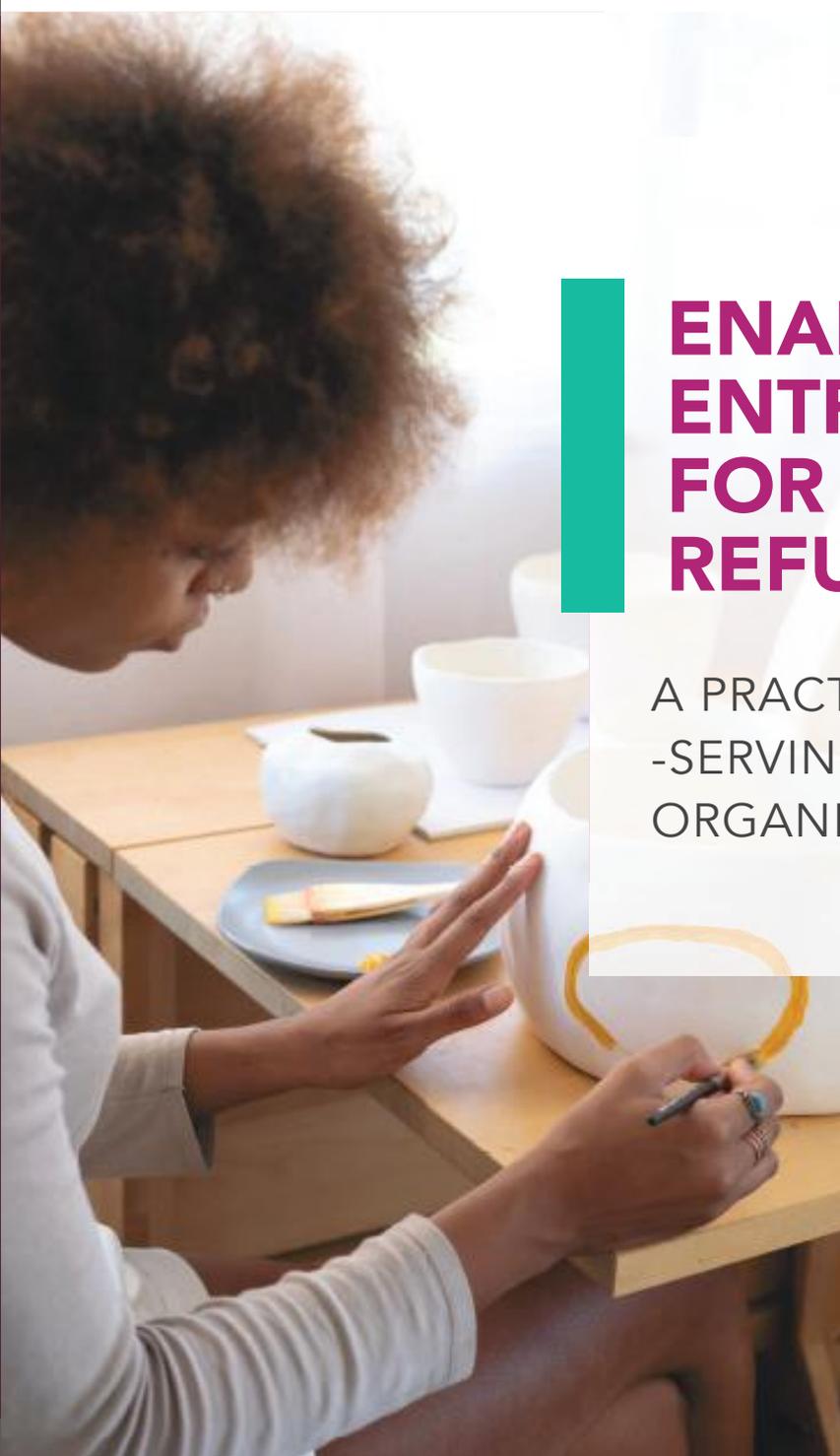


BETTER FUTURES

enabling young refugee entrepreneurs



ENABLING ENTREPRENEURSHIP FOR YOUNG REFUGEES

A PRACTICE GUIDE FOR YOUTH
-SERVING ENTREPRENEURSHIP
ORGANISATIONS



Erasmus+

This project has been
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BETTER FUTURES

enabling young refugee entrepreneurs



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22 best practice approaches to reach, teach and tailor your entrepreneurship programmes for **refugees and newcomers** and make your learning environments more inclusive

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www.betterfutures.how

FOREWORD

Europe has received more refugees in the last 4 years than at any time since the end of World War 2, the majority of them are young people. However, ensuring their effective integration is a significant problem for most member states.

Funded by Erasmus plus our project Better Futures - Enabling Young Refugee Entrepreneurs will look to bridge the youth, entrepreneurship and refugee sectors to develop and mainstream an innovative framework of tools and resources that will help thousands of young refugees fulfil their potential and achieve meaningful integration through entrepreneurship.

We have brought together partners and experts from the United Kingdom, Denmark, France, Germany and Ireland who have on the ground experience with refugees. Using their knowledge and expertise we aim to produce resources which work together to address the gaps in attitudes, policy, knowledge and skills that organisations need to move towards more inclusive practices. This will empower young refugees and asylum seekers, to achieve economic independence and further their social integration as successful entrepreneurs.

The first resource is a practical practice guide which will help organisations to understand the unique opportunities and needs of young refugees and adapt their learning spaces and training. Using research and good practice gathered from all partners from their own experiences and the EU in general the guide has been developed and presents 22 of the most innovative and inclusive practices.

I am sure youth-serving entrepreneurship organisations will benefit from this great resource.



Carol Daniels
Operations Manager
National Enterprise Network

National Enterprise Network is the coordinator of the Better Futures Enabling Young Refugee Entrepreneurs Erasmus+ project. To find out more about the project and access all the project resources visit www.betterfutures.how

Perseverance is the **most important trait an entrepreneur** can have and it is a trait that **many young refugees have had to learn** along their sometimes long and perilous paths to their new home/host countries.



YOU MUSTN'T QUIT

“

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest! if you must – but never quit.
Life is queer, with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about
When he might have won if he'd stuck it out;
Stick to your task, though the pace seems slow-
You may succeed with one more blow.
Success is failure turned inside out-
The silver tint of the clouds of doubt –
And you never can tell how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit –
It's when things seem worst that you musn't quit.

”

EXECUTIVE SUMMARY

The objective of this Practice Guide is to **identify, categorise and share good practice in the provision of entrepreneurship education for young refugees**. It is a train-the-trainer guide for educators and youth workers in youth-serving entrepreneurship organizations.

We have developed this practical resource to guide your youth-serving entrepreneurship organization in the adaptation of your programmes, entrepreneurship training content and learning spaces so that you can encourage and enable the full participation and entrepreneurial development of young refugees and newcomers in your work. The toolkit is designed to challenge you and your colleagues to reflect on the conscious or unconscious discrimination/exclusion of your youth-serving entrepreneurship programmes and reimagine aspects of their design (such as the marketing, recruitment and orientation, course curricula and/or the pedagogic strategies) to make them more inclusive.

To assist you with this, we present 22 of the most innovative and inclusive practices from a wide study we (The Better Futures partnership) have conducted on inclusive European entrepreneurship programmes. In our best practice selection, we have been mindful to select practices which can improve how you reach and teach entrepreneurship to young refugees and newcomers.

These best practices have been selected for the potential to redress some of the barriers young refugees face regarding entrepreneurship (language barriers, limited access to finance, lack of support networks, low education attainment, difficulties in securing operating premises, mental health challenges, gender-based cultural norms).

Our **22 best practices** for inclusive **entrepreneurship youth education** are:

- 1** Build Trust and Engagement
- 2** Consider appointing a Dedicated Refugee Entrepreneurship Advisor
- 3** Promote Refugee Entrepreneur Role Models
- 4** Consider Open Innovation, External Collaboration and Partnerships
- 5** Skills Assessment and Recognition of Prior Learning
- 6** Promote Intercultural Dialogue
- 7** Co-create Curriculum
- 8** Focus on Learner Centric Design
- 9** Focus on Pre-Incubator Curriculum
- 10** Consider a Longer Programme Duration
- 11** Include Multi-lingual Curriculum
- 12** Consider a programme focus on social entrepreneurship
- 13** Create an Active Learning Environment
- 14** Include 1:1 Mentoring and Support
- 15** Consider high tech opportunities
- 16** Consider a focus on Artisan Crafts
- 17** Consider a Programme Focus on Youth Culture
- 18** Choose the most Inclusive Room Set Up
- 19** Break Down Language Barriers with Visual Communication in the Classroom
- 20** Use Technology as an enabler of Inclusive Learning Spaces
- 21** Co-create online learning spaces
- 22** Make your online learning space welcoming

SECTION 01

Enabling
Entrepreneurship
for Young Refugees



WHY ENABLE ENTREPRENEURSHIP FOR YOUNG REFUGEES?



Entrepreneurship can be an effective way to **include migrants and refugees in local economies**, by sharing their knowledge and entrepreneurial spirit, and creating new market opportunities and cross-border networks.

Entrepreneurship can also be part of the long-term solutions needed to address the consequences of large movements of forcibly displaced persons, in addition to the important measures that are put in place to cope with the immediate effects of humanitarian crises.

ENTREPRENEURSHIP – A PATHWAY TO INTEGRATION AND INCLUSION

Entrepreneurship offers refugees and newcomers a unique pathway to integration. It allows economic independence; boosts self-confidence; and brings communities together in harmonious cooperation. By encouraging young refugees from different backgrounds to engage in society, we are also encouraging society to embrace diversity.

Not only does increased entrepreneurship activity in this demographic lead to economic diversity, but it also provides host country nationals a chance to interact with people from different backgrounds. Economic inclusion leads to social inclusion leads to two-way integration.

REFUGEES MAKE GREAT

In many contexts, asylum seekers and refugees are treated as people who only possess vulnerabilities – their capabilities, creativity and resourcefulness are frequently overlooked or undermined. But refugees have been found to display key traits for business success, from high confidence to strong risk-awareness, and they have gone on to start countless companies around the world enriching their host countries.

In the UK for example, migrant entrepreneurs are creating one in every seven new businesses. In Germany, nearly half of all new business registrations are coming from individuals with foreign passports. What's more, refugees usually bring with them a diversity of business ideas and models from other countries, that have not yet been developed in the new country so they have an added advantage and a unique position when it comes to setting up new and exciting businesses.



Being a refugee makes you more determined and resilient and those are two key traits for entrepreneurs.

Charlie Fraser, TERN

Refugees are a heterogeneous group and vary greatly in terms of skills and previous employment and entrepreneurship experience. While the prevalence of entrepreneurship varies across regions of origin, many refugees in recent waves come from countries with a developed entrepreneurship culture, which may give them an advantage in entrepreneurship. Entrepreneurship enables refugees to regain a sense of autonomy. The flexibility of being your own boss makes it attractive for young refugees and newcomers, particularly those who for various reasons cannot access mainstream education or employment.

The struggles and the hardship you go through make you stronger than other people. You become more resilient, which you need to be as an entrepreneur.

Muna Abdi, Refugee Entrepreneur

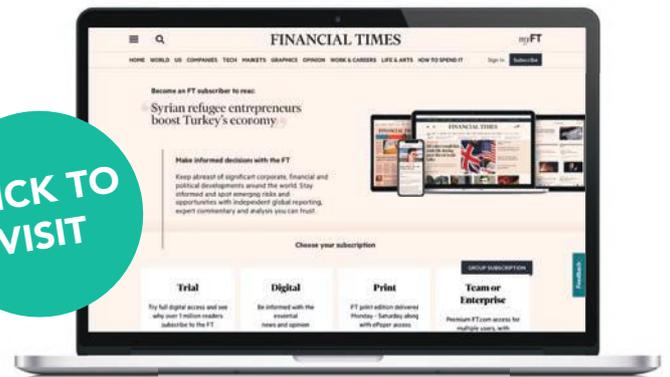




REFUGEES ENTREPRENEURS CAN HELP ECONOMIES GROW

Refugees are a great economic asset for Europe. Many of those who have fled war or persecution are tough, educated and hardworking self-starters who could, with encouragement, set up their own businesses and become significant wealth creators. Since 2011, 4,000 new businesses have been set up by Syrians or Syrians with Turkish partners.

CLICK TO
VISIT



ENTREPRENEURSHIP KNOW NO BOUNDARIES

Entrepreneurs tend to be like-minded folks who get along with one another because they value innovation, product development, and business over social and political differences. Entrepreneurship knows no borders, connecting young Arabs and Israelis, Sunnis and Shias, Russians and Ukrainians, Irish Catholics and Protestants, as well as immigrants and the native-born.



Entrepreneurship also has the advantage of nurturing that most desirable – if ever elusive – European dream: Integration.

Steven R. Koltai,
author of Peace through Entrepreneurship

POLICIES REGARDING REFUGEE ENTREPRENEURSHIP

An understanding of **your countries policies, practice and programmes to refugee integration** is also key.



European

In the European Union, nearly 10% of the self-employed in 2016 were immigrants. Of these, approximately two-thirds were born outside of the EU. In 2016, 18.8% of working immigrants in the European Union (excluding Germany) worked as self-employed, which was greater than the proportion for domestically-born people (14.1%). However, immigrants were more likely to be self-employed than the native-born in Poland, the Czech Republic, the Slovak Republic, Croatia, Malta, the United Kingdom and Lithuania. They were much less likely in Italy and Greece.

The Qualification Directive foresees that beneficiaries of international protection (i.e. persons who have been granted refugee status or subsidiary protection status) are authorised "to engage in employed or self-employed activities subject to the rules generally applicable to the profession and to the public service, immediately after protection has been granted".³ With regard to applicants for international protection, the 2013 recast of the Reception Conditions directive states that, "States shall ensure that applicants have access to the labour market no later than 9 months from the date when the application for international protection was lodged if a first instance decision by the competent authority has not been taken and the delay cannot be attributed to the applicant."⁴ In practice however, conditions for accessing the labour market during the asylum claim process vary significantly across countries.

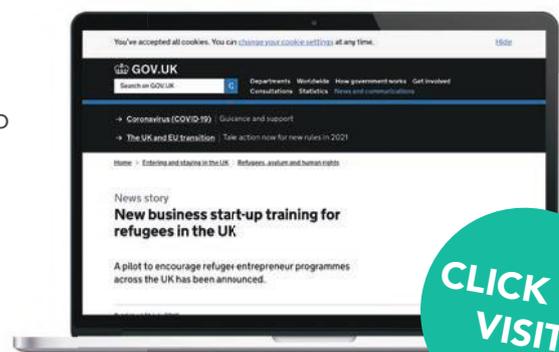


United Kingdom

In the UK once Refugees have been granted refugee or Humanitarian Protection status they are able to work. Refugees are not restricted in the type of work they are permitted to undertake in the UK. For those looking at self-employment, help and support can be found from a number of organisations. More Information on new business start up in the UK

Currently, actors in the domain of refugee entrepreneurship support in the UK are advocating for policy change by the government to:

- proactively invest in refugee entrepreneurship support across the UK to achieve comprehensive coverage
- work more closely with the business finance sector to make access to startup finance and banking more accessible to entrepreneurial refugees.

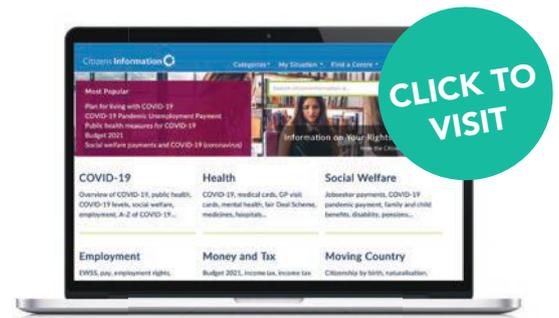


**CLICK TO
VISIT**



Ireland

Since 2 July 2018, asylum seekers who are nine months in the country and still in the application process may request permission to work. If they meet the eligibility criteria the permission allows them to access employment and self-employment. Permission to work is valid for 6 months after which it can be renewed. Once granted refugee status, a refugee can stay in Ireland indefinitely and enjoy rights and responsibilities similar to those of an Irish citizen. With regards to self employment, different supports and regulations apply, depending on whether the person is employed, unemployed or coming from outside Ireland to set up a business. If the person is unemployed, they may qualify for the Back to Work Enterprise Allowance. This allowance lets people take up self-employment while retaining some of their social welfare payment. More information on this can be found on www.welfare.ie or from www.citizensinformation.ie



For general information on setting up a business, the following websites may be useful:

- www.localenterprise.ie This gives information on small, start-up businesses;
- www.enterprise-ireland.ie For information on development programmes for entrepreneurs with export potential;
- www.welfare.ie For unemployed people who want to set up a business;
- www.microfinance.ie For information on loans available for small businesses
- www.ildn.ie/directory/ Local Leader Development companies also offer enterprise development support



Germany

In Germany, persons whose asylum application has been positively decided and who have been granted a residence permit may become self-employed. Furthermore foreign residents who have been granted a residence permit for reasons of international law, humanitarian or political reasons also receive unlimited authorisation to be self-employed. In order to better inform and support refugees who are interested in setting up their own business, the Federal Government has increased its information and counselling services and directed them towards people from non-EU countries. The online guide “GründerZeiten” gives refugees useful advices in German and Arabic and the “Existenzgründerportal” also provides information in several languages (German, English, French and Italian), people with and without a migration background can obtain information there about how to set up their own business. [\[Source\]](#). According to IfM Bonn (The Institute for SME Research Bonn), more than two thirds of all commercial start-ups by non-Germans are in the industries of construction, trade, hospitality, transport and communications. Read more below...





France

In France, asylum seekers can obtain work authorisation in France once six months after asylum seekers has passed. This authorisation can be renewed upon expiration at the local prefecture. However, a 'promise of employment' or a job contract must be presented with the application. During the first six months, asylum seekers can, under certain conditions, access certain social welfare benefits called 'l'allocation pour demandeur d'asile (Ada)'.

Asylum seekers who have come to France who under the Dublin agreement from another EU country (often referred to as "dublinée" people in France) do not have access to work or any supports until the French Office for the Protection of Refugees and Stateless [people] (OFPRA) takes responsibility for their asylum application. People who have been granted refugee status obtain a 10 year residence permit, have the right to work in France and have access to a range of social welfare supports. Refugees also have access to services which, taking into account vulnerability and needs, assist in securing employment and housing.

More information is available (in French) on the following sites:



BARRIERS TO REFUGEE ENTREPRENEURSHIP

A refugee, generally speaking, is a displaced person who has been forced to cross national boundaries and who cannot return home safely. Refugees have experienced many extremely stressful events because of political or religious oppression, war, migration, and resettlement. Before being forced to flee, refugees may experience imprisonment, torture, loss of property, malnutrition, physical assault, extreme fear and loss of livelihood. The flight process for refugees to leave their home country can last days or years. During the move, refugees are frequently separated from family members, robbed, forced to inflict pain or kill, witness torture or killing, and/or lose close family members or friends and endure extremely harsh environmental conditions. Perhaps the most significant effect from all of the experiences refugees endure is having been betrayed, either by their own people, by enemy forces, or by the politics of their world in general. All of these factors have significant implications for health and lives of refugees and on their ability to develop trusting interpersonal relationships, which are critical to resettlement and healing.

Understanding the unique opportunities and needs of young refugees is crucial to the successful integration of them into entrepreneurship education. While the opportunities are vast for young refugee entrepreneurs, these also face significant barriers. obstacles which they may face are:

- limited rights to work and start a business (see previous partner country specifics)
- language barriers - A lack of language skills presents a challenge for completing the administrative steps necessary for starting a business (e.g. registering the business, obtaining tax and payroll accounts). It can also make it more difficult to understand legal and regulatory obligations; identify and build relationships with partners, suppliers and customers; build networks; access finance; and seek out other support services (OECD).
- limited access to finance - This challenge is greater for refugees than for most entrepreneurs because many lack access to a bank account. Consequently, they cannot demonstrate a credit history. They also often lack savings and collateral, which hinders their access to traditional bank loans.
- lack of support networks - Forced migration is much less coordinated and less driven by social networks in the receiving country than other forms of migration. Consequently, asylum seekers and refugees tend to have small social networks. Small social networks mean that some refugees will have no one to turn to for support or assistance when looking for help in setting up a business.
- Issues related to racism and xenophobia – Unfortunately some refugees and asylum seekers face racism and xenophobia and these things can greatly affect their potential business development. Refugees and asylum seekers have to have strategies for managing these potential risks, as opposed to someone who doesn't have to deal with these issues.



This photo by Unknown Author is licensed under CC BY-ND

These obstacles can greatly hamper the success of migrants' and refugees' entrepreneurial activities. Other barriers that may be a factor include:

- **challenges in processing lived experience** - A significant number of refugees experience traumatic events in their country of origin or during their journey. The prevalence of post-traumatic stress disorder (PTSD) and depression are significantly higher than in the general population (UNHCR)
- **gender-based cultural norms** - Gender-based cultural norms can influence the likelihood of refugee women starting a business.
- **education attainment/recognition of prior learning** - Evidence suggests that a high educational attainment (in the country of origin or in the host country) as well as prior self-employment are important success factors for refugee entrepreneurs.



In general, the political situation in the country of origin is also reflected in the degrees attained by refugees. The longer a country is affected by civil war and political persecution, the lower the average level of



Kristina Stoeve, Institut der Deutschen Wirtschaft

Evidence also suggests that, due to abrupt leaving of their country of origin due to conflict or persecution recent refugees to Europe, especially young refugees, often do not have a completed higher or vocational education, as they had to abandon their studies or training prematurely (IAB-BAMF-SOEP-'Befragung von Geflüchteten 2016.).

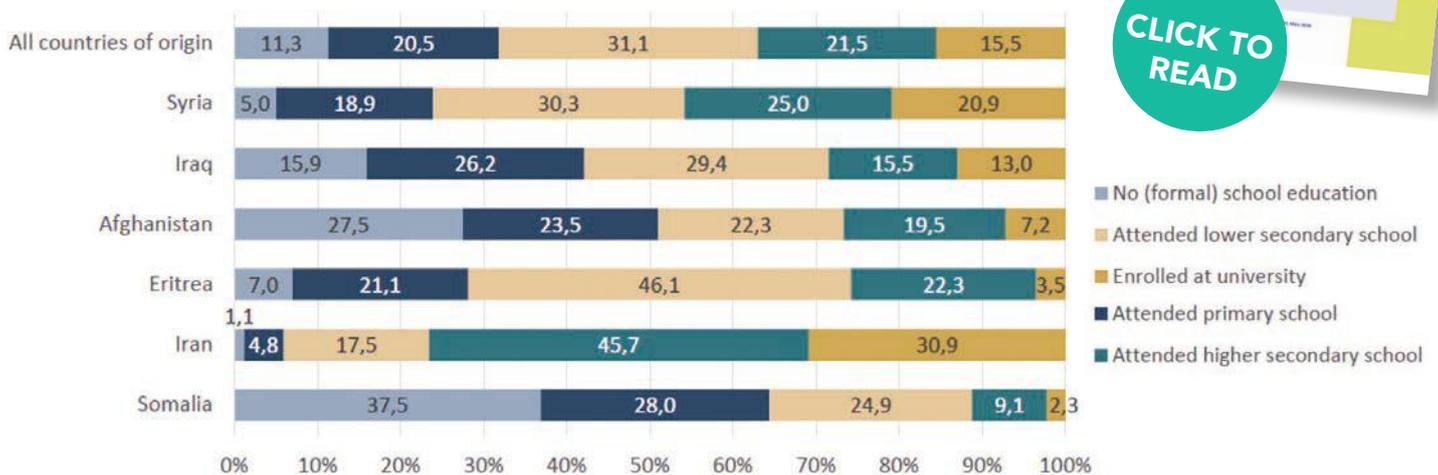


Figure: Refugees in Germany: Highest educational institution attended by country of origin, in per cent

- **difficulties in securing operating premises** - Access to material resources, such as physical working spaces or storefronts to run their business from, is also an obstacle that disproportionately affects refugee entrepreneurs.
- **lack of industry experience** – work experience/insight into start up scene in the industry/sector
- **lack of knowledge of country start up culture**

In Section 2 which follows, the best practices we have chosen highlight the solutions some of Europe's leading providers of refugee entrepreneurship have designed to combat and redress these barriers.

SECTION 02

Reach and Teach
Entrepreneurship to
Young Refugees and
Newcomers



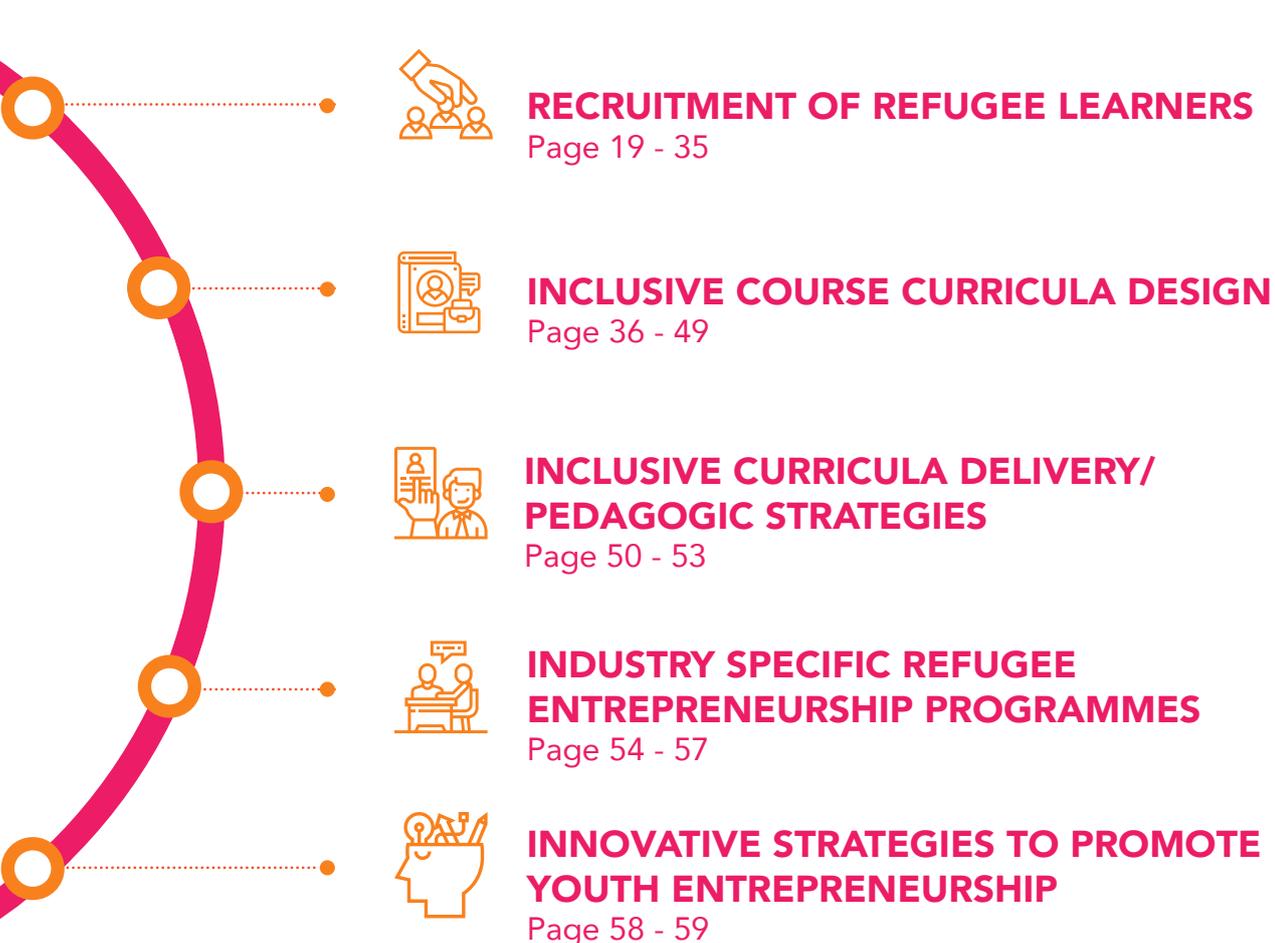
WHY REACH AND TEACH?

This section of the guide provides best practices for reaching and teaching young refugees and newcomers from migrant and minority backgrounds. The Better Futures project believes **it is important to actively engage these groups who may not have access to mainstream entrepreneurship education and/or supports tailored to their needs.**

As your organisation prepares to engage in outreach, keep in mind that every young person has their own story and therefore their own level of experience and knowledge with regard to formal/informal education (some may have it others may not), entrepreneurship (some may have a good grasp of it, others may not), and local customs in general.

CATEGORISATION OF BEST PRACTICES

Our reach and teach best practices are categorized across **5 main categories**, these categories are outlined below.



RECRUITMENT OF REFUGEE LEARNERS



Best Practice 1: Build Trust and Engagement

According to the UN Refugee Agency, trust is one of the biggest barriers for communicating with refugees. Building trust and legitimacy are especially needed for refugee populations as they are often bounced between different organisations or programmes and as a result they may feel like they are getting nowhere. Building trust with refugee communities starts from your first interaction with them and is something you need to continue to work on as you support them.

Building Trust in Practice – Insights from TERN

Trust is essential in working with newcomer entrepreneurs. However, there are a few “trust-blockers” that may impact how much of an ‘uphill battle’ it is for refugee entrepreneurship support practitioners to gain the trust of new community members:

- 1) Sense of belonging – or lack thereof: A sense of belonging to a local start-up culture can provide a major boost in self-confidence, ability to engage and network and to engage trustfully in support interventions of refugee entrepreneurship support organisations. When they first endeavour to start a new business in the new country, newcomer refugee entrepreneurs are often still in the process of acquiring insights and intercultural competencies to successfully navigate not only a new culture and marketplace, but also one or more distinct start-up cultures in the host community and city they live in.

Another factor limiting the sense of belonging is the initial lack of local credentials and tangible, demonstratable experience. Due to these above barriers, a sense of otherness may still prevail when new participants join your interventions. This can be overcome by creating a safe, participative and authentic learning pace and by ensuring that your interventions are at least co-marketed and co-led by representative role models: successful entrepreneurs (e.g. your graduates) whose ethnic and cultural background represents your pool of new joiners.

- 2) Livelihood programme fatigue & skepticism about your competency: On the other hand, by the time you first meet them, refugees have often partaken in a plethora of livelihood and integration support programmes that did not lead to tangible improvements of their income level of personal fulfillment. Such previous frustrating experiences may lead to a significant amount of skepticism and impatience as to whether the next support intervention they access is really going to help them 'go all the way' and create their own sole trader activity or small business.

Support organisations working with new users therefore have a slim 'margin for error' and need to provide value and demonstrate expertise from day one if they want to gain their trust. Once again, working with role models / your programme graduates works in supporting the next generation of end users will work to your advantage, as they can provide real life case studies of your 'process' paying off through tangible livelihood improvements.



It is crucial in the early weeks to be professional yet relatable and to gain participants' buy-in and to build trust

**Frédéric Kastner: Co-Founder,
Director of Social Innovation at TERN**

Building Trust and Engagement in Practice – An Opening Launch Event with Difference at MENTA

Founded in 1984, MENTA has helped more than 40,000 entrepreneurs launch and run thriving and profitable businesses in East Anglia. MENTA's mission is to inspire new business owners, equip entrepreneurs with the skills to succeed in business and encourage established businesses to grow. In 2020, MENTA developed a special entrepreneurship programme for refugees and newcomers.

Changing Faces, Changing Places is a MENTA project which is as part of the UK government's commitment to increase integration support for all refugees in the UK. With a key focus on employment and self-employment, it is a positive way for refugees to showcase their abundance of skills and talents, and for the local community to assist in their integration. The talent showcase element of this project started at the programme launch event and was an innovative learner recruitment tactic which really got potential programme attendees excited and engaged. The launch was marketed as a Market Place type event which not only generated interest from participants to the programme, but attracted press coverage.

Changing Faces project was supported by the Centre for Entrepreneurs and funded by the Home Office and The National Lottery Community Fund.





When deciding on the Launch event, a different approach was taken, rather than it be limited to those refugees who wanted to set up in business it was opened up to all refugees who felt they had a talent. The event was held as a market stall type event, it was more of a chance for refugees to come together and showcase their strengths i.e. cooking, portfolios. They came along and showcased their business ideas and we signed up a few those that were interested in the programme signed up



Monica Bell
runs MENTA's Refugee Support Programme

Building Trust and Engagement in Practice - GRDR Antenne Hauts de France

The GRDR Antenne Hauts de France run an entrepreneurial project which aims to support migrants to have the ability to actively participate in the economic, social, culture, political and professional life either in their country of origin or host country. The programme involves a number of activities which focus on developing the confidence and engagement of migrants and refugees including, for instance, 'Club Entrepreneur' which provides a space for facilitating and supporting project leaders. These individuals are trained to develop the competences and confidence for creating entrepreneurial activities and networks.

The programme facilitates connections to different local support structures to further support individuals to develop their projects and skills. This also encourages engagement with the various local entrepreneurship networks and organisations. Through a person-centred approach, individuals gain better information on the steps of becoming an entrepreneur and the support structures available.

By orienting the programme in function of the own needs and profiles of individuals, barriers to entrepreneurship are reduced and their confidence and engagement can grow.



Building Trust and Engagement in Practice – North East BIC, UK

Co-ordinated by North East BIC, the Meet and Eat project has been a success for many years, giving refugees, BME people and the local community an opportunity to come together in a neutral, friendly setting allowing the different communities to socialise and fend off isolation. It provides people from all walks of life, a setting to share their experiences and stories to improve their understanding of each other and thus create a better, integrated community. People of different nationalities and cultures share food and discuss local issues. For North East BIC, the Meet and Eat project has been a key stepping stone in building trust with refugee and newcomer communities.

Sarah Ahmadi, a former TV presenter and producer in Afghanistan who had to flee her country when the Taliban made it too dangerous to for her to stay there has had a key role in delivering the Meet and Eat project. Sarah's story is one of great courage and perseverance. She has rebuilt her life to the point where she now helps others who flee to the United Kingdom to escape the desperate circumstances in their home countries. She is also a great example of a refugee entrepreneur.



Sarah Ahmadi is an example of a person who arrived in the UK from Afghanistan and couldn't speak English, but fifteen years on, has gone on to build her own businesses and contribute to our region's community. And it's stories like Sarah's that will inspire other refugees to make use of the support available

Kevin Marquis NE BIC Social Enterprise Manager



7 TOP TIPS FOR BUILDING TRUST AND ENGAGEMENT



01 Don't over promise

Be very clear about what you can do and what you can't do. Make you explain what what your entrepreneurship education is and what can be expected.



02 Use plain language

Avoiding jargon or complicated language makes information clear for everyone.



03 Translate information into community languages

This makes information clear for anyone who has English as a second language.



04 Refer to specialist organisations

Keep a list of organisations in your community that staff can refer their clients to. For specialist queries that your team cannot address directly.



05 Create shadowing opportunities with successful local businesses

(At a relatable business size) to give them a tangible feel for small business in their industry in your city.



06 Hire people with lived experience

Having staff members with similar experiences as your young refugee learners will build trust and empathy. It will make them confident in the success that awaits them if they see your process through.



07 Think outside the box

Try to find fun, engaging ways which encourage refugees and newcomers to engage with your organization. If you can spark their interest you already halfway there to building a trusting relationship



Best Practice 2: Consider appointing a Dedicated Refugee Entrepreneurship Advisor

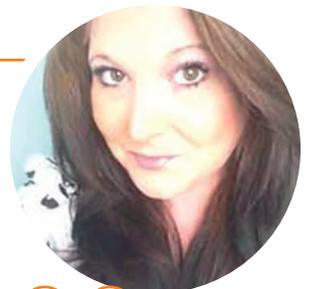
According to the UN Refugee Agency, trust is one of the biggest barriers for communicating with refugees. Building trust and legitimacy are especially needed for refugee populations as they are often bounced between different organisations or programmes and as a result they may feel like they are getting nowhere. Building trust with refugee communities starts from your first interaction with them and is something you need to continue to work on as you support them.

Dedicated Refugee Entrepreneurship Advisor – Staffordshire Chamber of Commerce

Staffordshire Chamber of Commerce has been in existence for over 200 years - the first association was established in 1813 and was borne out of a desire from businesses to meet and trade together. In 2020, Staffordshire chamber was one of only four across the UK to have been chosen to be involved with the Positive Pathways project - a scheme which involves people attending an intensive 10-week course with the end goal of starting their own business. The scheme has been a great success to date in Staffordshire to date.

Our advisor's relationships with the support organisations and the refugees really was key to the success of the recruitment element of our project.

**Sarah Colclough, Project Coordinator,
Staffordshire Chamber of Commerce**



Positive Pathways project was supported by the Centre for Entrepreneurs and funded by the Home Office and The National Lottery Community Fund.



Meet Polly Hargreaves

Polly Hargreaves, a Ugandan refugee who fled her country more than 30 years ago arrived in the UK with nothing, worked hard over the years went to university and is now leading a new employment project for Staffordshire Chamber of Commerce - aimed at supporting refugees who wish to explore self-employment opportunities. Polly supports the participants on the programme who attend four hour sessions, one day a week over 10 weeks.

Having firsthand experience of what it is like to be a refugee, Polly came to the UK, aged 17, after being forced to leave behind her family when civil war broke out in Uganda more than three decades ago. Her experience is something which has equipped her with the empathy and skills to support others who share similar experiences and are looking to make a better life for themselves once arriving in the UK.



When this job with the Chamber of Commerce came along, when I saw the title was to help refugees start their own businesses it touched my heart.

Polly Hargreaves



Best Practice 3: Promote Refugee Entrepreneur Role Models

Exposure to entrepreneurship is a key driver of entrepreneurial intention. 68% of young people who have a family member or friend who is a business owner say this has made them more likely to consider entrepreneurship as a career (Future Founders).

Refugee Entrepreneurship Role Models in Practice – Past Alumni at TERN

TERN The Entrepreneurial Refugee Network was founded in 2016 on the principle that entrepreneurship is a way for refugees to rebuild their livelihoods and to realise their aspirations. Since then they have helped over 350 refugees start successful businesses and they have grown a powerful peer-to-peer group of alumni who have become role models and advocates for TERN.



Our alumni facilitators help frame why each topic covered and each step of our process has been important in their business journey, thereby increasing participant buy-in into TERN's overall process

**Frédéric Kastner: Co-Founder,
Director of Social Innovation at TERN**

Refugee Entrepreneurship Role Models in Practice – Video Case Studies: The Human Safety Net

The Human Safety Net for Refugee Start-Ups is a program from The Human Safety Network (THSN) sponsored by Generali to support refugees in successfully starting their businesses. Originally founded in Germany it also offers its program in France with the local partners SINGA and Wintegreat in Paris. This program empowers refugees, helping them become successful entrepreneurs.

THSN use video to great effect to share refugee role model case studies and tell some of their success stories. By using video, THSN add a personal element that's difficult to achieve with a traditional, text-based case study. In this video, we meet Dima, a 35 year old Syrian refugee in Germany who speaks German and tells us how she wants to open a school for creativity for children in Saarbrücken.

Towards the end of the video Dima offers some tips for other refugee women. Dima is a great example of a refugee entrepreneur role model



My tip for other refugee women is to have confidence in themselves, no matter where they come from.

*Be active and use your potential.
Don't give up. And learn German!*

Dima, Refugee Entrepreneur



Refugee Entrepreneurship Role Models in Practice – Video Case Studies: SIGNA Business Lab

SINGA Business Lab is working to unlock the innovative potential that refugees bring with them to Germany by enabling them to access to Berlin's and Stuttgart's already world-class entrepreneurial ecosystem.

SINGA believe that this is not just a key piece to successful economic and social integration of refugees, but also brings huge benefit to German society and economy. The new ideas and perspectives of the newcomers bring ultimately increase the innovativeness of the entire ecosystem.

Like THSN, SIGNA has created a series of videos which introduce some refugee entrepreneur role models/success stories. In this video, we meet Raafat Hantoush who introduces his business idea Bote and some of the key SINGA programme elements.





Best Practice 4: Consider Open Innovation, External Collaboration and Partnerships

Open Innovation is a process which opens up and includes more people, from both inside and outside of the own organisation, in the innovation process. Open Innovation enables knowledge to circulate more freely in order to invent and develop products and services that can create greater benefits to the citizens and in new markets.

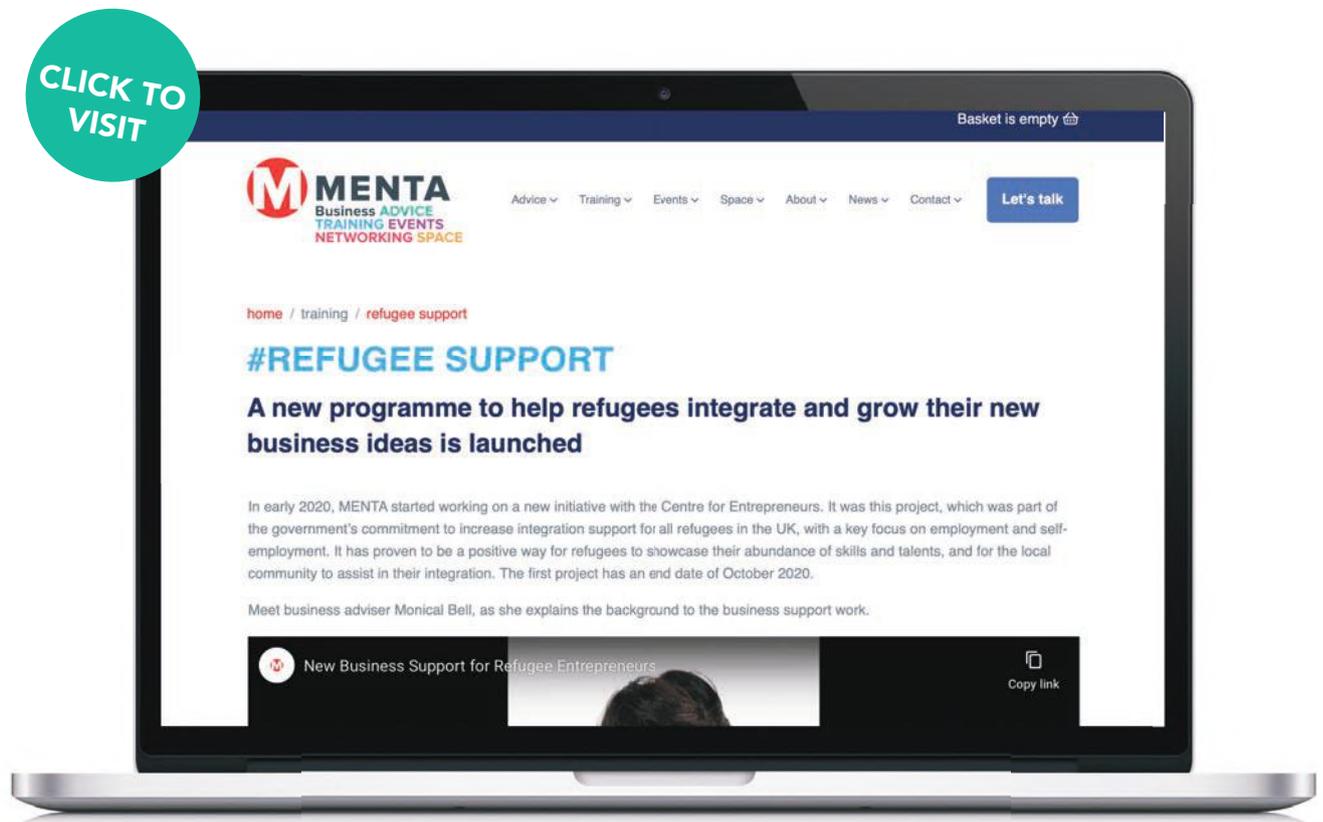
Depending on who you choose to partner with, some of the benefits to open innovation, external collaboration and partnerships could include:

- Wider dissemination of your entrepreneurship/training programmes and greater uptake of courses from refugee learners
- Better insights into the needs of refugee and newcomer training needs leading to more targeted training to meet their needs
- Increased trust – partnering with the right organizations can help build your organisations credibility and reputation
- Working with right external partners can help you to bring better your training programmes and entrepreneurship support services to market faster

Partnerships in practice – MENTA Partnerships for Learner Recruitment

Founded in 1984, MENTA has helped more than 40,000 entrepreneurs launch and run thriving and profitable businesses in East Anglia. MENTA's mission is to inspire new business owners, equip entrepreneurs with the skills to succeed in business and encourage established businesses to grow. In 2020, MENTA developed a special entrepreneurship programme for refugees and newcomers.

Changing Faces, Changing Places is MENTA project which is as part of the UK government's commitment to increase integration support for all refugees in the UK. With a key focus on employment and self-employment, it is a positive way for refugees to showcase their abundance of skills and talents, and for the local community to assist in their integration.





Relationships were built up with on the ground organisations particularly with the East England Strategic Migration Partnership that already had experience in working with refugees where the project was being delivered. The Strategic Migration Partnership were then able to promote the launch event to their communities. Marketing collateral, social media, press and media coverage was used alongside the local on the ground organisations

Alex Till, MENTA

Partnerships in practice – Building Trust with Stakeholder Organisations Staffordshire Chamber of Commerce

Earlier we learned how building trust was important in the recruitment process with learners but building trust with other support agencies is equally important. Especially for those offering training and supports to refugees for the first time.

One of the support organisations felt that refugees can sometimes be promised support, which never materialises. Therefore, they did have reservations during our initial meetings and weren't immediately open to sharing information regarding the project with their service users.

So we had to be very clear with them about what we could do, when we would do it, and what the benefits would be

**Sarah Colclough, Project Coordinator,
Staffordshire Chamber of Commerce**



Open Innovation in practice – Spotlight on Wirtschaftspaten e.V. and Peter Fuld Stiftung

The Wirtschaftspaten e.V. is a group of former entrepreneurs and executives from industry, commerce, trade and service industries who are in active retirement. The Wirtschaftspaten e.V. is responsible for delivering “Migranten werden Unternehmer” (migrants become entrepreneurs) project since 2010 which stands under the patronage of Tarek Al-Wazir, Hessian economics minister.

Peter Fuld Stiftung is the sponsor of the project. Peter Fuld Stiftung is involved in promoting equal opportunities in education for over 50 years. The programme has won numerous awards including the Hessian Integration Award. Migrants become entrepreneurs exemplifies open innovation and collaboration in the way Wirtschaftspaten e.V. and Peter Fuld Stiftung work together to deliver this project.

External Collaboration and Partnerships in practice – Spotlight on TERN

Instead of reinventing the wheel, successful refugee entrepreneurship support models concentrate on:

- (1) making previously inaccessible but vital support functions of the wider mainstream business support ecosystem accessible to young entrepreneurial refugee.
- (2) creating and delivering new services uniquely tailored to the needs and barriers faced by young entrepreneurial refugees.
- (3) Mobilising Partnerships with third sector, private sector and public sector actors to deliver a complete offering to entrepreneurial refugees.

These types of partnerships are essential to creating a sustainable and effective entrepreneurship support ecosystem for young refugees. They allow support organisations to bridge the gap in terms of:

- Industry specific advice, to information and insights and opportunities
- Access to finance, including loan and angel finance
- Access to marketplaces and consumers
- Connecting young refugee entrepreneurs with mainstream and other diversity entrepreneurs

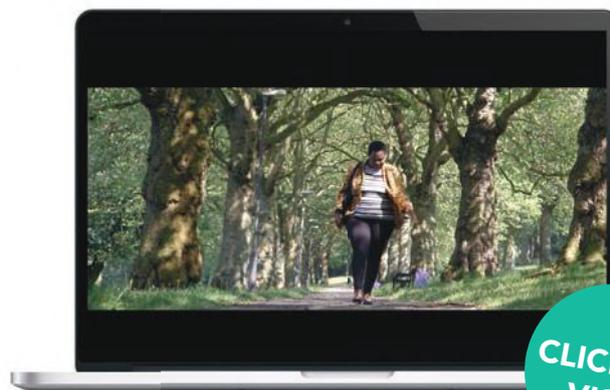
Effective partnership case studies: For TERN, partnerships with mainstream & diversity incubation partners like Hatch Enterprise in London allow us to collaboratively run interventions, pool resources cost efficiently and establish a networking effect with other diversity entrepreneurs. Working with another diversity entrepreneurship actor also allows us to show strengths in numbers.

By regularly joining forces, Hatch and TERN managed to grab the attention of leading businesses like Adobe and LinkedIn, together we can gather so many beneficiaries that we can engage a large part of these private sector staff bases in event based interventions, thereby mobilizing their talent more holistically and consistently. This leads to more regular engagement and even can generate a revenue stream for your organization as, at this magnitude, you provide sizeable staff engagement Return on Investment to your private sector partners

Partnership Planning Process at Tern

1. Partnership mapping - identifying partners within a radius, the size of their client base and the needs of the client base
2. Ranking of partners by priority
3. Initiating contact - by priority, and over email or phone. This took the long list of 90 to a short list of 50 organisations.
4. Arrangement of face-to-face meetings
5. Direct engagement by sending referrals for a programme starting, and also by encouraging case workers to join the supporter community
6. Maintenance and strengthening of partnerships. By this point, we had 20-25 core partners organisations, and we strengthened these to be mutual partnerships with cross-referrals out from TERN for things like language learning, employment support, etc.
7. Low-level maintenance

A Flourishing Partnership – How TERN and the Centre for Entrepreneurship UK work together TERN and the CfE collaborate in a complementary way, with each organisation providing models and services that push the refugee entrepreneur community and both our organisations forward.



CLICK TO VISIT



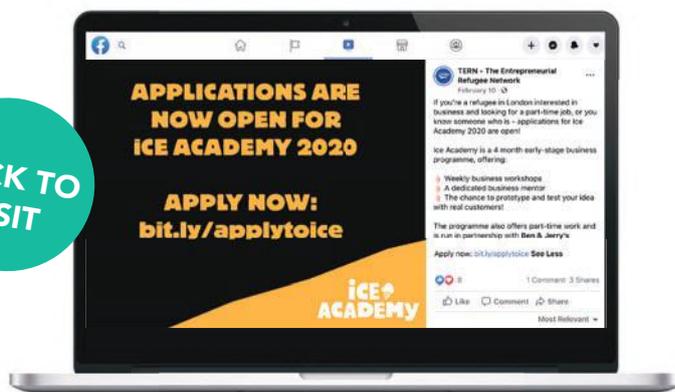
CLICK TO READ

TERN works in direct support of entrepreneurs from ideation to launch and market, whilst creates powerful research, opinion pieces, public media and runs [international events](#) in person and online on the topic of refugee entrepreneurship, uniting TERN and other actors in the UK and across the globe.

CfE helps entrepreneur facing organisations like TERN create a joint voice for the sector, to more effectively lobby government institutions to invest in refugee and migrant entrepreneurship and to create awareness across professional domains and in the general public as to what the true potential of refugee entrepreneurs is.

As well as partnering with stakeholders to assist with the recruitment of learners, TERN have also partnered with Ben and Jerry's to design and deliver an innovative entrepreneurship programme called the [ICE Academy](#)

CLICK TO VISIT



Partnerships in practice - Capacity Zurich

Capacity Programme are highly skilled (each has at least a bachelor's degree). The seven-month programme includes several activities, key amongst these is the mentoring programme. Capacity trains mentors and trainers, who then deliver the programme via one-to-one sessions over the course of seven months. The mentors contribute to the program as volunteers.

Capacity is a full partner of UBS, this partnership means that Capacity Zurich has access to the UBS corporate volunteering programme, which offers in-kind support; for example, UBS staff can assist with marketing, fundraising and IT development, and the like. Capacity has also entered into a partnership with SINGA Switzerland, which means that SINGA participants in the ideation stage of their start-up development will be redirected to Capacity.



INCLUSIVE COURSE CURRICULA DESIGN



Best Practice 5: Skills Assessment and Recognition of Prior Learning

Education can be an asset for migrants and refugees, but its advantages cannot be realized if the learning and qualifications achieved before moving are not recognized elsewhere. According to UNESCO, to ensure migrants' and refugees' inclusion, their qualifications and prior learning must be recognized so that they can continue their education and find employment that corresponds to their skills. But recognition is particularly challenging when learning has occurred outside formal education pathways or when people do not carry proof of their qualifications. Those who have been chased away from their homes or set off for a perilous journey are less likely to carry with them degrees and certificates.

For migrants and refugees as well as destination countries to reap the full benefits of mobility, we must improve the process through which qualifications and prior learning are recognized, validated and accredited. The recognition process itself can also potentially increase individuals' capacity to learn by building up their self-esteem and confidence, encouraging them to engage in lifelong learning



Recognition of Prior Learning in Practice – Getting to know Participants at MENTA



We've got people from the Democratic Republic of the Congo, Lebanon, Palestine, Syria, Uzbekistan, Egypt. They are from a wide spectrum. A lot of these individuals are fleeing all sorts of situations, whether it is persecution, or political asylum. Some of them are doctors, lawyers – they are professional people. They are going out there, saying 'hey I'm here I want to help be a contributor to the economy.'

Monica Bell, MENTA

Skills Assessment and Recognition of Prior Learning in Practice – Language Skills Assessment Staffordshire Chambers of Commerce



Participants were identified as suitable for the intensive course through one to ones with our advisor, and questionnaires. The questionnaires helped us to understand levels of English including reading and writing.

This was really important as whilst we could provide translators during the workshop sessions, at some point the businesses would be up and running by themselves and business owners would need to have language skills that would enable to the interact with UK customers and HMRC etc.

For those whose English was not at a level compatible with doing business at present, we referred them to ESOL courses at our local college

**Sarah Colclough, Project Coordinator,
Staffordshire Chamber of Commerce**



Best Practice 6: Promote Intercultural Dialogue

Intercultural dialogue is, essentially, the exchange of views and opinions between different cultures. Unlike multiculturalism, where the focus is on the preservation of separate cultures, intercultural dialogue seeks to establish linkages and common ground between different cultures, communities, and people, promoting understanding and interaction.

In the Council of Europe it is understood as an 'open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect. It operates at all levels – within societies, between the societies of Europe and between Europe and the wider world'. The awareness and understanding brought by intercultural dialogue are seen as means of reconciliation and tolerance, as well as preventing conflicts and ensuring integration and the cohesion of society.

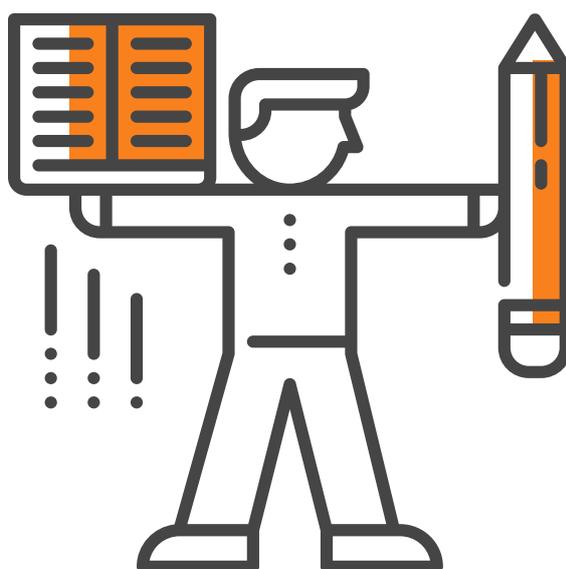
Young refugees arriving in Europe have to face various challenges related to safety and security, uncertainty about the future, fear and loss, precariousness, and cultural differences. Leaving one's own culture to reach a completely new place can be very disorientating. Many young people have to learn the language, understand cultural habits and practices, get used to various traditions and differences in beliefs. Often, intercultural learning is already happening in the integration process of young refugees, as they observe, learn, exchange and question. However, it is not automatic and thus intercultural learning and dialogue is extremely essential when working with young people with a refugee background.

Intercultural Dialogue in Practice

- Language learning at Mitrajectoires Lille, France

In 2016, Mitrajectoires co-created a donation based language and interculturality programme which were run by and for a diverse public composed of local youth, international students, young people in migration (including international/Erasmus students, asylum seekers, young refugees and separated young people). Languages taught during the 10 week programme included English, Arabic, Spanish, French, Portuguese and Wolof. Language acquisition was what the programme covered but the course design is particularly interesting as at its heart was the promotion of intercultural dialogue.

The project brought local young people and youth in migration together and was rooted in interculturality given the range of languages and fact that the facilitators and the students came from diverse cultures.





Best Practice 7: Co-create Curriculum

Co-creation is the development of student-led, collaborative initiatives leading to co-created curriculum outputs. The partnership between the student and tutor provides an opportunity for both parties to work as equals and develop a strong bond. Co-creation of the curriculum typically involves the students and teaching staff work in partnership so that each has a voice and a stake in curriculum development.

Co-creation can occur in various contexts with different participants – such as academic and professional services staff co-creating learning and teaching together or with external partners from the community or local businesses, but the growing literature surrounding co-creation of the curriculum often emphasises the importance of student partners who contribute to learning and teaching.

The engagement of young refugees in all phases of the initiatives and projects (design, implementation, monitoring and evaluation) is essential for the success of any initiative.

Co-creation of Curriculum in Practice – Curriculum Design at TERN

At TERN “inclusive” means that everyone feels welcome whilst being recognised for what makes them different. To strike this balance, we incorporated the co-shaping of curriculum with alumni; actively encouraged participation from all ages, genders, nationalities and backgrounds; and designed the curriculum to recognise each refugee entrepreneur’s potential, skills and unique experience.

TERN alumni are co-facilitators of group discussions and co-creators of programme delivery. The alumni facilitators help frame why certain topics covered have been important in their business journey, thereby increasing participant buy-in into TERN’s process

Co-creation of Curriculum in Practice - Refugee co-created Entrepreneurship Supports by SINGA Germany

“SINGA” is a word in the Lingala language spoken in Congo and means “connection”. SINGA was originally founded in France and expanded from there to other countries (Germany, Belgium, Italy, Great Britain, Canada and Switzerland). SINGA Deutschland was founded in 2016. Their portfolio includes the SINGA Business Lab, Professional Mentoring, Language Café and Living Room Events. SINGA Business Lab is an inclusive incubator based in Berlin as well as in Stuttgart. Cocreation is a key curriculum design approach at the SINGA Business Lab. They used a user centric design method to co-create the program with newcomer entrepreneurs, to ensure that SINGA’s offering is comprehensive and suited to their specific needs.

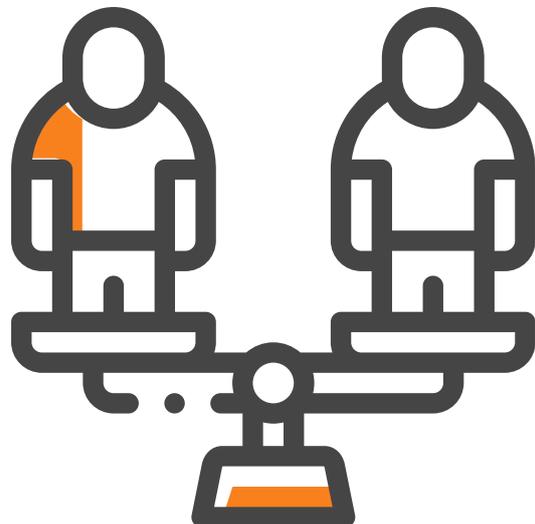
Here is how the cocreation approach at SIGNA Business Lab works:

The SINGA BUSINESS LAB’s approach is human-centered and aims not only to provide business support but to actively involve the target group of future newcomer entrepreneurs in the creation process of courses and training available. The Co-Creation process involves future entrepreneurs as well as local entrepreneurs, experts, researchers, and others to enable long-term partnerships of mutual value and to foster innovation



Who knows better about the challenges and needs of newcomer entrepreneurs than newcomer entrepreneurs themselves.

Suhayl Chettih, Director and co-founder of the SINGA Business Lab





Best Practice 8: Focus on Learner Centric Design

Learner-centered teaching is particularly suited to refugee learners and is an approach to teaching that is increasingly being encouraged in education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that focus on what the students are learning, it changes the role of the teachers from a provider of information to facilitating student learning.

Learner Centric Programme Design in Practice – Capacity Programme, Switzerland

Refugee Participants on the Capacity Programme are highly skilled (each has at least a bachelor's degree). The seven-month programme includes several activities, key amongst these is the mentoring programme. Active and involved mentorship enables aspiring entrepreneurs to develop projects of a higher quality and to complete the training more successfully.

Currently, 21 participants are enrolled in the programme. They are pursuing projects such as organic fair trade textiles manufactured in Nepal and sold in Switzerland, graphic design using artificial intelligence for architecture visualization (Colombia), and a chat box for language learning. The participants come from the Syrian Arab Republic, Afghanistan, Eritrea, Ethiopia, Colombia, Hungary, Azerbaijan, Zimbabwe and Ghana. They are highly skilled (each has at least a bachelor's degree). Capacity's key performance indicators are that each participant develops a business plan and completes the training programme (at which point they receive a certificate). Overall, Capacity reports an 85–90 per cent programme retention rate.



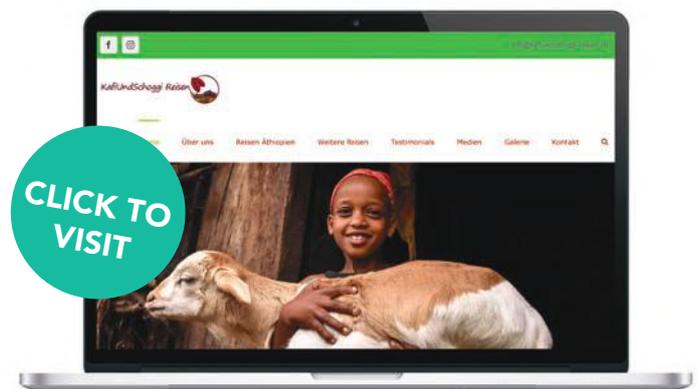
REFUGEE ENTREPRENEUR SPOTLIGHT



MEET Kebede Dache Dalacho - School & Tourism

Kebede is a 37-year-old Ethiopian who arrived in Switzerland in 2014, together with his wife. He went through the Capacity entrepreneurship training programme in 2017 and set up a school in southern Ethiopia, which serves different parts of the local community. Children no longer have to walk two hours a day to reach school, and adults have the opportunity to study sustainable agriculture. Kebede is looking to establish linkages between the school and other sustainable activities, such as renewable energy projects and sustainable tourism businesses.

For many years Kebede has been working with great passion in tourism in Ethiopia. He loves his country and is eager to show its beauty, but also to give as much benefit as possible to his compatriots, especially the less favoured groups of the population. Capacity's entrepreneurship training allowed Kebede to develop new skills in social entrepreneurship and develop business linkages within a local community. Find out more: <http://kafiundschooggi-reisen.ch/> (see below)



Learner Centric Programme Design in Practice – TERN On Demand

The TERN On Demand programme was designed to reach users who were unable to participate in pre-incubator and incubator programmes or who needed more flexible style support than a 3-6 month weekly programme. The On Demand service features were developed provide quick, flexible and targeted supports to each entrepreneur. The reason being was that users needed to access business support at a point of need, oftentimes needed to fit support around already busy schedules, and that, in comparison to the longer programmes, many entrepreneurs needed support around a single barrier or decision-point to unlock their next step, so the more targeted and output orientated, the better.

The TERN On Demand programme includes the following features:

1. All sessions are 1:1 with the entrepreneur
2. flexible scheduling for the sessions, depending on desired frequency and commitments in-between sessions
3. a service plan based off of the entrepreneur's business priorities and what they needed support with, such that each entrepreneur had a different session plan and unique journey
4. programme limit of 3-5 sessions so that it met targeted needs and could reach more users
5. year long programme which ensures that no one would need to schedule around a specific timeline
6. delivered via intensive, 1-2 hour sessions which work towards high-quality outputs

Between April 2019-March 2020, TERN On Demand served over 50 unique participants with 150+ service interactions. The average satisfaction rate is 9.7/10. A successful journey through the On Demand journey came from an entrepreneur named Maxine. Maxine heard of TERN in March 2018 and came for an assessment session. She was early stage with his business idea and the pre-incubator programme was just about to start and would have been perfect, but she was a single mum, working 3 days a week, and was highly independent and proactive. So, instead Maxine was taken into the On Demand programme and she was connected with an expert in her industry of interest, who told her more about the industry and what to expect. TERN also worked with her on her market research, budgeting and brand. By the time the programme ended, she had enough to move forward with, and then 3 months later she had progressed enough to be ready to join the TERN incubator programme to launch her idea, which she did successfully.

Learner Centric Programme Design in Practice – Positive Pathways, Staffordshire UK

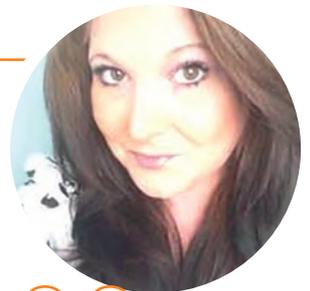
In terms of workshop content, a general outline was developed which could be amended as we began to see the level of understanding of participants. Key points raised by participants have been that the business language used was sometimes hard to understand (so this was simplified) and the trainer was talking a little too fast (again, easily rectified).

Feedback is sought at the end of each session, but this is followed up with a phone call from our advisor the following day. It was felt that often participants do not want to give negative feedback on the day, but are more likely to speak up in a one to one conversation.

The phone calls also allowed participants to ask any questions they had on the content, anything they didn't understand, anything they needed to go back over etc.

This is all then given as feedback to the trainer prior to the next workshop session.

**Sarah Colclough, Project Coordinator,
Staffordshire Chamber of Commerce**



TIPS MAKING YOUR CURRICULUM MORE LEARNER CENTRED



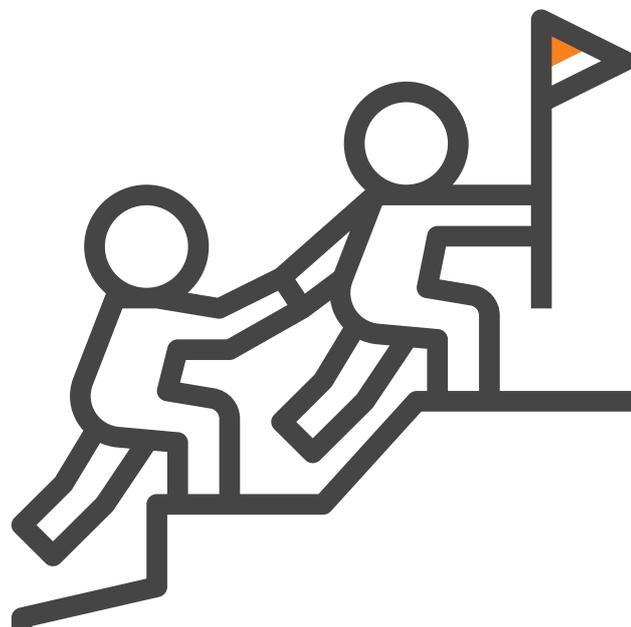
01 Include **active learning activities** in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class



02 Encourage **cooperative learning in which students work in teams** on problems and projects under conditions that assure both positive interdependence and individual accountability



03 **Present students with challenges** (questions or problems) and then encourage them to learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.





Best Practice 9: Focus on Pre-Incubator Curriculum

Pre-incubator curriculum typically consists of training and advice to help potential tenants refine their business idea and build a business plan. Workshops, seminars and coaching are used during this phase of support to help entrepreneurs develop quality business ideas, to identify potential challenges and plans for how they can be overcome. An entrepreneur who has already established a proof of business (pre-incubation) would subsequently enter into an incubation programme.

To best support inclusive and refugee entrepreneurship, educators should design and support incubator and accelerator programmes that place a strong focus on pre-incubation support, emphasise network and community building, and use a flexible and modular approach in delivering support.

Pre-Incubator Curriculum in Practice – Curriculum Design at TERN

Focusing on pre-incubator curriculum, enables TERN to help refugee entrepreneurs to build an entrepreneurial mindset and skills before deciding to move ahead with starting a business. Interestingly, TERN has found that those who undertake a pre-incubator curriculum before they start a business are more likely to succeed long-term.

The priorities during the curriculum design were

1. to create a space where refugees could explore entrepreneurship with less risk
2. to better prepare entrepreneurs for the incubation phase of business development, and
3. to bridge the gap between entrepreneurship and traditional work, creating better opportunity for sustainable business through part-time employment.



Best Practice 10: Consider a Longer Programme Duration

Students with a refugee background, especially new arrivals, may initially underperform academically, especially when they do not receive the required additional support. Yet, their education performance improves significantly over time when provided with adequate support, as many show determination to improve their prospects in life. For this reason, a longer programme duration may be optimal for the delivery of entrepreneurship supports.

Programme Length Considerations in Practice – 3 month Entrepreneurship Programme



We created a curriculum of 11 different weekly topics to guide refugees through building an entrepreneurial mindset, becoming familiar and comfortable with the lean startup and design thinking approaches, and applying these skills and knowledge hands-on by interacting with potential customers and testing their ideas. We knew from our experience over the last few years that they needed a decent amount of time, at least 3 months, to really work through these ideas personally and learn to apply them

**Frédéric Kastner: Co-Founder,
Director of Social Innovation at TERN**



Best Practice 11: Inclusion of Language Learning/ Multi-lingual Curriculum

The language barrier is one of the biggest challenges refugees and newcomers face as it affects their ability to communicate with others and integrate into their new communities/society. It can create a lot of problems for newcomers, such as difficulty finding work, getting an education, obtaining medical care, finding housing, and generally getting around. With regard to entrepreneurship training, refugees and asylum seekers may need ongoing language interpretation or multilingual support to engage effectively. Some refugees find it helpful to obtain language learning support parallel to their education/training, as it can be helpful to learn the important/technical language that is needed.

Inclusion of Language Learning in Practice – Just Creative Programme, Roscommon

The Just Creative Empowering Refugee Women project runs a variety of bespoke programmes at the Abbeyfield Emergency Response and Orientation Centre (EROC Centre) in Ballaghaderreen. The applied learning programme offers vocational supports across a range of topics and themes including: Cooking & Food Preparation & Food Shopping in Ireland, Gardening and Horticulture, Radio Broadcasting & Communications, Photography, Knitting and Craft Group, Hairdressing and Up-styling, Manicure/ Pedicure and Makeup. Importantly workshops and courses are run in conjunction with English language classes to maximise the women's opportunity to be able to practice their speaking and understanding of English and apply it in a work/entrepreneurship setting.





Best Practice 12: Consider a focus on social entrepreneurship

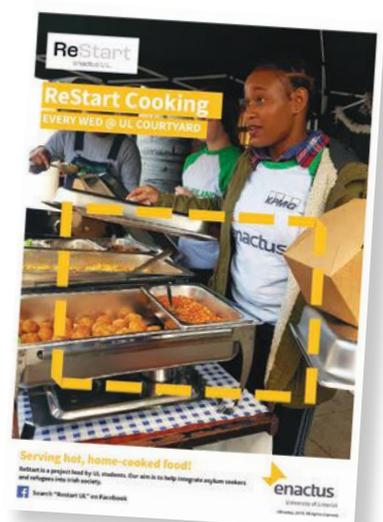
Social entrepreneurship has been recognised by the UNHCR as a crucial avenue for alleviating poverty and enhancing the integration of refugees and manifestations of refugee social entrepreneurship are widely seen across Europe.

Social Entrepreneurship in Practice – some examples

In Ireland, Syrian chefs have come together to cook, fundraise and create awareness of the refugee experience. The Our Table Project in Dublin, Ireland is a restaurant project run by an asylum seeker, Ellie Kisoyambe to highlight Ireland's system of detention for asylum seekers with view to becoming a properly functioning business.

Elsewhere in Ireland, ReStart is a social enterprise created by Enactus University of Limerick students which aims is to help integrate refugees and asylum seekers into Irish society. ReStart encompasses a number of programmes Gardening, Crafts, Education, Sport and Cooking. ReStart Cooking takes inspiration from around the world, cooking traditional dishes from countries including India, Bahrain and Zimbabwe. This food is then sold at the ReStart Cooking stall every Wednesday on the University of Limerick campus. Importantly, the stall is operated by refugees and asylum seekers who are taught the necessary business skills, such as marketing and accounting (by the team of University student) in order to successfully run the stall.

In Slovenia, a restaurant called SKUHNA run by asylum seekers and refugees serves different foods depending on the nationality of the chef (who rotates nightly). In Denmark, participants in the Refugee Entrepreneurs Denmark have created an Assyrian catering company and a car washing enterprise that provides job training for other refugees.



INCLUSIVE CURRICULA DELIVERY/PEDAGOGIC STRATEGIES

Best Practice 13: Create an Active Learning Environment

Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information. When given the opportunity to actively engage with the information they are learning, students across all ages and disciplines tend to perform better. Active Learning has a key role to play in (re)developing young refugees sense of autonomy. Autonomy refers to the recognition of the self as active agent, which occurs when learners take control of and regulate their own learning. Trauma is often a source of impediment in the development of autonomous learning. Refugees who have experienced trauma may often lack self-determination and sense of self.

Active Learning in Practice – DELITELABS Netherlands

With a slogan like *“What we teach is entrepreneurship and what we create is independence”* it is no surprise that DELITELABS champions active learning.

In order to be as inclusive as possible to make the content and way of working as accessible as possible to participants, we have participants do a lot of hands-on work. Sometimes we have them apply an activity even before explaining what they’re going to do. This helps them to actively learn from the activity and grow from discussion with their peers through reflection and recognition of patterns. For example, we might have a theoretical lecture on cultural diversity and business ethics in the Netherlands, and then ask them to tap into their own experiences to discuss, reflect and grow



Hanna Wieten, Managing Director, DELITELABS

INSIGHTS FROM DELITELABS ON IMPLEMENTING THIS BEST PRACTICE:



DESIGN/FACILITATION

You will need 1-2 facilitators in the group to design and lead the participants through different group-building and self-exploration activities.



CHALLENGES

People often don't feel like reflecting or taking a step back, and in the first few weeks, the active learning exercises can challenge people (facilitators and learners) a lot. An additional challenge is that people often come into the Delitelabs entrepreneurship programmes just thinking that they just need finance and to know the steps to starting a business. At first they don't see the benefits of active learning and as a result can be impatient with the group setting and reflection activities.



BENEFITS

Active learning results in a more intensive and deeper learning experience for individuals. Delitelabs have a high retention rate of participants as a result of their active learning environments.





Best Practice 14: Include 1:1 Mentoring and Support

Ongoing coaching and mentoring can help to maintain a young person's motivation to learn and can prevent drop-out by helping them to overcome any issues affecting their learning, either related to the course or unrelated. Due to the complex barriers to learning they are faced with young refugees may have a higher level of disengagement. Mentoring can help to empower young refugees to improve their learning habits and formulate goals for the future.

Mentoring and Support in Practice – Business Buddy at TERN

The Business Buddy is fundamentally an early stage mentor to work 1:1 with a refugee on their business development, both during the weekly workshops and to be in touch with outside of the sessions during the rest of the week. They also accompany them during field testing and can make introductions in their network.



This buddy role is key for providing 1:1 support even in a group cohort setting and making the curriculum more personal for the entrepreneur. At TERN many of the business buddies are from alumni members who not only act as role models but also co-facilitate group discussions.

**Frédéric Kastner: Co-Founder,
Director of Social Innovation at TERN**

Mentoring and Support in Practice – Peer Mentoring SINGA Germany

The SINGA Germany mentoring program was designed to build networks and facilitate connections between newcomers and locals which would probably otherwise never have happened organically. The refugee mentees bring different innovative ideas and the local mentors act as sparring partners develop them to develop solutions to get their business ideas on the ground in Germany.

How does the SINGA mentoring programme work?

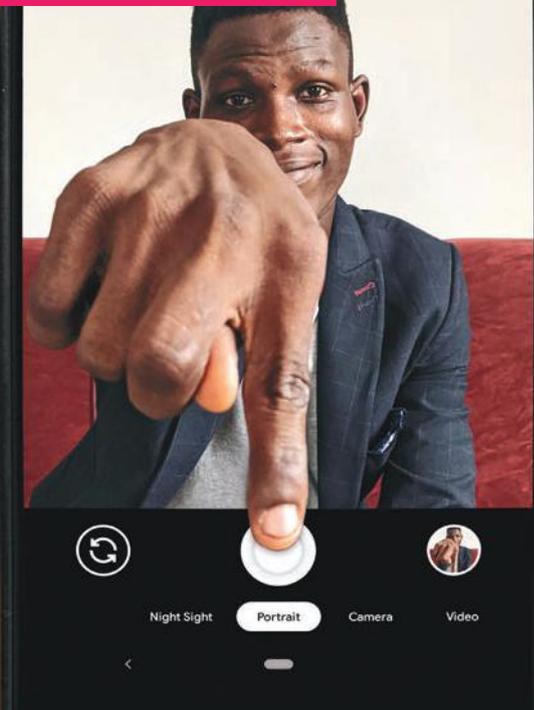
- SINGA Germany connects locals and newcomers of similar professional background
- the mentoring phase lasting a few months during which the mentee/mentor work on goals that they have defined themselves. SINGA Germany prepares them for this phase through training and team-building.
- Both mentee and mentor are provided with Mentorship Guidelines which help navigate the mentorship relationship and maximize the outcome
- The tandems (mentee and mentor) usually meet once every one to two weeks
- SINGA Germany does not set any goals for the participants because every situation that a tandem starts off with is different



Mentoring and Support in Practice – Founding mentors “Start-Up Your Future” (SUYF)

“Start-Up Your Future” (SUYF), an initiative by the Wirtschaftsjunioren Deutschland provides support to refugees on their way to starting their own business. Founding mentors is a key element in their support system which sees experienced entrepreneurs from Wirtschaftsjunioren Deutschland accompany refugees during the founding process of their business in an honorary capacity.

INDUSTRY SPECIFIC REFUGEE ENTREPRENEURSHIP PROGRAMMES



Best Practice 15: Consider high tech opportunities

Young people today are digital natives and not only are they well-equipped to use technology to learn more about the world around them, but they also believe technology can help them to achieve their ambitions and realise their dreams.

This is even more the case for young refugee entrepreneurs who are showing a particular aptitude to leverage the power and potential of technology to do many things but in particular to develop new digital and mobile solutions for their peers.

Syrian refugees are seen as the most tech-savvy population of migrants

High Tech Refugee Entrepreneurship Supports in Practice - SINGA Factory Switzerland

SINGA Factory Switzerland is an entrepreneurship development programme for refugees and migrants who wish to create a business in the high-tech industry. The programme offers practical knowledge on how to start a business and provides participants with opportunities to network with investors, partners and potential clients. SINGA Factory promotes the entrepreneurial potential of refugees, while offering new momentum to the Swiss economy.

SINGA Factory is the first start-up programme in Switzerland for people with refugee or migrant backgrounds who want to **start a business in the tech industry**. Applications are open to people from a refugee or migrant background who have come to Switzerland from outside of the EU/EFTA zone. The program is also open to Swiss and EU citizens, provided they start a business with an entrepreneur from a refugee or migrant background.

The focus of the first cycle of the SINGA Factory is on tech start-ups. Proposed business ideas could include, for example, the creation of an app or e-commerce business, or could be based on online business models and software development. The first cycle focused on entrepreneurship in the tech industry because IT-based start-ups typically have low investment requirements and the SINGA Factory has access to a good network of tech start-ups in Zurich. Moreover, newcomers often see things from a different angle and can therefore contribute to further innovation in the field. In many cases, participants have completed a high-quality education in their country of origin.

REFUGEE ENTREPRENEUR SPOTLIGHT



MEET SINGAPOREANUR SAM KOLOHAN - WEB TECHNOLOGIST & E-BUSINESS DEVELOPER

Sam is working on an online platform to help people find great deals by automatically crawling online shops for products and services that are currently on sale. Sam is an experienced software engineer with a M.Sc. in Computer Science. He previously built the marketplace nimms.ch where people can exchange secondhand goods for free.

"I have a hardwired desire to make a difference in the world, even if the world isn't ready. Actually, I am a startup lover, but do not like to describe myself with big words like entrepreneur. I am passionate about building and creating things, services and products – of course, typically with technology involved."

Read more about Sam and his work: <https://kolohan.com/>





Best Practice 16: Consider a focus on Artisan Crafts

Handmade crafts are an integral part of Syrian culture. In fact, textiles represented 63 percent of Syria's industrial sector before the war began.

Artisan Crafts in Practice – Just Creative, Roscommon

Just Creative: empowering refugee women was a pilot delivery of successful Swedish Female refugee integration best practice model (Grupp 39) which uses hand craft and cultural food as the common platform for personal development, pre-employment, training & integration support provision within the Syrian Female Refugee Community in Ballaghaderreen, Ireland. The aim of the programme was to develop the entrepreneurial skills of the Female Refugees with tailored training embedded on how to start up their own business and how to get a job.

Sample workshop: An introduction to business planning through mono printing. The images below are a mock-up of the printmaking artwork created in a two-hour art workshop with the ladies on the 8th of November. The workshop explored the principles of business (product creation and sales - what the work would look like if framed for exhibition or selling)



ARTISAN CRAFTS ENTREPRENEURS



Case Study on Syrian Jasmine, Jordan

Not willing to abandon hope, Lara Shahin empowered herself and fellow Syrian refugee women through a new business initiative of selling handmade soaps and a variety of handicrafts.

We're breaking the barriers of the traditional image of a Syrian woman,"
says Shahin, 37.
"And it really is for the best

Her company, Syrian Jasmine, sells and promotes Syrian handicrafts and artisanal soaps made of 100 percent natural products, such as olive oil, shea butter and essential oils. They are all made by Syrian refugee women who are now living in Jordan. Handmade crafts are an integral part of Syrian culture. In fact, textiles represented 63 percent of Syria's industrial sector before the war began.

"The biggest thing I noticed was that these women had all the tools to create a business of their own, but didn't have the knowledge of how to use them,"
remembers Shahin.

And that is how the idea of Syrian Jasmine was born. Find out more about Syrian Jasmine: <https://www.facebook.com/SyrianJasmine/>



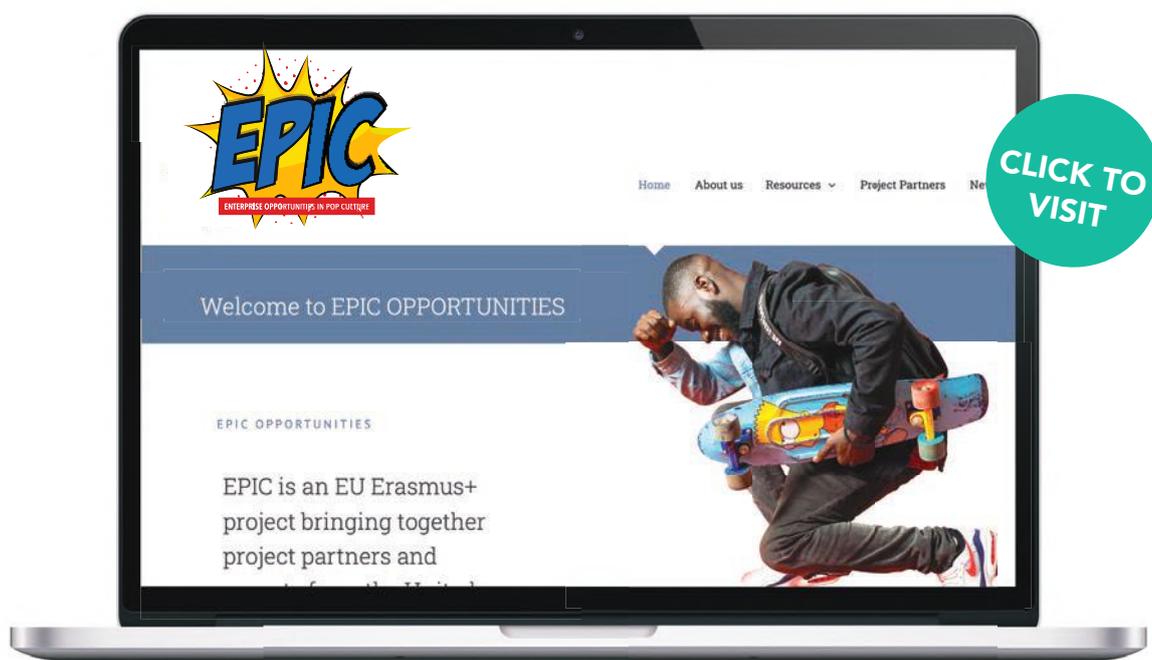
INNOVATIVE STRATEGIES TO PROMOTE YOUTH ENTREPRENEURSHIP

Best Practice 17: Consider a Programme Focus on Youth Culture

According to the Future Founders – Understanding the Next Generation of Entrepreneurs report, the UK’s aspiring young entrepreneurs are more likely to be motivated by the desire to be independent or to work on something they are passionate about, than by a desire to get rich quick. This the report says should inform the way educators talk about entrepreneurship. One way to promote youth entrepreneurship is to link it popular youth culture.

EPIC - Enterprise Opportunities in Pop Culture

EPIC is an EU Erasmus+ project which aims to increase the availability and quality of entrepreneurship education for young people from all backgrounds in order to combat the high levels of unemployment which many countries face. How? By focusing on something young people are passionate about – Pop Culture!. Check out the Pop Culture Entrepreneurship training resources on www.epicopportunities.eu



Street Food Opportunities for Youth

Most young people love Street Food! It's tasty, cheap and it's a great way of exploring lots of different tastes of the world. Its popularity is making it one of the fastest growing areas within the food sector. And it was this simple fact that inspired Street Food Opportunities for Youth - a project to enable young people to develop entrepreneurial skills through exploring the business opportunities presented by street food. SFOFY is another great example of an innovative thematic/sectoral entrepreneurship programme that taps into young people's interests and passions. An Erasmus+ project, SFOFY has created a free set of resources which youth-serving/enterprise developments organisations can download and immediately use.

Check out the Street Food Opportunities for Youth training resources on www.sfofy.eu



SECTION 03

Adapting/Creating Inclusive Learning Spaces



Inclusive learner spaces are designed and facilitated by inclusive teaching staff. Before we look at ways to help make learning spaces more inclusive we will first briefly examine the role of the youth educator.

The Council of Europe has defined a set of competences that teachers should acquire in order to effectively champion diversity in the classroom. These competences fall under **three headings** which are:

1. Knowledge & Understanding



Youth Educators should:

- Understand the sociocultural context of diversity
- Understand the key principles of diversity education
- Understand the different dimensions to diversity – ethnicity, gender, special needs etc.
- Have knowledge of a range of teaching approaches, methods and materials to respond to diversity

2. Communication & Relationships



Youth Educators should:

- Initiate and sustain positive communication with learners and colleagues from diverse backgrounds
- Create open mindedness and respect in their classrooms and community
- Motivate and engage students to engage in learning individually and in cooperation with others
- Deal with discrimination and conflicts to prevent marginalisation and drop out

3. Management & Teaching



Youth Educators should:

- Address cultural diversity in curriculum and engage in culturally sensitive teaching
- Establish a participatory, inclusive and safe learning environment
- Select and modify teaching methods to suit diverse learners
- Critically evaluate diversity in teaching materials and should endeavour to choose and create culturally diverse materials

MAKING PHYSICAL LEARNING SPACES MORE INCLUSIVE



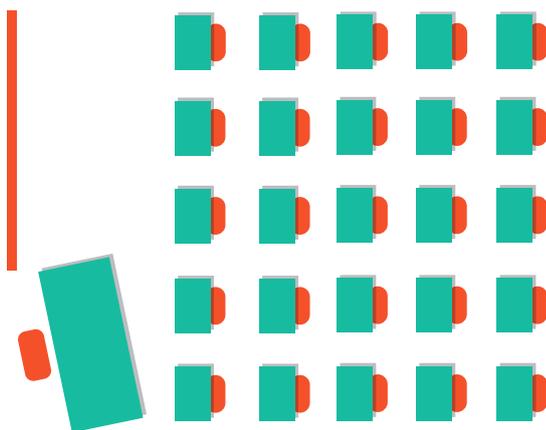
Creating a safe space for young people to experiment with starting a business can also help build confidence and knowledge, while reducing the fear of failure. Creating an Inclusive Physical Learning Space can be achieved by some small tweaks to the space set up/design. Let's explore these.

Best Practice 18: Choose the most Inclusive Room Set Up

The way you set up your space for training/learning activities can influence the feeling of inclusion/integration in the room.

1.1 Traditional Rows or Columns

This is the most common classroom arrangement. This type of setup complements class structures that revolve around teacher-based instruction and presentations. This seating arrangement can be used with any class size.



Pros:

- Encourages individual work and productivity.
- Reduces opportunity for cheating.
- Easier to supervise.

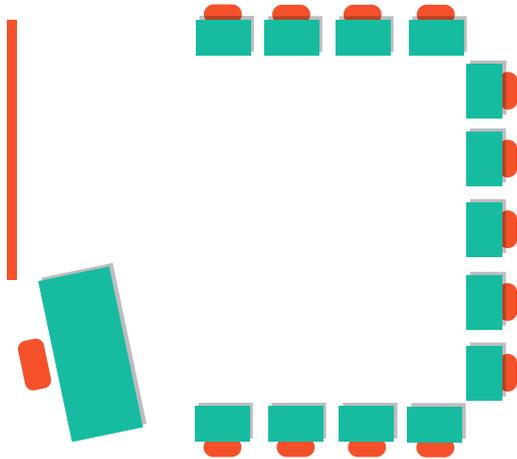


Cons:

- Easier for student to lose focus.
- Discourages interaction.
- Difficult setting for group work.

1.2 Horseshoe or U-Shape

This type of layout supports both student-to-student interaction and teacher-to-student interaction. The class interacts in a large group, though teachers have ample opportunity to work with students on one-on-one basis.



Pros:

- Easier to interact with the entire class.
- Encourages discussion and participation.
- Allows for connection between student and teachers.

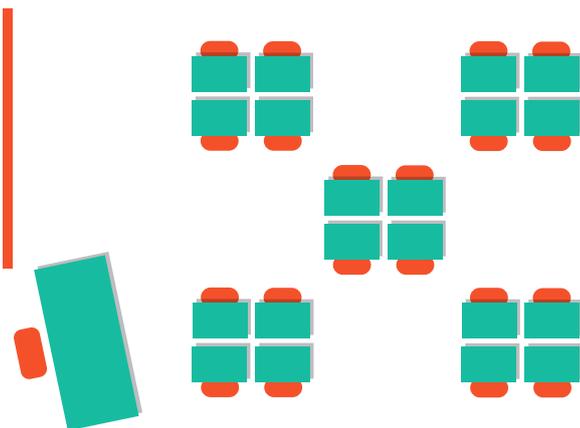


Cons:

- Not suitable for small group works.
- Overwhelming for quieter and less confident students.
- Larger classes will have difficulty in engaging in discussions.

1.3 Clusters

Clustering the desks into small groups promotes student-to-student interaction. Students develop skills such as communication, problem solving, collaboration, and more in this arrangement. These clusters offer safe and comfortable environments for students to share ideas.



Pros:

- Encourages all students to interact, even those that are less confident.
- Creates a safe environment for all to be able to cover their ideas.
- Suitable for small groups.



Cons:

- Results in greater noise.
- Harder to control, more resources required to control the class.
- Harder to assess learners' abilities.

On key element - A LARGE TABLE!

There is no piece of furniture more important in an inclusive classroom than a table large enough for small groups of students. Use it to bring students together to work together on projects and facilitate group discussions or as an alternate work space. The table is usually placed in a prominent area of the room, and facilitates many opportunities for students to be members of a group.



Best Practice 19: Break Down Language Barriers with Visual Communication in the Classroom

Visual aides are very important items in the inclusive classroom. They attract interest, explain an idea or help a student understand a lesson. A strong visual can communicate an idea with incredible clarity and specificity, even if you speak a different language. Whatever you're trying to communicate, including visual aids can help you get your meaning across. Share your screen, present a slideshow, or even talk with your hands to show as you tell.

Some examples include: schedules, posters, number lines, charts, diagrams, graphic organizers and different types of paper such as lined, plain or graph. A visual aide can also be a SMART Board, television or iPad. Inclusive classrooms always have numerous types of visual aides handy to help deliver, accommodate or modify a lesson.

With practice the most complex processes can be communicated simply using visuals





Best Practice 20: Use Technology as an enabler of Inclusive Learning Spaces

TECHNOLOGY – Whether it be a computer, iPad, or audio/visual equipment, technology can play various roles in the inclusive classroom. It can offer educational software, provide an accessible curriculum to refugee learners as well as those with special needs. Highly engaging, technology appeals to most groups of students and supports inclusion in numerous ways. It can help also help learners to become more engaged in home work activities and provide opportunities for learning at home.

INCLUSIVE CLASSROOMS RESOURCESPOTLIGHT

CLICK TO VISIT



Five Ways to Promote a More Inclusive Classroom



50 Tips and Tricks to Facilitating a More Inclusive Classroom



Helping Teachers Create More Inclusive Classrooms



MAKING ONLINE LEARNING SPACES MORE INCLUSIVE

With the rapid shift to online learning, instructors can draw on principles of inclusive teaching to help students feel a sense of belonging, ensure they can access course materials, and support them in achieving learning goals.

Best Practice 21: Adopt a co-creation approach to the design of online learning spaces

We learned earlier that about the benefits of a co-creation approach to curriculum development and it is no surprise that similar benefits are to be found in adopting a co-creation approach to the design of online learning spaces. The co-creation approach enables us as educators to learn about and be mindful of students' personal situations and barriers to their online learning (e.g. some refugees students if in direct provision or otherwise may not have reliable internet access or a quiet space to learn).

How to adopt a co-creation approach to the design of your online learning space?

1. Survey your students about their concerns, needs, and preferences for online learning.
2. Ask students for their thoughts on online instruction, communication, interaction, collaboration, etc.
3. Use their responses to inform your approach going forward

Best Practice 22: Create a Welcoming Online Learning Space

As educators, we strive to create learning environments where all students feel welcome but online or distance learning can sometimes feel impersonal and students sometimes feel like their educators are inaccessible, but there are ways to help students feel a sense of connection and access academic material.

Things like the language we use can impact on how welcoming an online space is. As educators, we should be mindful to exhibit respect and sensitivity to all students, regardless of background, gender, culture, etc. Such considerations are particularly important in online refugee entrepreneurship education, as we may not have the opportunity to meet and get to know our students may come from a diverse population of intersecting identities.

Here are some good tips to get started with making your next online learning space/course delivery more welcoming:

- Make first contact before the course begins. Send a welcome email message to introduce yourself and provide instructions on how to get started and where they can turn for questions.
- If you are new to teaching online, feel free to let students know that. It can lower their anxiety when they know you are “all in this together.”
- At the start of the course, send an introductory announcement that includes a short video message from you so students can get a sense of your personality.
- Create an introductory activity such as an “Introduce Yourself” discussion so that students can get to know each other and feel like they are part of a community of learners.
- Identify your students’ needs and concerns early in the course (via a Survey so they can remain anonymous.) Then, address those concerns in a video announcement that clearly outlines how the class will work, what they can expect, and where they can turn for help.
- Facilitate inclusive peer learning by creating an “Open Question Forum” discussion where students can post questions and other students can provide answers.
- Introduce Humor. It works just as well as it does in the face-to-face classroom and lets people reset and refocus afterwards.
- Provide learners with ample opportunities to give their feedback and evaluate the online learning environment regularly, if something isn’t working, return to the co-creation approach (best practice 20) and work with your learners to design a more suitable solution or process.



ANNEX

Sources, Methodology and Information on the Guide Authors and Contributors



SOURCES

We have researched and including **expert materials** from a range of sources in the collation of this guide. These resources provide excellent additional reading opportunities on the guide topics and we encourage you to follow the links below to learn/read more.

RESEARCH/TRAINING SOURCES

We have researched and including expert materials from a range of sources in the collation of this guide. These resources provide excellent additional reading opportunities on the guide topics and we encourage you to follow the links below to learn/read more.

[Policy Guide on Entrepreneurship for Migrants and Refugees UNCTAD 2018](#)

[Empowerment through Enterprise Erasmus+ Project 2017-2019](#)

[Accessibility and Inclusion of Migrants Erasmus+ Project 2017-2019](#)

[OECD Policy brief on refugee entrepreneurship OECD 2019](#)

[The Missing Entrepreneurs 2019 POLICIES FOR INCLUSIVE ENTREPRENEURSHIP OECD 2019](#)

[Future Founders – Understanding the next generation of entrepreneurs](#)

[Toward a negotiated autonomy Subhash Koirala 2019](#)

[A lifeline to learning- Leveraging technology to support education for refugees UNESCO 2018](#)

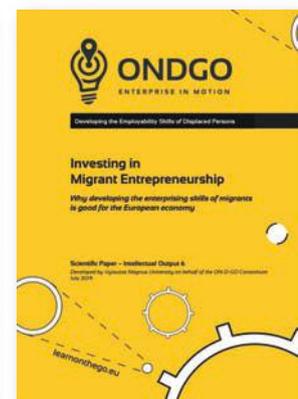
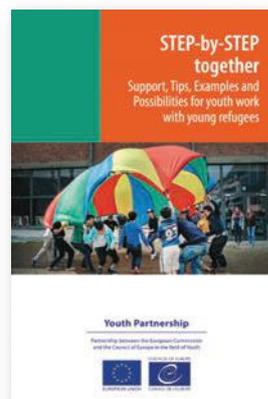
[Intercultural Dialogue European Commission](#)

[Engaging with Marginalised Groups](#)

[Step-by-step together Support, Tips, Examples and Possibilities for youth work with young refugees](#)

[One-to-one support through coaching or mentoring](#)

[Access to Education for Refugee and Migrant Children in Europe](#)



RESEARCH/TRAINING SOURCES

[Syrian Refugee Women Pull Themselves Out of Poverty in Jordan](#)

[Investing in Migrant Entrepreneurship](#)

[Immigrants' self-employment and entrepreneurship activities OECD 2017](#)

[Understanding Refugees' Educational Backgrounds from the Federal Office for Migration & Refugees, 2017](#)

[Refugees need jobs, Entrepreneurship can help: Steve Koltai](#)

[Policy Brief on Incubators and Accelerators that Support Inclusive Entrepreneurship](#)

[Immigrants are bringing entrepreneurial flair to Germany](#)

[Combatting loss: refugees, employment and social entrepreneurship in Turkey](#)

[Create a Welcoming Online Space for Your Students](#)

[Syrian refugee entrepreneurs boost Turkey's economy](#)

[UN, EU push to harness refugees' entrepreneurial talent](#)

[What is intercultural education?](#)

[Intercultural dialogue – Council of Europe](#)

[Trust is still one of the biggest barriers for communicating with refugees](#)



METHODOLOGY

The Better Futures – Enabling Young Refugee Entrepreneurs project is funded with support of the European Commission within the Erasmus+ programme and is based on the premise that we can – and must – do more to build entrepreneurial skills among young refugees and asylum makers. However, it recognizes that

- many refugees have what it takes to become successful entrepreneurs, demonstrating “high levels of motivation, confidence and ... a keen sense of risk and recognition of opportunities,” but too often this goes unnoticed
- inclusive, intercultural entrepreneurship education needs to be mainstreamed by youth-serving entrepreneurship organizations
- organizations need to update their policies, and educators need to update their knowledge and skills so as to better reach and better teach, young refugees

This Best Practice Guide was developed as the first Intellectual Output of the Better Futures – Enabling Young Refugee Entrepreneurs project.

WORK PLAN/METHODOLOGY

- Phase 1** Research different models of entrepreneurship education for refugees from across participating countries and the EU in general
- Phase 2** Identify the most effective programme structures and specific didactic strategies, analyse and document them
- Phase 3** Present the strategies in a way which makes it easy for educators to replicate or adjust them for use in their organisations

CONSULTATIONS

The guide authors consulted and/or researched at least 50 representatives of youth and entrepreneurship stakeholder organizations during Phase 1 and Phase 2. During this contact, representatives were asked to nominate successful strategies for reaching young refugees, and for teaching in such a way as to ensure learning is effective and expected outcomes are achieved. The contact was also helpful to orient us (the Better Futures consortium) on the priorities and specific needs of stakeholders regarding inclusive entrepreneurship education.

In the section which follow you can find details/links for the main contributors to this guide and the some more information about the guide authors.

ABOUT THE GUIDE AUTHORS



Carol Daniels, National Enterprise Network (UK). NEN are the founders of the Better Future -Enabling Young Refugee Entrepreneurs project. They work across the whole of England with a network of 44 enterprise agencies, local authorities and specialist education providers, assisting over 320,000 entrepreneurs each year. Website: www.nationalenterprisenetwork.org



Grace Roche, Momentum (IRE). Momentum led the development of this guide is an accredited training centre specialising in developing progressive learning programmes and platforms for education and enterprise organisations. It equips over 500 learners per annum with lifelong learning skills and tools, particularly in the field of entrepreneurship for disadvantaged groups. Website: www.momentumconsulting.ie



Fred Kaster, The Entrepreneurial Refugee Network (UK). TERN is an ambitious social enterprise with a mission to enable refugees to thrive through the power of their own ideas. To date, TERN have worked with over 160 refugee entrepreneurs, leading to 50 business startups. Website: www.wearetern.org



Amy Stapleton, Voices of Young Refugees in Europe (FR). VYRE is an international network co-funded by EYF and UNHCR in 2008. Created by, with and for young refugees, VYRE contributes direct participation of our target groups at the top level of our project through their robust advocacy and advisory networks. Website: www.wearevyre.net



Helen van Ravenstein KulturLife (DE). KulturLife specializes in youth development via transformative learning and intercultural education. They bring experience in the integration and inclusion of refugees, having a close working relationship with the local refugee camp in Kiel (home to 1,500+ refugees) and a network of 40 local schools and authorities. Website: www.kultur-life.de



Canice Hamill, European E-learning Institute (DK). EUEI works to create powerful immersive educational environments and resources and tools that are powered by up-to-date technology while responding intuitively to learners and teachers' needs. Website: www.euei.dk

BEST PRACTICE CONTRIBUTORS

Our thanks to all our best practice interviewees. Should you wish to learn more you can do so by visiting their websites.

ORGANISATION	LOCATION	WEBSITE
The Entrepreneurial Refugee Network	UK	www.wearetern.org
MENTA	UK	www.menta.org.uk
GRDR	France	www.grdr.org
North East Business and Innovation Centre	UK	www.ne-bic.co.uk
Staffordshire Chamber of Commerce	UK	www.staffordshirechambers.co.uk
The Human Safety Network	Italy	www.thehumansafetynet.org
SIGNA Business Lab	Germany	www.singabusinesslab.de
Wirtschaftspaten e.V.	Germany	www.wirtschaftspaten.de
Peter Fuld Foundation	Germany	www.peterfuldstiftung.de
Centre for Entrepreneurship UK	UK	www.centreforentrepreneurs.org
Mitrajetoires	France	www.mitrajetoires.org
Capacity	Switzerland	www.capacityzurich.ch
Roscommon Leader Partnership	Ireland	www.rosleaderpartnership.ie
Our Table	Ireland	www.ourtable.ie
ReStart Entactus U.L.	Ireland	www.facebook.com/restartul
DELITELABS Netherlands	Netherlands	www.delitelabs.com
Wirtschaftsjunioren Deutschland	Germany	www.wjd.de
EPIC project	Europe	www.epicopportunities.eu
Street Food Opportunities for Youth Project	Europe	www.sfofy.eu

www.betterfutures.how

PROJECT PARTNERS

