects for the labour market in Spain indicate that there is going to be a growing demand of people with medium and higher education studies. Also, the demand of low skilled workers is going to decrease. The sectors expected to grow are transport and distribution, as well as business services. On the other hand, the manufacturing industry and the non-commercial services sector are going to suffer employment losses. In this context, labour and educational institutions are especially worried about young people that drop out of school before reaching an average educational level. There are several initiatives to tackle this issue through training for employment.

2.3.2. THE VOCATIONAL TRAINING OFFER IN THE CONTEXT OF LIFELONG EDUCATION.

If a society encourages sustainable development, economic growth and social cohesion, it must promote the continuing training of all its citizens, including the migrant population living in Spain. This will constitute an investment for the future. To reach these objectives, the vocational training aims to qualify people for a specific professional activity so they can contribute to the country's economic growth.

The First Grade of Vocational Training in Spain, known as FP1, is mainly aimed at young people, but it is open to everyone who wants to get a first qualification. FP1 is an accessible, flexible option, close

to the social and entrepreneurial reality. The system's flexibility does not only have an impact on the vertical progression in the different stages of the vocational training, it also allows a horizontal flow between different educational programmes.

There is a gender gap in specific professional sectors. For example, in the educational cycles of Construction and Civil Works and Transport and Maintenance of Vehicles, there is a majority of male students, whereas in Health, Administration and Management, Personal Image or Sociocultural Services there are more women than men.

Vocational training is based on learning results and considers the practical work as essential, following the guidelines set on the European System of Credits for Vocational Education. All vocational trainings include a mandatory training module in the working centres which takes place in a company. The vocational training programmes can be full time or part-time and modular to facilitate work-life balance. In addition, a distance learning system has been set and each year has more students.

In recent years, all sectors involved in the introduction and development of dual training models have made a great effort. They have given a primary role to the connection between training programmes and the stages in companies. This has been very well received, and has resulted in an exponential growth of students who see this model as a useful tool to acquire qualifications and, at the same time, gain job promotion.

In the Migrapreneurs project and in the field of training for migrants in Spain, the educational administration offers adults who cannot accredit their academic background the possibility of obtaining the corresponding qualification through what has been called “education for adults”.

So far, we have tried to provide a general vision of the vocational training through the sub-system of regulated training, but when it comes to lifelong learning from the non-formal professional training perspective, the active employment policies can offer opportunities for obtaining qualifications. The aim is to offer professional support to active workers and unemployed people searching for job opportunities. These policies arise as a result of the cooperation between the government and the social partners. This makes these non-formal programmes flexible when facing innovations and changes in the productive models. It is a dynamic tool that allows active workers to retrain and also allows job seekers who need to update their skills to new needs to adapt themselves to new models.

More specifically, if we talk about the profile of the high skilled migrants seeking employment, the more practical option for them is to incorporate to training programmes related to the National Catalogue of Professional Qualifications aimed at obtaining a certificate of professionalism. This certificate will give them the accreditation of their knowledge and skills for executing a specific productive activity. It is, therefore, a dynamic and accessible way for highly skilled migrants that want quick access to the labour market.

2.3.3. FORMULATION OF THE REFERENCE QUALIFICATIONS. DESIGNING THE CATALOGUE.

This system has to respond to the economic and social demands offered through different models of training. This includes contents from the initial vocational training, actions of insertion and reinsertion of people in the labour market and actions aimed at continuing training in companies. All these actions allow the permanent acquisition and updating of professional competences. The structure of the vocational training is directly linked to the National Catalogue of Professional Qualifications, formed by a group of competence units that establish the expected behaviour of a person related to their occupation and associated to a training module.

The vocational training titles, issued by the educational or labour administrations (certificate of professionalism), are composed by a set of Professional Qualifications. The National Catalogue of Professional Qualifications remains updated, to a large extent, thanks to the participation of a group of experts of the productive and training sectors.

2.3.4. PROMOTING THE PARTICIPATION OF MIGRANTS IN VOCATIONAL TRAINING PROGRAMMES.

Vocational training can be attractive for highly skilled migrants, as it offers programmes aimed at employment. They also offer support for students with their incorporation in to the labour market. Free entry is allowed for those who don't meet the academic requirements for entering these programmes. By allowing this, we try to encourage the integration of students with very different profiles.

There is a system of scholarships and subsidies, which promotes the inclusion of disadvantaged students. At the same time, a dual vocational training that combines training and stages in companies has been implemented thanks to the cooperation and the engagement of the business community and the different social agents. In this vocational training, both the students and the companies have advantages. The companies have advantages in terms of taxes and the students can have a better understanding of the productive sector. This is contributing to the increase of this specific educational offer.

All of this, with the development and strengthening of educational and professional orientation services, constitutes a vocational training system in Spain that gives highly skilled migrants the opportunity to integrate and reach social inclusion through their access to the labour market, with training resources that allow them to prove their availability and their technical background.

2.4. Challenges to accessing VET for Highly Skilled Migrants in the UK

2.4.1. EXTERNAL FACTORS INFLUENCING VET

The VET system in the UK is strong with 24,500 qualifications listed on the Register of Regulated Qualifications (England and Ireland) in 2014/15. Qualifications are available from secondary school (11-16 years old) to Higher Education levels and are offered in a variety of different settings (e.g. part-time, full-time, through day release schemes etc) making access flexible to the general population. According to the Office of National Statistics 625,000 people moved to the UK in the year ending June 2018 (ONS, 2018).

The UK offers a wide number of VET qualifications, although with some similarities, reforms implemented individually by Wales, Northern Ireland, Scotland and England are slowly creating diverging systems. Life expectancy for the UK population is growing significantly. The recession brought major changes to the workforce, now much more employed in part-time, temporary, and self-employed jobs, due also to the decrease in public sector positions. Managerial, health care and professional positions are rising in number, while the opposite is happening to administrative and skilled trade roles.

Formal qualifications have become more and more important to find employment and, indeed, VET courses are well attended, the only variation that has been noticed is related to choices and outcomes, where the most-able students choose a non-vocational continuing education path. Research showed that performance prior to and at age 16 has an effect on the learner's choices. A fragmented workforce

emerged showing that the social environment has a strong impact on the educational alternatives considered by young people due to a different vision of the labour market and its offer. The perception of the options of the least privileged is radically different due to a lack of knowledge about the system and its opportunities.

2.4.2. PROVIDING VET IN A LIFELONG LEARNING PERSPECTIVE

Participation in adult education in the UK is high, especially in the form of continuing on-the-job or off-the-job training, which is often offered by the employers to their workforce, from a wide variety of choices, from induction, to innovation and management.

Training providers are available both in the public and private sector, within formal and non-formal settings, such as E-learning or adult education centres. Guidance and counselling provided in communities have the additional bonus of identifying learners' needs and sharing available options that meet their needs. Training courses in a non-formal environment are also able to reach a wide range of stakeholders, especially those who are unemployed and have a limited knowledge of what is available to them and, being recognised in the Qualifications Framework, have an actual potential impact on improving attendees' employability.

Additional funding is also available to providers of training with the aim of delivering to at-risk groups and disadvantaged young people.

2.4.3. SHAPING VET QUALIFICATIONS

A new qualifications framework, which corresponds to the European Qualifications Framework, has been introduced in the UK in October 2015. This innovation allows for high levels of freedom and flexibility in the creation of training that answers to concrete labour market requirements, while leaving employers to validate them. Strong relations between industry and education institutions create additional opportunities for specific in-house training, which is often provided to learners also with national qualification standards and increase students' employability with transferable skills.

Through similar mechanisms, non-formal education, work placement, and training delivered in a variety of settings can be recognised in accordance with the framework. Labour market needs are frequently monitored by The Labour Force Survey (LFS) of the Office for National Statistics in order to provide training that addresses the current offer and a high number of stakeholders (employers, local authorities, etc.) are also consulted and provide opinions and feedback for a continuous improvement of the VET system.

2.4.4. PROMOTING PARTICIPATION OF MIGRANTS IN VET

Guidance and counselling is provided by local authorities and for migrant workers with skills in sectors where the demand is high, there is a system in place to recognise these qualifications. However, whilst there is a wide focus on promoting VET qualifications to young people and to workers who are already employed in business employing more than 250 people, there appears to be less focus on promoting available courses to older adult learners.

In terms of immigration, while the majority of migrants arriving as students are organically integrated in universities, it can be more challenging to obtain training as a migrant if you are not entering the formal education system. There is a lack of specific, formal support for adults arriving from another country such as that given to students as part of their formal scholastic curriculum.

In general, immigrants attend the same VET programmes as UK students. However, from research completed during the Migrapreneurs project and from the previous work (and personal experiences) of the UK partners with this target group, there are often challenges for migrants who wish to access these courses, compared to UK nationals:

- According to the Cedefop report, preparatory English language courses exist. However, for many migrants wishing to access VET courses, preparatory English classes may not give the specific, technical language they would need. This is a challenge where educational levels are low on entering UK education, though as mentioned by Cedefop, those immigrants coming for HE study are “welcomed by universities and not really seen as a challenge” (Cedefop ReferNet, 2016).
- In terms of highly skilled migrants, it is common that qualifications gained in the country of origin are not recognised within the UK. This can lead to individuals feeling under-valued and can lead to low motivational levels to participate in programmes at a lower level than existing qualifications.
- VET courses provided in mainstream education do not provide specific support which can help migrants enter the labour market. Informal feedback from participants in Migrapreneurs has shown that the main challenges faced are around networks, understanding of the work culture and an understanding of how to present their skills and experience effectively to UK employers.
- The Cedefop ReferNet report shows that there is a strong focus in the VET system on engaging with young people (up to 24 years of age). However, the Migrapreneurs project suggests that there is a case for improving the system for older learners and engaging more people in continuing education in VET.

The Migrapreneurs project would like to see the provision of more tailored support for those Highly Skilled individuals immigrating to the UK and not entering the formal education system, through specified introductory programmes and mentoring partnerships. Training is required to help integrate highly skilled people into the workplace in their new area, supporting them not only in accessing VET qualifications but to better understand the working culture in the UK, enable them to build local networks and understand how to communicate and work with UK employers.

2.5. Challenges to accessing VET for Highly Skilled Migrants in France

2.5.1. EXTERNAL FACTORS INFLUENCING VET

The vocational education and training (VET) system in France is mainly led by public institutions. There are local authorities both at regional, departmental and municipal level who are responsible for implementing national policies aimed at promoting VET. Hence, there is a possibility to build coherence between public policies and the European VET framework. In the particular context of fostering access to VET for highly skilled migrants, it is necessary to start by saying that France has a positive net migration of 47 000 (2015) who’s actively participating in both population and economic growth. The world’s sixth ranked economic power, with a gross domestic product of 2181.1 billion EUR (2015), France still faces challenges in the labour market. At the same time, France is an immigration country with 11.6% of its population being immigrants. While the proportion of immigrants from Europe remains large, most migrants come from Africa (43, 2%).

The French economy depends mainly on the tertiary sector: indeed, services (commercial and non-commercial) accounted for almost 80% of the gross benefit generated nationally in 2015. Another important feature of the French economy is that most companies are SMEs: almost 70% have no employees and 25% have less than 10 employees. The labour market is rather stable: according to Insee’s projections for the working population, the employment rate will increase slowly until 2020 and

then will remain stable until 2060.

The VET sector is rich and dynamic: 51% of people aged 25-64 years old had undertaken a training course in the previous 12 months, whether for professional or personal reasons. The majority of courses for people wanting to create their own enterprise are funded by the state (region and/or department), which target their interventions at young people, mainly. One of the key aspects of success when entering the labour market for the first time is education attainment level and professional training and experience, that is why most efforts are aimed at targeting young people. Overall, the employability prospects of people with post-secondary education qualification is markedly better than that of people with only secondary level qualification or no qualifications at all. Less effort is put in for VET aiming at migrants and entrepreneurs: it is important to notice that self-employed and/or entrepreneurs take fewer courses than employees who receive a salary do.

2.5.2. PROVIDING VET IN A LIFELONG LEARNING PERSPECTIVE

As mentioned earlier, external factors are embedded in a legal framework (cf. Public Policies) that guarantees that every working person has a right to a professional qualification: indeed, France promotes that self-employed and job seekers get enough training to progress in their career / business. Managed by a government-regulated system, VET provision may have different funding sources and even different objectives according to the ministry in charge (Work, Education, Home Affairs, etc.). Professional training is built upon a qualification criteria developed by the State. These trainings are accessible in flexible manners: they can be accessed through initial education (IVET) and/or through lifelong learning and validation of experience (CVET; VAE).

Altogether, initial vocational education and training (IVET) is offered from upper to secondary to tertiary education whereas continuing VET (CVET) provides adults with qualifications for the labour market. Access to qualifications in France is possible via adult training programmes and through ‘validation of work experience’ (VAE – validation des acquis de l’expérience) that offers a route of access to qualification and professional certificates for anybody based on his/her professional experience. This is especially interesting for Highly Skilled Migrants wishing to validate their work experience abroad. Approaches on VET for highly skilled migrants are often based on the 8 key European competences for life learning: 1. Communicating in a mother tongue, 2. Communicating in a foreign language: 3. Mathematical, scientific and technological competence: 4. Digital competence: 5. Learning to learn: 6. Social and civic competences 7. Sense of initiative and entrepreneurship 8. Cultural awareness and expression. The Migrapreneurs project in France focused specifically on the competence ‘Learning to learn’, as well as ‘sense of initiative and entrepreneurship’.

2.5.3. SHAPING VET QUALIFICATIONS

Professional qualifications in France are recognised by the State and the ‘Social partners’ throughout the National Directory of Professional Certifications (Répertoire national de certifications professionnelles –RNCP). Including both private and public qualifications, the RNCP is a centralised repository of competences managed by the national committee for vocational certification.

The purpose of the National Directory of Professional Certifications (RNCP) is to keep at the disposal of individuals and businesses constantly updated information on diplomas and professional titles as well as on the certificates of qualification appearing on the lists drawn up by the national joint committees on the employment of professional branches. It helps to facilitate access to employment, human resources management and job mobility.

Certifications registered in the Directory are recognized throughout the national territory. The registration

in the National Directory concerns the only certification itself. Diplomas and titles for professional purposes are classified by field of activity and by level. Diplomas and professional titles as well as certificates of professional qualification may be registered at the request of the authorities or bodies that created them, after consulting the National Commission for Professional Certification.

With the exception of some legislative or regulatory texts that forbid homologation, all the certifications published in the National Register are accessible by the validation of the acquired experience (VAE). The VAE allows the obtaining of all or part of a professional certification on the basis of a salaried, non-salaried professional experience (trader, collaborator of merchant, liberal profession, farmer or craftsman ...) and / or voluntary (union, associative) if the certification concerned is directly related to the experience.

The VAE can be supported by vocational training funds if the professional certification concerned is registered in the national directory of professional certifications (RNCP). It is neither competent to advise individuals in their process of validation of their achievements, nor to decide on the admissibility of the candidatures. By visiting www.vae.gouv.fr, you can find the information of the structures in charge of the information on the validation of the achievements of experience (VAE).

2.5.4. PROMOTING PARTICIPATION OF MIGRANTS IN VET

The profile of migrants has evolved in recent years, becoming more diverse and more educated. Unfortunately, society does not realise the full potential of migration and, hence, highly skilled migrants in France sometimes experience discrimination. Many people also suffer from racial and sexual discrimination. These disabilities lead to a lack of confidence and self-esteem that drives them to limit their aspirations. Young people of immigrant origin born in foreign countries who have received a good education are more likely to be excluded from access to the labor market because they have fewer contacts. Hence, discrimination can be cumulative and highly skilled migrants can therefore be the victims of downgrading in the labour market, in view of their own skills (diplomas and past professional experience).

On the other hand, contemporary economic restructuring particularly affects highly skilled migrants, to the extent that they often lack VET to adapt to market transformations. As for employers, they do not always value the assets that foreigners have and feel sometimes hampered by the administrative burden of their recruitment.

That is why it is crucial to initiate a deep debate on how to foster participation of highly skilled migrants in VET. Knowing that Highly Skilled Migrants often remain victims of different kinds of mistreatment (non-recognition of diplomas, skills not adapted to the French professional criteria), it is necessary to raise awareness of how the validation of informal and non-formal learning could be improved.

Considering that Migrants are also more exposed to prejudices and discriminatory factors it is necessary to create tools and to train people in charge of professional integration. This is particularly true in France when we look at how Migrant women suffer discrimination based on sex and nationality, especially if they have children.

Most Migrants wish to start a business to avoid downgrading. 36% of Migrants who started their business were employed before the start of their activity and 30% were jobseekers. Undertaking is most often described as a real choice. Only a minority of non-professional foreign entrepreneurs declare that they have been forced to create their own in the light of their employment situation (6% of short-time job seekers duration, 16% of long-term jobseekers and 12% of those without a professional activity).

This means that the main motivations of Migrant entrepreneurs is the desire to be independent (64%), the prospect of increasing income (29%), the choice – not by default - to create by being unemployed (29%) and the entrepreneurial taste (27%).

Nevertheless, it is interesting to realize that today's reality is that migrants are not being sufficiently supported: the current need is to prepare people supporting migrants so that they can become aware of the real potential hidden in them. Besides knowing the Entrepreneurs project and the best possible way to unfold it, we need to address the necessary soft skills to become an entrepreneur. An entrepreneurial project is a technical project, but it is also an individual and personal project.

In the Migrapreneurs project, we saw that one of the biggest obstacles for creating a business is lack of confidence. When starting from scratch, we need to feel confident and, if society does not acknowledge our entrepreneurial identity, we might be discouraged from the beginning. This is particularly true for migrants (see ch. 4). VET Training on soft skills and cross-cultural management & communication seems essential.

The society of the host country and their expectations towards Highly Skilled Migrants are not the same as those of Migrants themselves, even when competences and motivations are equal of national-local entrepreneurs. In short, there is a gap between immigrant communities and members of ethnic minorities, on the one hand, and the conditions of the labor market and the access to entrepreneurship, on the other. Migrapreneurs is an attempt to solve this gap by presenting Highly Skilled Migrants and their full potential as an asset for the modern economy. Experience proves it and vocational training aimed at promoting equal opportunities for minorities and ethnic groups is actually bearing fruit.

3. Migrapreneurs Rationale & Best Practices

“A best practice refers to a method/technique/tool that has been proven to be efficient to achieve the Migrapreneurs Pilot objectives. To some extent, this chapter consists of a compendium of best practice methods to facilitate workshops for Highly Skilled Migrants in the field of entrepreneurship”

3.1. Best Practices TURKEY

Best Practice Title: Elevator Pitch
Country: Turkey
Pilots date delivery: Pilot 1 on 11-12-13 May 2018 and Pilot 2 on 16-17-24-15 November 2018
Contact reference: Efsa Sabit – efsa@makroconsult.com.tr
Best Practice category: Presentation Technique
Description: An “Elevator Pitch” is a short, pre-prepared speech that explains your business idea. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds. It should be interesting, memorable and succinct. It also needs to explain what makes your business idea unique. Participants presented their business ideas based on the ‘elevator pitch’ technique and they summarized their start-up in 120 seconds to the audience in class.
Steps-to-take: <ol style="list-style-type: none"> 1. Explain the elevator pitch 2. Give participants 15 minutes to prepare their own elevator pitch. 3. Invite the participants to the stage to present their pitch. 4. Evaluate strengths and weaknesses of the pitch with the contributions of other participants. 5. Make comments / suggestions for better development of the presentation to potential investors.
Impact: 5 participants volunteered to present their business idea in Pilot 1 and all 15 participants presented in Pilot 2. The feedback of the participants about the elevator pitch exercise was very positive. Most of them agree that this technique has many benefits. For example, an elevator pitch is a way to give a stranger an overview in a concise manner. People can convey their business idea in a memorable way that entices the other person to learn more. It also contributes personal development by helping to define who you are and why your idea is important. Business benefits are to communicate to others while the personal benefits include better focus and increased personal power.
Evidence: Photos from the activity:



3.2. Best Practices SPAIN

Best Practice Title: Creation of synergies among the participants
Country: Spain
Pilots date delivery: Pilot 1 from 06/02/2018 to 12/04/2018 and Pilot 2 from 04/12/2018 to 22/01/2019
Contact reference: Montserrat Fernandez – fernandezdmo@madrid.es Ariadna Tineo – tineoma@madrid.es
Best Practice category: Learning communities
Description: Learning Communities draw upon the knowledge and experiences of the participants to deal with themes adapted to their needs and interests. Thanks to the common work through the think-tanks the participants are able to know and offer the group their different skills, passions, needs and interests. All these elements make it possible to generate training sessions (learning communities) in which a component of the group is an expert in a subject, sharing their knowledge according to the interests and needs of the group.
Steps-to-take: <ol style="list-style-type: none"> 1. Create within a group of participants, an enabling environment to express their skills in «confidence», in a subject in which they are knowledgeable and passionate about. 2. Generate and maintain interest in group skills for the benefit of developing their business ideas. 3. Agree on an adequate space, with resources and tools, that facilitate the proper development of the task. 4. Develop the learning and synergy session.
Impact: The learning community got the participants to know resources and support measures, and achieved a systemic enrichment thanks to the plurality of participating nationalities. Within the interests manifested by the think tanks were mostly chosen, among others, topics of online commerce, digital marketing and design techniques (e.g. of logos), benefiting all the participants through knowledge sharing.



3.3. Best Practices FRANCE

Best Practice Title: Working on the pitch through a theatre technique
Country: France
Pilots date delivery: February 2018 (Pilot 1 – Phase 1)
Contact reference: Delenne Anna – anna@elaninterculturel.com Marcos Juan – marcos@elaninterculturel.com Karakatsani Dimitra – dimitrakara01@gmail.com
Best Practice category: Methodology
<p>Description:</p> <p>The first phase of the Migrapreneurs project allowed us in France to test several methodologies. One of them took as a basis the practice of theatre.</p> <p>This method has enabled us to combine several activities that all aimed to work on the participants’ presentation of self and projects, by visualizing them and putting them into images. The aim of the methodology is to work on aspects of non-verbal communication that can be associated with the presentation of a project, to finally reach the oral presentation: the pitch.</p> <p>To work on entrepreneurship through theatre skills, we relied on several activities to get participants to stage their projects and their body management:</p> <ul style="list-style-type: none"> • Icebreakers • “Word of mouth” (memory) • Image theatre (work on representations) • Image Theatre / Animated Theatre (work on project visualization) • Introduction to the pitch and its 6 steps
<p>Steps-to-take:</p> <p>Before suggesting that participants do theatre, it is important to create an atmosphere where everyone can feel comfortable: Suggest an icebreaker!</p> <ul style="list-style-type: none"> • “Word of Mouth” (memory) <p>The purpose of this activity is to work on memory and identify which information in a pitch attracts attention. To do this, you will create groups (from 6 to 8 people):</p>

. In sub-groups, each person explains their business idea in two minutes. Then, the group agrees on a «pitcher». Finally, bring all the groups together and give them names (here, group A, B, C and D). The activity can start!

. The «pitchers» will have to explain their business idea again! But beware, the «pitcher» of group A will have to pitch in front of group B.

. Groups A, C and D observe, while group B is invited to leave the room, and cannot hear what is happening.

. The “pitcher” of group A faces a person from group B who has stayed in the room and will explain his business idea to him in 2 minutes. As soon as the pitcher has finished, he leaves and another person from group B arrives, and will listen to the pitch (with the same words!) this time pronounced by the member of his team who heard it for the first time. Repeat the sequence until the last person in the group passes!

Debriefing with the group: what was retained? What’s missing? Why?

This activity highlights the best parts of the pitch as well as the speakers way of presenting it. You will probably notice that the elements that remain until the end are not necessarily the central elements of the project, but often the elements that have been mimicked or associated with an action! If the key elements of the pitch do not remain until the end, it is probably because the messages sent at first were not marked enough. Being an entrepreneur also means having to explain your project hundreds of times, and rely on others to help you disseminate your idea as well. This activity shows how messages can change over time, and how important it is to focus on the key information you wish to convey.

- Image theatre (work on representations)

1. Sculptor / Sculpted

Create pairs. Ask them to choose a «sculptor» and a «sculpted» (they will change roles with each image). Propose images such as: Family, Liberty, Entrepreneur, and Leader... When the sculptures are frozen, the sculptors of each pair walk around the theme sculpture museum to see what representations emerge from the other pairs present. You can discuss it: What is the vision associated with family? What are the representations of a «leader», what is the difference with a company manager? Are there common visions? The objective is to show that by a simple image, a lot of meaning can be brought.

2. Image Theatre / Animated Theatre (work on project visualization)

The objective here is to be able to use bodies to create images representing projects. Divide the group into sub-groups of 5 people. In turn, the people in the sub-groups will create images representing their project by «sculpting» the bodies of the members of their groups. These

- Introduction to the pitch and its 6 steps

Explain the concept of the Pitch in 6 steps to the participants: with the appropriate template: The seed, the observation, the opportunity, the vision, the solution and the «Eureka».

Let the participants work on their pitch (the best thing is to have a few days to think about it and to take care of their presentation in two minutes!

Then, organize a presentation session. During this session, each member of the group will go face to face with the others for their presentation in 2 minutes. If you have 20 participants, give them 20 template pitch sheets, which they will have to fill in as soon as a pitcher has finished. These templates make it possible to evaluate the clarity of the presentation, coherence, dynamism, originality, general impression and possible comments. At the end of the presentations, each participant will leave with 19 evaluations from their colleagues with feedback on their project and presentation style!

For more information about the sessions, the pitch categories or the material used, do not hesitate to contact the project partner and/or register on the Moodle of the Migrapreneurs project!

Impact:

The proposed sessions on the aspect of visualization of projects via theatre skills had extremely positive feedback. These exercises illustrated the fact that a project, beyond the idea and the technique, is also a message, which often involves non-verbal communication. Being clear and precise about what you want to communicate increases the chances of others to retain key information. Finally, the final exercise of pitching against the others and receiving feedback sheets had a very positive effect before the start of the second phase. Participants were able to leave with constructive advice from their peers and themselves to share their feedback.

EVALUATION OF MY PITCH

MY PITCH (you can choose one option for each item)	😊	😐	😐	😐	😐	😐
please choose in a scale from 1 to 5 (1 for «very weak» and 5 for «excellents»)	1	2	3	4	5	
Clarity of the presentation						
Coherence						
Dynamism						
Originality						
This pitch made me dream!						

Please quote two (or more) elements that you remember from the Pitch:

.....

.....

.....

General impressions on the Pitch:

😊 😐 😐 😐 😐 😐

.....

.....

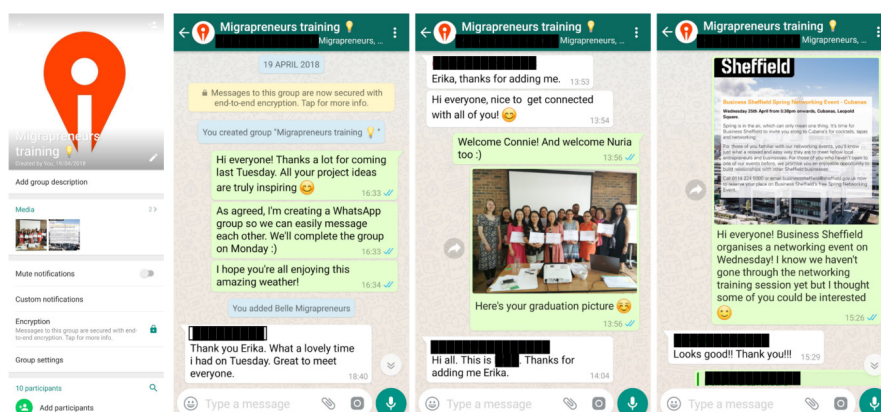
.....

Thank you very much!



3.4. Best Practices UK

Best Practice Title: Creating group chats
Country: United Kingdom
Pilots date delivery: Pilot 1 Stage 1 23/04/2018 – 21/05/2018 Stage 2 07/05/2018 – 22/06/2018
Contact reference: Carolyn Usher – c.usher@sheffield.ac.uk Erika Conchis – econchis@inovaconsult.com
Best Practice category: Communication tool
Description: In order to keep in touch with pilot participants and ignite the conversation the UK partners created a WhatsApp group that participants could join. The group has then been used to share useful information and resources with the participants and keep in touch after the training ended.
Steps-to-take: <ol style="list-style-type: none"> 1. Choose a platform for your group chat – this can be up to your participants preferences 2. Prepare in advance details such as group chat photos, info and who is going to admin the group 3. Prepare a GDPR consent form to collect the contact details of the training participants 4. Add the registered participants 5. Send regular updates and relevant content 6. Answers questions, ask for feedback and keep the conversation going!
Impact: The WhatsApp group has allowed participants to connect with one another and keep in touch after the training ended. The group chat has also enhanced the positive group dynamic and strengthened the commitment of the participants towards the Migrapreneurs training. Additionally, the group chat ensured the smooth running of the training by allowing trainers to quickly send information and updates on the training delivery.



4. Andragogy: an innovative approach to supporting Highly Qualified Migrants in Entrepreneurship.

4.1 Andragogy: an innovative approach to supporting Highly Qualified Migrants in Entrepreneurship

Fostering the successful integration of highly skilled migrants through business creation requires both facilitation / education of available resources and, above all, integrating an innovative approach that takes into account the specificities and special needs of an adult. Whether it is to train young professionals, women, seniors or experienced entrepreneurs, it is essential for organisations who support highly skilled migrants to learn to train / work in an intercultural context and to design training modules adapted to these learners.

The European framework promotes lifelong learning, but it is necessary to incorporate a multidimensional approach that provides teaching and support to highly skilled migrants in an innovative way: Andragogy thus appears as a science that allows re-examining training and coaching practices in the creation of companies by highly skilled migrants.

4.1.1. ANDRAGOGY: WHAT IS IT?

The term «andragogy» appears as a notion to be distinguished from the notion of «pedagogy», a discipline that aims at learning in children. Formed from the word andros (άνήρ, άνδρός), which means «man» and agogos (άγωγός), which means «the guide», it originally refers to the set of techniques used in adult training and education. Used for the first time in 1833 by Alexander Kapp, it has been experiencing a resurgence for some years. Popularized by Malcolm Shepherd Knowles and Carl Rogers, the approach takes into account the specificities of adult learning by integrating both cognitive and emotional learner's needs. As a methodological approach, andragogy aims to create a particular perspective to accompany adults in the learning process.

This approach is particularly relevant because, in the context of the Migrapreneurs project, it is a question of accompanying adults with very different professional experiences and cultural backgrounds.

4.1.2. AN ADULT FROM...

Before continuing the analysis of andragogy, it is necessary to know what's considered an adult in this particular context. According to C. Rogers (1968), an adult is the process of maturation, that is to say, they are an independent and autonomous person. In other words, the adult is aware of his responsibility. Thus, from a psychological point of view, age is not a relevant criterion.

In this sense, highly skilled migrants and people in mobility in general are adults, to the extent that they began with a migration course. They have identified their needs and think of themselves as being responsible for their actions and destiny. They engage in the freedom to choose and become actors, to decide, to act and to manage. This is also what can create a rather fragile identity.

It is important to take these elements into account during the andragogical training / accompaniment process. Highly skilled migrants are people seeking recognition who want to become agents of change. Andragogy makes it possible to integrate the aspirations, motivation, expectations and experiences of learners into the training approach.

4.1.3. ANDRAGOGY: AN ADAPTED APPROACH

The fundamental idea of the andragogical approach is to deconstruct the received ideas with regard to learning (According to Piaget, for example, the development of the person stops at adolescence) and to highlight that, as adults, anyone can continue to learn. In addition, andragogy is particularly suited to working with Highly Skilled Migrants because it allows them to enhance the experience gained in their countries of origin, whether formally or informally.

As an innovative approach, andragogy makes it possible to give meaning to the training / support and to make the learner responsible in his learning process. By transforming training systems, andragogy truly integrates the particularities and diversity of identity of highly skilled migrants. By redefining the trainer / learner relationship, andragogy 'empowers' learners to become actors, which for highly skilled migrants builds resilience and motivation. But, how to implement the andragogical approach?

4.2. The foundations of the andragogic approach

4.2.1. INTEGRATE EXPERIENCES AND EXPECTATIONS

Highly skilled migrants, by definition, have a large number of experiences. Although often still young, they wish to become entrepreneurs (or some may already be entrepreneurs) and they have acquired a career rich in professional and personal experiences. They also often have specific expectations regarding training / coaching: they feel responsible and have set themselves clear goals. They are looking for accurate information and want to have it as soon as possible. Training / support schemes need to consider these elements before they initiate the transfer of knowledge. It is necessary to quickly identify their needs and expectations and make them explicit to manage anxiety.

Participants in training / support schemes for highly qualified migrants voluntarily engage in an active integration process and their past experiences must be recognized and valued. These experiences will become a fundamental resource of the learning process.

4.2.2. A HORIZONTAL TRANSFER OF KNOWLEDGE AND EXPERIENCE

By making visible the experiences and expectations, the andragogic approach is based on the skills that come from the experiences and the motivations that are formulated indirectly by the expectations. It is important to support highly skilled migrants in adapting their skills to new work environments. Through the horizontal transfer of skills, learners make visible and value their knowledge and skills. The andragogic approach recognises the importance and interest of fostering exchanges between learners as a lever for the transfer of specific knowledge to the creation of a company.

Immersed in a new cultural environment, highly skilled migrants wanting to become entrepreneurs face a lot of difficulties. In order to prepare them and allow them to take an important place in their learning process, it is necessary to enhance their knowledge and to share it with the learners.

4.2.3 THE INTERCULTURAL CONTEXT

An intercultural situation is one in which the people involved come from different cultural backgrounds. Training / coaching work for highly skilled migrants is therefore a context with great cultural diversity. When this cultural diversity is taken into account through collaborative work, talk about learning in an intercultural context is then enabled. These situations require from the facilitator an acute awareness of the opportunities and challenges of meeting people who do not (necessarily) share the same cultural frame of reference. In the training work with highly qualified migrants, it is necessary to awaken our cultural sensitivity so as not to make the singular skills of the people involved invisible.

4.2.3. THE ANDRAGOGIC APPROACH: A REDEFINITION OF FUNDAMENTALS.

The first thing to consider before initiating an andragogic learning process is to review the role of the teacher who becomes, in this particular context, a facilitator and catalyst of existing knowledge. As a trainer-facilitator, they guide, they propose, they coach, they ensure coherence, they encourage, they advise. However, they do not instruct. This does not mean that there is no transfer of knowledge; it is a question of thinking of this transfer as the condition of possibility to create a common theoretical frame of reference for facilitating exchanges in the construction of knowledge.

Secondly, the learner becomes an actor in their own learning process. They are active and must engage: they become the learner-actor. For this, it is essential that they clearly identify their objectives and come to understand how the andragogic process can enable them to achieve these. The construction of correlation between its objectives and those of the learning process are essential to build the intrinsic motivation needed to acquire knowledge and skills.

Finally, the knowledge shared during the andragogic process is not verified by a control of acquired knowledge. The self-evaluation and group evaluation approach is given priority over any other type of evaluation in the context of andragogic learning. The learners-actors must be able to share openly what they have learned and to think about the potential applications of knowledge in order to build real courses of action for the short term in order to test the relevance (or not) of learning.

4.2.4. THE GROUP DIMENSION - THE FIELD OF ADULTS

Adults, as responsible for their choices, are embedded in a social field (see K. Lewin). If the individual work is the starting point of the andragogic process, the group appears as the domain where the consolidation of knowledge and knowledge occurs. Thanks to the exchanges, the sharing, the filiations and the tensions, the adults who make up a group nourish the reflections. In intercultural contexts,

these exchanges are particularly important, because in the confrontation with the reasoning of the other, new ways of translating knowledge into concrete action can emerge which will allow us to create unsuspected cognitive connections.

The trainer-facilitator should also think about proposing work in small groups. These sub-spaces within the group allow the learners-actors to get out of the sometimes intimidating glance of the whole group and / or the trainer-facilitator who always represents, in spite of themselves, a figure of authority.

4.2.5. TO KNOW IS TO EXPERIENCE - THE IMPORTANCE OF THE BODY

The andragogic process means learning as a phenomenon that solicits both the intellect and the body. Confucius said «I hear and I forget/I see and I remember/I do and I understand». Involving the body, experiencing (moving, miming, representing, playing, etc.) is fundamental for true understanding. For this, warm-up and icebreaker activities are strongly recommended.

To connect to one's body is also to connect to the world and to allow the learner to initiate the process of transferring knowledge acquired during the andragogic process in real life.

4.3. Summary Table

The difference between the traditional approach and the andragogic approach

APPROACH	TRADITIONAL	ANDRAGOGIC
Trainer role	The trainer possesses the knowledge and transmits it to the trainee in a one-directional manner	The trainer becomes a facilitator. They must create a common framework and allow existing knowledge to be expressed
Learners role	The learner is passive. Their objective is to incorporate as much knowledge as possible during the learning process in a non-critical way in order to be able to reproduce this knowledge.	The learner becomes an actor. They are responsible for their learning process and the knowledge and skills acquired in the past are shared with the whole group. They are encouraged to be 'critical learners' and have space to question existing knowledge.
Expectations	Identified by the Trainer	Identified by the learner who must be able to build a correlation between them and the objectives of the training
Motivation	The learner is mainly motivated by the validation of the acquired knowledge in the form of a diploma / certificate	The learner is motivated for various reasons. They must identify their own intrinsic motivations for learning.
Relations	Dependency. Vertical and one-directional knowledge transfer	Interdependence. Horizontal and two-way knowledge transfer.
Group / individual	Distinction. The learning process is highly individual.	Connection. The learning process is eminently group-based.
Apprenticeship	Contents to be mastered and knowledge to be reproduced without question.	Situations and problems to be solved through group-based action plans and questioning of existing knowledge

5. CULTURAL ENTREPRENEURSHIP: THE IMPORTANCE OF VALIDATING COMPETENCES

5.1. VALIDATION OF ENTREPRENEURIAL AND INTERCULTURAL COMPETENCES

The integral value of interculturality comes from the social and economic contribution of diversity in a world open to globalization. The concept of interculturality describes the interaction between two cultures in a more horizontal and synergistic way. This means that none of the population sectors are above any other. This facilitates the harmonic integration and cohabitation of citizens.

The Migrapreneurs Project addresses interculturality through the promotion of an entrepreneurial mindset in the migrant population. Many migrants have the qualifications needed for taking on the challenge of creating their own business model through self-employment. Intercultural entrepreneurship can be considered as an added value for the hosting society, as highly skilled migrants can make important economic contributions. These contributions can be seen when generating the necessary conditions for creating a business idea.

The validation of competences are important for highly skilled migrants to apply their theoretical and practical knowledge. The validation of competences aims to make it possible so that the migrant population can be employed in the receiving society. This will benefit all parties involved. However, feedback from Highly Skilled Migrants in the Migrapreneurs project has suggested that many individuals struggle to have their qualifications formally recognised in their new countries and are unsure of the process they need to take in order to gain formal recognition of qualifications gained outside of the EU.

The EU Member States can rely on the “Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning”. This recommendation doesn’t have a binding character, but it helps the Commission know their point of view, as it suggests a line of action for the partners, without imposing on them legal obligations. This Recommendation comes from the regulatory framework reflected in Treaty on the Functioning of the European Union in articles 165 and 166. We want to highlight the following information related with the specific objective of this chapter:

Article 165.

1. The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.

2. Union action shall be aimed at:

- Developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,
- encouraging mobility of students and teachers, by encouraging inter alia, the academic recognition of diplomas and periods of study,
- promoting cooperation between educational establishments,
- developing exchanges of information and experience on issues common to the education systems of the Member States,
- encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe,
- encouraging the development of distance education,

3. The Union and the Member States shall foster cooperation with third countries and the competent international organisations in the field of education and sport, in particular the Council of Europe.

4. In order to contribute to the achievement of the objectives referred to in this Article:

- the European Parliament and the Council, acting in accordance with the ordinary legislative procedure, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonisation of the laws and regulations of the Member States,
- the Council, on a proposal from the Commission,

Article 166.

1. The Union shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training.

2. Union action shall aim to:

- facilitate adaptation to industrial changes, in particular through vocational training and retraining,
- improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market,
- facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people,
- stimulate cooperation on training between educational or training establishments and firms,
- develop exchanges of information and experience on issues common to the training systems of the Member States.

3. The Union and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of vocational training.

4. The European Parliament and the Council, acting in accordance with the ordinary legislative procedure and after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt

measures to contribute to the achievement of the objectives referred to in this Article, excluding any harmonisation of the laws and regulations of the Member States, and the Council, on a proposal from the Commission, shall adopt recommendations.

Attending to the principles and actions contemplated in the aforementioned articles 165 and 166, the main objective of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning is to provide citizens the opportunity of accrediting the knowledge (theoretical and practical) they have acquired outside the formal educational system.

Recognising informal learning constitutes a way of integrating qualified migrants. The certification of professional knowledge gives qualified migrants the possibility of incorporating to the labour market of the receiving country.

These recommendations, contemplated in the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, can be specified in the following four aspects aimed at the Member States:

1. Before 2018, establishing provisions for the validation of non-formal and informal learning that will allow people to validate their knowledge, capacities and skills acquired through this learning model. In the same way, this must allow them to obtain a total or partial qualification (when needed) on the basis of the validated non formal and informal learning experiences, without prejudice to the application of other provisions of the Union Law, especially the 2005/36/CE, 7 September 2005, from the European Parliament and the Council, relative to the recognition of professional qualifications.
2. In the document of the validation of non-formal or informal learning, include an express reference to the following elements regarding the results, which show the level of determination of the learning results; the documentation of the results; the evaluation and certification of those results.
3. Apply certain principles, as applicable, to the provisions of validation of the non-formal and informal training, taking into account the needs and the characteristics of the countries, regions, cities and sectors.
4. Promote the participation of all stakeholders, for example, business agencies, trade unions, industry associations or chambers of commerce, national entities etc. They should take part in the process of recognition of qualifications for professions, employment services, youth organisations, employees in the youth sector, education and training providers and civil society organisations.

In order to offer an actual and real vision of the challenges that the EU faces when it comes to promoting measures aimed at incorporating highly skilled migrants to the labour market, it is necessary to look at the regulated system of acquisition and validation of competences aimed at the inclusion in the labour market.

Once we have clarified the regulatory context of the training for employment in the European Union, it is important to highlight the mechanisms aimed at creating systems for validation of competences, which are encouraging the recognition of the theoretical and practical potentialities of highly skilled migrants with an entrepreneurial mind-set.

In this sense, efforts have been focused on the creation of the European Qualification Framework (EQF) and its corresponding National Qualification Framework (NQF) in each Member State.

The EQF is a common reference framework which joins the qualification systems of the different countries and can be used as a conversion tool to improve the interpretation and the understanding of the qualification from different countries and systems in Europe.

Its two main objectives are: to promote the citizen's mobility between different countries and to facilitate their access to permanent learning. The recommendation regarding the EQF came into effect in April 2008 and it established 2010 as the deadline for all countries to make their national qualification systems and the EQF correspond. By 2012, it was expected that every qualification certificate would have a reference to its corresponding level on EQF.

There are people living in EU countries that have qualifications from a non-EU country. This regulatory context allows them to accredit them by obtaining recognition in the EU country where they want to work. This way, their recognition application is controlled by the national rules, in the framework of the EU regulation.

Therefore, if a migrant has been working for a minimum of 3 years in the first EU country that recognised their qualification, they could apply for the professional recognition in another EU country, according to the application rules for professionals who have obtained their qualifications in an EU country.

Finally, it is important to highlight the existence of the European Centre for the Development of Vocational Training, a non-centralised EU agency. This centre contributes to the development of education and vocational training policies and it contributes to its application through the assistance to the European Commission, the Member States and the social actors regarding the implementation of European policies aimed at introducing and improving the fields of education and vocational training.

6. CONCLUSION

This Guide has been developed to provide knowledge and share experiences on the challenges faced by migrants in accessing VET training, with policymakers and wider stakeholders. It illustrates first-hand knowledge of the challenges faced by migrants in terms of entrepreneurship and employability gained by Migrapreneurs project partners through various activities over the last 2 years in the UK, France, Spain and Turkey.

The section Challenges on VET for highly skilled migrants per country & existing policies looks at the VET system across the EU in relation to migrants. It provides an overview on external factors influencing VET systems in the partner countries, offers strategies in providing VET in a lifelong perspective by explaining advantages of shaping VET qualifications in order to keep the attractiveness of VET and suggests different ways of promoting participation of migrants in VET.

The section Migrapreneurs rationale & best practices explains the fundamentals of the Migrapreneurs training programme which moves away from traditional business training towards a more interactive, consultancy and peer support led model, guided by an experienced facilitator and business experts. It also provides best practices obtained during the delivery of pilot implementations from partner countries.

“Andragogy” is recommended as an innovative approach for the support of highly skilled migrants that re-examines training and coaching practices in the creation of companies by highly skilled migrants. The foundations of the andragogic approach in terms of integrating experiences and expectations are given to provide guidance on the implementation of this approach.

Finally, the last section outlines steps taken by the European Union to ensure that both formal and non-formal skills of workers are recognised in the labour market and highlights the importance of this to Highly Skilled Migrants, whose formal qualifications and past work experiences often go unrecognised and under-valued in host countries.

Through our work in the project, Migrapreneurs partners believe that there is still work to be done to support migrants to become strong and confident entrepreneurs whose contributions are recognised in their new countries. In particular, specifically targeted training and support programmes, which take into account the specific needs of migrants (i.e. language support, knowledge of business cultures, building networks etc) are required. New and existing VET programmes need to be promoted effectively to all members of communities (rather than focusing on young people already in formal education). Most importantly, the qualifications, knowledge and experiences of Highly Skilled Migrants need to be recognised and promoted in our countries in order to showcase, the important and positive contributions that such individuals can, and do, make to our society each day.

We hope that through these actions and procedures, the Policy Guide for developing an entrepreneurial mind-set for working with highly skilled migrants can deliver improved knowledge and support the provision of entrepreneurship skills for our target group.

We invite you to support our project and to take positive actions in your area to support highly skilled migrants to become ‘Migrapreneurs’.

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