

**“Empowering migrant women through building entrepreneurship skills”**

**No 2020-1-NL01-KA204-064642**

Intellectual Output 1  
**Migrant women leadership and mentoring programme**

**2021**

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## A1 METHODOLOGY

### Introduction

In many EU countries, migrant women face double disadvantage in the labor market: as migrants and as women. Women perceived as Muslim or African face particular difficulties due to discrimination in access to the labor market. Women with a low educational level and women with a non-Western migration background work less often and are less often economically independent than both migrant men and local women.

Adult educators working with migrants will benefit from enhancing their competencies to support migrant women and to understand special challenges and needs of migrant women. Migrant women need support in their integration in the labour market. Encouragement of migrant women entrepreneurship skills is one of the overlooked ways to support their economic integration into the host society, but most integration efforts are mostly focused on language skills and education.

**Migrant women leadership and mentoring program** aims to help in developing migrant women competencies that help their successful integration into socio-economic life. The main objectives of the program are to improve employability, social integration and civic engagement of migrant women through development of entrepreneurship competencies and to encourage social integration of migrant women through social participation and mentoring. The program aims at sharing experiences of successful female migrants with newcomers and encouraging their integration and social participation by providing aspirational role models, practical advice and psychological support. The program is focused on building entrepreneurial, leadership and managerial skills among newcomers (including setting realistic life goals, gaining positive thinking skills and social networking skills) and on developing mentoring skills among those migrant women who want to help newcomers to successfully integrate into the host society.

The program employs non-formal learning methodology and community-based participatory research. It is designed to foster social participation of migrant women, their capacity to interact and feel more confident in their social environment and to participate in social, political and economic life at the local level. Furthermore, it aims to broaden migrant women support network, raise their awareness of women's rights, raise awareness of specific needs of migrant women among public officials and enhance transfer of knowledge and best practices between project partners and all NGOs that are working in the field of adult education and integration of migrants in the European Union.

### Education and Migrants

Education plays a crucial role in helping migrants to adapt to a new country and culture and to establish new social relations within host communities. Education and training practitioners can

benefit from sharing the best practices that address the learning needs of migrant students in increasingly diverse and multilingual classrooms.

All adult migrant learners should have full access to high quality education and vocational training in inclusive, but at the same time, diverse environments, regardless of their legal status or income level, ethnicity, religion, gender and language knowledge. Inclusive and diverse adult migrant education environments, combined with targeted (individual and/or collective) education measures are more effective in reaching positive and efficient educational outcomes. Furthermore, monitoring system has to be initiated to identify both indicators of adult migrant education and learning outcomes.

### What is the EU doing to support the integration of migrants?

To help with the integration of migrants, the European Commission facilitates the exchange of good practices among Member States through mutual learning activities. These activities also promote networking among policymakers and allow them to better address current and future challenges. Between 2016 and 2018, the following topics were discussed at dedicated Peer Learning Activities:

- Language assessment and integration of unaccompanied minors through education
- Reception of newly arrived migrants, and assessment of previous schooling
- Recognition of qualifications
- Intercultural dialogue as a tool to address migration, refugees and asylum seekers in educational contexts
- Linguistic and cultural diversity
- Integration policies for migrants: principles, challenges and practices

Target groups of adult migrant education policies are all immigrants with temporary and permanent residence permits, including refugees and asylum seekers. Adult (migrant) education is a practice where adults are engaged in systematic learning process to gain or strengthen different forms of knowledge, skills, attitudes and values. Such process can encompass variety of learning/teaching forms, which go far beyond traditional schooling. Adult education includes formal, non-formal and informal learning in order to improve or gain general skills, encourage personal development and increase access to employment, acquire new or improve existing competencies, retraining of the labour market needs.

**Migrant integration** can be seen as the result of immigration processes with the impact at three levels: macro level (e.g., immigration and migrant integration policies), meso level (e.g., migration networks) and micro level (e.g., migratory behaviour). Migrant integration at the macro level is linked to overcoming integration obstacles using state/governmental resources. Migrant integration at the meso level is linked to the development of informal integration infrastructure through migration networks and NGOs activities, which facilitates access to the

labour market, housing, education, health and social service sectors. Migrant integration at the micro level is linked to individual experiences.

**Informal integration infrastructure**, or the network of different types of immigrants, is important for migrant integration. Informal integration infrastructure helps to exchange information, provides mutual assistance, enhances migrant integration in the labour market, education and housing sectors, stimulates informal communication with the host society and with other immigrants. Expanding migration network expands informal integration infrastructure and ensures more effective integration. While informal integration infrastructure is linked to NGO sector, migration networks and mutual assistance, state resources are linked to the development of integration policies/resources at national/governmental level.

Northern European countries have developed the idea of ‘learn at work’, i.e. educational services embedded in their everyday work activities and mixed with frontal lessons. Such diversification is more effective than traditional adult teaching approach. In terms of methodology, classical frontal learning should be replaced by diverse method of teaching, which should ensure that the person is learning and not only listening to information.

Considering different methods of adult migrant education, the concept of multiple intelligences, developed by Gardner (Gardner 1999), has to be emphasised, as in the framework of adult education, different learning types differ even more than concerning children education. Only through meeting different learner’s needs, teaching can be non-discriminatory. Another very important point is the facilitation of self-directed and intrinsically motivated learning processes that are fundamental to acquire the necessary skills for lifelong learning. Therefore, a focused, learner centred approach is crucial to increase education and, at the same time, integration outcomes.

### Needs analysis of the target group

As a process, social inclusion seeks to ensure that everyone, especially migrant women, regardless of their circumstances and background, has the possibility and means to participate more fully in society.

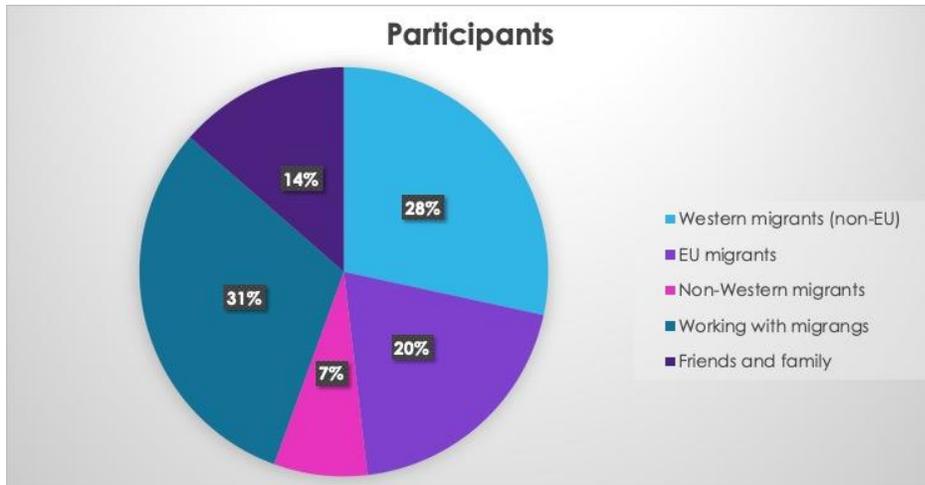
Despite the well-documented benefits of migrants to the receiving societies, they are still facing discrimination on the EU labour market. More than a half of female migrants are unemployed. Women perceived as Muslim or African face particular difficulties due to discrimination in access to the labour market. Women with a low educational level and women with a non-Western migration background work less often and are less often economically independent. Migrant women more often than men do not have own income. Men have better national language skills than women (49% versus 29%). In addition to language skills and education, migrant women need support in their integration in the labour market and measures to prevent gender-based violence and sex trafficking.

In 2018, 23% of the population of the *Netherlands* consisted of people with migration background. People with a non-Western background have fewer jobs than Dutch citizens. The employment of migrant women is 20% lower than of Dutch women. These differences have increased in the last ten years. Low-educated women are less often economically independent. More than 40% of all women work less or stop after the birth of the first child. Women with a low level of education have fewer jobs, work fewer hours and are less often economically independent than highly educated women (Emancipatie monitor, 2018).

The economic growth of *Sweden* significantly depended on the immigration labour force till the 1970th. Therefore, 25% of Swedish citizens have at least one foreign-born parent. Many of them face employment problems (Swedish Statistics Agency, 2018). Based on Eurostat statistics of 2017, Sweden is the fifth among the EU countries with high number of foreign-born citizens. According to the Swedish statistics agency (2018), only 67% of migrant women are employed compared to 87% of Swedish women. Among female migrants with lower education this number is even lower, 32.5%. The numbers for men are 76% and 89%, respectively. This makes Sweden number one in the ranking of poor situation for female immigrants' employment. Factors that explain the disadvantageous position of women migrants in the labour market include higher family obligations, poorer qualifications, less work experience and limited language skills. Female migrants are often perceived as a particularly vulnerable group that needs special support.

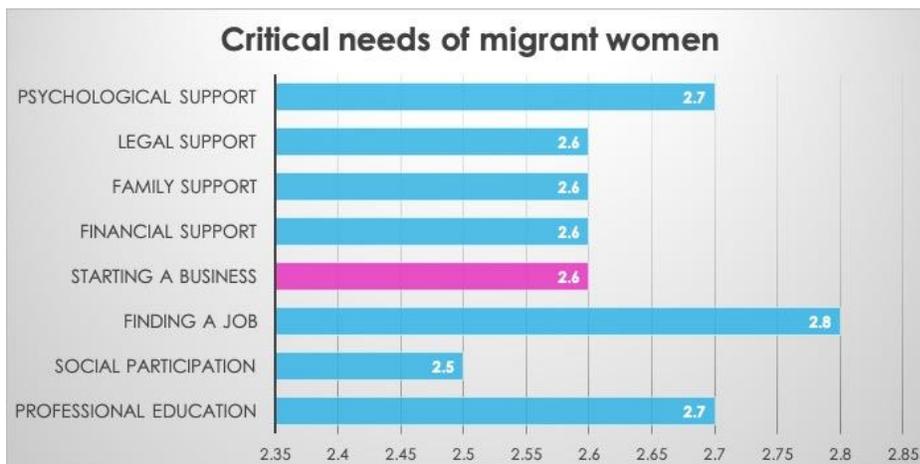
In *Italy*, starting from the 1990s, migrant women became more visible, modifying the predominant representation of migration as an essentially male process. Italian families become increasingly dependent of migrant women's work. They are mostly employed as caregivers in reproductive work. A particularly high proportion of young migrant women are not in work, education or training. Italy has the largest gender gaps in labour market participation among persons born outside the EU (EUROSTAT, 2018).

In the beginning of our project, a survey has been designed and distributed among the participants (N=98) from various target groups: western (28%) and non-western migrant women (27%), their friends and family members (14%) and adult educators working with migrants (31%) (see Fig. 1).



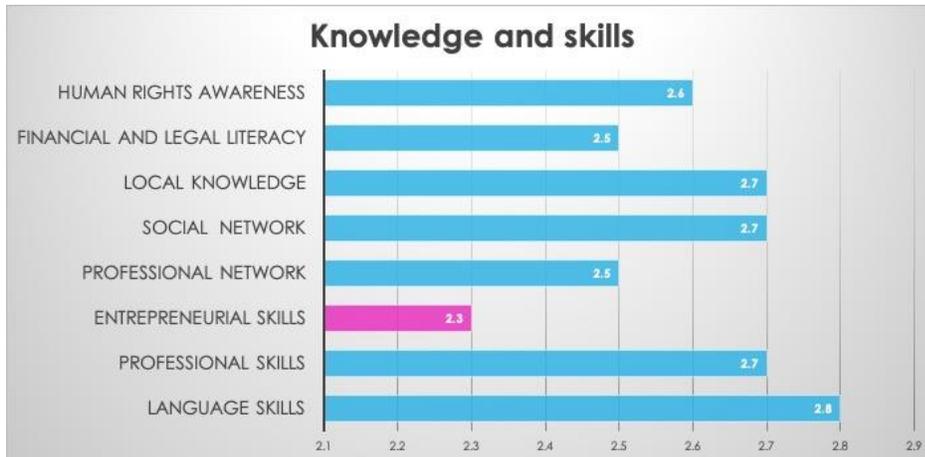
**Figure 1.1.** Survey participants

Participants indicated that the most important integration need of migrant women is to find a job (see Fig. 2). The need for professional education and psychological support were equally important, followed by family support in starting a business, which was found equally important as family, financial and legal support.



**Figure 1.2.** Integration needs of migrant women

Interestingly, however, that entrepreneurial skills are not considered as important by participants as language and professional skills, the knowledge of local culture and human rights awareness (see Fig. 3). Even though in interviews a lot of migrant women who run successful businesses pointed out that starting a business was easier for them as a foreigner than finding a job, the common stereotype of females being less entrepreneurial than males and less successful in business seem to prevail in our target group.



**Figure 1.3.** The most important knowledge and skills of migrant women

Encouragement of migrant women entrepreneurship skills is one of the easiest way to create social participation via self-employment, but the existing adult education courses for migrants are mainly focused on language skills and skills needed for job application. Migrant women need more support and encouragement to start their own SME.

## A2 MIGRANT WOMEN LEADERSHIP AND MENTORSHIP PROGRAMME

Migrant women leadership and mentorship programme consist of 3 modules. The first module is focused on the analysis of leadership skills, the second module is based on the analysis of mentorship skills and the third module is focused on explaining how migrant women mentorship contributes to building entrepreneurship skills. Mentoring and leadership programs are particularly helpful in building self-confidence, social connection as well as economic and professional inclusion of migrant women. Below you can find structure of Migrant women leadership and mentorship programme.

### Structure of the learning modules

Module	Module structure	Theory/ Practical hours	Learning outcomes
<b>I module</b> Migrant women leadership development	-Concept of migrant women leadership -Migrant women leadership skills description	2 hours	- explain the meaning of women (migrant) leadership - define leadership skills important for professional development of migrant women - Make connections between migrant women and professional networks with the goal to develop/express leadership skills
<b>II module</b> Migrant women mentorship development	- How to become a successful mentor for migrant women? - Why mentoring program is important for migrant women? - Migrant women mentoring principles - Principles and methods creating self-help group - Self-assessment of mentoring competencies - Empowering and mentoring programme for migrant women supported by another migrant women.	2 hours	-Explain the concept of migrant women mentorship, -Describe main mentoring principles, synergy, mentorship results, mentor and mentee mentorship skills -Make connections between the mentor and mentee skills.
<b>III module</b> Migrant women mentorship building entrepreneurs hip skills	- Main concept and principles of entrepreneurship - Entrepreneurial skills and competencies - How to help adult educators and migrant women to develop non-formal learning competencies for successful entrepreneurship - Main principles and conditions for starting your own business (each country report)	6 hours	-gained knowledge about entrepreneurship, - gained knowledge about development's methods of the entrepreneurial skills and competencies -gained knowledge about application of non-formal education methods for learning

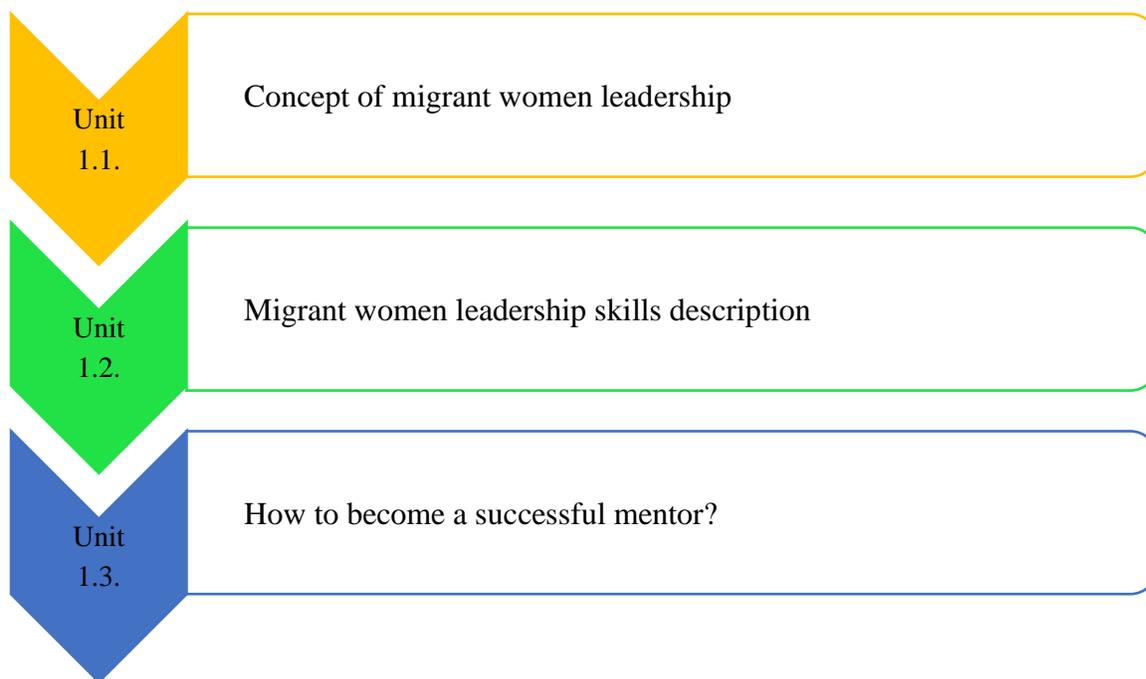
## I module

### Migrant women leadership development

#### Introduction

This module aims to empower migrant women and the adult educator with the knowledge on how to develop migrant women leadership competencies and why it's important to talk and encourage migrant women to use leadership skills.

#### Module Structure



#### *Learning Outcomes*

At the end of the unit, you will be able to:

- Explain the meaning of women (migrant) leadership
- Define leadership skills important for professional development of migrant women
- Make connections between migrant women and professional networks with the goal to develop/express leadership skills.

## Concept of migrant women leadership

The development of migrant women leadership skills is focused on empowerment and encouragement. Leadership is a way to formulate an idea in which a leader believes. Such an idea can be converted into actions that provide people at a local, regional or international level with services or products that are missing. Leaders are not only filling the existing gap in services, products or situations but also create job for themselves and other migrant women.

If it is possible for migrant women who are facing life changes and multiple difficulties to become a leader, a master of her own life and a role model for other women? How to become a leader? What is a leader? Why it is important to develop leadership skills?

Leaders<sup>1</sup> help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring. Leader is the person who leads or commands a group, organization, or country. All the existing descriptions emphasize a group and organisational level. There is nothing mentioned about ability to lead your own career path, to lead your own life, to create employment opportunities.

One of the main aspects of mentoring and leading migrant women into their own business is support and understanding. While leaders set the direction, they must also use management skills to guide their people in the right destination in a smooth and efficient way.

Migrant women have to be strong and go further with her wishes and goals. A leader can see difficult situations not as problems but as opportunities to solve problems. One migrant women told in her deepest moments: "I have to transform problems into possibilities". A real leader sees how situations can be changed and how problems can be solved, maintains the vision of the bright future and positive impact. How can migrant women build or maintain their existing and build new leadership skills in a new and unfamiliar situation, facing multiple difficulties of adaptation to a new living and working environment?

Adult educators working with migrant women should emphasize and define a leader as a person who takes responsibility to take actions to reach goals. Adult educators should encourage and empower migrant women to lead her own life and support/develop her leadership skills.

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<sup>1</sup> [https://www.mindtools.com/pages/article/newLDR\\_41.htm](https://www.mindtools.com/pages/article/newLDR_41.htm)

## What is leadership?

We define leadership as a motivation, power and energy to lead yourself and others to the desired goals. It is difficult to become a leader in a new country. However, developing certain leadership characteristics (charismatic, outgoing, sociable, friendly and approachable) makes it much easier to build a social network.

Leadership<sup>2</sup> is a process of social influence, which maximizes the efforts of others towards the achievement of a goal. The concept of migrant women leadership (Fig. 1) includes previous experience and personality characteristics that allow leaders to guide themselves and others to defined goals. Leadership includes motivation and energy/power to reach what is wanted/needed.

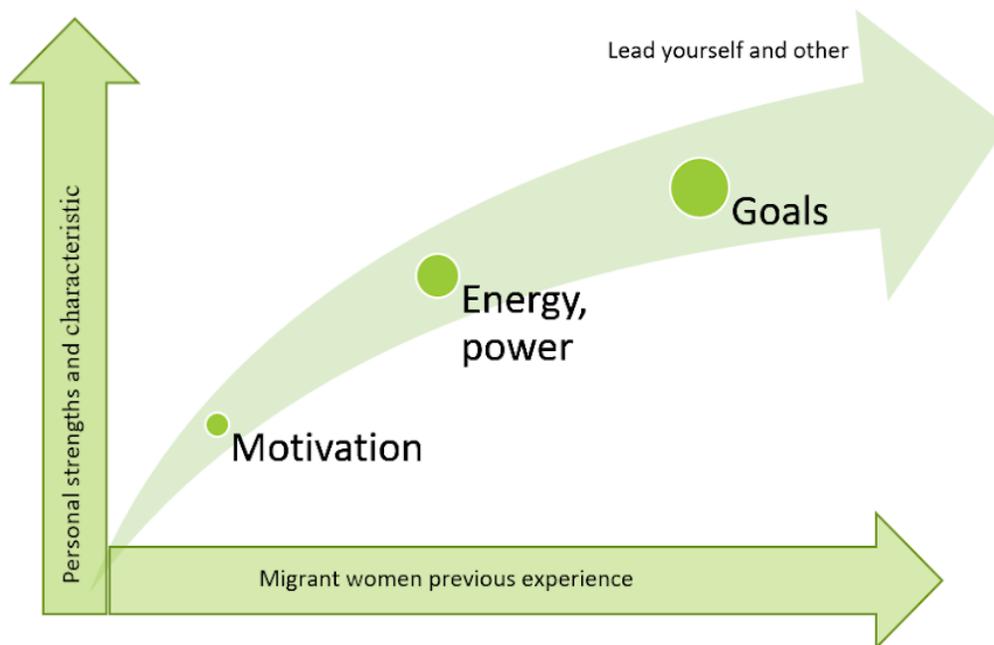


Figure 2.1. Concept of migrant women leadership (@Živilė Navikienė, 2021)

Based on Maslow's motivational theory of human needs, often depicted as hierarchical levels within a pyramid<sup>3</sup> we can better understand how to develop migrant women leadership and entrepreneurship skills when other needs are already satisfied. From<sup>4</sup> the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), respect, and self-actualization. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. Growth needs do

<sup>2</sup> <https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=3d8d97bb5b90>

<sup>3</sup> <https://www.simplypsychology.org/maslow.html#gsc.tab=0>

<sup>4</sup> <https://www.simplypsychology.org/maslow.html#gsc.tab=0>

not stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization. Self-actualization needs could be reached using leadership skills.

Life experiences, including migration experience, may cause an individual to fluctuate between levels of the needs hierarchy. It is important that migrant women basic and psychological needs are satisfied. Only migrant women with self-actualization needs could be a leader, mentor, because she is able to focus on helping others. Inspiring other people is only possible with natural charisma and motivation.

### **Migrant women leadership skills description**

Skill<sup>5</sup> is a term that encompasses the knowledge, competencies and abilities to perform operational tasks. Skills are developed through life and work experiences and they can also be learned through study. There are different types of skills and some may be easier to access for some people than others, based on various factors, including dexterity, physical abilities and intelligence, situation in life (migration), socio-economic situation and needs.

A leader will inspire other migrant women to believe in themselves. The main leadership skills are described in table (communication, interpersonal skills, networking, positivity, strategic thinking). Communication group skills includes more skills – social skills, public speaking skills, non-verbal communication skills are very important for migrant women when host country language are not well developed. Using non-verbal communication it could be more easier to express yourself. Interpersonal skills – negotiation, persistence and resilience should follow migrant women through her socio-economical integration. Positivity - creativity, humor, persuasion & influence<sup>6</sup> are one of important characteristics that helps women to create a job opportunity for themselves. Migrant women mentor will introduce the main leadership skills which are also useful for successful entrepreneurship and encourage to gain or develop existed skills. Networking skills in the beginning of migration path is difficult but trying to build relations and contacts will help to cooperate in the future. Possibility to join different organisations, associations, to work as volunteer will help to build and expand social contacts and not only integrate into community but also build a possible network of future customers.

<sup>5</sup> <https://www.indeed.com/career-advice/career-development/what-are-skills>

<sup>6</sup> <https://www.skillsyouneed.com/leadership-skills.html>

Communication skills	Interpersonal skills	Networking	Positivity	Strategic thinking
Non-verbal communication	Negotiation	Cooperation	Humor	Organizational skills
Social skills	Persistence	Building relationships	Creativity	Management skills
Public speaking skills	Resilience	Keeping in contact	Persuasion	Time management

Table 1. Leader skills (Živilė Navikienė, 2021)

According Luz Restrepo, "Being an enterprising migrant woman is not just a key option to pay our bills, it is also a crucial activity that empowers ourselves and our families. Entrepreneurship means leadership for migrant women. Why? Because in the process of learning how to create value that others want to pay for, developing a network, learning how to pitch and how to sell, we are pushed to articulate ourselves to make salable arguments, to defend our rights, and raise our voice".

Leadership skills important for professional development of migrant women because it creates new learning environments where professional (job) competencies could be adapted, improved. Wish to grow professional competencies and life long learning attitude for migrant women will help to create possibilities for herself to be employed. Connections between migrant women and professional networks with the goal to develop/express leadership skills would help to grow personally, adapt new ways of professional working and ensure expand of professional networking.

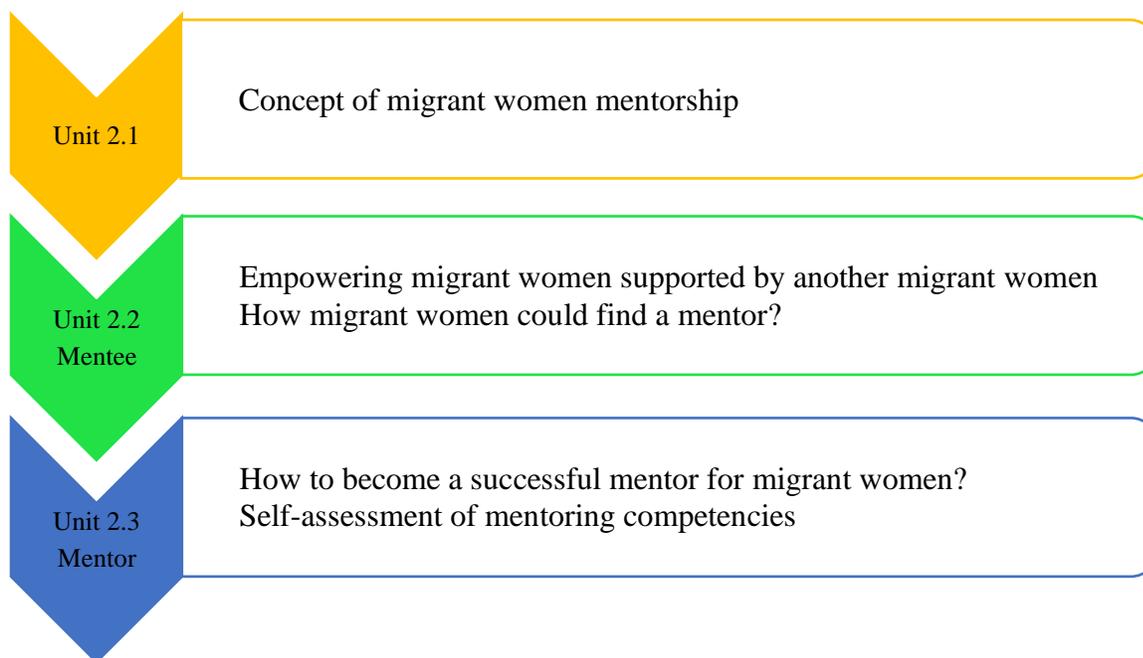
## II module. Migrant women mentorship development

### Introduction

This module aims to empower migrant women and the adult educator with the knowledge on how to develop migrant women leadership and mentorship competencies. The concept of migrant women mentorship is based on connections and relations between migrant women (mentee) and migrant women (mentor).

Why mentoring program is important for migrant women?

### Module Structure



### *Learning Outcomes:*

- Explain the concept of migrant women mentorship,
- Describe main mentoring principles, synergy, mentorship results, mentor and mentee mentorship skills,
- Make connections between the mentor and mentee skills.

## Concept of migrant women mentorship

**Mentorship** is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. Mentoring is important not only because of the knowledge and skills students can learn from mentors, but also because mentoring provides professional socialization and personal support to facilitate success (Victor F. Peretomode, Peter Ikoya, 2019 Vol 10 No 2)<sup>7</sup>

According to M Garcia Castro (1986)<sup>8</sup>, in order to understand the situation of migrant women and their increased vulnerability, it is necessary to consider the structural factors (economic, political, and cultural) that have impelled the movement of labor, and specifically of women, from developing to developed, and also within developed economies. Mentoring provides professional socialization and personal support to facilitate success. As a process, social inclusion seeks to ensure that everyone, especially migrant women, regardless of their circumstances and background, have the possibility and means to participate more fully in society. Social inclusion is strongly linked to the promotion of active citizenship.

The program is focused not only on encouragement of social integration of migrant women through mentoring and social participation, but mainly on development of entrepreneurship skills. Developing and strengthening social, civic, and intercultural competences of migrant women empower them to integrate in the labour market or/and to begin working as an entrepreneur.

### Migrant women mentoring principles:

- **Trustfulness** – building honest and reliable relationships between migrant women (mentee and mentor).
- **Respect** – acceptance of migrant women situation, beliefs, experience without judgement. Respect in relationships builds feelings of trust, safety, and wellbeing. Respect doesn't have to come naturally – it is something you learn.
- **Confidence** – migrant women should have (or restore) their self-confidence and also confidence to another migrant women as a mentor. Confidence as an inner capability to feel secure.

Respect, trustfulness and confidence during mentoring should build safe, trustful environment and wellbeing by eliminating the fear of mistakes. Migrant women mentorship directions depends on common professional interest and mentorship synergy.

<sup>7</sup> <http://creativecommons.org/licenses/by-nc-nd/3.0/>

<sup>8</sup> <https://pubmed.ncbi.nlm.nih.gov/12341270/>

Migrant women mentorship **synergy**<sup>9</sup> requirements:

- **Solidarity** - migrant women solidarity (unity or agreement of feeling or action, especially among migrant women with a common interest and mutual support within a group) and a wish to help others and yourself.
- **Common professional interest** of mentee and mentor (migrant women) will help to reach their future professional goals and developed useful skills.
- **Optimistic attitude** - positive, cheerful and confident about the future, a belief that no matter the situation, things will improve.
- **Life-long learning competencies** – ability and motivation constantly to learn.

**Mentoring results:**

- described goals;
- reached goals;
- continuing support by implementation phase.

**Mentor skills:**

- ability to support, give advice;
- ability to encourage;
- ability to inspire;
- managing skills;
- consultation competencies;
- ability to provide honest and respectful feedback.

**Migrant women (mentee) skills:**

- motivation to start;
- openness to create;
- wish to invest time and knowledge;
- wish to learn;
- wish to be involved in a new activities.

Mentoring scheme for migrant women guide to their professional and business career include one-to-one relationships, working in teams and peer mentoring. This program addresses the barriers faced by migrant women in gaining employment, which includes lack of language/s skills, social networks, understanding of workplace practices, difficulties in official recognition of their qualifications obtained abroad and the lack of local work experience and networking. This activity will enable migrant women to develop their marketable skills and competences.

For developing mentors, the learning methodology is focused on migrant women and

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<sup>9</sup> Synergy - the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects.

behavioural tools to gain the necessary benchmark competences and skills, especially emphasize solidarity and non-judgement attitude.

Processes of development and growth are central in mentoring relationships. Self-determination theory (SDT) of human motivation (Deci & Ryan, 1985) considers people as actively engaged, growth-oriented individuals who interact with their environment and strive towards personal growth.

The key idea of SDT is that humans have three basic needs: autonomy, competence and relatedness.

- Autonomy refers to having the experience of acting with a sense of self-choice and self-determination.
- Competence means feeling capable, and acting with a sense of confidence and effectiveness.
- Relatedness refers to being engaged in satisfying, encouraging relationships.

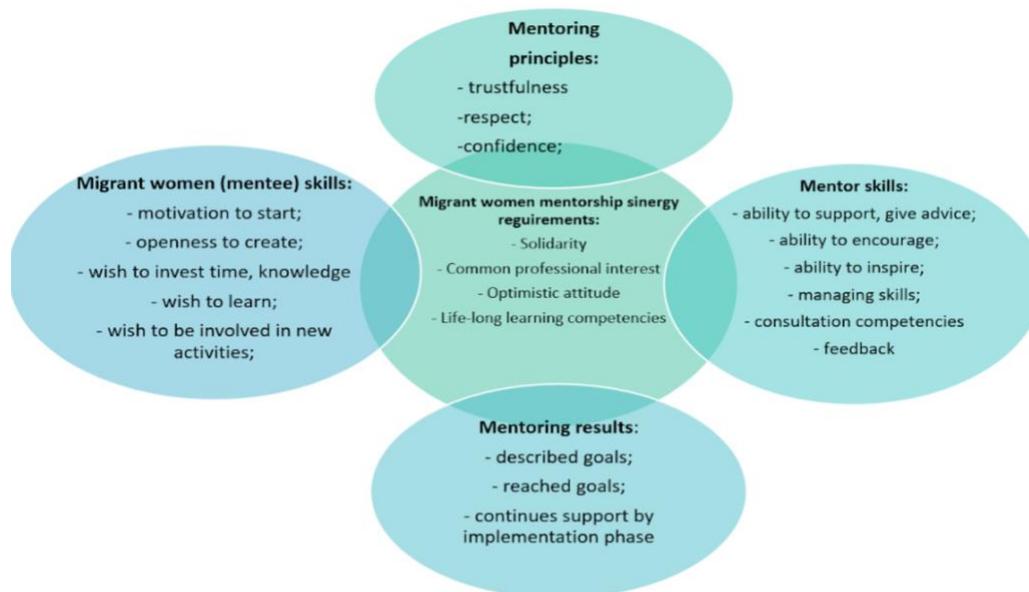


Figure 2.2. Concept of migrant women mentoring skills (Živilė Navikienė, 2021)

According to SDT, the fulfilment of these three needs together promotes people's self-motivation, effective functioning and relationship satisfaction. Autonomy, competence and relatedness plays a crucial role in mentoring relationships. Meeting these three basic human needs is crucial for psychological health and well-being. Mentoring relationships are usually seen as especially important in meeting the need for competence. However, support for all three needs is important in mentoring relationships. Mentoring is a mutual relationship. Relatedness, human strivings for connection and the need to belong, motivates both mentor and mentee to engage in mentoring relationships. Relational skills, such as empathy and

authenticity, are important for mentoring (Fletcher & Ragins, 2007) The need to belong could be a basic motivational factor to engage in mentoring relationships (Allen & Eby, 2007).

### **Empowering migrant women supported by another migrant women. How migrant women can find a mentor?**

Empowerment and support by another migrant women depends on solidarity. Migrant women who had already experienced migration the problems related to starting their business can support and empower newcomers with constructive but challenging questions. The main task of mentors is to encourage self-confidence and the growing independence of the migrant women.

One of the problems of migrant women is that they do not feel empowered enough to help and guide each other. They were encouraged by centuries of male dominance to seek help from those who are more strong and powerful and discouraged from taking actions. With leadership and mentoring programme we aim to encourage migrant women and provide them with the tools to connect to each other and become united via solidarity and mutual help. The solidarity between women and the mentoring of other women that have been in a similar circumstances and found the way out of isolation and helplessness will help a newcomers to become economically independent, self-confident, and successfully integrate into community.

The process of mentoring<sup>10</sup> can take place in several forms, varying from formal developmental interactions such as coaching sessions, to long-term and intense relationships. While current mentoring research is increasingly concerned with developmental networks (e.g. Higgins and Thomas 2001; Van Emmerik 2004). In these studies, mentoring is seen as a phenomenon that is bounded to one specific relationship. Informal mentoring relationships are seen as more intense than formal mentoring relationships, because the scope of informal relationships is unbounded, and the focus is not only on professional development, but also on personal development. According to Ragins and Cotton (1999), mentees of informal mentors receive more career development and psychosocial functions than mentees of formal mentors. There is insufficient understanding of how mentoring relationships evolve over time. Kram (1983) identified four stages of mentoring:

- 1) **Initiation:** the mentor offers the mentee mainly career support.
- 2) **Cultivation:** the range of career and psychosocial support offered by the mentor increases rapidly to a maximum.
- 3) **Separation:** a decline in career and psychosocial support provided by the mentor, caused

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<sup>10</sup> Janssen S., Mark van Vuuren, Menno D.T. de Jong (2015) Informal Mentoring atWork: A Review and Suggestions for Future Research//*International Journal of Management Reviews*, Vol. 00, 1–20

by the career development of one or both individuals.

4) **Redefinition:** interactions between mentor and mentee evolve in a new form, in which the mentor provides occasional support or the relationship ends.<sup>11</sup>

Mentoring schemas<sup>12</sup> are ‘cognitive maps derived from past experiences and relationships that guide mentors’ and proteges perceptions, expectations, and behaviors in mentoring relationships’ (Ragins and Verbos 2007, p. 101). These schemas include mental representations about general roles of mentors and mentees (i.e. ‘mentors are experts’) as well as specific mental representations reflecting mentor and mentees roles in their specific relationship (i.e. ‘my mentor takes the lead during conversations’).

Empowering migrant women supported by another migrant women should be focused not only on expectations, perceptions but also building social network. Mentor role is to guide and show possibilities. Relationships between the six mentoring competencies and the 26 mentor skills important to know and use through self-developing mentoring skills<sup>13</sup> you can see in this picture. During workshops, seminars picture 2 could be more detailed analyzed and discussed.

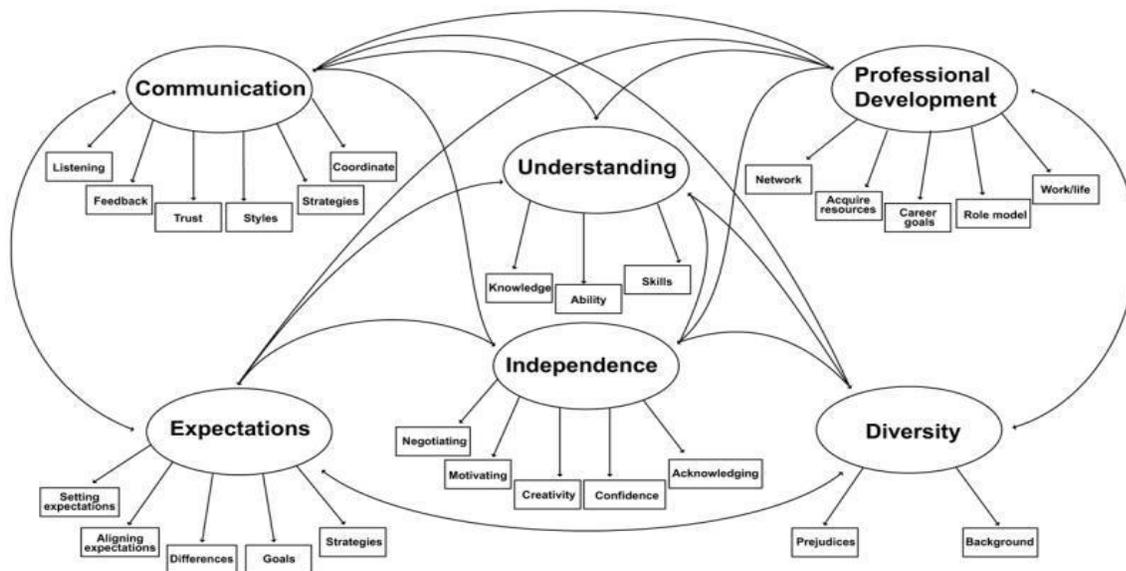


Figure 2.3. Relationships between the six mentoring competencies and the 26 mentor skills used to conduct the primary analysis (Ragins and Verbos, 2007)

<sup>11</sup> Janssen S., Mark van Vuuren, Menno D.T. de Jong (2015) Informal Mentoring atWork: A Review and Suggestions for Future Research//*International Journal of Management Reviews*, Vol. 00, 1–20

<sup>12</sup> Janssen S., Mark van Vuuren, Menno D.T. de Jong (2015) Informal Mentoring atWork: A Review and Suggestions for Future Research//*International Journal of Management Reviews*, Vol. 00, 1–20

<sup>13</sup> Relationships between the six mentoring competencies and the 26 mentor skills used to conduct the primary analysis ([Acad Med. Author manuscript; available in PMC 2014 Jul 1](#). Published in final edited form as: Acad Med. 2013 Jul; 88(7): 1002–1008. doi: [10.1097/ACM.0b013e318295e298](https://doi.org/10.1097/ACM.0b013e318295e298) )

Social network and integration into community will help to develop not only non-formal learning competencies, but also allow to analyse the demand for specific entrepreneurship ideas, to share them with your colleagues, neighbours, business partners contacts to ensure wider supporting social networking, to reflect on non-formal learning competencies and to start developing non-formal learning courses.

### **How/where migrant women can find a mentor?**

*(search information in your own hosted country)*

- Involve in local community activities
- Volunteering
- Search online or via social network (neighbours, community members, colleagues)
- Join migrant women network
- Become a member of a professional network
- Ask advice of local welfare organisations
- Use already created mentors/ ambassadors database

Here is several opportunities for migrant women to find a mentor or join professional networks:

The website WEgate<sup>14</sup> continue to provide expert assistance and support to women entrepreneurs.

The European Network of Female Entrepreneurship Ambassadors<sup>15</sup>, set up in 2009, provides role models, raises awareness, and encourages entrepreneurship as a career option. Ambassadors tell their stories to inspire women of all ages and backgrounds; many have gone even further and become actively involved in the creation of new businesses.

The European Network of Mentors for Women Entrepreneurs<sup>16</sup> was established in 2011 to provide advice and support to women either starting up or wanting to expand their businesses. Seventeen European countries belong to the Mentors Network: Albania, Belgium, Cyprus, the Former Yugoslav Republic of Macedonia, Greece, Hungary, Ireland, Italy, Montenegro, the Netherlands, Romania, Serbia, Slovakia, Slovenia, Spain, Turkey and the United Kingdom.

Most important to start searching using different social channels a mentor with whom migrant women could grow and develop her own career path.

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<sup>14</sup> <https://wegate.eu/start/advice-mentoring>

<sup>15</sup> <https://ec.europa.eu/docsroom/documents/17322/attachments/1/translations>

<sup>16</sup> <https://ec.europa.eu/docsroom/documents/10306/attachments/1/translations>

## How to become a successful mentor for migrant women? Self-assessment of mentoring competencies

A successful mentor for migrant women needs to be open, respectful and willing to devote time, share knowledge, skills and be a supportive shoulder when it's needed.

A successful mentor is accessible and supportive of small steps needed to develop migrant women self-confidence.

A successful mentor provides empowerment and encourages a mentee not to be afraid to start, helps in analysing the first entrepreneurship ideas and helps to realize them successfully.

A successful mentor has a holistic view of a migrant women situation and gives realistic, logical and useful advice.

Being a role model for migrant women gives a mentor responsibility to lead migrant women to success.

A successful mentor respects migrant women mentoring principles (solidarity, wish to help, openness, understanding, non-judgemental attitude, etc).

According to Phillips-Jones' (2003) research, the most valued mentoring skill is giving encouragement. This includes giving your mentoring partners recognition and sincere positive verbal feedback. Whether you are a mentor or mentee, you should have a personal vision, specific goals, professional competencies, knowing about current reality in your professional field.

Building a professional career or your own business requires setting up realistic expectations/goals and defining milestones (e.g., SMART goals, which stands for specific, measurable, attainable, relevant and time-bound).

Career goals should be realistic and could be analyzed by encouraging and supporting in career pathway by questioning:

- What are your biggest strengths and weaknesses?
- What kind of work environment you would like to work in?
- Do you know your work profile?
- Do you prefer working by yourself or with other people?
- Is it possible to translate your passion/hobby into a career/business?
- What would your ideal job description look like?
- What would your ideal workday look like?

By asking these questions a mentor shows the following mentoring skills:

- ability to support, give advice;
- ability to encourage;

- ability to inspire;
- managing skills;
- consultation competencies;
- feedback.

Migrant women leadership and mentorship connection is important to support migrant women pathways. For mentoring practice it is important to be open and accept personal and cultural differences when setting career goals and supporting personal and professional development of a mentee. Social networking and widening connections using mentors contacts will be helpful for migrant women to unroll as a leader and begin establishing her own enterprise. Mentoring steps are important for both the mentor and mentee.

Below you can do your mentoring competencies assessment.

**Self-assessment of mentoring competencies:**

Mentoring competencies:	I have it	I need to improve	I need to develop
Ability to inspire			
Ability to guide			
Give corrective feedback			
Ability to support			
Team up building ability			
Ability to collaborate			
Networking ability			
Ability to prioritize			
Ability to organize			
Ability to follow-up			
Endurance and frustration tolerance			
Identify and exploit opportunities			

Ability to encourage			
Managing skills			
Consultation competencies			

More mentoring competence assessment test could be find:  
[https://uwmadison.co1.qualtrics.com/jfe/form/SV\\_5jMT4fhemifK01n](https://uwmadison.co1.qualtrics.com/jfe/form/SV_5jMT4fhemifK01n)

## Module III. Migrant women entrepreneurship skills development

### Introduction

The module provides theoretical foundation and conceptual framework of entrepreneurship and helps in developing non-formal learning methodology to build migrant women entrepreneurship skills and competencies. It also provides guidelines on the administrative rules and assistance available for starting up an enterprise in Italy, the Netherlands and Sweden.

### *Learning outcomes*

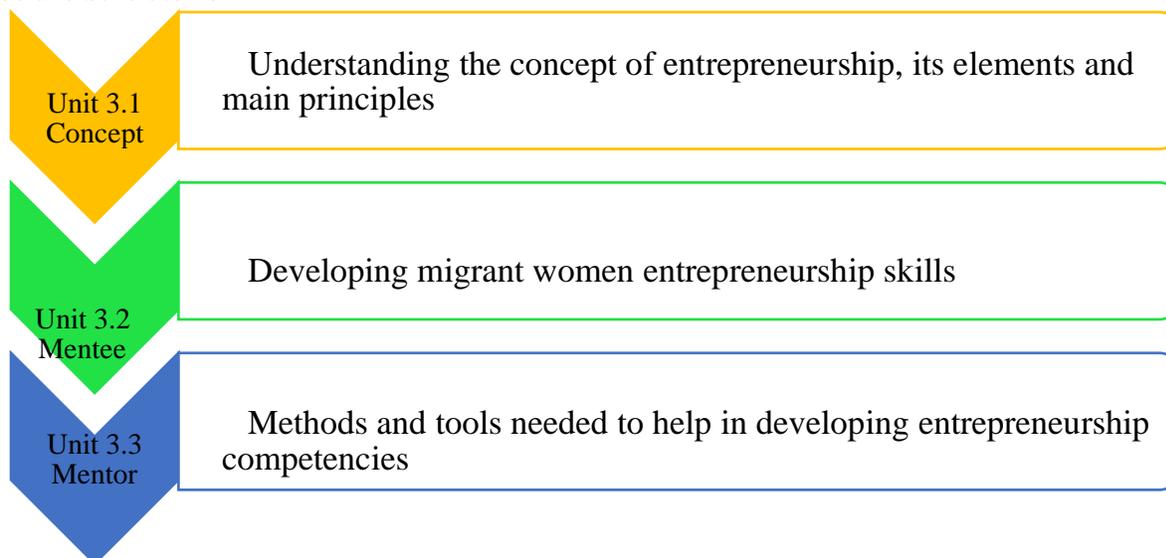
#### **According to the project aims, this chapter will:**

- define entrepreneurship and explain the main principles of entrepreneurship,
- provide tools, tips and examples for developing entrepreneurship skills,
- empower migrant women and adult educators with the knowledge and tools necessary for developing entrepreneurship competencies,
- provide information on main administrative rules and regulations and support available for start-ups in Italy, the Netherlands and Sweden.

#### **Main terms used in the module:**

- entrepreneur,
- entrepreneurship,
- enterprise,
- principles of entrepreneurship,
- entrepreneurship skills and competencies,
- non-formal education methods.

### Module structure



## Entrepreneurship concept and principles

For many decades the governments, national and international institutions have been empathizing the necessity to provide favorable conditions for women for employment and starting their own enterprise. However, men still keep the dominant positions in both business and employment.

Migrant women in particular remain very vulnerable and excluded from employment and entrepreneurship in their new countries of residency. Starting own enterprise is a potent tool to empower women, increase their economic and personal independence, initiate active citizenship and participation as well as integration process.

Education can provide a stable ground to increase the number of women-owned enterprises to benefit their welfare and economy as a whole. Providing information on the theory and practice of entrepreneurship helps migrant women to develop key competencies and serves as an initial point for successful entrepreneurship.

*Entrepreneurship is 'an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.'<sup>17</sup>*

The concept of entrepreneurship includes three main elements: **entrepreneur**, **entrepreneurship** and **enterprise**.

*Entrepreneur is a person who is responsible for completing the entrepreneurship process is known as an entrepreneur. He/she can be the individual who set up an organization to enjoy a healthy profit from it.*

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<sup>17</sup> European Commission (2006), Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

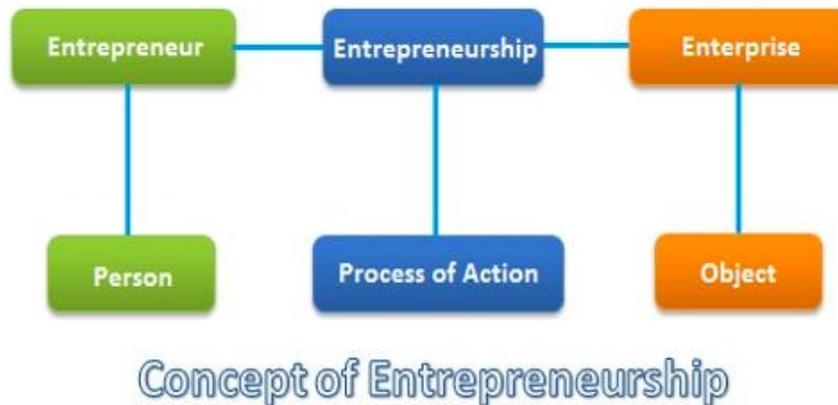


Figure 2.4. The concept of entrepreneurship.<sup>18</sup>

The main characteristics of **entrepreneurship**:

- *Economic Activity*: A business is developed and run by the entrepreneurship so there will be an involvement of economic activity in it.
- *Innovation*: There are new ideas implemented discovered by entrepreneurship. Moreover, the trending modes of operating a business are evaluated by an entrepreneur consistently.
- *Risk Bearing*: The main quality of entrepreneurship is the will power to deal with the risks. It takes place due to the development and implementation of new ideas.
- *Profit*: The main motive of an entrepreneur is to make a profit with the idea he/she implements. It can be called the reward of efforts performed by them.<sup>19</sup>

*Enterprise is a for-profit company, often small.*

The term "enterprise" has two common meanings. Firstly, an enterprise is simply another name for a business. You will often come across the use of the word when reading about start-ups and other businesses. Secondly, and perhaps more importantly, the word enterprise describes the actions of someone who shows some initiative by taking a risk by setting up, investing in and running a business.

A person who takes the initiative is someone who "makes things happen". He or she tends to be decisive. A business opportunity is identified and the person does something about it. Showing initiative is about taking decisions and being bold – not everyone is like that!

Risk-taking is slightly different. In business there is no such thing as a "sure fire bet". All business investments carry an element of risk, the chance or probability that things will go wrong. At the worst, the risk of an enterprise might mean the person making the investment

<sup>18</sup> <https://qsstudy.com/business-studies/the-concept-of-entrepreneurship>

<sup>19</sup> <https://101entrepreneurship.org/>

loses all his/her money or becomes personally liable for the debts of the business. The trick is to take calculated risks, and to ensure that the likely returns from taking a risk are enough to make the gamble worthwhile.<sup>20</sup>

## Principles of entrepreneurship

In this part we provide some principles of entrepreneurship that could be applied during the workshops or self-learning sessions.

### *Francis Nwokike provides 10 principles of entrepreneurship:*

#### *1. Be a Solution Provider*

Entrepreneurship is not just about making money, but it's about providing solutions and adding value. Over the years, successful entrepreneurs noted that passion is what brings success in business. This is because, in starting a business, there are issues ranging from sourcing funding to getting good partners, building a good team, location, marketing etc. If you are involved with inexperienced persons, you are bound to fail as fast as you had started. Only passion can keep you if you find yourself in such situation. You just need to impact a life no matter how small; that is the beginning of your success story.

*“Look for a way to make life easy for others”*

#### *2. Have a Vision*

You are not an entrepreneur merely to make a living. You are an entrepreneur because you want to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are an entrepreneur to enrich the world, and you impoverish yourself if you forget the errand. Jonathan Swift said: “Vision is the art of seeing what is invisible to others”. Have a defined purpose and pursue it.

*“Successful entrepreneurs are those that were able to transform their vision into reality”*

#### *3. Choose the Right Team*

When assembling your team, it is imperative to gather a team of individuals with the same mindset and attitude towards achieving a common goal. You must not involve family or close friends if they don't have any knowledge or expertise they can add to your startup. Your team must have the same drive, tenacity, perseverance and an underlying belief in themselves and the value they can add to the success of the business. Your team must be motivated and dedicated.

*“Good team work builds speed”*

#### *4. Viable Product/Service*

<sup>20</sup> <https://www.tutor2u.net/business/reference/starting-a-business-what-is-enterprise>

Let your product/service fulfill a need, be innovative. Technology is an important tool in the hand of modern entrepreneurs. Your business should easily be accessible to your target customers. Always give your customers room for feedback or suggestions on how to improve your product/service.

*“Most times, good products sell themselves”*

#### 5. Capital

Good business plan always draws investors. Capital should be your least worry when you have a solution. Entrepreneurship is all about solution. When your idea is great, you can easily get investors or a government loan. These are measures most national governments are applying to promote entrepreneurship knowing that the growth of the world's economy depends on it.

*“Capital isn't scarce, vision is”*

#### 6. Accountability

As an entrepreneur, you are accountable to the success or failure of your business, not your employees, investors or advisors. You must have detailed account of whatever transaction made by the company. Have a scorecard of all inventories. Always carry your investors along if there are any. The success of any business is, in many ways, measured by the management of its resources. Even if you hire a full-time accountant, as an entrepreneur, you are expected to have a fundamental knowledge of accounting, how it works and how to apply its basic principles with the aim of operating a flourishing business.

*“Accountability breeds responsibility”*

#### 7. Growth and Marketing

Every successful business grew over the years. Most big companies started small. It was all a process. Success in business is not a one-time event; it is an ongoing process. You must give room for growth. Do not be content with the success of yesterday; always strive to beat your own record. That way, your business will keep on growing, your investors will be happy to remain and inject more funds. Always remain focused and dedicated to your goal. Have a clear goal and pursue it. Your business growth also depends on your marketing strategy. Marketing helps in getting your product known and good sales come from good marketing.

*“Without continual growth and progress, such words as improvement, achievement, and success have no meaning”*

#### 8. Know Your Customer

Your customer base determines the life of your business. If you provide solution to better the world, your customer base will grow. In business, more customers means the higher profit. Your business must be streamlined into a particular niche. This will help you to know who your prospective customers should be and how to get and keep them. When you focus on a niche market, it is more efficient, more productive and less competitive. Always map out strategies that will allow for customer feedback even if it means giving out discounts/vouchers

in exchange.

*“Always treat your customers as special guests”*

### 9. Priorities

For success in business, you must categorize things in order of importance. Set your priorities based on your goals and do not deviate. Your investors should not make you lose focus on your dream. Daren Smith of [theselfemployer.com](http://theselfemployer.com) wrote: “Decide what to do and do it, then decide what not to do and don’t do it“. Simple! Analyze what to create next based on what has proven to have the biggest return. Your target should always be defined.

*“Things which matters most must never be at the mercy of things which matter least”*

### 10. Never Give Up

The never give up attitude is one quality an entrepreneur must possess. Successful entrepreneurs are goal-getters. They never give up on turning their vision into reality. If you do not persevere, enquire, research, fail and try again, you might not be successful in business. If you persist, you will have no choice than to succeed. In entrepreneurship, persistence and determination is supreme.

*“Never, Never, Never Give Up”*<sup>21</sup>

## **Mentee: Migrant women entrepreneurship skills development**

In 2012, 2.3 million enterprises were created across the EU-28 and 30.6 million people were self-employed. However, interest in becoming an entrepreneur is reportedly lower in Europe than some major international competitors. Many EU-28 countries are attempting to boost entrepreneurial skills by introducing them more explicitly within the education curriculum.

Entrepreneurial skills combine a range of technical, management and personal skills. As such, there is no established, simple definition of the entrepreneurial skillset. Nevertheless, entrepreneurial skills are identified as an EU priority because of their impact on people’s economic, personal and social lives.<sup>22</sup>

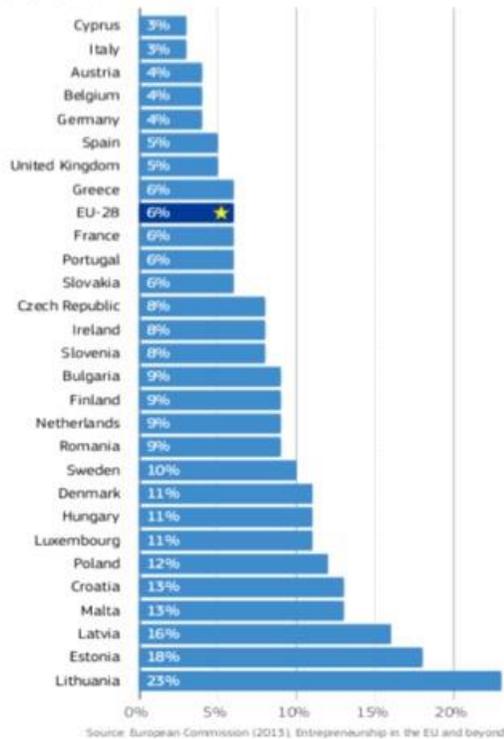
Figure 3 demonstrates that the number of respondents who specify lack of entrepreneurship skills to be self-employed is 6% in EU, 10% - in Sweden, 9% - in the Netherlands and the lowest 3% - in Italy.

Most of entrepreneurs are dominantly men in their late 40s, while most women are either

<sup>21</sup> <https://thetotalentrepreneurs.com/10-principles-entrepreneurship/>

<sup>22</sup> EU Skills Panorama (2014) Entrepreneurial skills Analytical Highlight, prepared by ICF and Cedefop for the European Commission.

Figure 2.5. Not enough skills to be self-employed (employees). EU-28, 2012



employed, or occupied at home. Many of them would like to try themselves in the entrepreneurship and implement their business ideas into practice if they receive support, mentoring or simple encouragement.

One also has to regard the current covid-19 crisis as one of the factors causing an urgent need and increase of interest in becoming an entrepreneur and starting a business. As during covid-19 many industries suffered essential staff cuts and it became much harder to get an employment. Add to that physical meetings' restrictions and isolation, the situation became much worse. As migrant women belong to a vulnerable group, such necessity becomes even more urgent, and support in mentoring and developing entrepreneurial skills more necessary than ever.

What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or

qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies.

The OECD has identified three main groups of skills required by entrepreneurs:

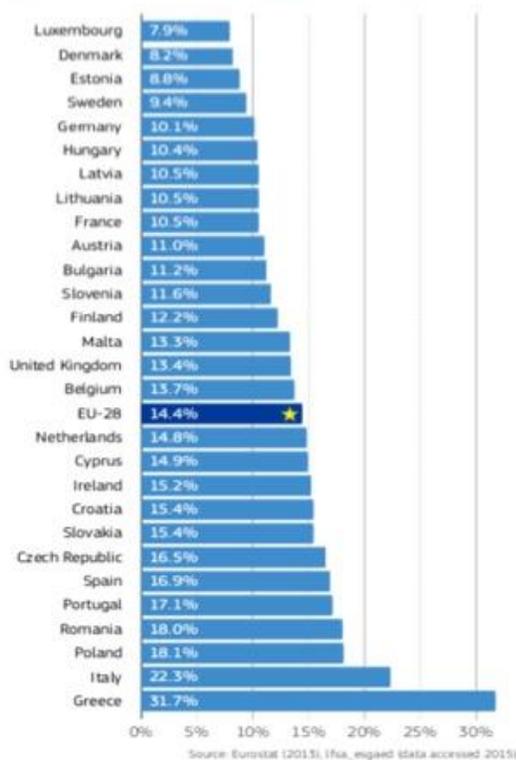
- Technical – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organizational skills.
- Business management – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.
- Personal entrepreneurial – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.<sup>23</sup>

There is little information available to measure the level of these skill-sets, so entrepreneurship is usually measured by proxy indicators, such as self-employment and business creation rates.<sup>24</sup> Figure 1 shows the percentage of self-employed people in each EU-28 country in 2013. Across the EU-28 as a whole, 14% of workers are self-employed, although this varies

<sup>23</sup> OECD (2014), Job creation and local economic development

<sup>24</sup> Self-employment is chosen here as a proxy indicator because it is the main indicator of entrepreneurship in the European Commission's report

Figure 2.6. Levels of self-employment. EU-28, 2013



considerably between countries. Sweden has the lowest level of self-employment among project partner countries – 9,4%, while the Netherlands and Italy have 14,8% and 22,3% respectively, higher than EU average of 14,4% (Figure 2.6).

The level of the skills can vary depending on the specific environment, legislation base and knowledge of the sphere where a person operates. There are natural obstacles and factors that limit it.

Some people say one has to be born an entrepreneur, while others emphasize on importance of skills development and acquiring necessary knowledge. It can be achieved through formal education and informal learning. The latter is of significant importance for our target audience.

Migrant women find themselves in a more difficult start position and face constant challenges in their new environment. Their degraded professional, financial and societal

status as well as the lack of supporting network, frequent exclusion from job market, legislation and language barriers are common obstacles to their economic independence. Their usual and familiar habits, routines and mental schemes do not work anymore, yet the new ones are hard to establish. However, the current socio-economic situation all over the world has provided not only challenges, but also a certain ground for implementing own ideas, starting own business or testing initiatives one carried for years.

Adult educators have an important role to play in building a more favourable environment, balanced opportunities, necessary motivation and encouragement for developing entrepreneurial skills among migrant women. In helping migrant women to become successful entrepreneurs, their vulnerable status and personal circumstances have to be taken into account. Support of other migrant women, like-minded individuals and other social groups is also essential for achieving economic independence of migrant women. For instance, communities, associations, support groups, language courses, studying circles, governmental or municipal institutions, etc. all play their role in encouraging and empowering migrant women to start their own enterprises.

(2013), Entrepreneurship in the EU and beyond.

## **Mentor: Methods, tools for developing entrepreneurship competencies**

As mentioned above, adult educators and mentors can play an essential role in developing entrepreneurial skills among migrant women. Providing adult educators and learners' basic knowledge of the concept of entrepreneurship and its main principles can help in developing the entrepreneurship skills.

According to Empretec, a capacity-building programme of the United Nations Conference on Trade and Development (UNCTAD) that conducts training workshops on entrepreneurship across the world, there are 10 Personal Entrepreneurial Competencies:

1. Opportunity seeking and initiative: Entrepreneurs seek opportunities and take the initiative to transform them into business situations.
2. Persistence: When most people tend to abandon an activity, successful entrepreneurs stick with it.
3. Commitment: Entrepreneurs keep their promises, no matter how great the personal sacrifice.
4. Demand for efficiency and quality: Entrepreneurs try to do something better, faster or cheaper.
5. Taking calculated risks: Taking calculated risks is one of the primary concepts in entrepreneurship.
6. Goal setting: This is the most important competency because none of the rest will function without it. Entrepreneurs set goals and objectives which are meaningful and challenging.
7. Information seeking: Entrepreneurs gather information about their clients, suppliers, technology and opportunities.
8. Systematic planning and monitoring: Systematic behavior means acting in a logical way. Planning is deciding what to do. Monitoring means checking.
9. Persuasion and networking: Entrepreneurs influence other people to follow them or do something for them.
10. Independence and self-confidence: Entrepreneurs have a quiet self-assurance in their capability or potential to do something.<sup>25</sup>

Adult educators can use this list in their teaching methodology. They can also alter, simplify or extend this list. Taking into account the fact that the educational and social background of migrant women vary, we recommend using non-formal education methods and tools to make the learning process more attractive, stimulating and engaging for the target group.

The exercise examples below can provide an idea and inspiration on how to discuss some of the competences mentioned above. They could be used as for self-study in a small group or during guided classes.

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<sup>25</sup> [https://empretec.unctad.org/?page\\_id=30](https://empretec.unctad.org/?page_id=30)

## Exercise 1. Start up your own enterprise.

To create hand-outs with different role-plays.

### Scenario 1

Stefany is an immigrant in Sweden. She moved here with her husband and two children. Her husband works as an engineer for an international manufacture. Stefany mostly takes care of their children (who go to primary school) and attends on-line Swedish classes. She considers opening a small floral store in the neighbourhood. She likes working with flowers and wants to make her own contribution to the family budget. Her husband is not convinced as he thinks their children and home should be her priority. He does not prohibit her to try her idea out, but hopes that Stefany would give up on it by finding neither finances, no support. To start, Stefany needs a small loan to rent premises, buy basic equipment, decoration, furniture and fresh flowers.

1. The studying group can assign the roles among themselves:

Stefany	Bank manager	Fellow student	Tax officer	Husband
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2. To develop and play different scenarios, arguments and dialogues, Stefany would need to interact with each of the characters in order to start up her own enterprise.

### Scenario 2

Toino is a Nigerian refugee woman living in Italy. She came to the country five years ago together with her younger siblings. She was taking care of them and parallel to that taking a language and gardening course for immigrants. Because of her studying and family obligations, she did not become fluent in Italian, but she is pretty good in gardening. Her ambition was to find a job as a gardener for private households. Finding such job proved to be very difficult. After a long period of search she became depressed and desperate. However, she has got a personal mentor assigned to her by the local Employment Agency. The experienced mentor has quickly identified that Toino was a very skilful baker. She used to work in a bakery back home and knew a lot about bread baking. During Covid-19 restrictions there was a growing demand for bread delivery to many local households of elderly citizens. Potentially, Toino could bake bread at home and deliver it during the day. She was excited about such an opportunity. However, she lacks entrepreneurial experience, language knowledge and start capital. The mentor suggested that she connects with other unemployed migrant women from her language course to team up for the idea.

Step 1. Help Toino to prepare a presentation for her idea. Think about the main and secondary elements she has to highlight to convince other women to join her.

Step 2. Help the team to make the planning for their enterprise:

- a start budget (capital) and business registration,

- a name and promotion,
- identifying their skills,
- tasks division and responsibilities.

2. Switch the roles in the scenario and in turns take on the shoes of possible characters in the scenario.

Toino	Fellow student 1	Fellow student 2	Mentor	Neighbor
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**Exercise 2.** Entrepreneurship skills development:

SKILLS	Already have	Need to improve	Need to acquire
Business management skills			
Teamwork and leadership skills			
Communication and listening			
Customer service skills			
Financial skills			
Analytical and problem-solving skills			
Critical thinking skills			
Strategic thinking and planning skills			
Technical skills			
Time management and organizational skills			
Branding, marketing and networking skills			

**Exercise 3.** Setting goals and counting progress (every ‘baby step’ counts).

GOALS	This week	Next month	Next year

## Main conditions for starting your own business (country report)

According to the Eurostat's data, small and medium-size enterprises are considered the lifeblood of the European economy, accounting for more than two-thirds of the workforce and more than a half of the economic value added. It is necessary to note that recent Covid-19 restrictions had a negative impact on many business companies and small enterprises. Getting employment became more difficult, particularly, for migrant women.

In general, the European Commission's objective is to reduce the burden of administrative procedures and encourage more people to become entrepreneurs, create new jobs and improve Europe's economic performance.

Evidence shows that the less burdensome the administrative procedures for setting up a company are, the higher the rate of business start-ups is. Continuing with administrative simplification is therefore a top priority for the Commission. The actual conditions vary from country to country. EU countries have a task to simplify the start-up procedures. Over the recent decades the EU commission encouraged the member countries to simplify and reduce the administrative burden on businesses and to improve the quality of legislation.

Even though the EU business environment has improved, progress remains uneven across different countries. While it is rather easy to establish a new company in some countries, the procedures are still lengthy and complicated in others.<sup>26</sup>

Below, we provide an overview of the basic conditions, requirements and support available in the project countries: Italy, the Netherlands and Sweden.

### Italy

Italy offers a wide range of legal structures for setting up businesses, depending on its objectives, the model, the amount of capital, the extent of liability of the founders, and tax implications.

The Italian government also allows the creation of innovative start-ups, under certain conditions. Indeed, the main activity must be the development, production and/or marketing of innovative products or services. The company must also be created for a maximum of 48 months and not exceed a turnover of 5 million euros.<sup>27</sup>

Even though the requirements for starting an enterprise in Italy may differ from those in Sweden and the Netherlands (not least in terms of bureaucracy), it is still considered to be easy and attractive. Italy is a country of Catholic religion, with strong culture and identity. Around 96% of

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<sup>26</sup> [https://ec.europa.eu/growth/smes/sme-strategy/start-up-procedures\\_en](https://ec.europa.eu/growth/smes/sme-strategy/start-up-procedures_en)

<sup>27</sup> <https://www.expat.com/en/guide/europe/italy/10644-setting-up-a-business-in-italy.html>

population speaks Italian, but there are also many other ethnicities in the country. There is also a growth of the Muslim population due to the immigration waves towards Italy.<sup>28</sup>

To start a business in Italy, one needs to have the legal right to live and work in Italy and a residence permit. If a person is from a country outside of the EU, he or she will also need a license before starting business operations.

Italy operates its market on a condition of reciprocity; any one looking to set up a company in Italy can only do so if an Italian citizen can set up a company in the country where that citizen is from. Exceptions to this rule include: EU and EEA citizens, citizens of countries which have made an international agreement with Italy, or a refugee and stateless person.<sup>29</sup>

### **Additional reading:**

[Ministry of Foreign Affairs \(Italy\)](#)

[Chamber of Commerce](#)

[Public administration for businesses](#)

[National Agency for Investment and Business Development](#)

[Directory of companies in Italy](#)

There are many official fees that a person has to pay depending on the type and form of their enterprise.

[Business start-up costs in Italy](#)

Most of information about new business registration on the official sites is in Italian, but there is essential information in English too. You can start with visiting a webpage of [The Chamber of Commerce](#). It provides all initial information on how to start a business in Italy.

## **The Netherlands**

Starting and running your own business in the Netherlands is considered to be easy, once you meet the requirements for visa and resident permits regulations. [The Chamber of Commerce](#) provides necessary information and even inspiration to help you launch your business. On its webpage you can find all necessary information in English: a check-list for starting your own business, legal forms of business, general terms and conditions, registration, qualifications and diplomas.

There are also important governmental services responsible for the requirements of registration and running of a business (enterprise): Startup Information Desk, the Netherlands Enterprise Agency, Tax and Customs Administration, Immigration and Naturalization Service.

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<sup>28</sup> <https://businessculture.org/blog/2019/10/11/5-things-for-starting-a-business-in-italy/>

<sup>29</sup> <https://www.expats.com/en/guide/europe/italy/10644-setting-up-a-business-in-italy.html>

In addition to providing necessary help within the scope of their responsibility, they also offer consultation and different workshops. For instance, there are webinars on up-to-date regulations and Dutch business climate available.

**Additional reading:**

Orientation for starting a business in the Netherlands

[Coming to the Netherlands](#)

[Starting your business](#)

[Dutch life and personal matters](#)

[Tax and Customs Administration](#)

## Sweden

In Sweden there are effective services for business and new start-ups. A number of governmental services and agencies, including [Tax Agency](#) and [The Swedish Public Employment Service](#), provide consultation free of charge.

In addition, newly arrived persons as well as asylum seekers can start a business receiving necessary advice and in some cases subsidies. The support for setting up a business in Sweden is available in different languages.

If you received a permanent or temporary residence permit, you must register yourself in Sweden's population register through the Swedish Tax Agency as soon as possible. Registration in the population register is essential for access to courses in Swedish for Immigrants (SFI) and becoming part of the Swedish social insurance system. Once you are registered, you can also get a Swedish identity document, which you need to open a bank account, for example.<sup>30</sup>

**Additional reading:**

[The Swedish Public Employment Service](#)

[Assistance for starting a business \(in Swedish\)](#)

[Find advisors](#)

In the booklet “Starting a business without money”, you can read about others who started a business and get further tips and advice. This book is available in Swedish, English, Farsi and Arabic.

[Download the English version of “Starting a business without money”](#)

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<sup>30</sup> <https://www.verksamt.se/web/international/starting/moving-to-sweden-to-start-a-business/for-asylum-seekers-and-new-arrivals>

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## A4 ANNEX Teaching and Learning Programme for Migrants

### A1.1 Teaching and Learning in Education for Migrants

#### A1.1.1 Principles of Learning

##### Objectives

Learners will be able to understand the roles and responsibilities of an educator and the methodology of teaching and learning in education and training

##### Learning outcomes

- At the end of the session learners will be able to:
- Define the educator’s role and responsibilities in adult education and training in respect to learners.
- List the factors affecting learners’ motivation and attitude towards learning based on own knowledge and experience in an adult education setting.
- Compare learning styles based on learning theories (VARK) to meet learner preferences.
- Evaluate different teaching methods proposed by educators (Locke and Rousseau) used in classroom environments.
- Identify inclusive practice in recognising and valuing diversity to promote inclusive learning.
- Select appropriate teaching methods and learning styles based on provided learner criteria or scenario for delivering inclusive learning.
- Willingness to identify areas of improvement in own delivery of teaching and learning requirements and to adapt and develop new teaching styles to meet learner needs.

Timing (approx.)	Stage	Description of learning activity/ task	Resources
	<b>Introduction to 6.1 Principles of Learning Module.</b>	<p><b>Tutor Presentation on Module Overview and introduction</b></p> <ul style="list-style-type: none"> <li>• Welcome and introduction</li> <li>• Overview of module</li> <li>• Learning Objectives/aim of course</li> <li>• What will be expected of learners</li> </ul>	<p>Course Document: Course Outline – Principles of Learning</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
	<b>Educators Role and Responsibilities</b>	<p><b>What is your role as an educator?</b></p> <p>Class discussion with spider diagram on Roles and responsibilities as a teacher</p> <p>Tutor to clarify and expand on listed points made and fill in any missing gaps of additional points missed.</p>	<p>Equipment: Flipchart or Whiteboard</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
		<p><b>Rules and Regulations as an educator</b></p> <p>Tutor to explain with open discussion points on professional behaviour and Ethics of an educators covering:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety in an educational setting</li> <li>• Equality and Diversity</li> <li>• Safeguarding</li> <li>• Difference in Teaching, opinions &amp; giving advice</li> </ul>	<p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
	<b>Factors effecting learners and the learning process</b>	<p><b>Process/journey of gaining knowledge and skills</b></p> <p>Tutor brief introduction in to what is learning and how do we learn.</p>	
	<b>Factors effecting learners and the learning process</b>	<p><b>Factors affecting learning and the learning process</b></p> <p>Class discussion with spider diagram on understanding learners characteristics that can affecting the learning process (age, motivation, previous experience, access to external resources, gender, ethnicity, religion, etc.)</p> <p>Tutor to clarify and expand on listed points made and fill in any missing gaps of additional points missed. Look further into Motivation to Learn</p>	<p>Equipment: Flipchart or Whiteboard</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p> <p>Activity/Worksheet: Motivation to Learn</p>

		<p><i>Learners to complete Activity Worksheet: Motivation to Learn</i></p> <p><b>Learning Styles</b></p> <p><i>Recapping on factors that can affect learners learning, give an introduction into Learning Styles and the VARK 4 learning methods.</i></p> <p><i>Class to split into 4 groups, each taking 1 learning style and discuss what teaching and learning Resources and activities you could do to support that type of learner.</i></p> <p><i>Each group to present their results</i></p> <p><i>Show Video interview with VARK creator Neil Fleming discussing the 4 learning types.</i></p> <p><i>Learners to complete Activity Worksheet: online VARK For Teachers and Trainers, How do I teach? Questionnaire.</i></p>	<p><i>Visual Aid: PowerPoint Presentation – Principles of Learning</i></p> <p><b>Visual Aid: Video</b></p> <p><a href="http://vark-learn.com/introduction-to-vark/">http://vark-learn.com/introduction-to-vark/</a></p> <p><i>Group Activity Sheet: VARK Visual Style</i></p> <p><i>Activity: <a href="http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/">http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/</a></i></p>
	<b>Teaching methods and teaching styles</b>	<p><b>Teaching Styles</b></p> <p><i>Recapping on VARK questionnaire results, tutor to discuss how different teachers have their preferred ways of teaching. Its not just learning styles but teaching methods used by educators in the classroom.</i></p> <p><i>Tutor to explain What are the 5 main teaching styles with class discussion on the pros and cons of each version.</i></p> <p><i>Types of teaching styles (pros &amp; cons)</i></p> <ul style="list-style-type: none"> <li>● <i>Authority/lecture method</i></li> <li>● <i>Demonstrator/coach method</i></li> <li>● <i>Facilitator/activity style</i></li> <li>● <i>Delegator/group style</i></li> <li>● <i>Hybrid/blended method</i></li> </ul>	<p><i>Visual Aid: PowerPoint Presentation – Principles of Learning</i></p>
	<b>Formative Assessment</b>	<p><b>Online Activity / Worksheet: Learning and Teaching Styles</b></p> <p><i>Learners to complete Activity Worksheet: Teaching and Learning Styles.</i></p> <p><i>Matching Learners with best suited Learning style and Teaching method based on learner description.</i></p>	<p><i>Activity/Worksheet: Teaching and Learning Style</i></p>
	<b>Inclusive Teaching and</b>	<p><b>Recognising and valuing diversity and special needs and requirements</b></p> <p><i>Tutor to recap that every learner is different and tutor responsibility to recognise and value</i></p>	<p><i>Equipment: Flipchart or Whiteboard</i></p>

	<p><b>Learning Practice and Diversity in learners.</b></p>	<p><i>that diversity in their teaching. Previous discussed types of potential diversity such as Learning back ground / experience / academic ability / Age.</i></p> <p><i>There are other barriers to recognise that can affect the learning process that educators have to consider such as Disability – Both Physical and special educational needs such as Dyslexia.</i></p> <p><i>Class discussion on Disability requirements.</i></p> <p><i>List out different disabilities (Physical and SEN), with discussion on what they are and how it may effect learning.</i></p>	<p><i>Visual Aid: PowerPoint Presentation – Principles of Learning</i></p>
		<p><b>Strategies that encourage inclusive education</b></p> <p><i>Selecting 4 of the different disabilities listed in the previous class discussion, class to split into 4 groups and discuss how a tutor could support the learner in the selection of their;</i></p> <ul style="list-style-type: none"> <li>● <i>Learning Styles;</i></li> <li>● <i>Teaching Methods;</i></li> <li>● <i>Activity assignments / Task;</i></li> <li>● <i>Teaching and Learning Resources.</i></li> </ul> <p><i>Group to present results to class.</i></p>	<p><i>Equipment: Flipchart paper</i></p> <p><i>Group Activity Sheet: Inclusive Learning</i></p> <p><i>Visual Aid: PowerPoint Presentation – Principles of Learning</i></p>
		<p><b>Assessing Learners</b></p> <p><i>Tutor to give a brief overview of learners reaching aims of the course and the ability to assess learners in a variety of ways that allows all to demonstrate the progress and achievement they are making with reasonable adjustment based on inclusion and differentiation.</i></p> <p><i>(Note to learners: Assessment methods will be covered in future module 6.2)</i></p>	
	<p><b>Areas for improvement and CPD</b></p>	<p><b>Further Training and CPD</b></p> <p><i>Class discussion on importance of Continuous Professional Development (CPD of keeping up to date on your teaching subject and changes that effect what you are covering is correct and up to date.</i></p> <p><i>Tutor to explain and list some available resources and further study options for areas for improvement and CPD.</i></p>	<p><i>Visual Aid: PowerPoint Presentation – Principles of Learning</i></p>
	<p><b>Recap and Summative Assessment</b></p>	<p><b>Recap</b></p> <p><i>Tutor to recap over topics covered using questions and answers with the class on what they remembered on each section covered.</i></p>	
		<p><b>Final Assessment</b></p> <p><i>Learners to complete Assessment: Principles of Teaching and Learning</i></p>	<p><i>Assessment: Principles of Teaching and Learning</i></p>

## A1.2 Teaching and Learning in Education for Migrants

### A1.2.1 Teaching and Learning Resources and Assessments

#### Unit's objective

Educators will be able to demonstrate an understanding of the different types of teaching resources to enhance the teaching and learning experience and the different types and methods of assessments in conducting and recording assessment of progression and achievement.

#### Learning outcomes

- At the end of the session learners will be able to:
- Explain the purpose of the following forms of assessment (Diagnostic assessment, Formative assessment, Summative assessment) throughout the learning journey in planning, recording achievement and progression for both educator and learner.
- List the factors affecting learners' motivation and attitude towards learning based on own knowledge and experience in an adult education setting.
- Compare strengths and limitations of different assessment methods in relation to meeting assessment requirements and individual learner needs for recording achievement and progression.
- Explain factors that contribute to constructive feedback and how this can contribute to the assessment process and learners progression throughout the learners'.
- Select appropriate teaching and learning resources arising from diagnostic assessment to meet the needs of specific learner groups.
- Select a suitable formative or summative assessment methods for a given learning context, taking into account the learning group and delivery constraints to evidence that learner has completed a specific learning outcome.
- Willingness to experiment with and develop new formats for embedding digital technology in teaching strategies.

Timing (approx.)	Stage	Description of learning activity/ task	Resources
	<b>Introduction to 6.2 Teaching and Learning Resources and Assessments Module.</b>	<p><b>Tutor Presentation on Module Overview and introduction</b></p> <ul style="list-style-type: none"> <li>• Welcome and introduction</li> <li>• Overview of module</li> <li>• Learning Objectives/aim of course</li> <li>• What will be expected of learners</li> </ul>	<p>Course Document: Course Outline – Teaching and Learning Resources</p> <p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
	<b>Teaching and Learning Resources</b>	<p><b>How do Teaching and Learning Resources (TLR) contribute to learning?</b></p> <p>Tutor introduction into the use of Teaching and Learning Resources.</p> <p>Class discussion on how do TLRs contribute to learning</p> <ul style="list-style-type: none"> <li>• Engaging attention and interest</li> <li>• Reinforcing key aspects of the subject matter (Visual learners)</li> <li>• Acting as a focal point for learner response</li> <li>• Adding variety to instructional methods</li> <li>• Etc.</li> </ul>	
		<p><b>Use of Specific TLR</b></p> <p>Tutor explain considerations when selecting different type of TLR</p> <ul style="list-style-type: none"> <li>• What you want to achieve from the TLR</li> <li>• Do not overuse TLR one type</li> <li>• In relation to technology TLR, have back ups in case don't work</li> <li>• Layout of training room and blocking visuals you are presenting</li> </ul> <p>Class discussion on different types of TLR and their uses</p> <p>Tutor to clarify and expand on selected listed points made and fill in any missing gaps of additional relevant TLR missed.</p> <p>Tutor to discuss/present effective strategies for locating and evaluating appropriate TLR to meet teaching and learning needs.</p> <p>Learners to complete Activity/Worksheet: Finding and Selecting Resources online</p>	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p> <p>Activity/Worksheet: Finding and Selecting Resources online</p>

		<p><b>Using Technology in TLR</b></p> <p>Tutor presentation on Using Technology in the production of TLR</p> <ul style="list-style-type: none"> <li>• Selecting TLR to meet teaching and learning needs</li> <li>• Adjusting hard copy material to technology based</li> <li>• Pros and cons of Technology conversion.</li> </ul>	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
	<b>Formative Assessment</b>	<p><b>Activity / Worksheet: Selecting Resource</b></p> <p>Select most appropriate Teaching and Learning Resources to support specific Learners and selected Teaching method based on provided class description.</p> <p>Learners to complete Activity/Worksheet: Selecting Teaching and Learning Resources</p>	<p>Activity/Worksheet: Selecting Teaching and Learning Resources</p>
	<b>Assessment of Progression and Achievement</b>	<p><b>What is Educational Assessments and why is it necessary</b></p> <p>Tutor explain/presentation on</p> <ul style="list-style-type: none"> <li>• What is educations assessment</li> <li>• Why do we need assessments?</li> </ul>	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
		<p><b>Types of Assessments and their purpose</b></p> <p>Tutor to ask class if they can name the 3 main types of assessment of learning.</p> <p>Tutor to discuss/present the 3 main types of assessment</p> <ul style="list-style-type: none"> <li>• Initial /Diagnostic Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> </ul>	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
		<p><b>Assessment Methods and Evidence collection</b></p> <p>Tutor to discuss Principles of Assessment</p> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability</li> <li>• Evidence / Recording Progress and achievement criteria</li> </ul> <p>Class discussion on types assessment methods used to assess learner’s progression and achievement (Quiz/worksheet/activity/task/essay/demonstration/etc.)</p> <p>Tutor to clarify and expand on selected listed points made and fill in any missing gaps of additional relevant assessment tools/methods.</p>	<p>Equipment: Flipchart / Whiteboard</p> <p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
		<p>Tutor presentation on Using Technology in the production of assessment methods with demonstration of selected resource available:</p> <ul style="list-style-type: none"> <li>• Selecting assessment methods to meet teaching and learning needs</li> <li>• Adjusting hard copy material to technology based</li> </ul>	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p> <p>Tutor Demo: Moodle /</p>

		<ul style="list-style-type: none"> <li>• <i>Pros and cons of Technology conversion.</i></li> <li>• <i>Support inclusive learning</i></li> </ul> <p><i>Tutor Demo on Moodle, Kahoot and Plickers</i></p>	<i>Kahoot / Plickers</i>
	<b>Formative Assessment</b>	<p><b>Activity / Worksheet:</b> <i>Selecting Assessment Methods (6.2.6)</i>  <i>Select most appropriate Assessment to support the related Learning Outcome and inclusive learning based on provided description.</i></p> <p><i>Learners to complete Activity/Worksheet: Selecting Assessment Methods</i></p>	<i>Activity/Worksheet: Selecting Assessment Methods</i>
	<b>Providing Feedback to learners on their Learning, Progression and Achievement.</b>	<p><b>Providing Feedback</b></p> <p><i>Class discussion on</i></p> <ul style="list-style-type: none"> <li>• <i>Reason for Providing Feedback to Learners and its importance</i></li> <li>• <i>Key elements of good feedback</i></li> </ul>	
	<b>Recap and Summative Assessment</b>	<p><b>Recap</b></p> <ul style="list-style-type: none"> <li>• <i>Tutor to recap over topics covered using questions and answers with the class on what they remembered on each section covered.</i></li> </ul>	
		<p><b>Final Assessment</b></p> <p><i>Learners to complete Assessment: Teaching and Learning Resources</i></p>	<i>Assessment: Teaching and Learning Resources</i>

## A1.3 Teaching and Learning in Education for Migrants

### A1.3.1 Planning and Delivering to meet the need of Migrant Learners in Education and Training

#### Unit's objective

Educator will have the ability to show how to plan, use inclusive teaching and learning approaches and select appropriate teaching and learning resources and assessment strategies, to communicate with learners.

#### Learning outcomes

At the end of the session learners will be able to:

- Explain the importance of diagnostic assessments of learners in the teaching and planning process in a handout for a group discussion.
- Develop a structured teaching and learning plan that meets the aims and individual needs of all specified learners and the given curriculum requirements.
- Incorporate teaching and learning resources into a developed lesson plan to support teaching and learning needs of learners.
- Select suitable assessment methods into a developed lesson plan taking into consideration the learning group and delivery constraints to evidence that learner has completed required learning outcome.
- Justify own selection of teaching and learning approaches and resources within your created lesson plan to meet teaching and learning needs.
- Willingness to experiment with and change methods of delivery to improve your teaching and learning approaches through reflection.

Timing (approx.)	Stage	Description of learning activity/ task	Resources
	<b>Introduction to 6.3 Planning and Delivering to meet the needs of learners in Education and Training Module.</b>	<p><b>Tutor Presentation on Module Overview and introduction</b></p> <ul style="list-style-type: none"> <li>• Welcome and introduction</li> <li>• Overview of module</li> <li>• Learning Objectives/aim of course</li> <li>• What will be expected of learners</li> </ul>	<p>Course Document: Course Outline – Planning and Delivering</p> <p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>
	<b>Training Planning Process</b>	<p><b>Initial Assessment</b></p> <p>Tutor to explain use of Initial Assessments in planning a lesson to support in selection inclusive learning looking at</p> <ul style="list-style-type: none"> <li>• Teaching methods &amp; Learning Styles</li> <li>• Required Teaching and Learning Resources</li> <li>• Suitable Assessment Criteria</li> <li>• SEN support tools</li> <li>• Planning differentiated learning</li> </ul>	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p> <p>Example Document: Initial Assessment</p>
		<p><b>Lesson Plans</b></p> <p>Class discussion on what should be included in a lesson plan</p> <p>Tutor to demonstrate a standard Lesson Plan Template looking at individual sections.</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Learning Objective</li> <li>• Timing</li> <li>• Stage</li> <li>• Teaching and Learning Activity/Task</li> <li>• Resources</li> </ul>	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p> <p>Example Document: Blank Lesson Plan</p> <p>Example Document: Completed Lesson Plan</p>
		<p><b>Planning Process</b></p> <p>Tutor to explain planning a lesson with interactive activities</p> <ul style="list-style-type: none"> <li>• Describing Aims /learning objectives that meet learners’ needs</li> <li>• Dividing lesson into coherent stages</li> <li>• Setting up class activities</li> </ul>	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>

		<ul style="list-style-type: none"> <li>• <i>Checking understanding</i></li> <li>• <i>When and how feedback will be given</i></li> <li>• <i>Controlling pace and timing of teaching, activities, assessments and setting breaks</i></li> <li>• <i>Planning for differentiated learning (different ability levels, speed, etc)</i></li> </ul>	
		<p><b>Selecting TLR</b>  <i>Class discussion on Selecting TLR to support your T&amp;L based on your class profiles from initial assessments. (Presented on Visual Aid)</i>  <i>Look at:</i></p> <ul style="list-style-type: none"> <li>• <i>Teaching Aid (Presentations, Videos, examples)</i></li> <li>• <i>Learner Resources (Manuals, worksheets)</i></li> </ul>	<i>Visual Aid: PowerPoint Presentation – Planning and Delivering</i>
		<p><b>Selecting Assessment Methods</b>  <i>Class discussion on Selecting Assessment methods based on your learner profiles from initial assessments to record progression and achievement. (Presented on Visual Aid)</i></p>	<i>Visual Aid: PowerPoint Presentation – Planning and Delivering</i>
	<b>Formative Assessment</b>	<p><b>Online Activity / Worksheet: Lesson Plan</b>  <i>Complete the missing gaps of the lesson plan with the appropriate activities, resources and assessment methods that match your class learner profiles that shows inclusive practice.</i></p>	<i>Activity/Worksheet: Lesson Plans</i>
	<b>Justification and review</b>	<p><b>Justify Own Selection of Teaching and Learning</b>  <i>Class discussion on evaluating own teaching strategies and selection of resources and assessment methods.</i>  <i>Looking at Formative Assessment: Lesson plan: Learners to discuss</i></p> <ul style="list-style-type: none"> <li>• <i>Why did I select the teaching method chosen?</i></li> <li>• <i>Why did I select those particular Teaching and Learning Resources?</i></li> <li>• <i>Did my selections meet learners needs and requirements?</i></li> <li>• <i>Would I make any changes to the lesson plans and selected resources and assessments if running the course again?</i></li> </ul>	<i>Visual Aid: PowerPoint Presentation – Planning and Delivering</i>
	<b>Recap and Formative Assessment</b>	<p><b>Recap</b>  <i>Tutor to recap over topics covered using questions and answers with the class on what they remembered on each section covered.</i></p>	
		<p><b>Final Assessment</b>  <i>Interactive quiz on all topics covered on this module.</i></p>	<i>Assessment: Planning and Delivering</i>

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