



**Boosting Entrepreneurial Skills as Tool of integration
of migrants to labour market**

GUIDELINES FOR IMPLEMENTATION OF PILOT ACTIONS

Deliverable 4.5



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1. PROJECT BEST: Boosting Entrepreneurial Skills as Tool of integration of migrants to labour market

1.1. Our vision and mission

BEST project is a joint endeavor of 7 partners from Austria, Slovenia, Croatia and Italy that have the common motivation to improve the effective integration of Third country nationals (TCN) into the labour market through cooperation between public and private institutions. Its main focus is economic and social integration of migrants through self-employment as one of the most successful tools to create a long-term labour integration.

Through BEST, the consortium will implement social entrepreneurship trainings in each partner-country and establish effective cooperation with public key-stakeholders such as Chambers of Commerce and Employment Service aiming to:

- 1) facilitate the management of migrant integration (e.g. by matching their skills with those needed) and designing a tailored training program with blended learning;
- 2) deliver better and customized services which match the specific needs of TCN;
- 3) define and implement more efficient integration strategies at local level for a sustainable inclusion of migrants and a fact-based public perception of migration;
- 4) involve the different key actors on integration of TCN into labour market in formal and informal level to enable their participation.
- 5) build capacities and transfer the outcomes on European level by giving access to outputs and materials in several European languages on an open source- online basis.

The project offers an opportunity to intensify and deepen the existing relationships between TCN, public authorities and NGOs while at the same time European integration policies are put into practice and the economic potential of TCN is being leveraged on a long-term.

1. 2. The objectives of the project are:

1. To develop a **pedagogical framework** in order to train and upgrade skills of TCN which are unemployed or not allowed to work as an employee due to their legal status, but are considering becoming entrepreneur/self-employed.
2. To test “in situ” the curriculum with **three entrepreneurship courses** per Partner Country and analyse its usability and quality as well as follow up on the TCN through **16 peer reviews** taking the most successful elements to the final version that will be published as guide in the **handbook in several European languages**.
3. To create a strong local/regional/national and transnational strategic partnership that sets up the necessary elements to use the pedagogical framework with our special target group of migrants originating from third-countries beyond the lifetime of the BEST project giving it a transnational and European dimension. We will also perform “**train-the-trainer**” **courses with 160 participants (TCNs)** to further ensure the sustainable use of our outputs.
4. To ensure the sustainability of the project in the long term through the creation of strong, strategic partnerships will be concretized through **Cooperation Agreements**” (1 per country) between public and private stakeholders beyond the partnership at local/regional/national



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and transnational level. This document will define concrete actions that contribute to a swift integration of TCN into the labour market and our economy.

1.3. Our outputs and impact on target group

We are aiming to design and implement tailored guidance to those TCNs who are considering becoming entrepreneurs or self-employed. Entrepreneurship is a win-win situation in which TCNs who become self-employed or start their business can develop their professional activity and cooperate on different levels within the receiving society in the short term. In the long term, they contribute to the creation of employment as well as become eventually role-models to newcomers. Also it positively affects the hosting society by producing an impact on local and regional level and offering a more opened image of the migrants and the misconceptions and prejudices that their integration might involve.

The project will develop on the one hand the pedagogical framework based on non-formal and blended learning methodologies which will have as a main objective enabling TCN with the necessary tools and upgraded skills to become self-employed and entrepreneurs. On the other hand, the consortium will create strong strategic partnerships between the public and private sector based on concrete cooperation activities that will enable a long-term effect of the outputs established during the project. The implementation of the project will enable the consortium to work towards sustainability by creating strategic partnerships with external stakeholders who will be able to replicate and upgrade the project out of the project timeframe

1. 4. Metodology

In order to achieve the objectives of the project, a sequential process has been designed. Initial research and the creation of the pedagogical framework and curriculum will be an important starting point. The innovative pedagogical methods, enjoyable and inspirational environments, collaborative learning that rests on a competence-based and learner-centered approach will enable TCNs to develop a positive attitude towards learning throughout life and putting business ideas into practice.) Then pedagogical framework developed will be tested during the Piloting activities that possibly suggesting improvements to raise its quality. The methodology is based on a non-formal, blended learning process to reach the following objectives:

- To enable participants to go through a process of development of social entrepreneurship projects and reflect on its different steps;
- To gain understanding on how to do social entrepreneurship projects and how to make it relevant for the needs of European society and labour market
- To increase the knowledge of the background to social entrepreneurship (theory, concepts, steps, philosophy);
- To develop practical skills in designing and implementing social entrepreneurship projects;



Capacity building will be enhanced in order to multiply the outcomes of knowledge accumulated as well as training of the people in different institutions of the social and economic stakeholders to establish cooperation mechanisms and overcome the barriers related to different working cultures that hindered the effective cooperation in the past. Also important are strategic partnerships at local and regional level, giving special emphasis to the transferability of the project and developing cooperation partners and stakeholders who can take advantage of the outputs of the projects in the long term.



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2. PILOT ACTIONS:

Pilot actions (WP 4) of the BEST project will test and further improve the outcomes of the WP 3 (pedagogical framework and curriculum). Pilot actions will be performed by Project Partners in Graz, Ljubljana, Zagreb and Udine. Following the Guidelines for implementation of pilot actions, Project Partners will plan, perform as well as evaluate pilot actions. The Pilot Actions will be monitored by all Project Partners with Peer Reviews. On the basis of the reports of the peer reviews possible shortcomings will be eliminated and a Handbook will be produced within WP 5. This Handbook will include the curriculum created in WP 3 as well as the experiences and suggestions from the Project Partners in implementation of the curriculum.

A. STEP-BY STEP GUIDELINES FOR PILOT ACTION FOR HOSTING PARTNERS

1. Define the target groups for the pilot action. Provide the basic information about the BEST project and for each pilot action setting in your local language.

Think of your four main target groups (undocumented migrants, asylum seekers, refugees, Third country nationals), name them and design your to-do list in order to realize your tasks and challenges chronologically within the time given.

2. Arrangements for logistics, defining the time frame of courses.

Contact your target groups and invite them to take part in the pilot testing, ask them for their availability and possible commitment to define the most suitable location, format, dates and duration of the pilot testing.

3. Recruiting strategies:

Contacting employment services, career agencies, local NGOs, asylum centers, refugee councilors (if available), individual refugees, expatriate cultural and business associations, migrant enterprises, trade unions, schools where TCN children are present to engage their parents, unaccompanied minors... Posters, postcards, other promotion materials, delivered to those institutions, personal contacts, face to face presentations of the information.



4. Analyze the specific needs and expectations of potential participants.

This can be done in the format of meetings, focus groups, interviews. Find out what are their main motivations, needs and expectations towards the pilot. Certain constraints can submerge, which can prevent people to attend the courses like distance, expensive transportation, late or early hour, precarious occupations, family, lack of status (illegality), uncertain situation (asylum seekers), loss of motivation, onward migration...

5. Select the most suitable trainer and methodology according to the acquired expertise on needs and expectations of target groups.

Courses with marginalized/vulnerable/oppressed groups can request specific methodology, approaches, teaching methods like theatre of the oppressed.... Encourage potential participants to express their expectations, fears, challenges, discuss them with possible trainers/teachers, see if they are able to address/overcome them... also content/knowledge should be presented in a way that makes it possible for participants to be able to benefit immediately in practice to their advance as soon as possible.

6. Prepare and design the tailored Pilot Activity content and implementation tools.

Once you have completed the steps above, you are ready to “design” in detail each pilot setting. There are many possibilities in formal or non-formal environments that go with various formal and less formal teaching approaches. Also field/research visits to offices, social/migrant enterprises, creative spaces like co-working spaces can be used to combine knowledge with experiences. Also a sensitivity to gender, “race” and social “class” can be an important factor. Face-to-face experience is extremely important in order to see that people are benefitting from courses and not being discriminated. You are free to choose your preferred method as long as you can guarantee meaningful feedback and results by involving a maximum number of persons from your target groups that will help to improve the Pilot activity.

- Activity log (Template)

7. Documentation, evaluation, procedure and feedback (Entrepreneurship courses)

In order to prove that your pilot action has been realized you need to prepare the following:

1. Invitation to the courses
2. Agenda/plan for the pilot activity's implementation



3. Participants list (with signatures if possible)
4. Photos/videos
5. Feedback forms (questionnaires, short minutes of individual meetings, tests, assignments)
6. Summary of each setting including date, location, number of participants and main findings.

PEER REVIEWS

1. The partners carrying out the Pilot Actions (Host Partner) will be hosts for Peer Reviews. During the Peer Review, the Host Partner ensures the smooth running of the Pilot Action. In addition, it is very valuable for the Peer Review Team if the Host Partner shares its expectations and draws the attention to potential specific topics of interest. To facilitate the understanding of their cities, the Host Partners should provide the Peer Review Team with background material in English (relevant information and short summaries). It is very important that the Peer Review takes place in a real pilot setting, so the Peer Review Team can see the pilot action being implemented in situ, which will give a significantly better insight and help to improve the quality of the review. During the Pilot Action Implementation each Project Partner will visit at least two pilot action locations and prepare a report on each location (Peer Review). The total number of Peer Reviews is 16. The Peer Review should include the summary of main findings and recommendations that the reviewers see necessary in order to raise the quality of the courses and ensure their adequacy to the needs of the target groups and to the main goals of the BEST project. The reviewers should analyze the different aspects involving the courses as well as the environment and setup. These Peer Reviews will provide the basis for the Project Handbook, which will be translated in seven languages and disseminated among external partners to enable the replication of pilot actions in other countries/settings.

The Host Region will prepare a practical info-pack including suitable places for accommodation as well as useful information about the city and where the meetings will take place.

	Day 1	Day 2
9-13	Arrival of the partners	- On site visits pilot testing activities - PR and Press conference; interviews



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		<ul style="list-style-type: none"> - Evaluation and Feedback - First findings and recommendations - Closure of the Peer Review
13-19	<ul style="list-style-type: none"> - Introduction of the Host Region and presentation of logistical aspects o On site visits and preparations preparations for peer reviews. 	Departure of the partners
20-22	Networking dinner with partners and stakeholders and possibly teachers and participants of the courses	

A. Methodology of the Peer reviews

Peers will gather more general information about courses, environment, teaching methods and usefulness of the content through participant observations and informal conversations with teachers and participants between (if possible) and after the courses. (See guidelines in Annex 1) For a more detailed insight they will do a semi-structured open interview with 3 participants (anonymity of the interviewers should be provided!!!) in order to grasp the more potentially challenging topics. (See interview guidelines in Annex 2). With these methods they should be able to grasp a variety of approaches like face to face sessions, workshops, research trips, theater teaching, online learning, the adaptability of the content, different levels of knowledge (and statuses) of participants, innovative teaching practices, flexibility of the teachers, overall impact of the courses. They should take into consideration the relatively short time, that is available for the Peer reviews.

B. Techniques on how should peers evaluate the courses

Peers will use more descriptive techniques to evaluate their impressions on information about courses, environment, teaching methods and usefulness of the content which they will gain through participant observations and informal conversations with teachers and participants between (if possible) and after the courses. They will use to explain the local settings and situation and evaluate a more general features of the courses.

Analysis of the interviews with 3 or more participants should allow peers to be able to grasp in depth a variety of approaches, the adaptability of the content, different levels of



knowledge (and statuses) of participants, innovative teaching practices, flexibility of the teachers, quality of teaching material, overall impact of the courses and possible future opportunities for the participants.



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8. PEER REVIEWS' REPORTS:

Peer reviewers will produce a report after each visiting each PAs. In the report, comments, suggestions and recommendation that the Peer reviewers see necessary in order to raise the quality of the courses and ensure its adequacy to objectives and the needs of the target group will be included. These reports will be used in WP5 to produce a "Handbook". III.

Every peer writes he/his report.

Deadline for the report: 1 week

WP partner has 1 week to write a report of all peers for this peer review, send it to the reviewers for additional comments. In One week the comments should be done and final document will be sent to the host of the review and to the Lead partner.



3. ANNEXES:

ANNEX 1: PEER REVIEW TEMPLATE

Peer Experts (2 or more)	
Name:	
Institution:	
E-mail:	
Pilot Action Setting:	
Host Partner (name and contact):	
Date and location:	
Grading Different Aspects of the Courses	
Ranks	
1 (insufficient)	
2 (bad)	
3 (satisfactory)	
4 (good)	
5 (excellent)	
Topics:	
1. Quality of the setting (place, equipment, services)	
2. Quality of the lectures (content, comprehension (language), diversity)	
3. Level of engagement of participants	
4. Content of the on-line platform	
5. Transferability to other settings	
Different learning approaches, “multi-sensoral”, creating safe learning environment “sensitivity to cultural diversity”.	

Comments and recommendations (strength and weaknesses); approx. 500 words



ANNEX 2: INTERVIEW GUIDELINES

Peer review – Questionnaire for the participants					
Name:					
Institution:					
E-mail:					
Pilot Action Setting:					
Host Partner (name and contact):					
Date and location:					
QUESTIONS					
1. How was in your opinion the course organized until now?					
	1 - Insufficient	2 - Bad	3 - Satisfactory	4- Good	5 - Excellent
1					
2					
3					
Comments:					
2. How do you evaluate the teaching?					
	1 - Insufficient	2 - Bad	3 - Satisfactory	4- Good	5 - Excellent
1					
2					
3					
Comments:					
3. The content is useful to me!					



	1 - Insufficient	2 - Bad	3 - Satisfactory	4- Good	5 - Excellent
1					
2					
3					

Comments:

4. Can you use the newly acquired knowledge?

1					
2					
3					

Comments:

5. What would you improve in the course? Do you think there is something missing?

	1 - Insufficient	2 - Bad	3 - Satisfactory	4- Good	5 - Excellent
1					
2					
3					

Comments:

1					
2					
3					



6. How do you evaluate the online content?					
	1 - Insufficient	2 - Bad	3 - Satisfactory	4- Good	5 - Excellent
1					
2					
3					
Comments:					
7. Other comments?					
Comments:					

Analysis of the answers: (approx. 500 words)

Final observations and recommendations: (approx. 500 words)

1. Analysis of the answers: (approx. 500 words)



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FINAL OBSERVATIONS AND RECOMMENDATIONS: (APPROX. 500 WORDS)



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