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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 from 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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Ms. Sirje Hassinen, PhD

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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

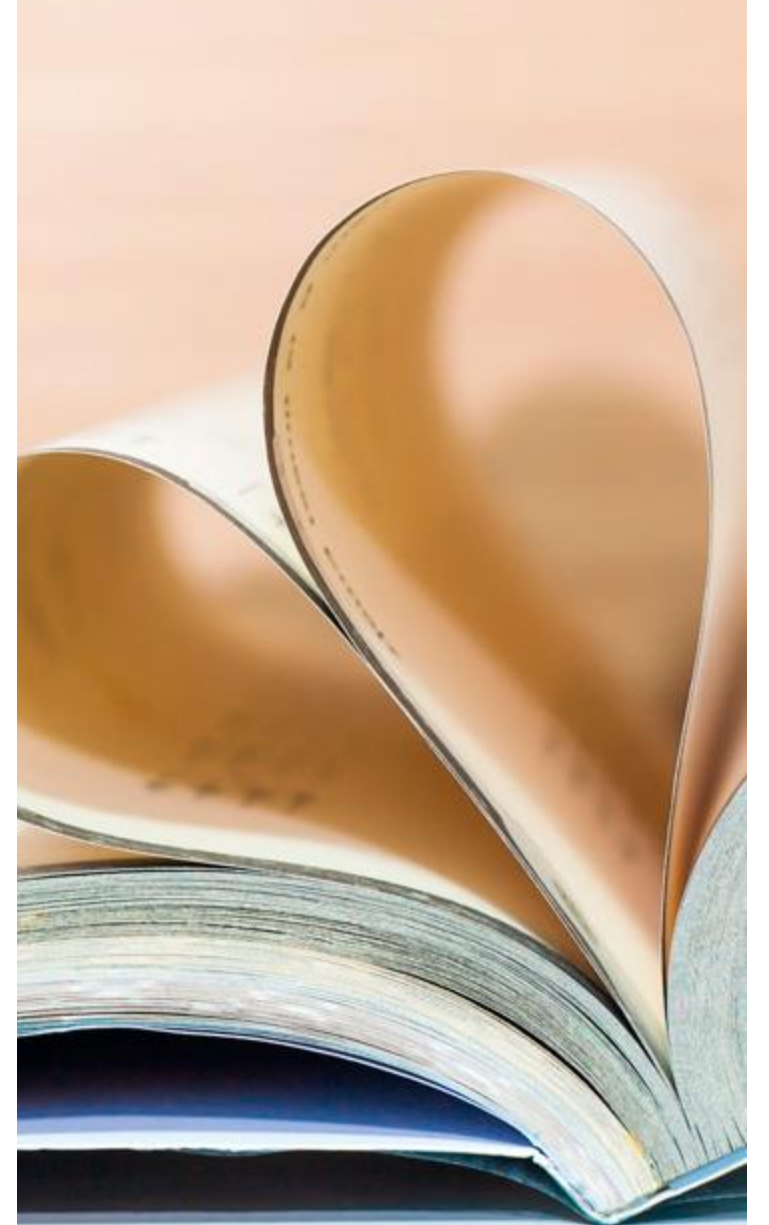
Teachers exchange programs

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)



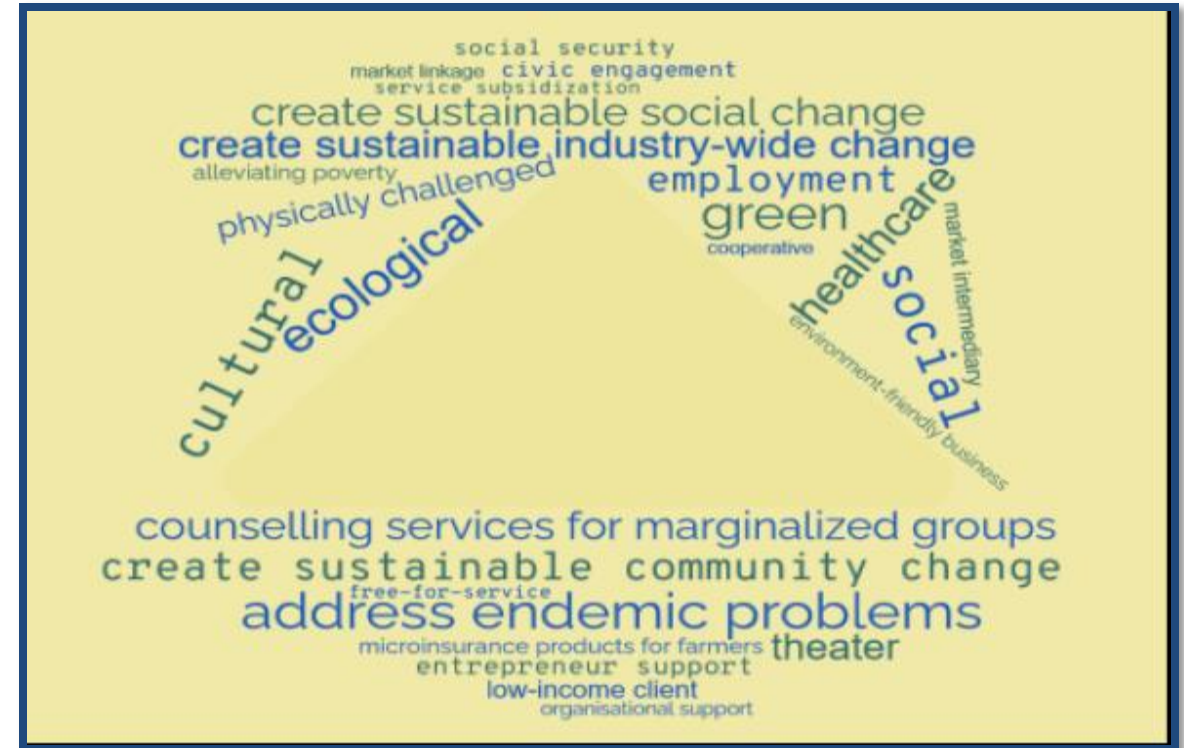
KEY FINDINGS (1)

- 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?

