OMNIA

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NEW QUALIFICATIONS AND COMPETENCIES FOR MIGRANT IN EUROPE

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CROWDSOURCING SESSION

The objective:
to identify solution-oriented approaches and innovations form a
country, stakeholder and practitioner perspective.

The topic:
what are new skills and/or new qualifications which will support
employment of migrants?

Case study:
European Entrepreneurship for Speakers of Other Languages,
EUESOL project

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Bilingual (Estonian and Finnish)
Background: language teacher (Finnish, Finnish as SL, Estonian)
Language researcher, acquisition of the simultaneous bilingualism, bilingual education
Networking: Japan, Estonia, EU
Mostly in pilot/development projects, quality assurance
Teachers exchange programs
Projects now (KA220)
EUESOL 2019-2022, EUESOL - Home
RE-EDUCO 2020-2023, RE-EDUCO, RE-EDUCO - YouTube
MsFEA 2021-2024, Home - MaFEA
MIGRANTS AND EMPLOYMENT

Uusimaa is the most international region in Finland, both in terms of the number of immigrants and the international activities of companies (total 58% of Finnish foreign-language speakers already live in Uusimaa)

✓ Employment, need of metaskilled workers
✓ Improving the labour situation by increasing immigration and facilitating the entry and settlement of international talent.
✓ Raising educational attainment levels is essential for both the worker and the employer.
✓ Improving labour market matching by strengthening the dialogue between labour and education on skills needs.

EMPLOYMENT IS A CHALLENGE
WHAT SKILLS ARE NEEDED

META-SKILLS
  ▪ Language skills
  ▪ Cultural (multicultural) skills
  ▪ Global communication skills

NEW WAYS OF LEARNING (digital, virtual, hybrid)
  ▪ Learning skills
  ▪ Digital skills
  ▪ Self-assessment skills
  ▪ Peer learning skills

WORKING SKILLS
  ▪ Multitasking
  ▪ ‘Job blend’ skills (opportunity skills, morals, judgement, decision making skills)
  ▪ Organisational and sustainability skills
  ▪ Relational skills
  ▪ Mastery of self
EUESOL
2021-2022  www.euesol.org

- European Entrepreneurship for Speakers of Other Languages EUESOL – Home
- UK/Scotland, Finland, Poland, Germany, Italy
- The main objective is to target young adult Migrants (16-40 yrs) arriving across the EU seeking to create a new life through the establishing of new business growth and development within partner organisation countries.
- EUESOL will provide specialised online (Canva) course in Entrepreneurship Language Training Skills, Skills Mapping/Mentoring and Specialised Business Planning/Training of new Business Start-Up Programmes. It also helps to address the very high unemployment across the EU.
- Background survey (2021)
KEY FINDINGS (1)

- The skill level and access to an Entrepreneur Trainings varies greatly across partner countries
- There is a mismatch between training and new Entrepreneurship needs
- Most participants identify EQF Level 3/4 as necessary for self-employment
- ICT Software training is in demand amongst new business
- There is a huge demand on self-employed to gain basic digital skills at many levels
- Core and META skill training is in demand amongst new business, Soft skills are also in demand
- Transferrable skills level varies greatly across the partnership and the EU
- STEM/Digital skills are increasing; some EU partners identify local initiatives to support STEM skills
- Overall the STEM skills identified for self-employment vary considerable across the partnership
- Trainers need a wide level of skills; management of services, analytics, communication, compassion
  - Lack of understanding of host country rules and company governance
  - Knowledge about the society laws and culture
EUESOL MODULES

- Module 1: Business Formation
- Module 2: Marketing your Business
- Module 3: Developing Business Awareness
- Module 4: Employability Skills
- Module 5: Ethical Enterprise

+ Factsheet for each country with links to national agencies for support/grants/funding/tax etc.
DISCUSSION

- Does the presented case study (EUESOL) reflect priorities as experienced in your country/organisation?

- What current challenges are in your country/organisation? Which aspects should be further explored?

- Which measures can TVET stakeholders take to prepare for the support training and employment of migrants?