



REACH
AND

TEACH

TOOLKIT



Through Enterprise aims to significantly improve the access to and quality of entrepreneurship education within the context of inclusion and diversity, so as to unlock the potential of migrant and refugee women. Through this Toolkit, we assist you to

1. **reach** this demographic to inform them of the benefits of entrepreneurship training and
2. **teach** this demographic separately from or in conjunction with host country nationals.

This portion of the catalogue will focus on **REACH** efforts by discussing why the inclusion of this demographic is important to the EU, what we mean by “women from migrant and minority and refugee backgrounds,” and why entrepreneurship specifically works for this demographic. From there, we discuss barriers that migrant and minority women face when attempting to access this type of vocational training and education, and different methods of reaching out to their audiences.

REACH AND TEACH

TOOLKIT

REACH

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REACH

TOOLKIT



WHO ARE WE REACHING OUT TO?

This Toolkit provides best practices for reaching and teaching women of migrant and minority backgrounds because this specific demographic is poorly represented in the field of entrepreneurship, not because others are less important.

It is also important to highlight that this work targets those women from migrant and minority backgrounds who were not given, or did not have access to, the same opportunities regarding employment and education as others. We are not under the impression that all women from migrant and minority backgrounds are socially marginalized, undereducated, or unable to seek these opportunities themselves. We do, however, believe it is important to actively engage those women who wouldn't normally have access to entrepreneurship education.

As your organisation prepares to engage in outreach, keep in mind that every woman has her own story and therefore her own level of experience and knowledge with regard to formal education, entrepreneurship, and local customs in general.



WHY ENTREPRENEURSHIP?

Although it may be easy to see how it would benefit the EU to include women from different backgrounds in education efforts that lead to employment, why emphasize entrepreneurship for this demographic? The answer is simpler than you might expect.

▶ EDUCATIONAL REQUIREMENTS

Many women from migrant and minority backgrounds with little formal education are unable to find careers in their chosen field because they are competing against applicants with [accepted] qualifications. In some cases a woman may have not just training, but also years of experience in her chosen field, but continues to be overlooked by employers due to a lack of documentation. Enterprise education allows these women to join their chosen fields without requiring them to retrain or produce documentation they may not have.

▶ EMPOWERMENT

Many of these women have been told or shown that they cannot participate in society as they would like to due to their backgrounds. Through entrepreneurship, these women can imagine and create their own projects, and contribute to and participate in society in their own unique way.

▶ FLEXIBILITY

Requirements regarding working hours, transportation, child care, education and experience are all impediments to these women. Entrepreneurship provides a great deal of flexibility in many different forms, making it attractive for individuals who cannot access mainstream education or employment for these reasons.

▶ SOCIAL INTEGRATION

Employment increases opportunities for social engagement, and through engagement comes integration. By encouraging marginalized and isolated women to participate in the workforce in their own ways, entrepreneurship fuels positive social integration and allows them to make connections to society in a manner of their own choosing.

▶ DIVERSITY AND INCLUSION

By encouraging women from different backgrounds to engage in society, we are also encouraging society to embrace diversity. Not only does increased entrepreneurship activity in this demographic lead to economic diversity, but it also provides host country nationals a chance to interact with people from different backgrounds. Economic inclusion leads to social inclusion leads to two-way integration.

WHY IS INCLUSION OF WOMEN FROM MIGRANT AND MINORITY COMMUNITIES IN THE EU LABOUR FORCE IMPORTANT?

In the EU, migrants make up 10.5% of the total population with women representing just over half of that number.¹ However only 63.1% of women born outside of the EU showed activity in the labour market in 2016, compared to 84.2% in their male counterparts.² In the current European climate, the Global Entrepreneurship Monitor (GEM) reports that the ratio of female to male entrepreneurs is 6:10, the lowest average female entrepreneurial activity globally.³ By empowering women to take control of their own employment, we spur economic growth in the EU, fuel positive integration efforts, and aid in intercultural understanding across the economic zone.

▶ ECONOMIC GROWTH

Recent studies have shown that migrant participation in European labour markets fuel economic growth. In the last twenty years, the increased number of migrants has led to increased overall economic contribution within Europe. Those countries which promote this contribution have reported better Gross Income and diversified markets than their counterparts.⁴

▶ INTEGRATION EFFORTS

Not only does migrant participation improve economic outputs, but it also fuels positive integration efforts. According to the EU Action Plan on the integration of third country nationals, “ensuring that third country nationals can contribute economically and socially to their host communities is key to the future well-being, prosperity and cohesion of European societies. Supporting entrepreneurship... is a vital channel to foster third country nationals’ contribution to economy and society as a whole.”⁵ By assisting women with migrant and minority backgrounds to engage in society, we help them to begin interacting with the community as a whole.

▶ INTERCULTURAL UNDERSTANDING

Lastly, it helps natives to learn more about different cultures promotes multicultural understanding among indigenous peoples. As migrant visibility and cooperation increases, more native peoples will come into contact with people with migrant and minority backgrounds and. This allows natives to understand the cultures of the people with whom they come into contact, and hopefully become more understanding and open-minded.

1 Migration Data Portal. (2018, May 3). Global Migration. Retrieved from https://migrationdataportal.org/?i=unemp_&t=2010&m=1&rm49=150

2 European Commission. (2018, May 3). Global Migration. Retrieved from https://migrationdataportal.org/?i=unemp_&t=2010&m=1&rm49=150

3 Global Entrepreneurship Monitor - 2017/2018 Global Report. (2018, April 6). Retrieved from <https://www.gemconsortium.org/report/50012>

4 Kingsley, P. (2016, May 18). Refugees will repay EU spending almost twice over in five years - report. The Guardian. Retrieved from <https://www.theguardian.com/world/2016/may/18/refugees-will-repay-eu-spending-almost-twice-over-in-five-years-report>

5 Migrant entrepreneurs - Growth - European Commission. (2018, May 07).

Retrieved from http://ec.europa.eu/growth/smes/promoting-entrepreneurship/we-work-for/migrants_en

HOW CAN DIVERSITY HELP OUR ORGANISATION?

Organisations that encourage and teach entrepreneurship can derive significant benefits from nurturing diversity in their classrooms and through the projects they run.

“By engaging different communities the members of our organisation have managed to be more tolerant, respect and celebrate diversity and promote the principles of inclusiveness.”

**EDRA,
Lifelong learning centre,
Bordeaux, France**

“It has given us a very unique perspective and has created a very multi-cultural and diverse “community” which has given us great advantages in terms of community development.”

**First Steps Women’s Centre,
Dungannon, UK**

“We promote diversity in all of our classrooms, and it is obvious that many of these people would have no contact with these other communities outside of the course.

Having women from these migrant communities take part in training is so important, because it means we are setting up a new generation to be not only successful but also inclusive.”

**Limerick & Clare
Education and Training Board,
Limerick, Ireland.**

BARRIERS

As it stands, there are varying barriers to the inclusion of women from migrant and minority backgrounds with regard to entrepreneurship education. As you get ready to reach out to these women, keep in mind the following obstacles cited by stakeholder organizations from around the EU and be prepared to address them before they arise. Remember that not every one of these barriers applies to every woman, but research shows that these are the most prevalent among women from these communities.

LANGUAGE	Some women may not have the language skills required for mainstream entrepreneurship courses.
TRANSPORTATION	Some women may be restricted to public transportation.
COST	Some women may not have the ability to pay the tuition to enroll in mainstream education.
CULTURAL NORMS	Some women may come from backgrounds where females are unaccustomed to working outside the home.
CHILDCARE	Some women may be restricted due to lack of access to childcare.
EDUCATIONAL BACKGROUND	<ol style="list-style-type: none"> 1 Some women may not have the educational prerequisites for a traditional or mainstream course. 2 Some women may not have received traditional education and therefore are unaccustomed to a classroom setting.
BUREAUCRACY / ADMINISTRATION	Some women may have the skills and enterprise to start their own businesses, but are prevented from doing so due to confusing paperwork, tight restrictions, or general lack of knowledge about local bureaucracy.

REACHING WOMEN FROM MIGRANT AND MINORITY COMMUNITIES

There is no catch-all solution to reach and include women who come from migrant and minority backgrounds in entrepreneurship. Each organisation will have its own tried and true methods, and each woman will respond to different methods of communication.

In this section you will find a collection of best practices used across Europe that can be used as guidelines as you create and implement your own outreach formula. These practices have been split into three distinct categories of outreach:



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i) THROUGH SUPPORT SERVICES

Identifying local organisations that provide support to women from these backgrounds will widen your outreach significantly. Not only will interested groups help advertise your services by referring clients to your organisation, but they are also an invaluable source of information regarding the types of outreach they have found to be successful locally.

Useful support services could include:

- ▶ Youth centres
- ▶ Religious centres
- ▶ Language centres
- ▶ Social services offices
- ▶ Schools/creches
- ▶ Libraries
- ▶ Migrant/minority-led organisations
- ▶ Health Centres/Services
- ▶ Migrant/minority support organisations



Each support service will require a different method of contact from your organisation to assist in your outreach. In order to build a network of local support services, identify a handful of active organisations in your community and reach out for a face-to-face meeting to discuss cooperation and information sharing. Each organisation will be able to refer you to other relevant support services, and your network will grow from there.

CASE STUDY: OUTREACH THROUGH SUPPORT SERVICES

Organization: Tuzla Kaymakamligi (District Governorship). Istanbul, Turkey

How we reach out?

Our organization engages with the Social Assistance and Solidarity Foundation which deals with social integration of migrants and refugees, and gives economic support to this group. We cooperate with these organizations to organize food allowance, clothing support, sheltering aid and educational support for the target groups.

What methods we find most successful?

Using organisations such as the Education Department to reach and contact information of women that would benefit from our supports has been vital.

What groups we find hardest to reach?

The refugees coming from Syria are the hardest group to reach and engage.

What groups we find easiest to reach?

The migrants coming from east of Turkey are the easiest to reach.

Obstacles we encounter in outreach:

- ▶ Language barriers
- ▶ Family commitments
- ▶ Health issues

Why engaging women from migrant and ethnic minority communities is different, and how we overcome these issues?

One example of overcoming a barrier - migrant communities, including women, encounter transportation issues. We respond through accessing a transport service provided by Tuzla Municipality.

How has engaging different communities affected our organization as a whole?

Engaging different communities is one of our main missions as a district governorship, therefore we implement the local and international projects to support the target groups, and these activities help us promote the public services we provide.

THROUGH SCHOOLS

Giving presentations to local schools is a good way to get information out to students, teachers and parents at once. It can be useful even to present to students of all ages, as they can share information with siblings, friends or parents who might be interested. Teachers can in turn refer both students and parents to your organization if necessary.

Outreach to language centres also has the potential to reach students directly. Discuss the possibility of a presentation to adult language classes, or ask teachers to identify students that might be interested.

“ We work with schools and find this is a captive audience. Disaffected young people and parents can be difficult [to reach] and need innovative ways of engagement. ”

Dungannon Development Association – Breakthru.
Dungannon, Northern Ireland

“ We work closely with local language centres and ensure that we share as much information as possible between our organisations. We make it known that any of the local support services can refer clients to us and we in turn refer our clients to them. This relationship benefits us both and provides the clients with better and faster support on both ends. ”

Doras, migrant support service
Limerick, Ireland

Engagement with educational facilities also provides access to women from migrant and minority backgrounds that might be isolated. Ask the staff at schools and daycare facilities to share information with parents that might be interested, or ask them to hand out information leaflets to parents of their students.

“ We work with schools and find this is a captive audience. Disaffected young people and parents can be difficult [to reach] and need innovative ways of engagement. ”

Dungannon Development Association – Breakthru.
Dungannon, Northern Ireland

THROUGH CHILD CARE

WATCH CASE STUDY - Woman Alliance (GOAL): Stay & Play video



ii) THROUGH MEDIA

Contact through media undeniably reaches the largest audience, but doesn't necessarily elicit the largest response. Media outlets, specifically social media platforms, allow organisations access to people in remote locations who may not be reachable by direct outreach.

THROUGH SOCIAL MEDIA

Social media platforms such as Facebook and Twitter are extremely useful for advertising to a wide community. A 2016 study of social media use by migrants in Malta found that 84% of migrant respondents used social media for an hour or more per day, and that women were more likely to spend at least two hours on social media daily.⁶

When using social media to connect with women, first connect online with other organisations who have been identified as relevant to your target demographic.

On Facebook, find local migrant groups with whom you can share posts, community pages where local events are posted, and ask other support services to share your ads.

On Twitter, identify these same groups and take note of frequently-used hashtags, and retweet relevant posts to your page to increase visibility.

You can also mention these organisations in your own tweets, bringing your courses to their attention and increasing the likelihood that they will share the information with their followers.



⁶ http://www.pfcmalta.org/uploads/1/2/1/7/12174934/social_media_report_08-2016_-_final.pdf

CASE STUDY: OUTREACH THROUGH SOCIAL MEDIA

Organization: EDRA, Lifelong Learning Centre

How we reach out?

We reach out through newsletters, websites, social media, and multiplier events

What methods we find most successful?

All of the above

What groups we find hardest to reach?

Those who are less experienced in educational interventions and those who face livelihood issues.

What groups we find easiest to reach?

- ▶ People with higher qualifications
- ▶ Those most familiar with technology and social media

Obstacles we encounter in outreach:

In many cases, the people of vulnerable groups are reluctant and they hesitate to communicate, take part in education or training projects and even when they do, there are large percentage of drop out.

Why engaging women from migrant and ethnic minority communities is different, and how we overcome these issues?

The challenges are mostly combined with the cultural and ideological background of the person. If, for example, the woman comes from a patriarchal society there are obstacles to communication, as in many cases the permission of a male member of the family is mandatory. We always respect those particularities and act by case.

How has engaging different communities affected our organization as a whole?

By engaging different communities, the members of our organisation have managed to be more tolerant, respect and celebrate diversity and promote the principles of inclusiveness.

THROUGH PRINT MEDIA

For our purposes, print media means not only magazines and newspapers, but also fliers, posters and leaflets. Relevant stakeholders surveyed cited these methods as useful in reaching women from migrant and minority backgrounds that wouldn't necessarily be engaging directly with their services.

TIPS FOR CREATING POSTERS & FLIERS

Be aware that the women you intend to reach may not have advanced language skills. Use simple, concise language and simple terminology.

For example:

- ▶ **USE: SELF-EMPLOYMENT TRAINING**
- ▶ **RATHER THAN: ENTREPRENEURSHIP EDUCATION**

Focus on the aspects of the course that are different from others. For example, if the course is online, highlight **NO TRAVEL NECESSARY**. If your course doesn't require any previous education, highlight that with **NO EDUCATION NECESSARY**, or **OPEN TO ALL WOMEN OF ALL AGES**.

Keep the fine print to a minimum. Stakeholder feedback suggests that outreach through posters and leaflets is not guaranteed to elicit a response, so state the facts and provide a clear method of contact.



ii) THROUGH DIRECT OUTREACH

Although direct outreach is arguably the most effective way of creating a client base and connecting with this demographic, it is also the most time-consuming. Community outreach doesn't necessarily mean knocking on doors – participation in local events and workshops, connecting with community centres, manning a public information booth, and visiting local centres for asylum seekers are all ways of engaging with the community.

Remember: women might respond in a more positive manner to outreach attempts of a similarly-aged woman, rather than a man.

GO TO AN EVENT

Attending or coordinating events for people from migrant and minority backgrounds is a good way to begin engaging women from these communities. Not only does this approach allow your organisation to make a connection with the community as a whole, but you give its members an opportunity to interact with you in an environment in which they are comfortable.

AT A GLANCE: OUTREACH THROUGH EVENT COORDINATION

WATCH CASE STUDY - Woman Alliance (GOAL): Stay & Play video



SET UP AN INFORMATION BOOTH IN A BUSY AREA

Make yourself available to the public without being overbearing. Having posters or leaflets in different languages might help attract the attention of people from different communities.

VISIT LOCAL CENTRES FOR ASYLUM SEEKERS

Asylum seekers are often very isolated and require a great deal of support in order to integrate into their host community. Contact the local centres to see whether organisations are permitted to give a presentation within the centre itself. The centre manager will likely be able to give you advice on the type of presentation that would be most useful.

Please note: not all centres for asylum seekers allow members of the public to reach residents within the building. If this is the case, contact a local support centre for asylum seekers and discuss the best way to precede.

Feedback and external research suggests that a combination of all three categories is the most effective way to find and engage women in entrepreneurship training. Each organisation and community will require unique methods of outreach, and will encounter unique barriers to the inclusion of women from migrant and minority backgrounds in entrepreneurship education. It is for this reason that we have included an outline that will help you create your own unique outreach programme.

CASE STUDY: OUTREACH THROUGH DIRECT CONTACT

Organization: COSTA, Dungannon, Northern Ireland

Our Vision

“A vibrant and well informed network of rural communities working in partnership in the South Tyrone and wider areas.”

Our Mission

“Empowering communities in South Tyrone, Mid Ulster and surrounding areas through networking and the provision of relevant development and support services.”

How we reach out?

Going out to community venues and home visits.

What methods we find most successful?

Going out and about to meet people, especially those of an older age. We cannot rely on people coming to us.

What groups we find hardest to reach?

Younger women are the hardest to reach and engage.

What groups we find easiest to reach?

Older women tend to be the easiest.

Obstacles we encounter in outreach

- ▶ Rurality
- ▶ Distance
- ▶ Transport

Why engaging women from migrant and ethnic minority communities is different?

- 1 Confidence is an issue, they tend to be tied to home and responsibilities
- 2 Competing demands – Time
- ▶ We reach out to the communities directly to address these issues.

CASE STUDY: OUTREACH THROUGH A MIXED METHOD APPROACH

Organization: Creative Spark, County Louth, Ireland

Mission Statement

Creative Spark, a Company Limited by Guarantee, operates as a not-for-profit social enterprise which aims to develop the local creative industries sector and support new and established innovative enterprises.

How we reach out?

We hold community events and projects focused on creativity, innovation and exercise. We also offer training programmes in creativity and entrepreneurship; and we organize free events for children and families offering creative participation opportunities.

What methods we find most successful

- ▶ Contact and initiations via community and voluntary sector organisations
- ▶ Flyers and leaflets ▶ Contact via local schools ▶ Emailed newsletters
- ▶ Advertising and editorial in local papers ▶ Social media and online platforms

What groups we find hardest to reach?

- ▶ We find teenagers difficult to engage with
- ▶ We do engage with the Irish Traveller Community but it can be difficult to maintain ongoing engagement

What groups we find easiest to reach?

- ▶ Families with younger children are most responsive to free events
- ▶ Women returning to the workforce or those with older families are easiest to engage on projects and programmes.

Obstacles we encounter in outreach:

- ▶ Lack of response ▶ Negativity ▶ Low turnout ▶ Drop off in attendance at projects/programmes

Why engaging women from migrant and ethnic minority communities is different, and how we overcome these issues?

Knowing who to contact and how to contact them - eWe try to identify a champion/ gatekeeper to these communities and work with and through these trusted individuals.

How has engaging different communities affected our organization as a whole?

It has brought a richness to our projects and the community of creatives and entrepreneurs based at Creative Spark.

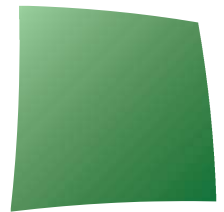
The following appendices are to be used as **GUIDES ONLY** for organisations wishing to incorporate women from migrant and minority backgrounds in entrepreneurship education.

APPENDIX I 23

A guide for creating a unique outreach plan for your organisation.

APPENDIX II 25

A guide for interviewing local organisations to discover
a what type of outreach might work in your community, and
b how your organisations can cooperate in the future.



APPENDIX I: OUTLINE

Organization Name: _____

Designated Outreach Person: _____

Course Title: _____

COURSE BARRIERS & SOLUTIONS

Identify aspects of your typical courses that might be barriers for women from migrant & minority backgrounds.

- ▶ Cost?
- ▶ Transportation?
- ▶ Time of day?
- ▶ Childcare?
- ▶ Language?
- ▶ Educational requirements?
- ▶ Others?

Decide how you will combat these barriers to make this course more accessible for women from migrant & minority backgrounds.

- ▶ Cost?
- ▶ Transportation?
- ▶ Language?
- ▶ Educational requirements?
- ▶ Others?

COMMUNITY

- ▶ Identify groups in your community that are under-represented in entrepreneurship education.

OUTREACH THROUGH SUPPORT SERVICES

- ▶ List 3-5 local organisations that work directly with the under-represented groups you identified previously.
- ▶ Identify other support services through which you might be able to reach out to these women. (e.g., religious centres, social services centres, schools, libraries, etc.)
- ▶ Set up meetings with these organizations to discuss future cooperation and how they might be able to help you get the word out. (See Appendix II for sample questions)

OUTREACH THROUGH MEDIA

- ▶ Identify functioning social media platforms within your organization.
- ▶ Connect with local support services through social media platforms.
- ▶ Create simple, easy-to-understand posters and leaflets highlighting the important details of your course.
- ▶ Contact local television and radio stations to run information campaigns.

DIRECT COMMUNITY OUTREACH

- ▶ Identify events and community groups that related to your target demographic.
- ▶ Identify peak times and places for an information booth or leaflet handout.
- ▶ Identify and interact with local neighbourhoods and community centres in order to spread the word.
- ▶ Identify local centres for asylum seekers and contact centre managers



APPENDIX II: QUESTIONNAIRE

1	ORGANIZATION DETAILS
1.1	Organization/contact information
2	OUTREACH/ADVERTISEMENT TECHNIQUES
2.1	What kind of advertisement would be useful? (TV, radio, flyers, etc.)
2.2	Where do you/can we advertise?
2.3	What organizations could be willing to help advertise
2.4	Can we target this demographic through other groups? (e.g. target parents through children, mothers through fathers, etc.)

3	WHAT BARRIERS DO WE FACE?	HOW DO WE OVERCOME THEM?
3.1	Childcare	
3.2	Language	
3.3	Cultural Norms	
3.4	Transportation	
3.5		
3.6		
3.7		

4	SIMILAR LOCAL EFFORTS	SUCCESSFUL (Yes or No)	WHY / WHY NOT?
4.1			
4.2			
4.3			
4.4			
4.5			



TEACH

TOOLKIT



OVERVIEW

The Through Enterprise project aims to promote the inclusion of migrant women in entrepreneurship education in the European Union. Indeed, several studies reveal that many women wish to engage in entrepreneurship, however there remains a gap between those who intend to participate and those who take action to participate. Women represent 52% of the total European population, but only 34.4% of self-employed workers in the European Union (EU) and 30% of young entrepreneurs are women¹. Both the creativity and entrepreneurial potential of women are under-exploited sources of economic growth and jobs that need to be further developed. The labour force participation rate of migrants, especially women, is higher (72.7%) than that of non-migrants (63.9%)².

Founder of « Migrant Woman Association Malta » Umayma Elamin Amer from Sudan, came to Malta after fleeing the instability of Libya, where she had lived for three years, in order for her children to continue their education. She began volunteering in the field of migration and through her work, Umayma was introduced to Claudia Taylor-East of SOS Malta, who inspired and supported Umayma to come together with other migrant women in Malta and build Migrant Woman Association Malta. Since 2015, the voluntary organisation has been working for the social and community advancement of migrant women in Malta. Migrant Woman Association Malta is committed to empowering migrant women and to enable them to fully integrate in Malta, and to help them realise their full potential (more information : <http://migrantwomenmalta.org>)

1 EUROPEAN COMMISSION. Statistical data on Women entrepreneurs in Europe [online]. 2014.

Available on: <<http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations>>. [Accessed February 2, 2018]

2 INTERNATIONAL LABOUR ORGANIZATION. ILO global estimates on migrant workers [online]. 2015.

Available on:

<http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_436343.pdf>. [Accessed February 8, 2018]

OUTREACH THROUGH SUPPORT SERVICES

It is widely recognised that women **face particular difficulties**, including:

- ▶ Access to information
- ▶ Transition to working life
- ▶ Self-doubt about one's own legitimate ability to become an entrepreneur
- ▶ Difficulty reconciling private and professional life (concept of mental workload)
- ▶ Competition in chosen sectors of activity
- ▶ Access to net
- ▶ The development of this catalogue of good practices is aimed in particular at promoting training and/or support opportunities for entrepreneurship in order to meet the specific needs of women entrepreneurs in migrant and minority communities
- ▶ Business and entrepreneurial skills to be developed



THIS TOOLKIT WILL MAKE IT POSSIBLE TO

- ▶ Facilitate the creation of entrepreneurial projects
- ▶ Better identify training and support for business creation
- ▶ Help legitimize the status of women entrepreneurs
- ▶ Encourage the establishment of a suitable organisation
- ▶ Ensure the sustainability of projects
- ▶ Strengthen women’s involvement in networks
- ▶ Consolidate the impact of project presentations for better prospecting

IT IS STRUCTURED IN 7 SECTIONS

1 Access to Information.....	(page 34)
2 The transition to working life.....	(page 36)
3 Credibility as a Female Entrepreneur.....	(page 38)
4 The difficulty of reconciling private and professional life.....	(page 41)
5 The chosen sectors of activity are often competitive.....	(page 43)
6 Access to networks.....	(page 44)
7 Business and entrepreneurial skills to be developed.....	(page 45)

And will illustrate the various pedagogical techniques such as: mentoring, exchange of good practices, pitch, software, dedicated learning and training programs...

ACCESS TO INFORMATION

One of the first difficulties encountered by women who want to create and develop a business is **access to information**. A growing and diverse number of stakeholders have therefore committed to supporting these women entrepreneurs across Europe by **centralising information** on entrepreneurship, its tools and support opportunities.

CASE STUDY: WEGATE PLATFORM

The **European Gateway for Women's entrepreneurship (WEgate)** is an **unique gateway** for women of all ages who want to start, manage and develop a business. Available in 23 languages, it was launched in September 2016 by the European Commission.

What does it do?

- ▶ WEgate provides:
- ▶ **information on business creation** (legislation and taxation, market access and operation...),
- ▶ **growth** (developing your business locally, regionally and internationally, business partnerships..),
- ▶ **access to financing and networks**
- ▶ **training** (e-learning materials and tools, webcasts and webinars...),
- ▶ **possible support and advice.**

It offers **experiences and success stories**, as well as networking **opportunities to find contacts and new business partners**. WEgate is not, however, an organisation as such. It does not provide support or counselling services. It is an online gateway providing useful and inspiring information, resources and analysis, usually in the form of a short, descriptive text with interactive links.

WEgate also invites users to **share their knowledge and give advice** to newcomers by contributing to interactive sections, such as the **blog** or **forum**.

Where to find ?

Online portal accessible via <https://www.wegate.eu/>

CASE STUDY: ESPACE MÉTIER AQUITAINE (FRANCE)

The network of **Espace Métier Aquitaine** (50 centres) was created by Aquitaine Cap Métiers and offers a **first reception and level of information** (a specialized documentary and computer database) on professions, training and employment. Each area is divided into **6 information centres** (choosing a profession, training, creating your activity, looking for a job, knowing your rights, reading the press) and is run by local actors (Missions locales, Maisons de l'emploi, Centres d'Informations et d'Orientations, Pôle Emploi...). These places are open to everyone, without distinction, without appointment, anonymously and free of charge. They are aimed at the **general public as well as professionals** (facilitators of business areas, partners in integration, employment, guidance and training).

What does it do?

Espace Métier Aquitaine inform and implement **actions and activities on jobs, training and lifelong guidance**. These workshops (discovery of a profession, business meeting, on-site visit...) take place every semester and everyone is free to participate, to stay or not, to do several or just one. The Espaces Métiers Aquitaine are above all a **tool for prescribers and training and support organisations**. As a resource space, they call partners and professionals to give specific information to a business or sector of activity. They are then in charge of **redirecting the participants** towards the most relevant interlocutors and able to accompany them.

These Espaces Métiers Aquitaine benefit from **innovative orientation tools** developed in Quebec and deployed in France:

- ▶ **Pass'Avenir** is a public software dedicated to the **development of the professional project** entirely customizable and adaptable according to the public (orientation, insertion, reintegration, assessment, reconversion, access or return to employment...)
- ▶ **Transference** is a software that **identifies individual skills and translates them into jobs**. It is an effective mediation tool for all types of public: job seekers, employees, students.

Where to find ?

Spread over the whole Aquitaine territory (France). Consult the list via <http://www.aquitaine-cap-metiers.fr/web/guest/les-espaces-metiers-en-aquitaine>

THE TRANSITION TO WORKING LIFE

When it comes to taking action, **cultural and family barriers** (developed in Part II. a.) are very often important. They tend to curb the entrepreneurial intentions of our target group of women and a deficit in the number of businesses instigated by women. **Stereotypes and representations** have a real impact on ways of being and doing (erasure in physical and verbal behaviour, loss of self-confidence...). They even influence the nature of the activities created (social sector enterprises called “care sector” are strongly developed among women). Globally, it is estimated that nearly one domestic workers in six is an international migrant, and that women represent 73.4% of migrant domestic workers³.

At the same time, we note **the presence of “informal” activities** carried out by women who are not necessarily aware of the irregularities or even the inequality of their situations. Support is necessary in order to regularise and develop their activities.



³ INTERNATIONAL LABOUR ORGANIZATION. ILO global estimates on migrant workers [online]. 2015.

Available on: <http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_436343.pdf>.

[Accessed February 8, 2018]

CASE STUDY: socialLAB

Created in 2016, socialLAB is a collective approach in the **first step towards entrepreneurship**. It is based on an **extended partnership** involving **business creation operators** (example: CIDFF - Information Centre on Women's and Family Rights), **integration, employment and training actors** (example: INSUP - Training and professional integration centre), **business networks** (example: Initiative Gironde - Associative financing network for business creators and buyers) and local intermediaries (example: Le Forum du Rocher de Palmer - a place to train, professionalize and structure one's activity or business).

What does it do?

The objective is to reach audiences that do not engage with mainstream support institutions or are lost in the face of the multitude of information, audiences that local opportunities have difficulty reaching or audiences that are socially isolated and fragile. As a real interface, the socialLAB **encourages initiatives, stimulates creativity and energy and then directs participants to organizations** that can best help them set up their project and/or embark on entrepreneurship. Thanks to a **field coordinator**, the socialLAB offers free **dedicated support** to the inhabitants of priority neighbourhoods, 90% of whom are from ethnic minorities and 60% are women. socialLAB **uses adapted communication campaigns** in order to **fight against preconceived ideas and discrimination** in business creation (see the campaign "Women Entrepreneurship" and the posters "It seems that...").

At the same time, the creation of **meeting spaces**, where diversity is expressed in all its forms, makes it possible to shift representations and develop links by giving a voice to entrepreneurs and project leaders. These **times of collective exchange** allow needs to be detected and ideas to emerge and then transformed into sustainable projects. Through **concrete examples**, they promote individual career paths as well as "success stories" (example: Marie Ange & Flory has created a line of clothing adapted to the needs of dependent elderly people) in order to raise awareness of entrepreneurial culture among women. It is SocialLAB's firm experience that theory and formal learning have little impact.

Where to find ?

The socialLAB invested in permanent or ephemeral places, close to public transport within the priority districts of the Right Bank of Bordeaux:

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Address: (by appointment)

Monday afternoons at the "Maison des initiatives": Avenue Salvador Aliende, 33 270 Floirac, France

Tuesday afternoons at the "Quartier Général - Le Kiosque Citoyen": rue Fénelon, 33530 Bassens, France

Wednesday afternoons at the " Forum du Rocher ": 1, rue Aristide Briand, 33152 Cenon, France

Thursday afternoons at the " Maison du projet Bois Fleuri ": 12 ter avenue de la Libération, 33310 Lormont, France

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Website: <https://www.surlarivedroite.fr/les-actions/social-lab/>

<https://www.facebook.com/SocialLabbx/?fref=ts>

CREDIBILITY AS A FEMALE ENTREPRENEUR

It takes time to change the way how female business-owners perceive or try to enhance their own credibility. There are only 29% of female entrepreneurs (11.6 million) in Europe⁴. Because they think they are not capable of make it... selling, doing business, talking about growth, prospecting, displaying their fair price, raising funds, developing their structure are often obstacles. In addition, their environment has difficulty accepting that they can work outside the home. But since 2008, the number of fwomen entrepreneurs has increased by 3%⁵. Sign of an evolution and change of minds!



4 EUROPEAN COMMISSION. Statistical data on Women entrepreneurs in Europe [online]. 2014.

Available on: <<http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations> [Accessed February 2, 2018]

5 Ibid

CASE STUDY: LIFELONG LEARNING CENTRE “KENTPO” DEVELOPED BY THE COOPERATIVE “EDRA”

Since its creation in 2001, the social activities cooperative “EDRA” has developed a **series of community programmes and structures** to support the quality of life and the rehabilitation or integration process of specific groups (women, migrants, ethnic minorities, people experiencing poverty, homeless, people with disabilities, etc.) at risk of social exclusion. Within this framework, EDRA created in October 2014, the **Lifelong Learning Centre “KENTPO”** in collaboration with qualified teachers and trainers who **fight against stereotypes encountered in everyday life** and in this case the glass ceiling syndrome: “women should stay at home to care for their families”, “women are not qualified for the technological sectors”, “women are not supposed to be leaders”, etc...

What does it do?

This accredited centre fights social and economic exclusion through **quality lifelong learning programmes offered free of charge** to socially and economically disadvantaged groups. It supports them when they begin to create their activity or enter the labour market by highlighting the advantages of social entrepreneurship and to give an alternative solution to the economic impasse. In many cases, their clients are hesitant to communicate, to participate in education or training projects, and even when they do, there is a high percentage of dropouts.

The members of the KENTPO centre take care to respect **cultural and ideological** differences and to act on a case-by-case basis. It is not uncommon to support women living in a very patriarchal family context where the place of the entrepreneur is difficult to make emerge.

Through mixed groups in addition to individualised support, the centre’s teams work on the acceptance of differences, the need to create links and support each other. They use **inclusive and participatory methods** of education (education through art, mentoring and coaching by other women who have achieved their goals, presenting their work, etc.) that can be applied to each community. This **human capital-centred teaching** seems more effective both for the development of knowledge and skills, but also for changing the attitudes of people in training situations. Communication bridges are created between people from very different cultural backgrounds. **More autonomous and motivated, their clients feel more confident and even legitimate in developing their project.** Responsible throughout their careers, these women participate in the evaluation of the training content and methods delivered to them.

Where to find?

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CASE STUDY: LE FORUM DU ROCHER

Created in 2016 and supported by the Social and European Fund (ESF), the Nouvelle-Aquitaine Region and the city of Cenon, the Forum du Rocher is a **giant toolbox** within the Rocher de Palmer where people come to **learn, work, exchange, register and/or structure their professional career** in the Cultural and Creative Industries sector.

What does it do?

Several entries allow everyone to express themselves according to their professional situation and the maturity of their project. It is a **way to become aware and confident in the eyes of others, to feel legitimate in their action** and therefore their entrepreneurial ambition. In 2016, the Forum du Rocher supported 89 women aged 18 to 25. Examples of TEACH SUPPORTS are:

▶ The **“Pitch-toi”** workshops take place every month and allow participants called **“Pitcheurs”** to **present their projects in front of an assembly in a constrained time of 2 minutes**. This requires gathering one’s ideas and reconciling a precise and comprehensible discourse (what is one’s path, one’s project, why? how? for whom?). Exchanges follow between each pitch.

It is a way of working on your words, your gestures, your posture in front of an assembly composed of project leaders who in turn will express themselves.

▶ **« Co-lunch »** times are another way of expressing oneself in public. Based on exchange and conviviality. They take place once a month. This lunch together where everyone brings something to nibble and share allows in an **informal way to get acquainted, to exchange on his project**. Like at home or at a lunch with friends, the **“luncheurs” become aware of the potential of their project through the other person’s eyes**. Another way to feel more legitimate in your action.

▶ **« After work »** are **thematic meetings** (example: **« Trade, equality, diversity »**), open to all, with an entrepreneur or a professional from the artistic, cultural, social sector... They allow to exchange on his career path, his difficulties and his successes. This **sharing of experiences** is a way to discover inspiring examples, to reassure yourself and why not take part to entrepreneurship. They are followed by a showcase of an emerging artist for a collaborative aperitif. A surprising but reassuring coaching method.

Where to find?

At Rocher de Palmer (Cenon’s Music Stage on the Right Bank of Bordeaux)

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THE DIFFICULTY OF RECONCILING PRIVATE AND PROFESSIONAL LIFE

Balancing one's time between work and private life is one of the first difficulties encountered by women. Even if things move and mindsets change, they too often remain in charge of daily tasks (education and childcare). And this is all the more complicated when a woman pursues an entrepreneurial activity or wish to develop one. Result: the mental burden weighs on many. A role transmitted, consciously or not.

CASE STUDY: GO-WOMAN! CIC ALLIANCE

Created in February 2011, Go-Woman Alliance CIC is a social enterprise that **seeks to fight social exclusion and increase innovation among ethnic minority communities** including migrants, asylum seekers, refugees, women and youth.

What does it do?

Go-Woman Alliance CIC strives to provide **lifelong formal and informal learning opportunities** to foster the development and continuous improvement of knowledge and skills necessary for employment, self-employment and personal growth. Very involved with women from immigrant communities, the company understands that the main obstacles to access to training and therefore to the development of a professional career is: **the time devoted to childcare and daily tasks**. It therefore ensures that training times are flexible, during time slots that allow childcare and, if necessary, **provides support in their care**.

Its commitment is based on Delors' (1996) four 'pillars' of education for the future: **Learning to know, Learning to do, Learning to live together and with others and Learning to be**. But **cultural barriers often prevent many of these women from engaging in learning processes**. To compensate for this, Go-Woman Alliance CIC **engages them through other initiatives, such as programmes for their children, art and craft sessions, days of entertainment...** This allows a first contact with these women, to make known the actions and the possibilities offered by the company so that later, these people can develop a professional activity at the end of the training process.

Where to find ?

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CASE STUDY: THE « LAND OF HOPE » PROJECT IN PARTNERSHIP WITH THE TUZLA KAYMAKAMLIĞI DISTRICT GOVERNMENT ORGANIZATION

Tuzla Kaymakamlığı is a public body responsible for governmental and administrative matters in Tuzla, one of 39 districts in the city of Istanbul (Turkey). Established in 1992 by the Ministry of Internal Affairs, it works closely with **social organisations** (Social Assistance and Solidarity Foundation), local authorities (Tuzla Municipality) and **training centres** (Tuzla Public Training Centre). It **coordinates all public services** in order to play a major role in the economic, cultural, educational and social development of the district.

What does it do?

As part of the Erasmus+ KA2 “Land of Hope” project, Tuzla Kaymakamlığı has developed **language and digital learning programmes and modules for refugees and migrants** from the Middle East, Asia (mainly Syria, Iran, Iraq, Afghanistan, Pakistan and Bangladesh) and Africa (mainly Somalia, Sudan, Nigeria and D.R. Congo) and flee civil wars or economic collapse and poverty.

The training contents are **easily accessible because they are available online and in downloadable versions**. Tuzla Kaymakamlığı found that it was often difficult for young married women and/or women with children to fully engage in more traditional training courses.

Where to find?

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Websites: www.tuzla.gov.tr | <http://landofhopeproject.eu>

THE CHOSEN SECTORS OF ACTIVITY ARE OFTEN COMPETITIVE

It is recognised that women tend to **favour certain sectors of activity**, often focusing on social, health, education and teaching services, where they are **confronted with a competitive market** with a lower rate of sustainability. **This makes it difficult to mobilize financial tools such as bank loans.**

CASE STUDY: LAW AND MIGRANT RIGHTS CENTRE” DEVELOPED BY STEP ORGANISATION

Founded in 1997, STEP is a non-profit community development organisation based in Dungannon, Northern Ireland. Its service offerings have continually diversified **in response to changing societal needs and identified gaps**. Their objective is to enable those most vulnerable to the risks of marginalisation and exclusion to **access support and expertise** to find solutions and promote their project.

What does it do?

STEP has found that migrant women are less likely to be unemployed than their non-migrant peers, but are also less likely to pursue further education; most of the time, they are in low-paid part-time jobs or choose the creation of one-person business structures. These women value **personal skills and transform them into economic activity**. They may then be **confronted with regulatory constraints that require specialised advice and/or qualifying training**.

To overcome this, in 2002, STEP developed a **project to support migrant workers**: “Law and Migrant Rights Centre”. This centre provides **free legal advice and professional information on immigration, employment, social security, housing and education by appointment**. The center also ensures that applicants **receive personalised and comprehensible support in their own language**.

Where to find ?

Address: Unit T7, Dungannon Business Park, Co. Tyrone, BT70 6JT, Dungannon, United Kingdom

Telephone: +44 28 87729 002

Email: reception@stepni.org

Website: <http://www.stepni.org/>

ACCESS TO NETWORKS

Articulating one's time between professional and private life or the feeling of not "mastering the codes" also makes it difficult to integrate into professional networks. Sometimes even the added value of the investment in network activities is underestimated. But this can help to promote self-confidence, exchange, access to partnership opportunities and/or financial etc....

CASE STUDY: CREATIVE SPARK

Created in 2012, Creative Spark is a non-profit social enterprise that aims to **develop the local creative industries sector and support newly established innovative businesses** in County Louth and the North East Region of Ireland. It promotes **social engagement** through creative practices.

What does it do?

On the one hand, this centre provides a **working space** with individual offices, co-working spaces, ceramic and printing studios, meeting rooms. And on the other hand, it provides a **learning space with non-accredited training times** in creative disciplines (arts, crafts, design.) and subjects related to business (starting a business, social networks, e-commerce.) for future entrepreneurs. It **mixes teaching methods to develop interest** (quizzes, image-based exercises, role-playing, video, music, etc.)

Certainly, **by being grouped together in the same business centre**, these companies meet, exchange and interact with each other. But linguistic and cultural differences, or simply a lack of awareness of the opportunities offered, make it difficult for Creative Spark to capture these women, most of whom are in charge of their families, newcomers or transients. In order to ensure an ongoing and efficient commitment, the centre is therefore looking for relays within these community groups **on whom they can rely in order to facilitate communication with these women.**

In parallel, Creative Spark organizes many free and participatory events (Ethnic Women's Stories through Craft) linked on a solid communication to make discover the opportunities of the center. Indeed, **group dynamics and networking appear as a means to stimulate entrepreneurial activity** by bringing knowledge, learning and competence. Creative Spark functions as a **hub for networking and partnership opportunities** for entrepreneurs in the region.

Where to find ?

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BUSINESS AND ENTREPRENEURIAL SKILLS TO BE DEVELOPED

Entrepreneurship is a real profession for which it is necessary to develop real skills in order to perpetuate the activity.

The difficulties encountered by women may **be linked to their own representations or those of their interlocutors, the size of their project, their unfavourable position in the economic world, etc...**



CASE STUDY: COOP'ALPHA - COOPERATIVE OF ACTIVITIES AND JOBS

Created in 2006 in Lormont, bordering city of Bordeaux, Coop'Alpha is a shared, democratic and human-oriented company that offers **an alternative to traditional entrepreneurship**. As a signatory of the charter and member of the Coopérer pour Entreprendre, Coop'Alpha participates in **a different vision of the economy by preferring cooperation to competition**. Since its creation, **Coop'Alpha has supported 1000 project leaders, employed 600 entrepreneurs and created 300 companies**.

What does it do?

Coop'Alpha provides a secure environment, with entrepreneur-employee status, to **“Test your business creation project under the best conditions and adopt an entrepreneurial stance”**. The project leader participates in the co-financing of the cooperative through a contribution of 11% taken from the gross margin of its activity. In parallel with the launch of this project, it follows **a professionalization path**, financed by the European Union and more particularly the European Social Fund (ESF), in teach the skills to **manage a company independently and develop their skills**.

Divided into 3 stages over 36 months: start, development and sustainability, this course is an educational process based on the **“Training-Action”** method formalised by Reginald Revans in the 1940s in the United Kingdom. According to him, his method has the merit of working on real problems and **improving the productivity of actors by allowing learning through direct experimentation in the field**. Close to « learning by doing » or « teaching by example », this training method makes it possible to **overcome the obstacles encountered in continuing training**. Indeed, the audiences Coop'Alpha meets do not want to find themselves in a “back to school” situation that can be a memory of failure.

However, the participants are not alone. **A team surrounds them and they are integrated into a collective of other entrepreneurs with whom they can work and exchange**. Thematized group workshops (what is entrepreneurship, sales interviews in the form of role plays, etc.), individual interviews to monitor progress and provide advice, interviews to assess **entrepreneurial skills** (posture, speeches, etc.) are planned. Online resource tools, management software for computers, smartphones and tablets specifically designed as well as an online business model software are proposed to **help anticipate and monitor the evolution of the company and increase skills**.

Where to find?

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Website: <http://www.coopalpha.coop>

CASE STUDY: REFUGEE ENTREPRENEURS DENMARK

Created in 2016, Refugee Entrepreneurs Denmark is a social enterprise that facilitates business incubator and accelerator programmes, **specially designed for the support of refugees**. Refugee Entrepreneurs Denmark has currently more than ten enterprises across many business stages and branches.

What does it do?

Refugee Entrepreneurs Denmark vision is **to transform the “refugee crisis into a refugee opportunity” by using entrepreneurship** as a integration tool and leveraging its multi dimensional aspects to educate and expand the life chances for the individual.

First step « Incubation » : This supports the entrepreneur in the construction of a business from start-up to a realization stage. It **prepares the individual** for business creation through design, marketing, IT, graphic design, accounting, business planning.

Second step « Accelerrator » : takes this knoweldge created in the incubation module and puts it into practise in an accelrator. They use Refugee Entrepreneurs Denmark network to educate the individual in the creation of partnerships. **It gives the refugees access to potential investor networks and reciprocal partnerships for mutual benefit**. This allows them to test their concept learn from mistakes and problem solve new challenges. If the business is a success and they can see growth they then work with the individual to prepare pitch’s for investors.

Where to find?

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Email: Info@refugeeentrepreneursdenmark.dk

Website: <http://refugeeentrepreneursdenmark.dk/>

CASE STUDY: THE “DIME” PROJECT DEVELOPED BY INSUP FORMATION

Created in 1978, INSUP is a training organisation with associative status which aims to support companies in their training policy and facilitate people’s access to training and the implementation of educational, cultural, social and professional activities. Its main objectives are the qualification and integration of people without jobs and the promotion or retraining of company employees. INSUP’s 200 employees support 20,000 trainees per year, 65% of whom are between 16 and 25 years old and from rural or urban areas, and 60% of the trainees come from minorities exposed to social and economic exclusion and high unemployment.

What does it do?

In 2015, within the framework of the DIME Erasmus+ KA2 project, INSUP coordinated the development of a skills reference framework and training modules including interactive educational tools to promote the socio-cultural and economic inclusion of migrants (economic migrants, political refugees, etc...) towards Europe through language, intercultural, social and civic, socio-professional and entrepreneurial, scientific and digital skills. It is a question here of thinking the content, the pedagogical techniques to carry out training adapted to the needs and expectations of migrants.

The pedagogical method recommended is the active and participatory method which consists in “learning by doing”. To do this, trainers are advised to use specific teaching techniques (role playing, simulation, visits, forum theatre, discussion groups, etc.) and media (authentic documents from daily living or professional life). This method can be used for all audiences in difficulty. However, the trainer must ensure that the training pathways are individualized according to the needs and expectations of individuals. In this context, some will take the full course while others will take only a few modules.

Furthermore, the trainer must adapt his training to the learning abilities of the learners, which may be different according to their profile (low or highly qualified, etc.). Indeed, the trainers and training managers interviewed in the DIME project are unanimous: migrants are less receptive to top-down pedagogical techniques and theoretical contributions. It is necessary to start from situations encountered in their daily lives and to alternate classroom training and educational outings (visits to institutions, meetings with business leaders, etc.). The expected final impact is the recognition and registration of these people in an active and positive social, cultural and professional integration process.

Where to find?

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