



Empowering migrant women through building entrepreneurship skills

Intellectual Output 1

Migrant women leadership and mentoring programme



2020-2022

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Methodology

Introduction

In many EU countries, migrant women face double disadvantage in the labour market: as migrants and as women. 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 than both migrant men and local women.

Migrant women need support in their integration to 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. 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.

Women arrive in Europe for many different reasons. They may come as labour migrants (often filling gaps in the service sector), as highly specialised employees, family members or refugees. With the increasing diversity of legal status and rights among migrant women comes a disparity of integration outcomes, as pointed out by the Opinion of the European Economic and Social Committee on Inclusion of Migrant Women in the Labour Market.

For example, women who hold Blue Cards have immediate access to the high-skilled job market, while spouses who are admitted under family reunification arrangements sometimes have to wait

for a year before being able to enter the labour market. And a higher number of women arrive to join family members than men. They often have limited language proficiency and don't benefit as frequently from skills assessment, re-training measures and other integration programmes.

Women arriving as asylum seekers may have to spend long, unproductive and discouraging wait periods before having a clear opportunity to stay (and work), with valuable time for early integration being lost during the wait. Asylum adds a further element of vulnerability, as refugees generally have worse integration outcomes (e.g., in the labour market) than migrants arriving through other channels.

Recent OECD¹ evidence shows that it takes longer for refugee women to gain a foothold in the labour market compared with refugee men. When employed, refugee women are frequently in part-time positions. They also have lower levels of host-country language skills compared to men in the first two to three years after arrival, related to the fact that they frequently receive less integration support than men, both in terms of language training and active labour market measures. With women comprising an estimated 45% of all refugees before the 2015-2016 peak and approximately one-third of all asylum seekers over the period 2015-2017, the recent arrival of large refugee populations in Europe adds to the urgency of integrating migrant woman.

¹ <https://ec.europa.eu/migrant-integration/librarydoc/triple-disadvantage-a-first-overview-of-the-integration-of-refugee-women?lang=en>

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. According to Bonjour & Duyvendak (2018), civic integration programmes that encourage or oblige migrants to participate in courses or tests about the host country's language and society were introduced in Europe as of the 1990s. 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

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. 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 migrants in increasingly diverse and multilingual environment. Migrant women 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.

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.

Government initiatives

Two main national government initiatives have been put in place in Spain. The first initiative is called Programa SARA, which designs integration trajectories tailored to the needs of each woman. The programme, which is managed by NGOs, provides women with support for integration in the labour market as self-employed workers.

The second initiative is called Programa CLARA, which aims to increase the employability of women through their qualification for employment, promote greater social participation and promote women's personal and economic empowerment.

The Swedish Public Employment Service is running the Mirjam project from 2016 until 2019. Mirjam's small coaching groups, at six locations across Eastern Central Sweden, provide job-related guidance and inspiration for newly-arrived refugee women. During a 10-week course, participants learn about the Swedish labour market, study opportunities (including financial support), rights in society and work/life balance. They also study Swedish, as language is one of the biggest barriers to finding work.

Private sector initiatives

The Jövökerék Foundation in Hungary offers a wide range of activities like group and individual job search consultation and techniques, skills development, resume and cover letter writing, interview preparation, promoting job retention and conflict management skills.

KVInfo women's network, from Denmark, matches women of refugee and immigrant backgrounds with women who are firmly established in the Danish labour market serving as mentors. The mentors provide access to professional networks and advice regarding job applications, interviews, workplace culture, reassessment of job possibilities, etc.

Women to was launched for educated women who immigrated to Finland. With mentorship at the core of its model, Women to supports and provides educated immigrant women with necessary networks and skills for Finnish working life and helps deepen knowledge and practices in their professional fields.

For its Women's Programmes (CGWP) in London, the charity City Gateway works with marginalised and vulnerable women of ages 19+ to build their confidence and skills. CGWP runs language classes and vocational courses alongside well-being sessions on fitness or healthy food.

In Germany, the 'Start, change, get ahead' mentoring programme assigns highly-skilled migrant women a personal mentor who shares knowledge, experience and networks over the course of one year, supplemented with professional counselling, intercultural training and skills recognition support. Results from this project show that about half of the participants managed to obtain a job in line with their qualifications within one year after the end of the mentoring period.

The objectives of the current program

Migrant women leadership and mentoring program aims to help in developing migrant women leadership and mentoring competencies that will help their successful integration into socio-economic life and will give them the opportunity to help other migrant women to integrate in the host society. 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 mentoring and social participation. 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 leadership, mentoring and entrepreneurial skills among migrant women (e.g., setting realistic life goals, gaining positive thinking skills and social networking skills), and on developing mentoring skills among those who want to help other migrant women 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, increase understanding 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.

What is coaching and mentoring?²

Integration of female migrants is getting increasing attention at the policy and strategy levels in many EU countries, and numerous initiatives have been developed over the years. Migrant women integration policies, initiatives and good practices are mostly focused on three different areas: 1) social integration, 2) discrimination and access to rights and 3) labour market integration. Most of these initiatives focus on newly arrived migrant women, and about one-third of the initiatives focus exclusively on refugee women.²

Integration of migrant women into the labour market is also fostered through coaching, mentoring and other support services.

Expected results

The relationships established during the mentoring processes not only contribute to the resolution of issues identified by migrants, but also to greater openness and changed mentalities (of both mentors and mentees), thereby contributing to intercultural dialogue.

Two of the programme's mentors said:

- "To be a mentor is not enough - it's about having good will and wanting to help someone, especially this immigrant population. There are different cultures, different views, and different ambitions. It takes perseverance and, above all, believing that small actions and words at the right time can contribute to the success of this program."
- "Being a mentor is a huge challenge to both professional and emotional skills. I was lucky to meet a fantastic mentee that taught me that some simple things are, in fact, still very difficult for the immigrants."

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.

² <https://ec.europa.eu/migrant-integration/feature/integration-of-migrant-women>

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), it 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.

Other initiatives in mentorship

Ireland

The Immigrant Council of Ireland announced the launch of its [Migrant - Councillor Internship Scheme](#) for 2021³. The scheme is a 12 week programme wherein a migrant intern will be placed with a mentor councillor on a part-time basis. Interns will shadow councillors for seven hours a week, following their day-to-day duties and carrying out assigned tasks. The project will run from September to December, 2021.

In 2018, five people from a migrant background took part in a [pilot internship scheme](#), and three ultimately stood in the May 2019 local elections. These included Uruemu Adejinmi, who was co-opted to the Longford County Council in 2020.

The Immigrant Council will be running two online information sessions to provide further information about the project's terms and conditions and the application process. One session will be [for councillors](#) and the other [for migrants](#).

Portugal

The second initiative aims to create a network of corporate volunteers (mentors) who are available to provide guidance, orientation or information to migrants (mentees) according to their needs in different areas (eg. achieving qualifications, searching for employment, entrepreneurship, health, parenting, citizenship and participation and so on)⁴. **Contact is established between people who would otherwise have never known each other.**

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.

³<https://ec.europa.eu/migrant-integration/news/ireland-new-mentoring-programme-pairs-local-councillors-with-migrants>

⁴<https://www.acm.gov.pt/-/programa-de-mentores-para-imigrantes?inheritRedirect=true>

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).

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.

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.

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.

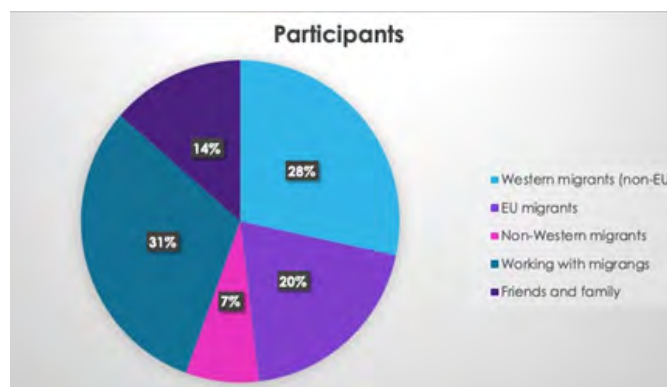


Figure 1.1. Survey participants

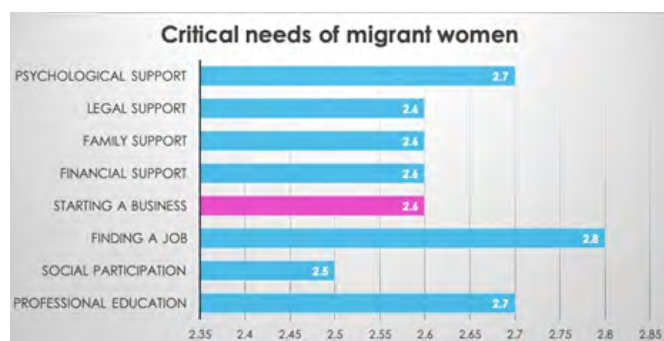


Figure 1.2. Integration needs of migrant women

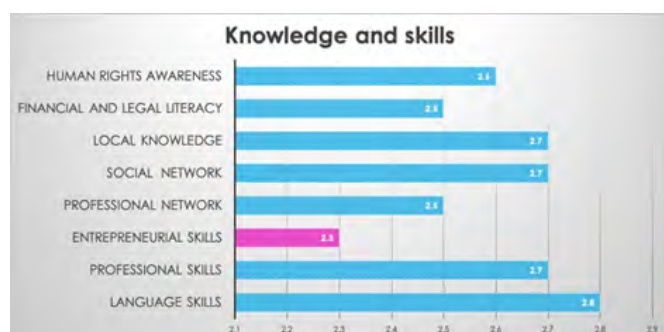


Figure 1.3. The most important knowledge and skills of migrant women

MIGRANT WOMEN LEADERSHIP AND MENTORSHIP PROGRAMME

Migrant women leadership and mentorship programme consist of 4 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. Fourth module provides teaching/learning programme for adult educators. 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
I module Migrant women leadership development	-Concept of migrant women leadership -Migrant women leadership skills description	1 hour	- 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
II module 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.	1 hour	-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.
III module 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)	2 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
IV module Teaching and learning programme for migrants	Teaching Migrant Women and Programme has been designed to provide an introduction to teaching and training in a variety of contexts for adult educators. It provides the knowledge and understanding required by Migrant women mentors or trainers for migrants in the further education and training environment including the roles and responsibilities of teachers or trainers, the planning and delivery of sessions, assessment methods and record-keeping.		-Define the educator's role and responsibilities in adult education and training in respect to migrant women. -List the factors affecting migrant women's motivation and attitude towards learning based on own knowledge and experience in an adult education setting. -Evaluate different teaching methods proposed by teachers working with migrants used in classroom environments.

Module 1. 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



Concept of migrant women leadership

Migrant women leadership skills description

How to become successful mentor?

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

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?

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?

Leaders⁵ help others to see direction, develop vision, use their knowledge and experience at the right time and place. Leader is the person who leads or commands a group, organization, or country. Often leadership skillset is understood as an image of a highly charismatic, strong, and successful person. However, leaders can be also identified as those giving support in critical situations, as a person that trust others and inspires them to see another way of living – not to accept and existing situation, but to dream and search ways to reach their goals. Leadership skillsets rarely mention the ability to lead your own career path, to lead your own life, to create employment opportunities.

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.

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.

Leadership

Leadership as a motivation, power and energy to lead yourself and others to the desired goals could help migrant women integrate in labour market easier. 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.

Leadership⁶ 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.

Based on Maslow's motivational theory of human needs⁷ we can develop migrant women leadership and entrepreneurship skills when other needs are already satisfied. From⁸ 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. It is not easy to start to lead yourself or others when you are facing difficulties in daily activities and balancing on the edge.

It is important that migrant women's basic and psychological needs are satisfied. Only migrant women with self-actualization needs could become leaders and mentors that focus on helping others. Inspiring other people is only possible with natural charisma and motivation.

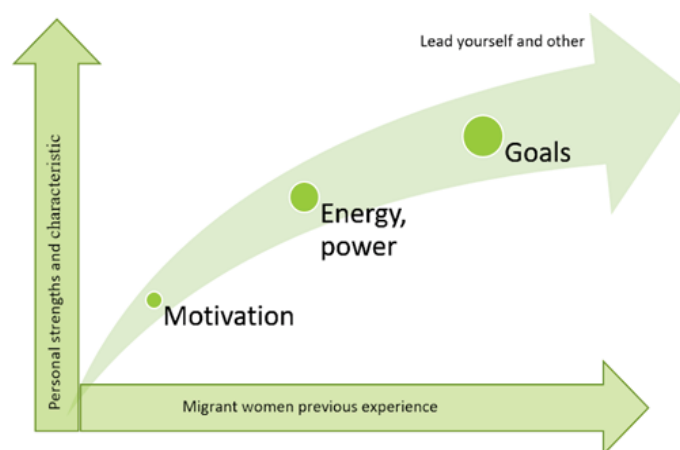


Figure 2.1. Concept of migrant women leadership, Žvilė Navikienė, 2021

⁵https://www.mindtools.com/pages/article/newLDR_41.htm

⁶<https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=3d8d97bb5b90>

⁷<https://www.simplypsychology.org/maslow.html#gsc.tab=0>

⁸<https://www.simplypsychology.org/maslow.html#gsc.tab=0>

Migrant women leadership skills description

Skills are the combination of knowledge, experience and abilities. Which skills a migrant woman need depends on her goals and dreams. Based on lifelong learning principles, migrant women and adult educators need to develop their competencies constantly. How can migrant women develop their skills and which skills do they need for successful integration?

Successful integration in socio-economic life depends on migrant women family situation, personal attitude, professional knowledge, skills, acceptance in community and others factors. Self-confidence as an ability to trust in existed skills is important for migrant women. Social security policy, personal ambitious, cultural understanding, the wish to integrate in a host society can help migrant women to reach their goals.

The main leadership skills are described in Table 1 (i.e., communication, interpersonal skills, networking, positivity, strategic thinking). The foundation of all skills is self-confidence.

Communication skills include social skills, public speaking skills, non-verbal communication skills. Communication skills are very important for migrant women, especially when they have not yet mastered the host country language. With non-verbal communication, it can be easier to express yourself.

Interpersonal skills, including negotiation, persistence and resilience, can help to guide migrant women through their socio-economic integration.

Positivity, including creativity, humour, persuasion & influence⁹, are important characteristics that help women to create job opportunities for themselves.

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
Self-confidence				

Table 1. Leader skills, Živilė Navikienė, 2021

Strategic thinking skills, including organizational, management, and time management skills, are valuable when planning activities and reaching goals. Strategic thinking should be focused on personal skills analysis:

- What do I know?
- What can I do?
- What do I like to do?
- What services/products do I miss (see the gap)?
- How can I fill this gap?
- How to find an idea which will lead to a clear view of my future new or continuous profession?
- How to become a professional (what kind of certificates, diploma's do I need? what extra courses I need to follow?)
- Where should I start?
- Who can help me to find the ways and possibilities?
- Why is it important for me to follow my dream, goals, passion?
- How can I become financially independent?
- How much do I have to earn?
- How to balance learning, study, creating business and family life?

Leadership skills are important for professional development of migrant women because they create new learning environments where professional (job) competencies could be adapted and improved. The wish to grow professional competencies and lifelong learning attitude for migrant women will help to create possibilities for them to be employed. Connections between migrant women and professional networks with the goal to develop/express their leadership skills help migrant women to grow personally, to adapt new ways of professional working and expand their professional network.

Networking skills

We are living in a social network – social connections are important not only for our professional, but also for our personal life. To successfully integrate into the host society, migrant women need to create a social network and be involved in various activities in the community. Knowing local community and having social contacts will help to integrate and to grow customer base for their business.

Entrepreneurs are people who know how to communicate, how build social connections, how to grow trust, to share ideas and find solutions. One of the most important skills for migrant women is communication. Communication in several languages, ambitions and efforts to learn the host country language will help to expand existing social network. Future success depends on migrant women endeavours to follow their goals and lifelong learning skills.

Networking skills defined (Table 2) in 5 blocks of important skills and supportive characters.

- Social skills - ability to communicate in verbal/non-verbal language;
- Career management skills - energy and optimism;
- Building and keeping contacts – open to a new culture;
- Lifelong learning skills – digital skills;
- Charisma – enthusiasm.

Networking skills development allows to grow leadership skills. Migrant women entrepreneurship starts with knowing exactly what kind of skills are needed and successfully using them to realize their business idea.

Some of characteristics like charisma and enthusiasm are those that attract others and make them to remember you. Successful networking skills always goes together with team-working skills.

Social skills	Career management skills	Building and keeping contacts	Life long learning skills	Charisma
Ability to communicate in verbal/non-verbal language	Energy and optimism	Open to a new culture	Digital skills	Enthusiasm

Table 2. Networking skills for migrant women, Ž.Navikienė, 2021

Migrant women vulnerability depends on different factors:

- reasons of emigration
- family situation
- religion
- social-economical background

Adult educator/migrant women mentor should know vulnerability aspects and understand a migrant woman migration story and roots. This helps to understand how a migrant woman's skills can be developed and which are the most important to develop. Usually, all migrant integration programs start from developing language skills, but there are other options to support and empower migrant women.

Migrant women leadership consist of different skills which should be developed lifelong. The development of all skills ensures the possibility to integrate into society better and faster and to start working independently. The most important questions which should be addressed by adult educators:

- How can vulnerable migrant women develop leadership skills?
- How to support them in unfolding their abilities in difficult life situations?

Adult educators have to play many roles. They have to be psychologists, mentors, supporters, and friends who can encourage and empower migrant women if they show abilities to reach ambitious goals in life.

Stereotypical thinking has very deep roots in many European societies. Adult educators should try to challenge their own stereotypes that migrant women (especially from non-Western countries) are only able to find low paid jobs and they do not have potential to create their own successful business, study and become highly educated professionals. The fact that migrant women make mistakes in the host language should not be a reason to judge them as less talented and less intelligent than members of the host society. It is important for adult educators to realise that the majority of people (them included) stay in the country they were born in. Only a very limited amount of people in any population takes a risk to leave the familiar social and family environment behind and to start life in a new country. That means that migrants, and migrant women in particular, already possess the skills and talents that make them potentially successful. It is important for adult educators to see this potential and to see the benefits to the local, national, regional or international community in helping migrant women to realize their potential, to reach their goals, to encourage them to follow their dreams.

Module 2. 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?

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.

Module Structure



Concept of migrant women mentorship



Empowering migrant women supported by another migrnt women

How migrant women could find mentor?



How to become successful mentor for migrant women?

Self-assessment of mentoring competencies

Concept of migrant women mentorship

Mentorship starts with a willingness to devote your own time and energy to support another person who needs professional career guidance. Mentoring is important not only because of the knowledge and skills mentees 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)¹⁰

The program is focused not only on encouraging social integration of migrant women through mentoring and social participation, but mainly on developing 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, trustful and reliable relationships between migrant women (mentee and mentor). Background of trustful and fruitful mentorship should be trust to another migrant women as a 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 and accept.
- **Confidence** – migrant women should have (or restore) their self-confidence. Confidence and self-esteem as an inner capability should be always reviewed.

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. Mentor should encourage migrant women to analyse her interests, experience, dreams, goals,

Migrant women mentorship **synergy**¹¹ 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 is a person who is willing to invest their own time and energy to help others. Mentorship is a voluntary activity, in which both participants take responsibility to develop relationships and to accept the roles of mentor and mentee.

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 activity.

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.

¹⁰ <http://creativecommons.org/licenses/by-nc-nd/3.0/>

¹¹ 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.

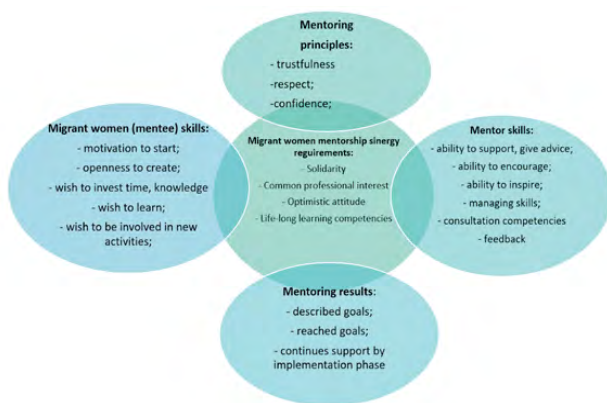


Figure 2.2. Concept of migrant women mentoring skills (Živilė Navikienė, 2021)

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

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

Empowerment and support by another migrant women depend 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. Migrant women facing a lot of obstacles and it is not easy to find possibility to become strong not only for yourself but also for others migrant women. 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 program, 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 similar circumstances and found the way out of isolation and helplessness will help newcomers to become economically independent, self-confident, and successfully integrate into community.

Janssen S., and others (2015) the process of mentoring¹² describing in several forms, varying from formal developmental interactions such as coaching sessions, to long-term and intense relationships. Informal mentoring relationships are more intense than formal mentoring relationships. Relationship based on personal level will give more trust, involvement and mentoring will be more effective.

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 skills¹³ you can see in this picture. During workshops, seminars picture 2 could be more detailed analyzed and discussed.

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.

Here are several opportunities for migrant women to find a mentor or join professional networks that provide expert assistance and support to women entrepreneurs:

- The European Network of Female Entrepreneurship Ambassadors¹⁴
- The European Network of Mentors for Women Entrepreneurs¹⁵
- The website WEgate¹⁶

The most important is to start searching different social channels to find a mentor with whom a migrant women could grow and develop her own career path.



Figure 2.3. How can migrant women find a mentor? (Živilė Navikienė, 2021)

¹² 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

¹³ 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)

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).

Support and encouragement are the most important for each person. Adult educators working with migrant women have to play a lot of roles with a goal to understand, support, encourage, suggest possible ways. Adult educator, migrant women mentor and migrant women should see the meaning in their efforts. If family situation, religion or social security system do not always motivate and support migrant women successful integration in labour market. There are little expectations of success for migrant women entrepreneurship.

Building a professional career or your own business requires setting 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 analysed 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?

Mentor should demonstrate the following mentoring skills to reach the goal:

- ability to support, give advice;
- ability to encourage;
- ability to inspire;
- managing skills;
- consultation competencies;
- non-judgment skills (diplomatic skills);
- 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.

On the next page, you can do your mentoring competencies assessment.

¹⁴<https://ec.europa.eu/docsroom/documents/17322/attachments/1/translations>

¹⁵<https://ec.europa.eu/docsroom/documents/10306/attachments/1/translations>

¹⁶<https://wegate.eu/start/advice-mentoring>

Metoring 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

Module 3. 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 free assistance available for starting up an enterprise in Italy, the Netherlands and Sweden.

Module Structure



Understanding the concept of entrepreneurship, its elements and main principles

Methods and tools needed to help in developing entrepreneurship competencies

Main conditions for starting your own business

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.

Entrepreneurship concept and principles

For many decades the governments, national and international institutions have been empathizing the necessity to provide favourable 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.'*¹⁷

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.*¹⁸

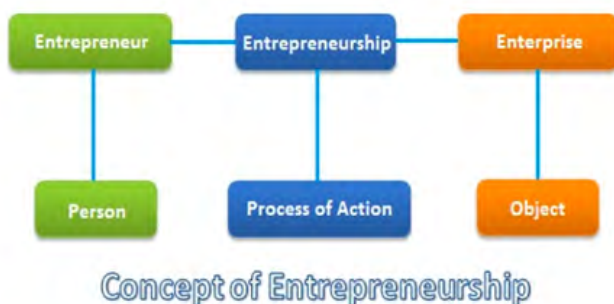


Figure 2.4. The concept of entrepreneurship¹⁹

Enterprise is a for-profit company

The term "enterprise" has two common meanings. Firstly, an enterprise is simply another name for a business. 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".²⁰

One begins to be entrepreneur when one starts implementing own business ideas. In addition to the traditional business models, a social entrepreneurship has to be mentioned. It often aims to address social or environmental problems, including those often met by migrant women. However, until recently there was no much funding or support available for this type of enterprise in the European Union' states. Primarily because it has features of non-profit associations in its status. Such as limited profit distribution, transparent and participative governance. A large part of the social enterprise sector identifies as the social economy, which comprises enterprises which have fully democratic ownership and employ capital to serve the needs of members and the community.

Social enterprises employ some 14.5 million people, 6.5% of the workforce.¹ They are active in all parts of the economy, from farming and housing to manufacturing, banking and advanced services. They make a major contribution to providing social services for vulnerable people and to providing jobs for long-term unemployed, disabled and excluded people, thus aiding their inclusion in society. They play a major role in the development of communities and local economies.²¹

¹⁷ 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)

¹⁸<https://noluketme.blogspot.com/2021/05/who-is-entrepreneur-ed-module-i-person.html>

¹⁹<https://qsstudy.com/business-studies/the-concept-of-entrepreneurship>

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

²¹<https://www.socialenterprisebsr.net/purpose/>

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

Let your product/service fulfil 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 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"

Developing migrant women entrepreneurship skills

One can sometimes hear that the person is entrepreneurial. It may refer to one's ability to be proactive and implement one's goals. With some determination people are able develop most of the skills and entrepreneurship skills is not an exception. The migrant woman, even though, being in a more vulnerable position can effectively use the resources available.

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 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.²²

An adult educator working with migrant women has to create a learning environment favourable for growth, adaptation and development of professional and personal skills. The adult educator has to develop a social contact network of active migrant women who could potentially become mentors or provide advice and support. The mentor would have practical experience and possess leadership skills. The mentor is able to encourage migrant women to gain new or develop existing skills.

Two empowerment directions could support migrant women: on the one hand – an adult educator whom migrant women meet in the very beginning. The educator could inform her about migrant women self-help groups, about useful network and others active persons on the local or regional levels. On the second hand, depending on the social network/group scale and characteristics, such group could help them to develop language skills faster and also expand possibilities of establishing own business as one of the fastest ways of integration into labour market.

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.

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.

Methods and 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.

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 include exercises for personal development and for those to be used by adult educators. They 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.

Exercise examples for personal development

Below you can find a list of the most essential entrepreneurship skills and see which of them you need to develop.

Exercise 1. 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 2. Self-screening

Questions	YES	NO
Do I know in what field I want to work?		
Do I know what products or services I want to make?		
Do I have direct competitors or similar products on the market?		
What makes my product or services unique?		
Do I need new education or skills?		
Do I have necessary finances?		
When can I start?		
Which resources I have got and lack?		
Are there free courses or consultation for new entrepreneurs in my community or country?		
Do I have necessary knowledge about company registration, accounting or taxes?		
Do I know how and where to make advertising and promotion?		
Do I know other migrant women groups or networks I can join?		
Do I know anyone else to get involved in my enterprise?		

b)

What inspires me?	
Do I have a role model?	
Do I know how much I want to earn?	
Do I need a mentor?	
Do I want to start my own enterprise?	
Can I take risk?	
Do I want to be an influencer?	
What are my priorities at the moment and in life in general?	
Am I a good communicator?	
What does success mean for me?	

Exercise 3. Skills development

Skills I have	Skills I need

*Exercise 4. Setting goals and counting progress
(every 'baby step' counts).*

Goals	This week	Next month	Next year

Exercise examples for adult educators

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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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.²³

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.²⁴

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 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.²⁵

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.²⁶

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

The Netherlands

business in Italy.

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

²³ https://ec.europa.eu/growth/smes/sme-strategy/start-up-procedures_en

²⁴ <https://www.expats.com/en/guide/europe/italy/10644-setting-up-a-business-in-italy.html>

²⁵ <https://businessculture.org/blog/2019/10/11/5-things-for-starting-a-business-in-italy/>

²⁶ <https://www.expats.com/en/guide/europe/italy/10644-setting-up-a-business-in-italy.html>

(enterprise): Startup Information Desk, the Netherlands Enterprise Agency, Tax and Customs Administration, Immigration and Naturalization Service.

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.²⁷

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"](#)

²⁷<https://www.verksamt.se/web/international/starting/moving-to-sweden-to-start-a-business/for-asylum-seekers-and-new-arrivals>

Module 4. Teaching and Learning Programme for Migrants

Introduction

Programme has been designed to provide an introduction to teaching and training in a variety of contexts for adult educators. It provides the knowledge and understanding required by Migrant women mentors or trainers for migrants in the further education and training environment including the roles and responsibilities of teachers or trainers, the planning and delivery of sessions, assessment methods and record-keeping.

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

- Define the educator's role and responsibilities in adult education and training in respect to migrant women.
- List the factors affecting migrant women' 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 teachers working with migrants (Locke and Rousseaux) 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.

Module Structure

Principles of Teaching and Learning

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

Teaching and Learning Resources and Assessments

Teachers working with migrants 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.

Planning and Delivering to meet the needs of migrant women in Education and Training

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 migrant women.

Assessment

Throughout this course, you may be expected to complete assignments, research projects, presentations, worksheets, tests, work-based and practical learning sessions to meet the requirements of your course. This information will be included in your study pack detailing exactly what you need to do to accomplish your goals as a student.

Progression

On completion, migrant women can use the knowledge and skills gained towards completing post 16 education sector teaching qualification such as the Level 3 Award in Education and Training (RQF) previously known as PTLLS.

Principles of learning for migrants

Unit's objective

Professional adult teachers working with migrants 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 migrant women will be able to:

- Define the educator's role and responsibilities in adult education and training in respect to migrant women.
- List the factors affecting migrant women' 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 teachers working with migrants (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
	Introduction to Principles of Learning Module.	<p><i>Tutor Presentation on Module Overview and introduction</i></p> <ul style="list-style-type: none"> • Welcome and introduction • Overview of module • Learning Objectives/aim of course • What will be expected of learners 	<p>Course Document: Course Outline – Principles of Learning</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
	Teachers working with migrants Role and Responsibilities	<p><i>What is your role as an educator?</i></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><i>Rules and Regulations as an educator</i></p> <p>Tutor to explain with open discussion points on professional behaviour and Ethics of an teachers working with migrants covering:</p> <ul style="list-style-type: none"> • Health & Safety in an educational setting • Equality and Diversity • Safeguarding • Difference in Teaching, opinions & giving advice 	<p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
	Factors effecting migrant women and the learning process	<p><i>Process/journey of gaining knowledge and skills</i></p> <p>Tutor brief introduction in to what is learning and how do we learn.</p>	
		<p><i>Factors affecting learning and the learning process</i></p> <p>Class discussion with spider diagram on understanding migrant women 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>Migrant women to complete Activity Worksheet: 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>Learning Styles</p> <p>Recapping on factors that can affect migrant women learning, give an introduction into Learning Styles and the VARK 4 learning methods.</p> <p>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.</p> <p>Each group to present their results</p> <p>Show Video interview with VARK creator Neil Fleming discussing the 4 learning types.</p> <p>Migrant women to complete Activity Worksheet: online VARK For Teachers and Trainers, How do I teach? Questionnaire.</p>	<p>Visual Aid: PowerPoint Presentation – Principles of Learning</p> <p>Visual Aid: Video http://vark-learn.com/introduction-to-vark/</p> <p>Group Activity Sheet: VARK Visual Style</p> <p>Activity: http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/</p>
	Teaching methods and teaching styles	<p>Teaching Styles</p> <p>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 teachers working with migrants in the classroom.</p> <p>Tutor to explain What are the 5 main teaching styles with class discussion on the pros and cons of each version.</p> <p>Types of teaching styles (pros & cons)</p> <ul style="list-style-type: none"> • Authority/lecture method • Demonstrator/coach method • Facilitator/activity style • Delegator/group style • Hybrid/blended method 	<p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
	Formative Assessment	<p>Online Activity / Worksheet: Learning and Teaching Styles</p> <p>Migrant women to complete Activity Worksheet: Teaching and Learning Styles. Matching Migrant women with best suited Learning style and Teaching method based on learner description.</p>	<p>Activity/Worksheet: Teaching and Learning Style</p>
	Inclusive Teaching and Learning Practice and Diversity in migrant women.	<p>Recognising and valuing diversity and special needs and requirements</p> <p>Tutor to recap that every learner is different and tutor responsibility to recognise and value that diversity in their teaching. Previous discussed types of potential diversity such as Learning back ground / experience / academic ability / Age.</p> <p>There are other barriers to recognise that can affect the learning process that teachers working with migrants have to consider such as Disability – Both Physical and special educational needs such as Dyslexia.</p> <p>Class discussion on Disability requirements. List out different disabilities (Physical and SEN), with discussion on what they are and how it may effect learning.</p>	<p>Equipment: Flipchart or Whiteboard</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
		<p>Strategies that encourage inclusive education</p> <p>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;</p> <ul style="list-style-type: none"> • Learning Styles; • Teaching Methods; • Activity assignments / Task; • Teaching and Learning Resources. <p>Group to present results to class.</p>	<p>Equipment: Flipchart paper</p> <p>Group Activity Sheet: Inclusive Learning</p> <p>Visual Aid: PowerPoint Presentation – Principles of Learning</p>
		<p>Assessing Migrant women</p> <p>Tutor to give a brief overview of migrant women reaching aims of the course and the ability to assess migrant women 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.</p> <p>(Note to migrant women: Assessment methods will be covered in future module 6.2)</p>	

	Areas for improvement and CPD	<p>Further Training and CPD</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>	<i>Visual Aid: PowerPoint Presentation – Principles of Learning</i>
	Recap and Summative Assessment	<p>Recap</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>Final Assessment</p> <p><i>Migrant women to complete Assessment: Principles of Teaching and Learning</i></p>	<i>Assessment: Principles of Teaching and Learning</i>

Teaching and Learning Resources and Assessments

Unit's objective

Teachers working with migrants 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 migrant women 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 migrant women's 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 migrant women's progression throughout the migrant women's.
- 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
	Introduction to 6.2 Teaching and Learning Resources and Assessments Module.	<p>Tutor Presentation on Module Overview and introduction</p> <ul style="list-style-type: none"> ● <i>Welcome and introduction</i> ● <i>Overview of module</i> ● <i>Learning Objectives/aim of course</i> ● <i>What will be expected of learners</i> 	<p><i>Course Document: Course Outline – Teaching and Learning Resources</i></p> <p><i>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</i></p>
	Teaching and Learning Resources	<p>How do Teaching and Learning Resources (TLR) contribute to learning?</p> <p><i>Tutor introduction into the use of Teaching and Learning Resources.</i></p> <p><i>Class discussion on how do TLRs contribute to learning</i></p> <ul style="list-style-type: none"> ● <i>Engaging attention and interest</i> ● <i>Reinforcing key aspects of the subject matter (Visual migrant women)</i> ● <i>Acting as a focal point for learner response</i> ● <i>Adding variety to instructional methods</i> ● <i>Etc.</i> 	

		<p>Use of Specific TLR</p> <p>Tutor explain considerations when selecting different type of TLR</p> <ul style="list-style-type: none"> • What you want to achieve from the TLR • Do not overuse TLR one type • In relation to technology TLR, have back ups in case don't work • Layout of training room and blocking visuals you are presenting <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>Migrant women 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>Using Technology in TLR</p> <p>Tutor presentation on Using Technology in the production of TLR</p> <ul style="list-style-type: none"> • Selecting TLR to meet teaching and learning needs • Adjusting hard copy material to technology based • Pros and cons of Technology conversion. 	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
	Formative Assessment	<p>Activity / Worksheet: Selecting Resource</p> <p>Select most appropriate Teaching and Learning Resources to support specific Migrant women and selected Teaching method based on provided class description.</p> <p>Migrant women to complete Activity/Worksheet: Selecting Teaching and Learning Resources</p>	<p>Activity/Worksheet: Selecting Teaching and Learning Resources</p>
	Assessment of Progression and Achievement	<p>What is Educational Assessments and why is it necessary</p> <p>Tutor explain/presentation on</p> <ul style="list-style-type: none"> • What is educations assessment • Why do we need assessments? 	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
		<p>Types of Assessments and their purpose</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"> • Initial /Diagnostic Assessment • Formative Assessment • Summative Assessment 	<p>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</p>
		<p>Assessment Methods and Evidence collection</p> <p>Tutor to discuss Principles of Assessment</p> <ul style="list-style-type: none"> • Validity • Reliability • Evidence / Recording Progress and achievement criteria <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><i>Tutor presentation on Using Technology in the production of assessment methods with demonstration of selected resource available:</i></p> <ul style="list-style-type: none"> • <i>Selecting assessment methods to meet teaching and learning needs</i> • <i>Adjusting hard copy material to technology based</i> • <i>Pros and cons of Technology conversion.</i> • <i>Support inclusive learning</i> <p><i>Tutor Demo on Moodle, Kahoot and Plickers</i></p>	<p><i>Visual Aid: PowerPoint Presentation– Teaching and Learning Resources</i></p> <p><i>Tutor Demo: Moodle / Kahoot / Plickers</i></p>
	Formative Assessment	<p><i>Activity / Worksheet: 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>Migrant women to complete Activity/Worksheet: Selecting Assessment Methods</i></p>	<i>Activity/Worksheet: Selecting Assessment Methods</i>
	Providing Feedback to migrant women on their Learning, Progression and Achievement.	<p>Providing Feedback</p> <p><i>Class discussion on</i></p> <ul style="list-style-type: none"> • <i>Reason for Providing Feedback to Migrant women and its importance</i> • <i>Key elements of good feedback</i> 	
	Recap and Summative Assessment	<p>Recap</p> <ul style="list-style-type: none"> • <i>Tutor to recap over topics covered using questions and answers with the class on what they remembered on each section covered.</i> 	
		<p>Final Assessment</p> <p><i>Migrant women to complete Assessment: Teaching and Learning Resources</i></p>	<i>Assessment: Teaching and Learning Resources</i>

Planning and Delivering to meet the need of Migrant women 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 migrant women.

Learning outcomes:

At the end of the session migrant women will be able to:

- Explain the importance of diagnostic assessments of migrant women 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 migrant women and the given curriculum requirements.
- Incorporate teaching and learning resources into a developed lesson plan to support teaching and learning needs of migrant women.
- 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
	Introduction to 6.3 Planning and Delivering to meet the needs of migrant women in Education and Training Module.	<p>Tutor Presentation on Module Overview and introduction</p> <ul style="list-style-type: none"> • Welcome and introduction • Overview of module • Learning Objectives/aim of course • What will be expected of learners 	<p>Course Document: Course Outline – Planning and Delivering</p> <p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>
	Training Planning Process	<p>Initial Assessment</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"> • Teaching methods & Learning Styles • Required Teaching and Learning Resources • Suitable Assessment Criteria • SEN support tools • Planning differentiated learning 	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p> <p>Example Document: Initial Assessment</p>
		<p>Lesson Plans</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"> • Title • Learning Objective • Timing • Stage • Teaching and Learning Activity/Task • Resources 	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p> <p>Example Document: Blank Lesson Plan</p> <p>Example Document: Completed Lesson Plan</p>
		<p>Planning Process</p> <p>Tutor to explain planning a lesson with interactive activities</p> <ul style="list-style-type: none"> • Describing Aims /learning objectives that meet migrant women ' needs • Dividing lesson into coherent stages • Setting up class activities • Checking understanding • When and how feedback will be given • Controlling pace and timing of teaching, activities, assessments and setting breaks • Planning for differentiated learning (different ability levels, speed, etc) 	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>
		<p>Selecting TLR</p> <p>Class discussion on Selecting TLR to support your T&L based on your class profiles from initial assessments. (Presented on Visual Aid)</p> <p>Look at:</p> <ul style="list-style-type: none"> • Teaching Aid (Presentations, Videos, examples) • Learner Resources (Manuals, worksheets) 	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>
		<p>Selecting Assessment Methods</p> <p>Class discussion on Selecting Assessment methods based on your learner profiles from initial assessments to record progression and achievement.</p> <p>(Presented on Visual Aid)</p>	<p>Visual Aid: PowerPoint Presentation – Planning and Delivering</p>

	Formative Assessment	Online Activity / Worksheet: Lesson Plan 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.	Activity/Worksheet: Lesson Plans
	Justification and review	Justify Own Selection of Teaching and Learning Class discussion on evaluating own teaching strategies and selection of resources and assessment methods. Looking at Formative Assessment: Lesson plan: Migrant women to discuss <ul style="list-style-type: none"> • Why did I select the teaching method chosen? • Why did I select those particular Teaching and Learning Resources? • Did my selections meet migrant women needs and requirements? • Would I make any changes to the lesson plans and selected resources and assessments if running the course again? 	Visual Aid: PowerPoint Presentation – Planning and Delivering
	Recap and Formative Assessment	Recap Tutor to recap over topics covered using questions and answers with the class on what they remembered on each section covered.	
		Final Assessment Interactive quiz on all topics covered on this module.	Assessment: Planning and Delivering

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