



## Module 5: Self-employment

# IO3: Training package for reinforcing migrants and refugees' competences and promoting their social and labor integration



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## MODULE 5: Self-employment

<b>Trainer</b>	Professional with expertise on employment and self-employment with migrants, asylum-seekers and refugees
<b>Participants</b>	Main requirements: Spanish language and basic literacy (reading and writing skills)
<b>Short description of the content</b>	<p>What are the contents of the Module?</p> <p>The module consists of the 3 following sessions:</p> <ol style="list-style-type: none"> <li><b>1. Identification of entrepreneurship competences</b></li> <li><b>2. Entrepreneur profile:</b> do you have a wish?</li> <li><b>3. Summing talents to create a business collectively.</b> Applying competences, improving and strengthening.</li> </ol> <p><b>Why is this content important in today's life?</b></p> <p>This content addresses competences as self-knowledge, self-confidence and self-esteem which are basic to find a job or start up a business. This module aims to work on the identification and improvement of competences that are necessary to start a business and be self-employed.</p> <p><b>Why is this content important for the labor market?</b></p> <p>This content is important for breaking the circle of labor precariousness. Migrants and refugees are especially affected by the increasing precariousness of the job market as they usually face more barriers to access to jobs that are qualified and better paid. That's why, working with competences such as self-confidence is a way to empower this group of people.</p> <p>Therefore, getting to know other options, as being entrepreneur, starting a business or a cooperative is positive for widening their labor opportunities.</p> <p>Besides, by focusing on soft skills, we close the gap between the perceived competences and those that the participant actually has and may strengthen. The identification of certain competences sometimes is framed within a labor context, therefore it's crucial to identify and value knowledges and skills related to the private and domestic sphere, which happen to be undermined by the society.</p>
<b>Work plan for the</b>	Presentation of the program of the training

<b>Module</b>	<ul style="list-style-type: none"> <li>▪ Content: What we will discuss?</li> <li>▪ <b>Identification of entrepreneurship competences</b></li> <li>▪ <b>Entrepreneur profile</b></li> <li>▪ <b>Joining talents to create a canvas collectively.</b> Applying the knowledge and skills gained through the first two sessions in the creation of a canvas. <ul style="list-style-type: none"> <li>▪ Methodology: How we will work?</li> </ul> </li> </ul> <p>The methodology is based on impulses by the trainer and exercises applied to daily life in order to train the participants on entrepreneurship competences and provide some tools to create a business plan.</p> <ul style="list-style-type: none"> <li>▪ Structure of the Learning/Training First the trainings focus on the identification of competences and later on, it moves on to analyze a real entrepreneurship profile and then, the collective creation of a hypothetical business canvas.</li> </ul> <ul style="list-style-type: none"> <li>▪ Support to the training: Powerpoint</li> </ul>
<b>Learning outcomes (goals)</b>	<p>Presentation of the learning objectives. After completing this Module participants will:</p> <ul style="list-style-type: none"> <li>- <b>Know (Knowledge)</b>  They will know the difference between technical, basic and cross-cutting competences and they will get to know the basic steps to create a business.  They will be able to distinguish the kinds of work (productive, reproductive and community-based work) and the importance to value them equally as well as, consider that competences can be developed in these three spheres.</li> <li>- <b>Understand (Skills)</b>  They will understand which competences are necessary and important to develop in order to be self-employed. They will have practiced communication and social skills and critical thinking.</li> <li>- <b>Be able to (Competences)</b>  These will be the main competences that the module will emphasize the most: <ul style="list-style-type: none"> <li>▪ Teamwork</li> <li>▪ Self-confidence</li> <li>▪ Self-esteem</li> </ul> </li> </ul>



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- Self-control
  - Self-knowledge
  - Organization
  - Goal-driven
  - Analytical capacity

# Session 1: Aren't we already entrepreneurs?

## Identifying entrepreneurship competences

### Activity 1: My successes

<b>Title</b>	Personal, professional and social successes.
<b>Overview</b>	This exercise aims at exploring oneself successes, either personal or professional. A success will be the result of certain competences that participants have.
<b>Type of activity</b>	Ice-breaking activity to start identifying competences and strengths.
<b>Time required</b>	75 minutes
<b>Size of the group</b>	A group of 25 people maximum.
<b>Materials needed</b>	Post-its of different colors. Every person has a small block of post its, if possible, everyone has a specific color so that it is easier to recognize who is the author of each feedback written in the post-its. Annex 5/1

### Procedure

#### 1. Preparation

Prepare the material: blocks of post-its of different colors. Also, the trainer thinks of 3 examples of a professional, social or personal success. For instance:

Professional success: I like my job, after some years working in a field I didn't like, now I feel grateful for that.

Social success: I have a very good group of friends with whom I spend my holidays every year.

Personal success: I managed to get my driving license last month.

#### 2. Instructions

##### Step 1:

Make everyone stand up and walk and tells them, they should be ready to find a partner.

**Step 2:**

Tell the rules of the exercises: in pairs, one person tells the other a success (professional, social or personal) and the other one writes down in a post it 3 qualities, competences, skills, related to the story he/she has told. For instance: if the success is “I managed to get my driving license last month, after two years”, the partner might write down: “determination, self-confidence, hard-working, goal-driven, organized”.

When the first one is finished, it is done the other way around, with the other person. Once they are finished they give each other the post its.

**Step 3:**

Once the first exchange is done, make them walk again and find a different partner. This dynamic is repeated 2 or 3 times more (depending on how many people participate). So, in total, there are 5 rounds, therefore everyone has to talk with 5 people explaining and listening about successes.

**Step 4:**

Then invite the participants to sit down. He/she asks volunteers to share the qualities and competences that their partners wrote down in the different post its.

**3. Debriefing and Reflection**

Close the group work and opens a reflection period about the difficulty of coming up with successes or not, and the self-knowledge as a key competence to know which are our strongest competences.

Close up this activity by asking the participants whether they agreed with the competences, skills or adjectives their partner linked to their story. Were they aware of these? Would they add other qualifiers to the list?

Ask them if the thing about their competences when they get up. This helps you to transit to the next activity.

**Annexes and Handouts**

Annex 5/1: Self-Employment Session 1, activity 1 Example of Post-its of different colors

## Activity 2: My daily clock

<b>Title</b>	My daily clock
<b>Overview</b>	This activity aims at raising awareness of how many tasks the participants carry out and for the benefit of whom. The exercise allows the participants to get to know how they deal with a lot of tasks at once and which skills they develop to manage the time well.
<b>Type of activity</b>	Individual.
<b>Time required</b>	75 minutes
<b>Size of the group</b>	A group of 25 people maximum.
<b>Materials needed</b>	Annex 5/2

### Procedure

#### 1. Preparation

Prepare 25 copies of working sheets.

#### 2. Instruction

##### Step 1:

Distribute the working sheets, one per each participant. He/She introduces the activity and its objectives.

##### Step 2:

The participants make a list of activities and fill out the clock individually. Inform of the time they have: 20 minutes.

##### Step 3:

Invite the participants to sit in a circle and to share what they have written.

#### 3. Debriefing and Reflection

For which task the participant wishes he/she had more time in their disposal? And then ask others if they think that it could be possible to manage, considering all the other tasks that this particular participant has to carry out. If yes, how?

- About the tasks you carry out, which ones do you think are essential, dispensable, modifiable or achievable by others?
- Which of the tasks you carry out are for your needs? Which are meant to meet others' needs?



- Are you overloaded? Could you delegate some tasks to another family member?
- Do you find time to just be by yourself? Do you need it?
- After this sharing, would you change our schedule on that day?

<b>Annexes and Handouts</b>	Annex 5/2 Self-Employment Session 1, activity 2 Template of working sheet: “my daily clock”
<b>Info box</b>	<p>It is important to point out some concepts, among others:</p> <p>Time management: the competence of doing an effective and efficient use of your time. the practice of using the time that you have available in a useful and effective way, especially in your work (Cambridge Dictionary website)</p> <p>Time for self-care (or the absence of it). Dedicating time to be alone, to do something that you like, that you enjoy.</p> <p>Time dedicated to the benefit of others (household chores, taking care, etc.).</p>

### Activity 3: Identifying competences in the private and community spheres

<b>Title</b>	Identifying competences in the private sphere that can be useful on the job market.
<b>Overview</b>	This exercise aims at raising the awareness of the participants on the fact that, the competences they gain and prove aside a workplace (at home, in the community) are as well useful in a job situation.
<b>Type of activity</b>	Individual activity with discussion.
<b>Time required</b>	90 minutes
<b>Size of the group</b>	25 maximum
<b>Materials needed</b>	Annex 5/3 and Annex 5/4

## Procedure

### 1. Preparation

Prepare copies of the drawing: “the invisible competences of housewives” and of the template: “chart of activities I carry out in the three spheres”.

### 2. Instructions

#### Step 1:

Hand out the drawing copies to the participants and opens a discussion about the invisible competences and the importance of value housework (and all that it entails). Participants are asked to provide opinions or comments on the topic.

#### Step 2:

Move on distributing the template: “chart of activities I carry out in the three spheres” and tells the participants that they have 25 minutes to fill it in.

### 3. Debriefing and Reflection

It’s time to share reflections, opinions and comments about the activity. Use for example these questions to conduct a reflection:

- What are we good at? How much time do you spend doing household chores? And at your paid work? Are the household chores shared equally?
- How do you value household activities? How do you think they are valued by the society? Is there a schedule you follow? Do we rest from taking care of the house, the family and the community? What do you do in those time slots?
- If you are good at doing something and on top of that, you like, you might of doing that as a job. For instance: if you can take good care of pets and you enjoy doing this, maybe you have the competences of a youth worker or a person who work in a pet store. And this connects with the following activity (activity 4) which will consist on matching competences with roles and activities in a running a business.

## Annexes and Handouts

Annex 5/3 Self-Employment Session 1, activity 3 Drawing: “the invisible competences of housewives”

Annex 5/4 Self-Employment Session 1, activity 3 Template: “chart of activities I carry out in the three spheres”

## Activity 4: Applying competences from the household area to the labour market

<b>Title</b>	Applying competences from the private sphere to the job market.
<b>Overview</b>	This exercise aims at matching those competences gained through unpaid tasks related to the household, the family and the community (activity 3) with paid activities at a workplace. In this way, we make visible a work that has been undermined and usually done by women.
<b>Type of activity</b>	Individual activity with discussion.
<b>Time required</b>	60 minutes
<b>Size of the group</b>	25 maximum
<b>Materials needed</b>	Annex 5/5 Working sheet template: “tasks and competences in running a business”  Post-its.

### Procedure

#### 1. Preparation

Print out the template: “tasks and competences in running a business” (you can find it in the page 6 of the Annex).

#### 2. Instructions

##### Step 1:

Give out the template and give 30 minutes to fill it in individually.

##### Step 2:

The group discusses the chart. Have they found few or many connections between the tasks they realize at home, at work and in the community and the tasks that conform a business?

#### 3. Debriefing and Reflection

Here are some Ideas you can use for a reflection:

- “How would you define the idiom “the school of life”?

- From the beginning of the training, what did you hear or do, that would be helpful in a job situation?

#### Annexes and Handouts

Annex 5/5 Self-Employment Session 1, activity 4 Working sheet template: “tasks and competences in running a business”

## Session 2: Entrepreneur profile

### Activity 1: Analysing the competences of a successful entrepreneur

<b>Title</b>	Analyzing the competences of a successful entrepreneur.
<b>Overview</b>	In this exercise participants are asked to identify the entrepreneur’s competences (basic, technical and cross-cutting competences) and those that are needed to improve (obstacles that she/he came across). The trainer focuses on working on the main entrepreneur competences.
<b>Type of activity</b>	Reflection in groups
<b>Time required</b>	90 minutes
<b>Size of the group</b>	25 maximum
<b>Materials needed</b>	Annex 5/6

### Procedure

#### 1. Preparation

Cut out the cards on the working sheet (Annex 5/6) that contain definitions of entrepreneurship competences. Prepare at least 5 sets of cards so that they can “play” in groups”.

#### 2. Instructions

##### Step 1:

Divide the group in teams of 3 or 4 people. Hand out 1 set of cards per group.

### Step 2:

Invite the participants to read all the cards and discuss in groups whether the guest entrepreneur has those competences or not. Tell them they have 40 minutes to come to a consensus.

### Step 3:

Every group shares with the whole group what they have discussed and the trainer writes down in the blackboard (if there is one), the most mentioned entrepreneurship competences.

## 3. Debriefing and Reflection

Some questions to start a reflection may be:

- How did you come to an agreement in your team? How easy was it?
- Which competences of a good entrepreneur to you think you practiced while doing this activity?

<b>Annexes and Handouts</b>	Annex 5/6 Self-Employment Session 2, activity 1 identifying the entrepreneur's competences
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## Activity 2: My entrepreneurship competences

<b>Title</b>	Analyzing the own entrepreneur's competences.
<b>Overview</b>	In this exercise, the participants investigate their own entrepreneurship competences in order to find out strengths and weaknesses. They share tips to help each other handle what would be identified as gaps.
<b>Type of activity</b>	Activity to identify and reflect on areas for improvement, counselling
<b>Time required</b>	90 minutes
<b>Size of the group</b>	25 maximum
<b>Materials needed</b>	Post-its and Beamer and computer, Annex 5/7

## Procedure

### 1. Preparation

Save the power point with the key entrepreneurship competences: *MigrEmpower\_self-employment module\_session2* in a pen drive.

### 2. Instructions

#### Step 1:

Show the PPT slides “*MigrEmpower\_self-employment module\_session2*” with the main competences that someone that wants to be self-employed has to be aware of. You can resort to the set of cards of the activity 2 as well as examples of transversal competences.

#### Step 2:

Everyone gets a post it and writes down something that she/he finds difficult at work. For instance: accepting critiques, writing well, having authority or speaking in public.

Let them pin their post-its on a wall.

Prepare 2 columns on a flip chart and the participants allocate every difficulties in “Knowledge” or “Behavior”. Then, the trainer opens a round of advices on what to do to overcome these difficulties.

### 3. Debriefing and Reflection

The reflection of this activity dwells in understanding that difficulties and uncomfortable situations that we encounter at work arise from a competence that we might have to improve.

For instance, if we are stressed and frustrated because we don’t finish our work at time, it might be due to: lack of time management, lack of concentration or lack of motivation. Once we detect what it is, we can try to improve it.

How can we improve competences? That’s a question to be answered collectively.

#### Annexes and Handouts

Annex 5\_7\_Self-Employment Session 2\_activity 2\_self-employment (PPT)



## SESSION 3 (Optional): Joining Talents to Create a Canvas Collectively

### Activity 1: Filling in a canvas collectively

<b>Title</b>	Filling in a canvas collectively
<b>Overview</b>	Introduction of the canvas, as a key tool when starting to think of a business. A canvas requires time and investigating on the market, the product, social impact and feasibility of a business.
<b>Type of activity</b>	Imagining collectively a potential business
<b>Time required</b>	240 minutes (30 minutes break)
<b>Size of the group</b>	25 maximum
<b>Materials needed</b>	Annexes 5/8 and Annex 5/9

### Procedure

#### 1. Preparation

Print out 4 or 5 templates of canvas (with descriptions and empty).

#### 2. Instructions

##### Step 1:

Divide the group in teams of 3 or 4 people.

##### Step 2:

Give main ideas about canvas as a tool to describe a business and its feasibility and the areas that contains. After, the participants start thinking of a possible business idea.

##### Step 3:

All the groups work on a potential/hypothetical business and fill in the canvas.

##### Step 4:

Every group shares its own canvas and the other groups can give feedback.

### 3. Debriefing and Reflection

- Has it been a useful tool? Has it been difficult?
- Has someone been the leader of the group?
- After this experience, do you think starting a business is easy or difficult?  
What is most difficult?

<b>Annexes and Handouts</b>	<p>Annex 5/8 Self-Employment Session 3, activity 1 Template: “Business model canvas with descriptions”</p> <p>Annex 5/9 Self-Employment Session 3, activity 1 Template: “Business model canvas”</p>
<b>Info box</b>	<p><b>Information about Business Model Canvas</b>  <a href="https://canvanizer.com/new/business-model-canvas">https://canvanizer.com/new/business-model-canvas</a>  <a href="https://www.businessmodelsinc.com/tools-skills/tools/business-model-canvas/">https://www.businessmodelsinc.com/tools-skills/tools/business-model-canvas/</a></p> <p><b>Literature</b></p> <p><i>Red Cross and Cepaim (2007) Practical guide for the organization of spaces for personal and professional development of immigrant women (in Spanish)</i>  <a href="http://www.cuzroja.es">www.cuzroja.es</a></p> <p>Definition of time management: Cambridge Dictionary website  <a href="https://dictionary.cambridge.org/dictionary/english/time-management">https://dictionary.cambridge.org/dictionary/english/time-management</a></p>