

# **How can migrant entrepreneurship education contribute to the achievement of the Sustainable Development Goals (SDGs)? The example of the Fresh Start programme.**

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## **Abstract**

This paper will consider the implications of migrant entrepreneurship for sustainability and for the work of global educators. It will focus in particular on forced migration and refugees rather than migration by choice. It will present an overview of the opportunities and challenges created by the Sustainable Development Goals(SDGs) and it will examine the links between climate change, conflict and migration.

Migrants and refugees have a strong wish to contribute to the host society and to integrate effectively but there are many barriers in the local labour markets. Migrant entrepreneurship education can help migrants contribute to their local communities and to their own well being by developing their entrepreneurial ideas into businesses or employment. Host community attitudes are at times driven by the mistaken belief that migrants are unwilling to work so this programme also provides opportunities to address negative perceptions and stereotypes and to build more positive relationships.

Drawing from our work on the Fresh Start migrant entrepreneurship programme in Belgium, the Netherlands and the UK (UCLL Limburg, Zuyd university Maastricht, London South Bank University) we will discuss lessons learned and share our Fresh Start flexible model. We have found that there is no 'one size fits all' as each context and each community will have differing starting points and needs. Central to this is an approach which is learner centred and which enables participants' voices to be heard and support the co creation of the programme. Education and learning are always a two way process and migration offers us all a chance to learn from each other and to appreciate the rich resource of ideas and skills which migrants have to offer to communities.

The first section of the paper will provide the context and overview of the key issues. We will consider the implications of migration for sustainability and its relationship to delivery of the SDGs and explore some of the links between climate change and forced migration. It will set this the context of the UN Report on Climate emergency and the UNESCO Global Action Plan on Education for Sustainability. Section Two will then examine the implications for the work of global educators, both from the point of view of the host communities and from migrant perspectives. It will present an overview of the opportunities and challenges for educators created by the Sustainable Development Goals(SDGs) and it will examine the links between climate change, conflict and migration. Section Three will provide examples from the work of the Fresh Start migrant entrepreneurship programme in Maastricht, Limburg and London. Section Four will consider some policy implications