



Internal document

IO1 / CAPACITY BUILDING COURSE

A1.1. Preparatory Work for the assessment of learning and training needs and challenges for the educators and professionals working with adult migrants.

**TRANSNATIONAL REPORT**  
(Austria, France, Greece, Italy, UK)



pistes solidaires





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Document history:

Date	Version	Author(s)	Description
February 2018	1.0	KMOP	Delivery of the desk research, questionnaire and focus group results

Dissemination level: (PU/PP/RE/CO)



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## Contents

<b>ABSTRACT .....</b>	<b>3</b>
<b>1. INTRODUCTION .....</b>	<b>3</b>
<b>2. DESK RESEARCH FINDINGS .....</b>	<b>4</b>
2.1. Identifying best practices for capacity building programmes for educators in social entrepreneurship .....	5
2.2. Conventional approaches for the professional development of educators in dealing with migrant learners, including social entrepreneurship teaching practices.....	9
<b>3. KEY POLICY .....</b>	<b>13</b>
<b>4. RESEARCH FINDINGS .....</b>	<b>17</b>
4.1. Findings from Focus Groups .....	17
4.2. SUMMARY OF QUESTIONS FOR MIGRANT ADULTS.....	21
4.2. Findings from Online Questionnaires.....	26
<b>5. CRITICAL ANALYSIS OF FINDINGS AND RECOMMENDATIONS.....</b>	<b>31</b>



## ABSTRACT

The national reports from the consortium partners' countries (Austria, France, Greece, Italy, UK) paint a moderate and friendly landscape for the development of social entrepreneurship for migrants in Europe. Despite the general ignorance of the term and the specific functions and purposes of a social enterprise, migrants and newly arrived refugees show interest in new tools and opportunities to make a living and affect their community in a positive way. The effort to standardize, systematize and enrich the curriculum of these training needs is to be coupled with the exchange of experience among countries. This is what the INSERT project is aiming to achieve.

## 1. INTRODUCTION

The current status of the INSERT project implementation is the completion of phase 1 of the Output 1 (O1). Each project partner involved in this phase submitted a national report to KMOP as the leader of Output 1, summarizing the results of the conducted research on the national situation in Austria, France, Greece, Italy, UK regarding the spread and knowledge of social entrepreneurship among migrants. In this desk research, the project partners lay out the best examples in social entrepreneurship set up and training modules, the conventional approaches defining the norm and the policy context in which social entrepreneurs and people who train migrants work in.

Furthermore, the partners reported and evaluated the results of the 2 focus groups that each of them conducted (5 with people who work and train migrants and 5 with migrant workers) and identified the key points that trainers should pay attention to generally and in each international context.

In addition to the focus groups, the papers reported the results from a questionnaire that was distributed and answered in each country. The questionnaire aimed to explore the opinions, experiences and capacity / knowledge of different stakeholders and for this purpose the target groups that were reached were educators / professionals working with adult migrants, organisations providing social and educational support to migrants, NGOs, diaspora associations, municipal authorities, and others.

This summary report gives a short overview of each of the national results as well as an approach to analyse and compare these results. Particularly, with regard to the upcoming tasks it could prove helpful to be aware of shared as well as individual challenges and circumstances.

A brief overview of the situation and the report background in each partner's country shows the following:

### **Austria**

Measures on social entrepreneurship exist occasionally in Austria, but it can be said that the promotion of social innovation (compared to international standards) has some catching up to do. Public education programs seem to just briefly mention the social component. They have their focus mainly on classic economic models. The fact that the potential lies in the concept of social entrepreneurship, is expressed both by the instructors / trainers and by the target group (adult migrants).



## France

In France, there are few policies tackling the employment issue for people with a migrant background. Whether they are looking for a job as an employee or if they want to create their own company, social or otherwise, they are usually sent to the regular organisation in charge of employment.

## Greece

The economic crisis that started in 2010 and the social repercussions (such as poverty and exclusion) that have stemmed from it during the last 7 years, have had a severe effect on the employment rates for Greeks and immigrants living in the country. Political and economic instability, lack of funding sources, unclear legal framework and lack of persistent support mechanisms for training and counseling, inhibit the expansion of social entrepreneurship. However, social economy has received an increasing amount of interest during the years of instability and successful examples exhibit that there is lot of potential.

## Italy

When dealing with the issue of the professional training of workers who work with migrants, the study of the Italian case reveals how, despite the fact that the country receives a very large number of migrants, training and promotion initiatives for social entrepreneurship are very few.

There is a huge offer of vocational courses for migrants in Italy, but almost all of these offers are on a very low level of professional training, especially in the building trade, restaurants and services. The idea of a migrant entrepreneur and even more a social entrepreneur is still very far from reality. In the same way, the training offered to the operators, is above all, to learn how to manage the practical aspects of reception (food, accommodation, Italian course, interviews) and not to prepare the migrant to be proactive or to exploit their abilities also in the entrepreneurial field. And the experiences of companies run by migrant entrepreneurs are almost all oriented on profit.

## UK

In the UK, the rise of the notion of social enterprise over recent years has been largely policy led, with policy makers setting out the scope and promotion of social enterprise activity.

As a mainstream policy construct operating across a number of policy spheres, social enterprise is seen to offer possibilities for social inclusion, engagement and active citizenship to a full range of social groups and actors including migrants and ethnic minorities.

## 2. DESK RESEARCH FINDINGS



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## 2.1. Identifying best practices for capacity building programmes for educators in social entrepreneurship

### Austria

Teachers who provide economic knowledge in the context of dual vocational training (vocational school and company training) must complete a three-year training course at a pedagogical university, which is regulated by law nationwide. The training is divided into units, which are partly full-time and partly part-time. The Bachelor's degree program "Teacher Training at Vocational Schools" provides well-founded specialist knowledge based on the latest scientific findings as well as comprehensive teaching and educational skills. It enables students to plan, carry out and reflect on the lessons, to promote the learning and personality of pupils, to assume responsibility for parenting and to ensure quality, and to further develop their own professionalism.

In the field of VET schools and colleges, primarily the commercial school (HAS - commercial middle school) and the commercial academy (HAK - commercial high school) are of interest for the research question. This study is structured in a polyvalent way, which means that the graduates are qualified for teaching as well as for a variety of tasks in company practice.

### France

In conducting this research, the local partner could not find a program for capacity building of educators in social entrepreneurship. So far, the educators they encountered send the migrants to counsellors of the national employment agency when they have among their audience migrants who want to create a company. Best examples include:

Singa France, an international citizens' group who wants to create links between citizens and migrants, is a very active organisation that created Finkela, a start-up incubator for refugees and migrants. Since 2016, 3 entrepreneurial promotions were endorsed for 36 innovative projects in art, fashion, culture, technology, social insertion, restaurant création, etc. During the first six months, each entrepreneur has access to a co-working open-space in Paris and Lyon, workshops of collective thinking, networking help and personal guidance. Their partners are both private and public institutions, and they are also funded by the Erasmus Plus program. They also created with Generali, SPARK et PLACE a program, The Human Safety Net for Refugee Startups. Within this program, refugees can access innovation labs, trainings, and guidance on how to create business plans.

The first dispositive in employment was created in 2017 as a pilot program organized by the national employment agency, the Immigration and Integration office and the Employment ministry. After the first experiment with 200 people in the region of Paris, the program was extended to 1000 people who will follow a 4 month training schedule before obtaining an apprenticeship in different fields, mainly in construction.



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Another example is the trainings proposed to migrants by the Chambre Nationale des Arts et Métiers (CNAM)<sup>1</sup> in law, human resources, entrepreneurship and informatics. This Paris school decided in 2015 to exempt migrants from enrollment fees. In this context, a MOOC was launched in Arabic in 2017.

## Greece

Over the past few years, a small number of promising initiatives have been developed in the Greek context, providing some pioneering examples that more comprehensive programmes can build upon in the future. These efforts which foster social entrepreneurship are primarily led by educational institutions and Non Profit Organisations (NGOs). The initiatives focus mostly on nurturing ideas, developing soft skills and guidelines for setting up an enterprise, but there is still a big gap between demand and supply for these services. Furthermore, apart from the absence of a consensus for a standardized curriculum for this training, there is admittedly a lack of specialized training programmes aiming to train the educators that could lead the effort and train the next generation of trainers. The most outstanding training materials and courses for educators in Social Entrepreneurship are presented below.

ASHOKA Greece<sup>2</sup>, in collaboration with a consortium of partners including the Social Entrepreneurship organisation *Solidarity Mission*<sup>3</sup> organized a specialized training programme called IMPACT 2017<sup>4</sup> aiming at trainers and multipliers of social change. This initiative focuses on experienced and established educators aspiring to make social change through helping others to pursue social goals. The beneficiaries received tailored training in their needs to pursue their goals through personalized counselling, pairing with mentors and face-to-face meeting with international experts and educators. They produced training materials for the purpose of this programme.

DIOTIMA<sup>5</sup>, a women's rights NGO, produced a useful handbook<sup>6</sup> aimed for the trainers of vulnerable women (migrant women included). This is the only handbook available in Greek on which an educator on social training can be based to provide training to women on social entrepreneurship. This handbook was the base for informing the trainers in a series of workshops since 2014.

In addition, a number of ERASMUS+ projects with partner organisations in Greece have been involved in Social Entrepreneurship and/or training of migrants such as the SENTIM<sup>7</sup> project aimed at social entrepreneurship for immigrants, and the SoVET<sup>8</sup> project for young people. In addition, the projects with the acronyms

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<sup>1</sup><http://www.focusrh.com/formation/formation-professionnelle/le-cnam-s-engage-pour-la-formation-des-migrants-27607.html>

<sup>2</sup> Ashoka Hellas Facebook <https://www.facebook.com/AshokaHellas/>

<sup>3</sup> Solidarity Mission <http://solidaritymission.org/en/homepage/>

<sup>4</sup> IMPACT 2017 <http://solidaritymission.org/impact-2017/>

<sup>5</sup> Diotima Homepage <http://www.diotima.org.gr/?lang=en>

<sup>6</sup> DIOTIMA (2013) - Pilot Tool for Counseling for the Development of Social Entrepreneurship (2013) Action Plan: FEM-ATTIKA Actions to Empower, Prevent Gender Violence, Reinforce the Social / Labor (Re-) Integration of Vulnerable Women's Groups <http://www.diotima.org.gr/?p=1822>

<sup>7</sup> SENTIM <http://www.sentim.org/>

<sup>8</sup> SOVET <http://sovet-project.eu/en/project/>



«URBAGRI4WOMEN<sup>9</sup>, SESBA<sup>10</sup>, WORTH<sup>11</sup> and RAISE<sup>12</sup> (Raising the Advantages of Youth through Innovation and Social Entrepreneurship) had similar themes. All these projects involved “training the trainers” sessions in various formats, incorporating a number of best practices in the field and setting standards. In particular, during the course of the SENTIM project, in addition to a comprehensive e-course for the beneficiaries, three relevant manuals were produced to address the issues of trainers, describing the necessary techniques and practices that can be used and adapted in training programmes in the future.

Another example is the *Business Coaching Centre*<sup>13</sup>, an ongoing programme by the Greek NGO PRAKSIS. The organisation mainly works with migrants and other vulnerable groups. Although the programme is not explicitly aimed at migrants, the organisation has an established base of migrants which they are supporting and they can draw from the student base. The typical courses of the seminars used in this particular initiative are: Business Model Canvas, Marketing, Accounting, legal and tax issues, Digital Marketing, funding options Presentation Skills, Personal Branding, Investor Pitching, Public Speaking and sales marketing. Moreover, they make use of individualized counselling sessions, and business coaching.

Last but not least a remarkable example on social entrepreneurship training comes from a Greek, a social enterprise named *Social Fashion Factory - SOFFA*<sup>14</sup>. This social enterprise was set up to enable migrants/refugee women and victims of trafficking to develop their fashion skills through practical work and get out of the vicious circle of poverty and exclusion. It has designed an e-course alongside traditional training and it offers a certificate upon completion. Although the initial training program went through an Erasmus+ project named “Social and sustainable fashion entrepreneurs”, the organization continued to offer these training courses for new entrepreneurs and to those who work with migrants.

## Italy

The most significant pioneering experiences were those of the La Talea Social Cooperative<sup>15</sup> of Turin, one of the very first social cooperatives run by immigrant women in Italy, active from 1992 to 2010 and born from a training project for migrants carried out by the Equal Opportunities Commission of Piemonte. Some participants from Morocco, the Philippines, the Congo, Tunisia, Brazil, Somalia, Nigeria, Cameroon and Albania decided to found the Cooperative as a moment of self-help in their process of integration in Italy. The activities carried out: cultural mediation at the social assistance services of the local health services, home care, multi-ethnic cuisine catering.

<sup>9</sup> <https://ied.eu/what-we-do/projects/urbagri4women/>

<sup>10</sup> SEBA <https://www.facebook.com/sesbaproject>

<sup>11</sup> WORTH <http://worthproject.org/>

<sup>12</sup> RAISEYOUTH <http://www.raiseyouth.com/gr/>

<sup>13</sup> PRAKSIS Coaching Centre

<https://www.praksis.gr/el/%CF%80%CF%81%CE%BF%CE%B3%CF%81%CE%AC%CE%BC%CE%BC%CE%B1%CF%84%CE%B1/%CF%84%CF%81%CE%B5%CF%87%CE%BF%CF%85%CF%83%CE%B5%CF%82-%CF%80%CE%B1%CF%81%CE%B5%CE%BC%CE%B2%CE%B1%CF%83%CE%B5%CE%B9%CF%82/business-coaching-center>

<sup>14</sup> SOFFA <http://soffa.gr/training/>

<sup>15</sup> <http://www.interculturatorino.it/glossary/talea-la/>



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Management of the Turkish bath of the Intercultural Center of the Women Alma Mater of Turin, theatre, workshops in the schools of Turin and the Province. In Modena, from 2005 to 2010, the GhanaCoop16 Cooperative operated, entirely managed by immigrants, with training funded by the IOM, which cultivated fruit in Ghana and then imported it into Italy respecting the rules of fair trade.

Today the most significant experiences are: Dialogue Place in Naples<sup>17</sup>: the first training course dedicated to young entrepreneurs and migrants, an incubation path with the aim of informing young migrants about the funding opportunities that Europe puts them at their disposal to start entrepreneurial activities and provide the necessary knowledge for the preparation of a business plan. The project is organized by Associazione Sagapò, Project Ahead, sole manager in Campania of Erasmus for young entrepreneurs; ENEA National Agency for New Technologies

The European project M.I.C.R.O. - Migrants Ideas Converted into Real Opportunities<sup>18</sup> - is a European project that has as its head the National Agency for Microcredit and Ce.SFOr - Center for Orientation Training - which is aimed at micro-credit and NGO operators who work with migrants interested in starting an entrepreneurial activity. Its objective is to create a professional figure with skills on how to start a business and access micro-credit funding to help migrants. The e-learning course was developed to increase the skills of operators working in various capacities with migrants, to acquire the following skills: being informed about cultural differences and religious aspects that may represent an obstacle for migrants to the business environment, be aware of the financial resources necessary to start a business, be able to write and evaluate a business model and, finally, to inform migrants about the microcredit system and auxiliary services.

The Programma Integra Cooperative organizes since 2015 a training course in management and creation of agricultural enterprise for migrants<sup>19</sup>: how to draw up a business plan, how to access funding to start a business in the agricultural sector, what are the skills necessary for managing a company with 72 hours of classroom training, 24 hours external training to be held at farms, and 15 hours online training. Integra always proposes for operators the "For better integration of immigrants"<sup>20</sup> path realized within the European project LL2II - Learning of Local bodies to integrated immigrants, intends to provide new intercultural competences to the operators of the immigration world, in order to improve the services for foreign citizens

## UK

UK, according to the partner's study did not provide any substantial best case practice.

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<sup>16</sup> [http://www.un.org/esa/population/migration/turin/Turin\\_Statements/MCCARTHY.pdf](http://www.un.org/esa/population/migration/turin/Turin_Statements/MCCARTHY.pdf)

<sup>17</sup> <https://pia2001.com/coworking/d-i-a-l-o-g-u-e/>

<sup>18</sup> <http://micro.microcredito.gov.it/>

<sup>19</sup> <https://www.programmaintegra.it/wp/2015/03/immigrazione-e-agricoltura-due-nuovi-corsi-di-formazione-in-gestione-dimpresa-agricola-rivolti-a-migranti/>

<sup>20</sup> <https://www.programmaintegra.it/wp/2017/09/formazione-per-operatori-del-settore-immigrazione-il-nuovo-corso-del-progetto-europeo-ll2/>



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## 2.2. Conventional approaches for the professional development of educators in dealing with migrant learners, including social entrepreneurship teaching practices.

### Austria

The entrepreneurship of people with a migrant background represents an economic potential that has not yet been fully exploited. This is often because entrepreneurs with a migration background are confronted with certain obstacles or barriers in the economic implementation of their ideas that other business people do not meet in this form. Against this background, it would be obvious to provide targeted support or support to entrepreneurs with a migrant background, which is not only seen as a "social" cultural necessity (keyword: integration), but also has positive economic effects.

In general, two broad sets of measures have been identified: Measures that support ethnic economies through awareness-raising and measures to facilitate access to sustainable entrepreneurship for persons with a migrant background. These include measures in the area of the legal framework and "empowerment measures" in the wider sense.

Recommendations that can be made for future "migrant self-employed" as well as for the public sector, shall be reflected positively in future training programs and to improve the existing situation significantly. In particular, the following may be mentioned in this context:

Sufficient knowledge of German and active integration into the Austrian society, also regarding the knowledge of the structures (institutions, legal position, etc.), active information search and planning of the foundation or the business activity, practical experience in the field in which the company is to be founded and readiness for further education, personal and economic coverage (ensuring support for the personal environment and sufficient capital stock, not only for the start-up phase but also for the post-start-up phase), increasing the transparency of the support instruments (in terms of availability, access criteria and service content), as well as raising the awareness of authorities and institutions about the concerns of entrepreneurs with a migrant background, request for bilingual information brochures or multicultural counsellors in the supporting and funding agencies and support at later stages of the business life cycle.

### France

France has been receiving more and more refugees over the last 5 years. In 2017, 100 000 people filed an asylum request, the highest number ever registered. This new wave of immigration is also different from the past. Before, it used to be families coming, for example, from Eastern Europe. This time, there are rising numbers of people coming alone, as well as unaccompanied children or teenagers. These changes are making necessary a change in the training of the educators. These changes in the trainings are not yet instituted.



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The educators working with migrants, as it was mentioned before, don't have specific training about social entrepreneurship or entrepreneurship in general. But they still receive trainings on how to work with migrants and refugees, since there is a number of organizations that host migrants, giving them guidance and accommodation. These trainings are mainly focused on the guidance of migrants in their administrative procedures and in their daily life, as the program of the IRTS Hauts-de-France demonstrates<sup>21</sup>. The NGO France Terre d'Asile does also have a training center where the training is extended to issues that go beyond the daily guidance with the development of intercultural knowledge and skills.<sup>22</sup>

The School of High Studies in Public Health also developed training sessions,<sup>23</sup> not only about the guidance itself, but also regarding the knowledge of the context of the crisis and its European management. The CEMEA Pays de la Loire created training including ethno-psychiatry, intercultural pedagogy and the social and psychological impacts of the migrants' journey.<sup>24</sup> To provide another example, the ASSFAM proposed a training in collaboration with the Interior Ministry for the people who receive migrants.<sup>25</sup> The majority of these trainings are made for people who want to improve their skills in working with migrants but there is another element: most of them are also aiming to improve the daily work of the migrants, to help them within the legal system, with their rights and duties, but there are few programs focused on social inclusion through employment.

## Greece

Capacity building programmes for trainers focusing on social entrepreneurship have been designed on an ad-hoc basis and hosted a very small number of participants, usually in the context of a training programme which had a specific duration and, in most cases, was funded by donors. They were designed for the general public and few of them explicitly focused on a particular section of the population. It is only recently that more specialized projects have been implemented aiming to encourage and support migrants to engage with social economy. However, we can discern some major trends in professional training of the educators. These practices include vocational and work training along with short seminars, workshops and e-learning webinars that provide advice and limited support for training.

There is a number of "business incubators" focusing on entrepreneurship and a fragment of them focuses on social entrepreneurship, mainly targeting young people, aspiring entrepreneurs and vulnerable groups. Few programmes focus explicitly on women and migrants. These have been applying the most state-of-the-art motivational training and counselling techniques and often they offer some type of reward funding for the most outstanding business ideas.

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<sup>21</sup><http://irtshdf.fr/wp-content/uploads/2017/07/Livret-offre-formation-continue-Migrant-2017.pdf>

<sup>22</sup>[http://www.france-terre-asile.org/stories/formations-2017-2018/Centre\\_Formation\\_FTDA\\_GUIDE\\_2017-2018.pdf](http://www.france-terre-asile.org/stories/formations-2017-2018/Centre_Formation_FTDA_GUIDE_2017-2018.pdf)

<sup>23</sup><https://formation-continue.ehesp.fr/formation/repondre-au-defi-des-migrations-accueillir-les-migrants-et-les-demandeurs-dasile/>

<sup>24</sup><https://cemea-pdll.org/Accueillir-accompagner-les>

<sup>25</sup>[https://www.reseau-alpha.org/upload/files/Pour\\_un\\_accueil\\_et\\_une\\_integration\\_efficace\\_des\\_migrants.pdf](https://www.reseau-alpha.org/upload/files/Pour_un_accueil_et_une_integration_efficace_des_migrants.pdf)



Various regional initiatives have been set up with consortia of private and public entities in collaboration with local authorities. These consortia often included have been local private owned Vocational Training Centres (VTCs).

National and International entities (such as the European Union) worked towards setting up educational Programmes to enable migrants to find work or seek self-employment opportunities. These training programmes, including events, conferences and guidebooks, have been led by European institutions, international donors, Greek ministries, institutions and Trade Unions, while NGOs have been the vehicles to implemented projects aiming at to raising awareness on social entrepreneurship and training vulnerable groups such as women and migrants on how to set up their own businesses. Although a small number of trainers and mentors have been involved in these projects, there have been no extensive and persistent projects and a steady flow of educators. The didactic methodology is outlined in relevant documents, however access to the curricula is only available online.

Detailed examples and best practices can be deduced from educators' training manuals and self-help guides and educational tools such as online training courses. Another popular format are seminars in the context of targeted events and festivals, such as the *Social Entrepreneurship Forum*<sup>26</sup> that includes workshops for educators entitled "Specifications for the Development and Operation of Support Centers for Social Solidarity Economy" and also *Multicultural Festivals*<sup>27</sup> that aim to bring together people from various cultures together and inspire them to work on social goals.

In addition to the above initiatives, the *Institute of Small Businesses*<sup>28</sup> set up by the Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE)<sup>29</sup> produced in 2013 a manual called "Principles and methods of education for adults"<sup>30</sup> tailored to the particularities of small businesses. This document describes the training modules and workshop that the Institute organizes to train entrepreneurs and workers in small businesses. The manual proposes a series of educational techniques for the educators and have been used for training of the members of the Institute and other interested parties. The manual presents the approaches that educators should have in order to better approach vulnerable groups (including migrants) and how they can train them to set up their own businesses.

Last but not least, part of these institutional initiatives in Greece, and most relevant to immigrants, is the *Special Service for Social inclusion and Social Economy (EYKEKO)*. This service was set up by the Ministry of Labour, Social Security & Welfare as a platform to plan and coordinate initiatives and policy recommendation efforts to develop

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<sup>26</sup> INNOVATHENS - Social Entrepreneurship Forum

<https://www.innovathens.gr/events/%CF%86%CF%8C%CF%81%CE%BF%CF%85%CE%BC-%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%BD%CE%B9%CE%BA%CE%AE%CF%82-%CE%B5%CF%80%CE%B9%CF%87%CE%B5%CE%B9%CF%81%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7-2/>

<sup>27</sup> Multicultural Festival <https://gr.boell.org/el/2015/05/20/polypolitismiko-festival>

<sup>28</sup> IME GSEE <http://www.imegseevee.gr/>

<sup>29</sup> GSVEE <http://www.gseevee.gr/>

<sup>30</sup> Institute of Small Businesses by the Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE) (2013) "Principles and methods of education for adults" Accessed online, on 20/12/2017 [http://oebemessinias.gr/pdf/ekpaideusi\\_enilikwn.pdf](http://oebemessinias.gr/pdf/ekpaideusi_enilikwn.pdf)



and strengthen the social economy, acting as Intermediate Managing Body for the Actions of Priority Axis 4 "Full integration of all human resources in a society of equal opportunities" of the Operational Programme "Human Resources Development", as well as acting as Special Service for the integration of the Community Initiative "EQUAL" in ESF operational programs for the Programming Period 2007-2013"<sup>31</sup>.

## Italy

The beginning of the so-called "refugee emergency" in 2015, which saw the number of arrivals of migrants grow in Italy, multiplied the extraordinary reception facilities (called CAS), managed mainly by cooperatives or religious bodies. In these structures, migrants remain for about a year, on average, before their asylum application is examined by the Commissions for the Recognition of International Protection.

In 2017, 119,369 migrants were disembarked and welcomed. This large number and the relatively long time spent in a reception facility has created the need for the training of operators who manage reception facilities. However, this requirement is not reflected in compulsory training or in the possession of certain qualifications to operate in reception centers: there are many courses for "reception operator" or "CAS operator" even if from a legislative point of view this figure is not recognized or regulated, just as there is no "cursus honorum" that provides for the learning of certain contents. This explains the substantial lack of a training to foster the entrepreneurship of migrants. As emerged also in the focus group conducted with operators, it is a requirement that is considered important, but for which there are no specialized training opportunities. The same specialized training on issues related to immigration is usually reserved for specific professionals (ex: lawyers, social workers, teachers), but not for reception operators.

Thanks to European funding, mainly provided through DG Internal Market, industry, enterprises and SMES, the Erasmus + and FAMI program (Asylum, Migration and Integration), numerous training opportunities are offered for operators, especially through the modality of the training seminar of the online course (e-learning). Program Integra, an integrated social cooperative society whose aim is to activate and support the processes of social integration of migrants and refugees in order to promote the start of sustainable and lasting paths of autonomy, proposes, for example, a rich training program for operators, which can be requested both in a presidential form and through GoToMeeting or GoToWebinar platforms. The Ministries of Labor, the Interior and Education have launched the website [intergrazionemigranti.gov.it](http://intergrazionemigranti.gov.it) where proposals and training opportunities are collected for those who work with migrants.

## UK

With regard to capacity building programmes for educators in social entrepreneurship the UK is lagging behind. Many universities however now understand the importance of including this factor into their curriculum for many

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courses. Apart from certain universities there does not appear to be many programmes or training available to professionals, educators or those adults who wish to start up on their own. The School for Social Entrepreneurs (based in London) is the only organisation dedicated to help individuals to develop a social enterprise.

Any professional development of educators working with migrant learners is again based around teachers and those working in schools, universities, colleges with the focus on language and cultural support.

Communication with a number of universities, educators, various organisations and the migrant support team of Devon and Cornwall Police, Social Entrepreneurship training and support for educators/professionals working with migrants is desperately needed in the UK.

### 3. KEY POLICY

#### **Austria**

Austrian society faces a variety of challenges: integration and social inclusion, the labour market, education and the environment are just a few of the current topics. An entrepreneurial response to this is provided by social businesses -organisations that have a positive social impact as a primary goal while at the same time aiming to generate market income.

With the new program "aws Social Business Call", the Ministry of Social Affairs, the National Foundation for Research, Technology and Development is promoting for the first time promising projects of Austrian social entrepreneurs on the basis of the recommendation of the German Council for Research and Technology Development and the Federal Promotional Bank "Austria Economic Service"(aws) , The focus is on supporting existing businesses and developing start-ups that solve social and environmental challenges with entrepreneurial access. The funding initiative comprises two modules with a total of three million euros.

One of the main concerns of the Austrian federal government is the fight against unemployment and the creation of new jobs. The reintegration of long-term unemployed people into the labour market requires special efforts. Here, social businesses with a special focus on labour market integration offer new solutions and additional opportunities. Social Entrepreneurs may be taking a new path, providing urgently needed impulses for the future.

The biggest obstacle and, at the same time, the highest potential for accelerating the growth of this sector is in the areas of finance and education. Thus, capital availability and financing conditions are the biggest barriers to the creation and implementation of social business. The "aws Social Business Call" promotes promising companies. With new projects, social businesses can seize opportunities, implement alternative business models, and drive the young, emerging sector forward. As already stated, the funding initiative includes three million Euros in total, which are borne by the Ministry of Social Affairs and the National Foundation for Research, Technology and Development.

Nevertheless, promotion of social innovation in Austria is not very well developed, even though they are central in many policy areas, especially in the healthcare system. They bring quality improvements, reach underserved target groups and can also bring cost savings. Due to the lack of an overall political strategy, social innovators often



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remain on their own and very often fail. The reason for this is in many cases the political framework and funding conditions. Although there are subsidies for ideas and pilot projects, the transition into the regular operation is difficult. Additional hurdles for charitable initiatives are the lack of a real one-stop-shop, the lack of professional mentors and, in general, the federal and unclear distribution of power, especially in health care (besides problems that might arise later in day to day work, of course).

## France

In France, 2.4 million people are directly working in the field of the social and solidarity economy (SSE), which includes social entrepreneurship<sup>32</sup>. 77% of them are working in associations. The actors of SSE wrote a charter in 1980. A delegation attached to the Prime Minister was created in 1981 after the election of François Mitterrand.

Since May 2012, the SSE is directly represented within the government. In July 2014, the law 2014-856 created a legal frame. This law is the first solid acknowledgement of SSE.

The first article of the law opened the SSE to the commercial companies if their objective is not only to share its benefits, within democratic governance. This law was based on a report published in 2013 that evaluated the added-value of SSE taking into account not only its impact on the GDP but also its contribution to universal welfare. This law created a national chamber and a network of regional chambers of SSE, it launched the work on a guide of good practices and extended the rights of the employees especially when it comes to the right to take over the company if the employer wants to leave it. This law also created Cooperative Societies of Collective Interest.

Situation of the Social entrepreneurship and entrepreneurship education in France.

In 2003, the Ministry of Education launched an information campaign about entrepreneurship education in partnership with the Observatoire des Pratiques Pédagogiques en Entrepreneuriat (Observatory of the Pedagogical Practices in Entrepreneurship). This campaign was necessary because a simple observation of the French students showed that they are afraid of being wrong, of giving the wrong answers, of asking the wrong question, of doing something that might cause them to fail: failure is rarely seen as something positive. To promote entrepreneurship, we need to promote the idea that failing is not something to be ashamed of.

There are classes about entrepreneurship available for professors and teachers, along with the primary school teachers, offered by the CERFEP (Centre of Research and Study about Partnerships and Professions) but there is not a specific national strategy about training in partnership. The law 2013-595 from July 8th, 2013, about education states that school has to facilitate external interventions to help the students discover entrepreneurship and the private sector.

The most important strategy is the « New Deal of Innovation »<sup>33</sup> launched in 2013 with the partnership of the ministries of education and economy. 20 million Euros were allocated to projects of innovation in the culture of entrepreneurship and in support of the professors and teachers into developing an entrepreneurial spirit.

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<sup>32</sup>[http://www.recherches-solidarites.org/media/uploads/economie\\_sociale\\_28-06-2017.pdf\(p.1\)](http://www.recherches-solidarites.org/media/uploads/economie_sociale_28-06-2017.pdf(p.1))



## Greece

Although the Oslo Agenda content is not explicitly referenced in any official document in Greece concerning the training approach for social entrepreneurship, a study undertaken by the University of Thessaly<sup>34</sup> analysing the links between Higher Education and the Labour Market through the promotion of entrepreneurship, offered suggestions on how the Oslo Agenda proposals could be embedded in the national institutions' framework and could be used as a guide on policy adjustments to promote entrepreneurship education.

Another step towards the implementation of the Oslo Agenda in Greece has been carried out by the Ministry of Education and Religion through the drafting of a specialised Training material for Lifelong Learning Centres on the subjects of social economy and social entrepreneurship<sup>35</sup>. The aim of this training material is to prepare competent employees to meet the future challenges of the social economy sector. Based on this and other training materials and a base of trainers, the ministry continues to implement projects in collaboration with the General Confederation of Greek Workers.

The basic elements for the implementation for the development of Social Entrepreneurship are described in a document prepared in February 2013 by the Ministry of Labour, Social Insurance and Welfare, called "Strategic Plan for the development of Social Entrepreneurship"<sup>36</sup>. This document describes the foundation of the Special Service called "Special Service for Social Inclusion and Social Economy" (EY KEKO), as the coordinator for the policies of development for Social Economy."

As far as national regulation and legislation is concerned, three initiatives came into force to define and elaborate the legal and economic framework of a social enterprise. The third and latest initiative was the institutionalization of the legal framework of social economy through a Law applied in 2011, as well as the establishment of the "Social Economy Register". According to the Social Economy Register, 908 social enterprises remained active until October 2016 out of the 1221 entries that had been established since 2011. According to the Greek Ministry of Labor "390 such enterprises have been established since October 2016 when a new law came into effect"<sup>37</sup>

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<sup>33</sup>[http://pmb.cereq.fr/doc\\_num.php?explnum\\_id=3528](http://pmb.cereq.fr/doc_num.php?explnum_id=3528) (p.153)

<sup>34</sup> University of Thessaly (2008) "STUDY ON THE LINKS BETWEEN HIGHER EDUCATION AND THE LABOR MARKET THROUGH THE PROMOTION OF ENTREPRENEURSHIP » <https://repository.edulll.gr/edulll/retrieve/356/95.pdf>

<sup>35</sup> Ministry of Education, Research and Religion - Social Economy – Social Entrepreneurship. Training material for Lifelong Learning Centres <http://kdvm.gr/Media/Default/Pdf%20enotites/1.2.pdf>

<sup>36</sup> Ministry of Education, Research and Religion - Social Economy – Social Entrepreneurship. Training material for Lifelong Learning Centres [https://dasta.auth.gr/uploaded\\_files/635006205493669775.pdf](https://dasta.auth.gr/uploaded_files/635006205493669775.pdf)

<sup>37</sup>It's Time to Talk about Social Entrepreneurship in Greece (2017) <https://medium.com/athenslivegr/what-about-social-entrepreneurship-in-greece-239c0dd3fc20>



## Italy

The principles of the Oslo Agenda mean "Entrepreneurship Education" as the formation of a proactive mentality and behavior. The Recommendation of the European Parliament and of the Council on key competences for lifelong learning identifies the "spirit of initiative and entrepreneurship" as one of the eight key competences to be kept in mind at every stage of education and training.

In Italy, entrepreneurship education is still poorly implemented. Italy was one of the few European Union countries where, until 2006, there was no central institution for youth policy coordination, nor was there a national and European youth representation; the skills were distributed among the different Ministries. The lack of a national legislative framework and a dedicated Ministry has resulted in fractional interventions. We have moved from welfare-type projects, in which young people were considered to be weak subjects, to a type of project that created communication spaces for young people, and finally to projects that look to the youth world as a resource and work on participation and involvement. active and responsible (peer education, consultation, forum, promotion of associations). The world of public education is active: the MIUR (Ministry of Education, University and Research) has promoted school policies that touch on the theme of the school-work relationship, essentially on three lines: - school alternation paths -work; - the paths of Simulated Educational Enterprise of secondary schools of second degree (Ifs network). - the reorganization of higher technical training institutes (IFTS) and higher technical institutes (ITS).

In the field of adult education, Unioncamere (the Union of Chambers of Commerce) has an interesting initiative that is inspired by the Oslo Agenda: to promote a "widespread entrepreneurship" and the promotion and enhancement of the "corporate culture". Unioncamere has set up a special distance learning module for entrepreneurship education for young people and adults, called "Learn to Teach".

Finally, in the field of companies, it should be emphasized once again how the definition of Social Enterprise in Italy has very specific characteristics, which are regulated by Legislative Decree no. 155/2006 and the new Legislative Decree 3 July 2015, n. 112 "Review of the regulation on social enterprise, pursuant to art. 2, paragraph 2, letter c) of the Law of 6 June 2016, n. 106", which defines SOCIAL ENTERPRISE "all private entities, exercise in a stable and principal business activity of general interest, non-profit and for civic, solidarity and social utility purposes, adopting responsible and transparent management methods and encouraging the broadest involvement of workers, users and other stakeholders in their activities. Their sectors of activity aiming to the realization of interests of general purpose are identified by law: social and health care, education and education, cultural services, social tourism or activities aimed at the employment of disadvantaged and / or disabled individuals". The lack of real legislation, as seen only in July 2017 within the broader reform of the third sector, means that the social enterprise and the concept of social entrepreneur, both have been developed lesser in Italy compared to the rest of Europe. The social cooperative still remains the most common form of organization, precisely because it enjoys a legislative and access to financing much richer and more reliable. "If we want to really take off the social enterprise, we need to proceed by connecting different subjects that allow us to build the necessary ecosystem."



## UK

The UK government has commissioned a Social Investment Strategy, which outlines their commitment to investing in growing the social enterprise market. Alongside this, there are government policies relating to social enterprises and a social value act which is legislation that states that in the procurement process they must consider the social, environmental and economic impact in bids. It was designed to help social enterprises start up. While policymakers usually regard these two groups separately, policy initiatives have often occurred in tandem. The similarity in core concerns and business outcomes suggests potential benefits from exploring the connections between ethnic minority and women-led (EMW) businesses. Policies aimed specifically at encouraging ethnic minority start-ups could lead to an increase in enterprise within ethnic enclaves only - without contributing to a social integration agenda. The increasingly differentiated group of 'minority' entrepreneurs makes a simple intervention policy difficult. Local-level targeted enterprise support is likely to be more effective than a national 'one size fits all' policy of intervention.

"Ethnic minority businesses are estimated to contribute £25-£32 billion to the UK economy per year, and women-led enterprises contribute around £70 billion. However, ethnic minorities and women are seen to be under-represented as entrepreneurs, and to have lower levels of business performance."

## 4. RESEARCH FINDINGS

### 4.1. Findings from Focus Groups

#### Austria

The questioned trainers and experts describe that the services offered are primarily in the field of training and education. Other areas covered include language courses, ICT, soft skills, labour market reintegration, career counselling, networking, coaching and career planning. Adult migrants are among the target groups of the questioned practitioners. Be it because it is the main target group or because migrants make up a high proportion in the most diverse focus groups (jobseekers, people with disabilities, young people, employees who are at risk of losing their jobs if they do participate in further education, etc.). It is noted that it can be problematic to lead the target group to the desired topic area, since the key aim of the target group is job search. However, there are individual workshops dealing with entrepreneurship and self-employment. Social entrepreneurship is not explicitly mentioned as an issue. Important for the promotion of social entrepreneurship seems to be - above all - a high level of language skills and targeted support and advice.

The main challenges are the development of social competences and the introduction of legal frameworks. Furthermore, the importance of social entrepreneurship must be promoted. The fact that there is a large pool of professionals implies that there are many coaches who are very knowledgeable and able to contribute in the field of social entrepreneurship. In addition, the staff members are experienced in consulting, support and networking. According to the interviewees the employees of the organisations are interested in fostering social entrepreneurship



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measures. The question is whether the target group of job seekers have the necessary resources for investment. Some challenges have already been addressed. Apart from these, it is interesting to see how business ideas can be successfully put into practice and how legal framework conditions have to be taken into account. German language skills, especially necessary professional vocabulary, are also of great importance. Although there is an individual interest in training coaches in the context of social entrepreneurship, time issues seem to be the main cause of potential difficulties.

## France

The focus group conducted with 5 educators and professionals working with adult migrants demonstrated that there is a real lack of training in the field of entrepreneurship. They usually send the few migrants interested in this topic to the employment agencies, orienting them instead of teaching them directly. The participants of the study all agreed on one thing: the ones wanting to create a social enterprise are rare. Usually, low-skilled people with a migrant background are looking for a paid job and don't express the will to become an entrepreneur. The idea of social entrepreneurship is new to most of them: it is therefore difficult to find migrants who want to become social entrepreneurs. If the concept of Social and Solidarity Economy is known in France, there is generally, from the point of view of the policies, little interest to train the migrants about it: they are usually seen as people who have the least potential of employability and finding a job. There is not any form of skills assessment : this job is devoted to people specialized in employment. The organisation where participants n°4 and n°5 work has a pole where 2 people are focused on professional insertion but they are also orienting people towards partners specialized on this topic. They added that there are few specific programmes and they think that there should be a balance, not yet found, where the particular situations of the migrants would be taken into account by the common policies applied to the other members of the communities.

There are many challenges met by the migrants to create a social enterprise: participants n°2 and n°3 mentioned that the ideal candidates are the people who already had a company of their own before they left their home country. This was also confirmed by participants n°4 and n°5.

Participant n°1 thinks that one of the obstacles is the fact that some of the migrants tend to stay within their own community. But there was noticed a more widespread point of view: social inclusion is in general difficult within the French society when degrees obtained in another country cannot be recognized. This is a particularly strong point in France, where employers are more sensitive to the degrees than to skills, competencies and experience if we compare the country to other European countries. Another challenge underlined by participants n°4 and n°5 is the profile of the migrants involved : when the refugees were coming as families from Eastern Russia, they were more aware of the cultural context in general and could adapt themselves faster.

Another cultural challenge is the fact that in France, there are many rules that you need to know before you create a company, and even a mandatory training in French: you cannot simply buy a truck and sell fruits bought cheaper in Spain or homemade food, while this is possible in many of the countries of origin where the migrants come from. We can also add, as n°4 and n°5 insisted on it, that the national institutions, public and private, are misinformed about the situation of the migrants and refugees. They reduce the opportunities offered to them as a consequence and this also includes micro-credits,



Finally, out of everyone in this focus group, only participants n°4 and n°5 were interested in following a training about social entrepreneurship since they have a department focused on professional integration.

## **Greece**

The first focus group was attended by NGO workers and experts in the field of social economy and they provided the research team of KMOP with useful information on the state of social entrepreneurship promotion and initiatives in this field.

All of the participants' organizations are offering services to refugees and migrants to some degree. One woman works for an NGO that promotes social entrepreneurship among other programmes for refugees, migrants, roma and women and has come in contact with various migrant community groups. Another woman works as a teacher for children with a women workers organization mainly of African descent that promotes integration, educational and employment skills building. They hold special after school classes (kindergarten) and other classes for adult migrants. Another woman works for an international medical support organization that offers social and medical support, but also deals with issues of integration and employment for vulnerable social groups in crisis situations. The last participants worked in a humanitarian, religion based, NGO that used to work for a housing programme for refugees providing legal, social, educational services and integration in general. Social entrepreneurship is now being one of the main focuses.

The participants expressed that there are misconceptions and difficulties from migrants and workers in the field with regard to their understanding of social entrepreneurship. Most of the migrants they are dealing with, are familiar with entrepreneurship and self-employment and many of them come from cultures that owned businesses but they are so currently reluctant to take up any initiative in Greece. There are few people who are acquainted with the concept of social entrepreneurship and even fewer are willing to initiate a business of their own.

Regarding the main challenges faced by migrant adults when building their capacities on social entrepreneurship, participants think that one basic deterrent factor is that most of the recently arrived migrants have problems related to income generation, housing, sending their children to schools and of course acquiring a legal status so that they could start a business activity. In a series of training workshops hosted by the African migrant community, a group of Nigerian women mentioned that the participants involved had a basic grasp of the concept of social entrepreneurship but all of them were in a shortage of starting capital and financing and in most of the cases this is a crucial inhibiting factor in addition to the shortage of accounting support and computer literacy.

On the other hand a training involving Roma people that felt socially and culturally marginalized in the Greek society and were reluctant of the reception they would get because of the perceived anti-roma sentiment they believe that exists in the Greek society. Many of them were willing to set up their own businesses and even committed to do so. There was an agreement among the participants that training modules should be adjusted to address the particularities of each group of participants.

In the Greek context, there is a variety of sub-groups who have different access to resources, information and motivation for integration and taking initiative to set up new businesses. These sub groups that were mentioned in



the focus group include migrants from Albania, Roma people, migrant women as well as political refugees integration. Also, participants think that another main challenge faced by migrants is the difficulty with the Greek language as there is no translated version of the legislation and support for non-Greek residents who want to set up businesses and social enterprises. Also, they have no access to advice from experts in social entrepreneurship that have relevant knowledge to the particularities of socio-economic challenges migrants face.

It was stressed during the meeting by the social entrepreneurship expert that one of the most fundamental negative factors is the tax status of the existing and new social enterprises which is exactly the same as those with regular for-profit businesses, with no exemptions or subsidization. This renders most initiatives unviable.

Finally, the participants reported that migrant community centers in Athens and Piraeus are being set up and will start operating soon. These centers could foster some counselling services.

The trainers in the organizations represented in the focus group have not received official training and the majority of the courses and curriculum for trainings come through personal experience. Only one organization was entrusted with the organization of social entrepreneurship training. This organization is creating a network of support for social entrepreneurship around Greece. Another participant mentioned that all the training of their staff comes as a result of training conducted during European projects. Other participants noted that they work on a case by case basis for their training needs.

The staff shows high interest in getting trained. They are eager to complement their existing knowledge and get additional training. They need to strengthen the trainees with psychological training and conditioning so as they will not be disappointed. They want to get information on emotional intelligence related issues, how to get access to funding, training on the accounting methods for social enterprises, mapping of the relevant organisations and institutions and information on job market. There is no set list motives and incentives and a framework for the operation of social enterprises and the trainers have no access of 'awards' for kick-starting funds and other ways of financing used as a motive to the trainees. The participants reported a lack of positive examples the advocates of Social entrepreneurship can point to.

The basic problem is gaining and nurturing the trust of the trainees to guarantee that the people involved are ready, willing and able. The participants also warned that there needs to be special care for the categories that trainees belong to, as well as to take into consideration whether they are risk takers when it comes to entrepreneurship.

All the participants were eager to get involved in later stages of INSERT project.

## UK

Following the discussions held during the focus group with educators and professionals working with migrant adults, the partners from the UK found that most services provided by the organisations were: transition, support, integration into communities. One new organisation is working to support start-ups from targeted groups and



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increasing the socio-economic impact of existing businesses. They provide diversity related training but not social entrepreneurship training. The main target groups for the organisations in the focus groups are university students, migrant adults, women, BAME (black, asian, migrants, and ethnic minorities).

Two of the educators informed the UK researchers of a number of migrant adults they are working with who are aware of Social Entrepreneurship as an alternative path to their own self sustainability. The majority however only were aware of “general” business (profit making) not with social values.

The main challenges faced by migrant adults with regard to capacity building for social entrepreneurship was seen by this focus group as: cultural constraints; language is a barrier for some groups, as is a lack of familiarity with rules and regulations. Equally business support rarely has an appreciation of the different cultural traditions of new migrant communities. Access to finance was another main factor in limiting capacities and most the important was the lack of information, guidance and training.

None of the focus group participants knew of any staff of their organisation and beyond who were trained or qualified in delivering training to migrant adults on Social Entrepreneurship, however they were all interested in further building their capacities of providing this education to their target groups. The main challenges for the educators/professionals and their organisations with providing this education was: time, finance, knowledge and enthusiasm.

## 4.2. SUMMARY OF QUESTIONS FOR MIGRANT ADULTS

### **Austria**

#### 1. Duration of stay in the host country

The surveyed group has been in Austria for a relatively long time. The span ranges from 15 to over 40 years. It can therefore be assumed that a good integration has already taken place.

#### 2. Educational level

The respondents have very different backgrounds and equally different initial professions, which they have acquired largely in their country of birth. This profession includes dance education, computer technology and social work. In Austria, especially German courses were visited. One person grew up in Austria and attended compulsory and high school. Another person attended the Technical University of Vienna and graduated.

#### 3. Current employment

Two of the persons interviewed perform translation work as freelancers. Other activities mentioned include social work (refugee advisor), gastronomy (kitchen assistant), dance education and scientific assistance. The desire for a non-tenured employment is occasionally voiced.

#### 4. Experience as entrepreneur



A surveyor expresses concrete experience in founding a company and now works as deputy managing director. Other people do not seem to have been actively involved as entrepreneurs themselves. It is also reported on the concern for a secure livelihood, when starting an own business.

#### 5. Interest in becoming a social entrepreneur

The participants express quite an interest, even if for the most part not thought of this possibility. Only one person has a slightly more distanced attitude and is not interested at the moment.

#### 6. What is social entrepreneurship?

The answers to this question are manifold. Among other, it has been stated that social entrepreneurship is about finding exemplary, entrepreneurial solutions to social problems that work long term and in a big way. It is important to reconcile the social goal of the project with the economic viability and interests of investors. Individuals and society will also benefit if it is possible to provide immigrants and refugees values and know-how for job search in Austria in cooperation with representatives of the local population.

#### 7. Interest of adult migrants in social entrepreneurship

The experience of the interviewees has shown that migrants are very dependent on local authorities when it comes to setting up social enterprises, and they also need their support and quality management in order to survive on their own financial footing. If the necessary framework conditions exist, social entrepreneurship can be understood as a self-empowerment strategy.

#### 8. Challenges of interested adult migrants

The biggest challenges adult migrants face in founding social enterprises are of financial nature. Access to credit is essential as there is no business development without adequate financial resources. Furthermore, it is necessary to have sufficient German language skills in order to network and to have the ability to approach people (social skills).

### France

We couldn't reach 5 of the migrants who would fit the profile researched. The research we conducted confirmed the results of the focus group with the 5 educators. For most of them, if not almost all of them, they do not see the creation of an enterprise, under any form, social or not, as one of their priorities. If we look the profile of the 2 persons who agreed to answer to the questions because they felt concerned, we can see that they do not come from the actual wave of migrants and refugees that we can all see in the media. This category of refugees is not allowed to work and when they do, they are looking to be hired, because they need money, a salary, to survive. The fact that the current wave of migrants is not seen at all as potential entrepreneurs by the educators and professionals who work with them seems to exacerbate this situation. The ones we met show no interest because they need to survive every day.

The two persons that we met, with a migrant background, were a young man from Poland (Participant n°1) and a young woman from Mexico (Participant n°2). Their case was very interesting because in their practice or in their



search for jobs, they are concerned by social entrepreneurship but had no idea what was social entrepreneurship. Participant n°1 wants to create an organisation for the Polish people who come to the region to help them to find work, school and a house so they can be included in the local community. He has no job for the moment and is only giving a few classes of Polish to a couple of people. He didn't know that his idea of organisation was an organisation that could relate to social entrepreneurship because he didn't know what it was. The main issues met by people with a migrant background are, according to him, the lack of knowledge in French language, in the local and national context, the regulations. Another point mentioned was the access to money, which is difficult in France. He finally mentioned that it was difficult for foreign degrees to be recognized: he is trained in animation with young children but his Polish diploma is not viable here. He stated that would be interested in a training in social entrepreneurship.

Participant n°2 is Mexican and lives in France since 2014. She graduated from high school but dropped out later from accounting studies. Currently, she is creating an activity that relates to social entrepreneurship, although, like Participant n°1, she is not familiar with this concept. She is selling at a local level diapers and hygienical wipes reusable, washable, produced by a Mexican company. She has environmental concerns and thinks that with such products, the environmental and human pollution can be reduced. The company, for which she works is an independent contractor, has local projects in Mexico to help the Indian women to study, to fund them and to create a better standard of living conditions. She could attend a training on the topic: it would depend of the time spent since she has a family. For her, the main challenges are the language (when it comes to marketing and communication, it is difficult – she is lucky that she is helped by her French companion), the finding of funding, which is difficult in France, and also, in her case, a misguided perception that the people have of the products she sells : some see them as a backward step, a regression because it reminds them how their parents or grandparents used to live. This state of mind is sometimes a challenge when she has to present her products.

## **Greece**

A second focus group was held with migrant adults living in Greece. All the participants were female, from Iran, Nigeria and Afghanistan. The participants have been in Greece for more than 6 years, two of them 4 years and one for 2 years. All of them came in Greece for a better life as the situation in their countries of origin did not allow having a normal life. Their level of Greek or English was not good enough for the discussion, therefore the research team provided an interpreter from English to Farsi, while participants from Nigeria were speaking English. Although they are in Greece for a long period they do not speak Greek, while at the same time their children are in Greek schools and they speak the Greek language fluently. All of them expressed their willing to learn the Greek language because it is maybe the biggest obstacle when looking for a job, but until now they did not have the chance to find free Greek lessons.

None of the participants had university level studies. Those from Iran had finished secondary school. Women from Nigeria didn't have the chance to attend school due to the situation in their country (social and financial problems). One woman from Afghanistan knows how to read and write but she was taught by her family and the other woman from Afghanistan left her country while she was in primary school.

They started Greek lessons provided by NGOs but due to lack of funds they have to wait to resume the lessons. One of them started attending free hairdressing courses for the first semester but she could not afford to pay



additional tuition fees in order to obtain a certificate. They are currently searching for a job, mostly from their own network because all the advertisements for jobs are in Greek. Two of them worked in a restaurant but the salary wasn't good and the owner was unwilling to provide social security.

Concerning their entrepreneurial experience, one of them had her own company, providing medical services at home. Moreover, two of the participants were unemployed in their origin countries, while three of the participants were working as employees.

The participants expressed the opinion that although the idea of having their own business was very attractive, they recognize the difficulties for setting up a business and they are aware of the economic crisis in the country. The ideal scenario for them would be firstly to have the chance to learn the Greek language and attend some seminars and training related to business opportunities in the Greek context. They also expressed the importance of working in order to maintain their health status. Being unemployed is making them feel incapable and affects their daily family life and their psychological health.

Participants mentioned that social economy is a term they haven't heard before, but expressed their interest in finding out more details and examples. Some of them had ideas such as starting a business only for women providing beauty services, using traditional methods and techniques.

Regarding the main challenges faced by migrant adults wishing to build their capacities on social entrepreneurship, participants identified the language barrier as the most important obstacle, as all the documents and registration forms in public services are in Greek. It is very difficult to understand the system and use it accordingly. There are no actors and services providing work counselling or trainings for business and especially for migrants. Furthermore they stressed that they do not have their own capital to start their own business, their close environment family and friends are also struggling to cover basic needs, so there is no chance that they will support them. Moreover, it is impossible to take a loan due to lack of credit rating. They believe that there are funding opportunities for vulnerable groups such as women, migrants, etc, but they do not have the capacity and the network to access this information.

Finally, the migrant women expressed their interest to participate in trainings for social entrepreneurship in the future.

## **Italy**

The focus group conducted with migrants saw the participation of 6 people, all unemployed and female, with an age range from 19 to 39 years old, who arrived in Italy in a period ranging from 3 years to a year. The level of education varies from 2 years of school to the completion of secondary studies (18 years).

All the participants had experiences of employee work in their country. Only one participant had a brief experience as a self-employed entrepreneur, working as a hairdresser at home, after attending a course and having bought the equipment.



All participants have a project to open their own business in Italy: 3 participants would like to open a hair salon, 1 participant a restaurant with catering service for companies and 1 participant a space for receptions and parties with cooking service.

None of the participants is familiar with the concept of social entrepreneurship, once explained, the participant No. 6 thinks it is a good idea because you could have more capital available if you join forces. The participant No. 2 says that it is a good idea because it would make it possible to divide the work and thus facilitate it. He says that opening a profit enterprise is difficult and bureaucratically very long, while it seems that the social enterprise has a shorter process. The participant number 1 says that being alone in the business can be a problem, while if you share the efforts and risks with others it is better.

About the main challenges faced by migrant adults wishing to invest in social entrepreneurship, all the participants recognize the linguistic gap and the difficulty in finding information as the main challenge. The participant number 1 identifies a possible problem in the availability of an initial capital. The participant number 4 says that he imagines that it will take one or two years to start working at full capacity, and this could be a long time for those who need or imagine themselves earning immediately. For the participant n ° 6 the main challenge is to have a common vision with the people with whom or for whom you want to work, the participant n ° 3, finally, indicates how the initial capital and the agreement among the participants as the most difficult challenges.

#### 5.2.1 Key findings

Lack of information and language barrier

Social enterprise preferred solution because it minimizes risks

Difficulty in having an initial capital to invest

### UK

The focus group for the migrant adults was made up of French, Polish and Czech. 3 of the group have lived in Cornwall for over 5 years, 1 of them has lived in Plymouth for 2 years and 1 for 6 months. They all have completed compulsory education in their native countries and 3 of them have completed higher education. None of them have taken part in adult education or continued their education since moving to the UK.

3 of the group are currently employed with the following occupations: Care Worker, Cafe assistant, Office administrator. 1 of the group has tried to become an entrepreneur and start up a catering business in Plymouth but it failed after 6 months. The general consensus from the group was that they were interested in starting their own business, however, they lacked confidence and felt that they had no support available and were not aware of how to start, what the rules and regulations are and how they could finance the start up.

They could see the benefits of becoming entrepreneurs and felt that this process and training would enable them to be more integrated into their community. They also discussed possibilities of employing people in their business if it was successful. None of them was aware of what Social Entrepreneurship is and how it can benefit not only them but their community. They were very interested into learning but mostly asked and talked about “Making money“, however, they all thought that training on Social Entrepreneurship and more support generally for business start



ups for migrants as important. The main challenges they could see on building their capacities on Social Entrepreneurship are: knowledge, confidence, finance, I.T skills.

## 4.2. Findings from Online Questionnaires

### Austria

The interviewed experts from Austria are all between the ages of 18 and 60, with more than half of the respondents being between 40 and 60 years old and only two people between the ages of 18 and 24. With regard to gender distribution, it can be said that this is a very balanced distribution. The results and opinions of a total of 14 women and 16 men are included in the survey. With almost two-thirds, a majority of those involved have completed tertiary education. Six people have participated in adult education or similar, and five have finished compulsory education. One interviewee chose the answer option "Other" and specified that a commercial academy (HAK) had been visited and completed. When looking at the question of the length of service of the interviewed group, it can be said that respondents respond very heterogeneously. All response options were chosen, with only two people over 20 years working in their organisation. The other five options were ticked more or less the same number of times (between four and seven people). Most participants work in organisations that work with adult migrants or work in training centres (17 people). Four people work in institutions offering educational support for migrants in the social and educational field. Four persons are employed by NGOs, three by municipalities and one person in a diaspora community. One interviewee states that she/he works in an association and in the police. The sixth question deals with the main target groups of services of the organisation in which the respondents are active. Multiple answers are possible with this question, so that a single institution can cover a wide spectrum. The primary recipients of the services offered are migrants and refugees, who are named 24 times in total. Behind them are several target groups: children and young people, women, older people, people not engaged in education / work / training and people with physical or mental disabilities (16, 14, 13, 12 and 11 mentions). Eight organizations are also addressing ethnic minorities. People with different sexual orientation, single parents and people below the poverty line are less likely to be addressed. 26 out of 30 respondents indicate that adult migrants are among the beneficiaries of their services. Compared to the previous question, the distribution looks almost the opposite. Only nine organizations provide entrepreneurship or social entrepreneurship services for migrants. 21 out of 30 people state that no benefits are offered. Respondents evaluate the interest of their institution in capacity building measures in the field of social entrepreneurship, which should primarily be offered to adult migrants. This is done with the help of a 1-5 scale, where 1 means low interest and 5 means high interest. The average score was found to be 3.73, which means that there is an increased interest in implementation within the institutions. The biggest challenges are articulated by the participants using open answers. The most frequently mentioned are language barriers due to a lack of German language skills. In addition, cultural differences are addressed which on the one hand are not sufficiently focused by the authorities and can lead to problems in individual assessment and financing. On the other hand, it is said that Islam is for the most part not interpreted as a social system and that it creates prejudices and inclusion difficulties. More tolerance, the establishment of equal opportunities and the simultaneous reduction of bureaucratic hurdles would bring improvement. The assessment of



the individual topics of a further education course draws a very uniform picture. All areas are very close together, with recruitment of employees and volunteers achieving the highest score of 3.9 (with a maximum of 5). The other topics are close behind and range from 3.86 to 3.6, so it can be assumed that all subject areas should find their place in a continuing education course on social entrepreneurship. This question is answered in an open format again. In total, five respondents wrote down their ideas. Two people think that it would be important to extend the range of courses (e.g. language course). Three people are primarily concerned with the development of cultural competences (intercultural socialization) as well as knowledge of current regulations and laws and the handling of bureaucratic requirements. Another person wants networking to be more in focus. Around half of respondents say that their organization is interested in providing social entrepreneurship training for migrants. 12 people are still undecided and indicate that they may be interested. Only two participants have no specific interest. The picture looks a little different when the participants are asked if they are interested in serving as instructors for social entrepreneurship trainers. Half of the respondents are undecided and cannot yet give a definitive answer. Ten people express interest and five say that they are not really interested.

## France

The online questionnaire was addressed to educators/professionals who work with adult migrants, who meet them either because they are at the center of their activity or because they meet some of them among their general audience. According to the answers received: 51,9% of the answers came from non-governmental organizations 22,2% are working in an organization helping directly migrants through education 7,4% are working in an NGO helping young adult migrants (2 people) 11,1% are working in a municipal authority (3 people), 3,7% are working in a training center (1 person), 3,7% are working in a diasporas organization (1 person), 14 men and 13 women answered, 63% of them studied in higher education, 25,9% of them studied through lifelong learning, 11% of them studied until secondary education. The prevalent targets of the services offered by their organizations are: young people, migrants and refugees, NEETs, elderly and disadvantaged women. 63% have migrants looking for their services and 81,5% do not propose any form of training about entrepreneurship or social entrepreneurship. Two thirds showed an average or high interest in training migrants in this topic.

The most mentioned obstacles are the following:

Learning of French, of the French law system and regulations, Lack of social capital, Lack of trust and self-esteem.

All the topics proposed for trainings were seen as important. The suggestions are proposals of training in knowledge of the legal system, theory of added-value, management of organizations, SWOT analysis. They also suggested one survey for the migrants and refugees to know if they plan to stay in the country, and if it is not the case, what are their long-term projects.

25,9% of the people think that their organization will be interested in training migrants on this topic, while 55,6% think their employer might be interested. 18,5% don't think it will be possible. Finally, 37% of the people (10 people) said they would be willing to train their peers. 48% (13 people) might be interested and 15% (4 people) are not interested.



Our online survey pointed out the fact that few organizations, among the people that answered the questionnaire, are proposing training to migrants on this topic. We need to wait for more information from the research to be sure that it corresponds to reality and reflects the reality of the situation of the migrants and the available trainings for them.

## Greece

The online questionnaire collected information from 31 respondents from various stakeholders (Organizations working with adult migrants, organizations providing social and educational support to migrants, NGOs, Municipal Authorities, Training Centers, etc.) 80,6% of which were from 25 to 39 years old, while 16,1% of which were from 40 to 60 years old. 80,6% of respondents were female while 19,4% of respondents were male. The educational level of the participants was mostly from higher and highest education (74,2%) while 25,8% of participants have received continuing/adult education.

Regarding the time for which respondents have been working in their organization/association, 35,5% of participants were working from 1 to 2 years, 32,3% of participants less than a year, while 16,1% of participants worked from 2 to 5 years and 9,7% of participants from 10 to 20 years.

Regarding the nature of the respondents' organization/association, 64,5% of the Organizations are NGOs, 9,7% are Municipal Authorities, 9,7% are organizations working with adult migrants, 6,5% are organizations providing social and educational support to migrants, 6,5% are Training Centers, while one organization provides help at home.

Regarding the main target groups/beneficiaries of the services offered by the participants' organizations, 83,9% of the target groups are migrants, 41,9% are women, 38,7% are children and youth, 25,8% are elder people, 32,3% are ethnic minorities, 22,6% are single parents, 45,2% are people living below poverty line, 32,3% are people with mental and physical disabilities, 25,8% are NEETS, and 12,9% are LGBTQI+ people. Here participants were asked to select more than one option, hence the total percentage of target groups does not add up to 100%.

All of the respondents (100%) confirmed that they work with migrant adults and 56% of them offer services promoting social entrepreneurship to migrants.

As far as the interest of the participants' organizations is concerned to include in their practices training services to migrant adults in the fields of entrepreneurship or social entrepreneurship, 41,9% of respondents rated with the highest rank of interest (5 out of 1) this possibility.

Regarding the main challenges faced by migrant adults when building their capacities on social entrepreneurship, among the difficulties that are routinely reported are the inadequate knowledge of the legislation of the Greek state, the Greek language and other cultural differences, limited professional opportunities, the slow integration process, the unstable condition of the economy, the lack of access to information, the difficulty in obtaining financing and the lack of starting capital, the lack of opportunities for education and computer literacy, the lack of



information on social entrepreneurship, the desire for immediate migration to Northern Europe, the high cost of such a training seminar, the lack of time for training and of course the prioritization of key needs, such as accommodation and safety, over social entrepreneurship.

Last but not least, regarding the importance of suggested topics for the provision of a training course on social entrepreneurship, the most important subject proposed to participants that should be included in the training modules for social economy is the topic “Financial planning and funding”, for which 24 participants responded that it is very or extremely important. The next preferred topic suggested to participants is the topic “Recruiting of Staff and Volunteers”, for which 21 participants responded that it is very or extremely important. The topic “Social Innovation Design” ranked as third in the preference of participants, as 20 participants responded that it is very or extremely important. The next preferred topics suggested to participants are both the topics “Understanding Social Problems for Innovation and Entrepreneurship” and “Social Innovation and Entrepreneurship” which both obtained 18 votes each as very or extremely important. Additional proposed topics suggested by participants include Tax issues, Essential information about the legal system in Greece, providing training and education specialized for social entrepreneurship, marketing and campaigning techniques, knowledge of accounting issues and empowerment, and training on methods to ensure the sustainability of the project.

## Italy

The online questionnaire was administered to educators/ professionals working with adult migrants, from organizations providing social and educational support to migrants, municipal authorities, and other stakeholders, divided by half in the 25-39 age group and the other half in the 40-60 age group, with a slight female prevalence and length of service that goes on average 5 to 20 years. The prevalent targets of the services offered by their organizations are: migrants, women and minors and young people, while only 5 organizations currently provide services to migrant adults in the area of entrepreneurship or social entrepreneurship. The interest of organizations in including training services for migrant adults in the area of entrepreneurship or social entrepreneurship is judged to be medium/high by the majority of responses.

(3 or 4 on a scale from 0 to 5) and 64, 3% of respondents expressed an interest in further developing their skills in providing education for social entrepreneurship to migrants.

Among the topics to be dealt with in a training course on social entrepreneurship were considered the most important: social innovation and entrepreneurship and financial planning and funding, while the less interesting was: understanding social problems for innovation and entrepreneurship

Possible additional topics have been proposed for inclusion in a training course: in particular, have been judged important: social marketing strategies, needs analysis, target definition, computer science for budget planning and control and communication elements.

Particularly interesting are the answers to the main challenges faced by migrant adults in building their skills as social entrepreneurs: the bureaucracy, the linguistic difficulty and the lack or difficulty in obtaining information were the main obstacles indicated in almost all answers. More generally, prejudice towards migrants, difficulty in



integration and building social bonds outside their own group are also indicated, as is the lack of knowledge of the labor market and regulations as some of the main difficulties. Lastly, more than one participant indicated the difficulty in accessing credit as a challenge for the social entrepreneurship of migrants.

An analysis of the answers received essentially confirms some of the points already emerging in the focus groups: a substantial lack of training opportunities in the field of social entrepreneurship for migrants, in the face of a medium / high demand for such opportunities; a more entrepreneurial and less social vision and little optimism in considering social entrepreneurship as a real opportunity (also) of integration. It is interesting (and worrying) to note that among the main perceived difficulties emerges the prejudice towards foreigners and consequently the difficulty in integration, especially if the foreigner presents an image of himself different from the more "socially accepted": unskilled labor with little or no skills.

Key findings are the interest by organizations to provide this type of service, but never judged as essential, the importance of social marketing and the bureaucracy, language, prejudice are the main difficulties encountered by a migrant / social entrepreneur.

## UK

32 responses to the online questionnaire were received.

34.4% of adults were aged between 25-39. 28.1% were between 40-60. 25% between 18-24 and 12.5% over 60., 56.3% of responders were male , 40.6% were female and 3.1% preferred not to answer. 59.4% had attended higher education. 25% completed compulsory education and 15.6% took part in adult education or continued education. 28.1% had worked for their organization/association for between 1-2 years. 21.9% for 2-5 years and another 21.9% less than 1 year. 12.5% had worked from 10-20 years, 9.4% from 5-10 years. 6.2% had worked for the organization for over 20 years. 28.1% of the responders were from training centers, 21.9% from non-governmental organizations, 18.8% from municipal authorities. 15.6% were from organizations providing social and educational support to migrants, 9.4% were from organizations working with adult migrants. 3.1% were from migrant associations and another 3.1% from social entrepreneur training providers.

The main target groups/beneficiaries of the services offered by the organizations/associations were migrants and refugees. Following that and equally measured was women, elder people, ethnic minorities and people living below poverty line. Next was (again equally measured), single parents, NEETs and LGBTQI+ people. Sharing next was children and youth and people with mental and physical disabilities. 61.3% from the responses had migrant adults amongst them seeking their services with 38.7% not. 53.1% stated that their organization/association does not currently offer any services to migrant adults in the fields of entrepreneurship or social entrepreneurship. 46.9% did offer some kind of services. On a scale of 1= low interest and 5= high interest, 40.6% scored a level 4 to show their interest in their organization/association including its practices training services to migrant adults in the fields of entrepreneurship or social entrepreneurship. 28.1% gave a level 5, 18.8% a level 2, 12.5% a level 3 and 0 responders gave a level 1. 22 responses were collected for the responders views of main challenges faced by migrant adults when building their capacities on social entrepreneurship. 4 responders said to find work with the other challenges being the Lack of information and role models to be inspired by Language barriers, self



confidence/belief, feeling unsupported, Time and finance, learning new skills, Access to transport, culture and finance, Information and support, Access to networks, Finding a sustainable funding solution and finding a home.

11) From our responses for this question we can see that the responders viewed the following topics for the provision of a training course on social entrepreneurship as follows: Understanding social problems for innovation and entrepreneurship ranked by 9 as Extremely important, by 8 Very important by 8 Important by 5 Somewhat important and by 2 Not important.

Social Innovation Design was ranked by 2 as Extremely important 8 as Very important by 12 as important by 7 as Somewhat important by 3 as Not important.

Social Innovation was ranked by 10 as Extremely important, 13 as Very important 5 as Important 4 as Somewhat important and entrepreneurship with 5 as Extremely important 12 as Very important 3 as Important, 9 as Somewhat important and 2 as Not important. Financial planning and funding ranked Extremely important by 10 people, 6 ranked it as Very important 14 as Important and 2 as Somewhat important.

Finally recruiting of staff and volunteers ranked as Extremely important for 4 people, 7 as Very important 15 as Important 6 as Somewhat important.

Finally The 17 responses we received for the form proposed some additional/different topics other than the ones mentioned in question 11. They were Staff background and testimonies, creation of a local web and social enterprise motivations.

48.4% of responders equally said that they were definitely and maybe interested in their organisation/association further building its capacities on providing social entrepreneurship education to migrants. Only 3.2% were not really interested.

46.9% said yes and they were definitely interested in becoming a trainer of trainers in the educational area of social entrepreneurship and teaching their peers.

## 5. CRITICAL ANALYSIS OF FINDINGS AND RECOMMENDATIONS

- The attitude and the prospects of participation in trainings for the entrepreneurship vary through the countries of the study, ranging from cautious interest to skepticism.
- Policy framework is still in early development in most of the countries in this study, and there is no uniform model for the definition of the form of social enterprises, their functional framework. Moreover, there are bureaucratic difficulties in setting up social enterprises that are especially deterring in some country cases.
- Migrants rarely have concrete plans to set up their own social enterprise and are mostly preoccupied with integration in the society of the country of residence and attaining basic financial stability, through wage labor or a self-owned business. In their integration effort, migrants tend to orientate towards obtaining life



skills such as learning the language, customs, accessing the public and legal infrastructure required in their everyday lives. The struggle to earn a living in a day-to-day basis makes long-term planning in the form of investment with a social impact more difficult.

- There is a real lack of training in the field of entrepreneurship and up to now, limited resources have been committed to this end. NGOs and institutions that work with migrants prefer to offer more services related to the everyday lives and problems (sustenance, residence, education, legal issues) that migrants face and less on long-term goals and inspiration for life changing transformations and social impact.
- Training programmes for social enterprises should be comprehensive and maybe given in tandem with basic provisions and trainings rather than stand-alone modules, for the early stages at least. The goal would be to make the trainers provide the trainee migrants with the option and subsequently with tools to set up their own social enterprise.
- Since there is no large pool of trainers in social entrepreneurs in the countries of this study, campaign of information and propagation of social entrepreneurship are needed in order for a new generation of trainers to design and provide migrants with the necessary guidance, support and motivation.
- Taking into account the economic difficulties of the country and the general lack of financing of new entrepreneurial activities, the organization who set up training modules should design them according to the specific needs of their target group (taking into account the particularities of each ethnic, religious and other minority group involved) and secure some type of motivation such as awards, micro-grants, sponsorships along with the support of experts for legal advice, accounting and experts in the fields of the social needs that will be addressed through each of the trainees business plan. The goal would be to facilitate the work of trainers in the field to instill a sense of security for the migrants who take the risk when committing to such a project.
- There should be targeted campaigns in order to identify, support and highlight best examples, as most of the studies showed.
- Other concrete suggestions for improvement regarding the situation of social innovators could be to create a real one-stop-shop that will need the support at (local or national) policy making level. Current start-up funding agencies should be given incentives to include social innovation.

