A research review of education and professional development in countries with migration potential

Una sintesi di ricerca sulla formazione e lo sviluppo professionale nei paesi con potenziale migratorio

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Abstract

Within the framework of international strategies on issues of human development and mobility, this work is part of the scientific debate on the *migration studies* sector with a pedagogical perspective focusing on the migrant, on migratory aspirations, and on the educational dimension underlying the process to build a migratory project. Today, the issues of education and professional development acquire particular relevance in the sustainable management of migratory phenomena in a win-win logic that calls into question both the host countries and the countries of origin. The aim of this study is to help define effective actions that can encourage development and social and job inclusion in countries with migration potential. The paper develops the topic in question through a critical review of the literature and the research whose results are described, analysed and summarized in macro-thematic categories. We are dealing with a field that offers scientific research in the education area new topics to explore through research projects, development cooperation activities, and partnerships with those countries affected by the phenomenon of human mobility.

Keywords: research review; migration potential; migratory project; educational dimension.

Abstract

Nel quadro delle strategie internazionali sui temi dello sviluppo umano e della mobilità, il presente lavoro si inserisce nel dibattito scientifico disciplinare dei *migration studies* con una prospettiva pedagogica che punta a dare centralità alla persona migrante, alle aspirazioni migratorie e alla dimensione formativa sottesa nel processo di costruzione del progetto migratorio. I temi della formazione e dello sviluppo professionale assumono oggi particolare rilevanza nella gestione sostenibile dei fenomeni migratori in una logica *win-win* che chiama in causa i paesi di accoglienza e di origine. L'obiettivo di questo studio è contribuire alla definizione di azioni efficaci e funzionali alla promozione dello sviluppo e dell'inclusione sociale e lavorativa nei paesi con potenziale migratorio. Il contributo sviluppa il tema realizzando una revisione critica della letteratura attraverso una sintesi di ricerca i cui risultati vengono descritti, analizzati e schematizzati in macro-categorie tematiche. Siamo in presenza di un campo che offre alla ricerca scientifica di area educativa nuove tematiche da esplorare attraverso progetti di ricerca, azioni di cooperazione allo sviluppo e partenariati con i paesi interessati dal fenomeno della mobilità umana.

Parole chiave: sintesi di ricerca; migrazione potenziale; progetto migratorio; dimensione formativa.

1. Introduction

The 2030 Agenda for Sustainable Development of the United Nations (UN, 2015) contains as a founding principle the definition of *human development* from the United Nations Development Programme (UNDP, 1990) which highlights the processual dimension through which each person can increase his/her capabilities, access individual life and growth opportunities and widen his/her choice and realization possibilities in his/her own reference context. These are the central elements underlying the Capabilities and Human Development Approach (Sen, 1989; Nussbaum, 2011) which in the last decades has influenced international strategies on the topics of development and cooperation between northern and southern countries. The issue of sustainable development characterizing the 17 Sustainable Development Goals (SDGs) integrates three dimensions: economic, social and environmental. Every country is involved in the achievement of the 17 SDGs with different but common responsibilities. Goals four and eight focus on the creation of inclusive, high-quality education systems and on the promotion of fair employment and jobs for everyone. The UNDP (2009) describes the human mobility category as "the ability of individuals, families or groups of people to choose their place of residence" (p. 15). In light of such considerations, human development and human mobility are unavoidably linked if the focus is on the migrant, on his/her aspirations and abilities and on the construction of intentional life and professional projects. The Global Compact for Safe, Orderly and regular Migration – the intergovernmental agreement submitted by United Nations at the end of 2018 (UN, 2019) – assumes, within the 23 primary goals identified, the duty of "investing in human capital development by promoting entrepreneurship, education, vocational training and skills development programmes and partnerships, productive job creation, in line with job market needs, as well as in cooperation with the private sector and trade unions, with a view to reducing youth unemployment, avoiding brain drain and optimizing brain gain in countries of origin" (p. 9). Today, the topics of education and professional development acquire particular relevance in the sustainable management of the migratory phenomena in a win-win logic calling into question both host countries and countries of origin. The aim of this study is not, and could not be, to find effective solutions to stop the migratory flows, but to understand which actions turn out more effective and can be implemented to promote development and people's social and job inclusion in the local socioeconomic fabric of their home countries.

1.1. Migration and Development

The theoretical-empirical framework characterized by migration studies and scientific debate that has developed around the relationship between migration and development processes (De Haas, 2010a; 2012; Nyberg-Sørensen, Van Hear & Engberg-Pedersen, 2002) offers a complex and dynamic picture in which several factors act and interact: economics of labour migration, household livelihood strategies, transnational perspectives and double loyalties, portfolio of household activities, economic and social remittances, role of diaspora, social networks and mass-media, types of consumption, personal aspirations, brain drain vs. brain gain, migration hump phenomena, etc. (Levitt, 1998; Martin & Taylor, 1996; Sinatti & Horst, 2015; Stark, 1991; Stark, Helmenstein & Prskawetz, 1997; Taylor, 1999; Tiemoko, 2004; Vertovec, 1999). Starting from these papers, the migration-development relationship emerges as a heterogeneous and multidirectional movement which cannot have a determinist nature, and which must be contextualized within each country. In 2017, Carling defined this relationship as the "totality of mechanisms through which migration and development dynamics affect each other" underlining the random nature and interdependence of the several factors at stake. It can also be noticed that in the

countries of origin the benefits activated by this link, depend first on the development of such countries, therefore configuring itself as a prerequisite rather than a consequence of the positive effects of migration itself (De Haas, 2010a). According to the De Haas model (2010a), integrating the migration studies field with the human development approach of Amartya Sen, investment in education and training activities in the countries of origin, derived in a direct or indirect way from the migratory experience, can transmit either the birth of further aspirations and migratory capabilities or improved development in the countries of origin: both effects can be read as the consequence of an increase in the individual abilities of the subjects involved.

1.2. Migration potential, drivers and aspirations

The reference context of this essay is that of countries with migration potential, meaning those emigration countries with a percentage of potential migration, origin or transit, affected by the international migration phenomena and/or by intraregional migratory flows. The studies of the Gallup World Poll (GWP) and the elaborations of the Global Migration Analysis Centre (Laczko, Tjaden & Auer, 2017) of the International Organization for Migration (IOM) on the desire, planning and preparation connected to the migratory project, show that the percentage of those who effectively plan to migrate within 12 months has increased with a world average of 2% every year since 2010. Africa and Asia are the two continents in pole position with the highest migration potential among adults, while half of the adults planning to emigrate live in only 20 countries of the world. It must be considered that, taking the case of West Africa as an example, intraregional mobility is decidedly higher than migration to Europe (UNODC [United Nations Office on Drugs and Crime], 2018) reaching 95% of the total compared to intraregional flows or at any rate within the same country monitored by the IOM since the beginning of 2017 (http://migration.iom.int/sites/all/themes/fmp/pages/data-story/index.html).

The International Labour Organization (ILO, 2018) has calculated that migration linked to work represents 64% of total international migrations, meaning an international migrant who actually resides in a place different from his/her birthplace, a group which today amounts to 258 million people in the world (UNDESA [United Nations Department of Economic and Social Affairs], 2017). Migrant workers aged between 25 and 64 constitute 86.5% of the total and, according to the ILO, "the fact that the great majority of migrant workers consist of prime-age adults suggests that some countries of origin are losing part of their workforce, which could have negative growth implications" (p. 8). The scientific debate on the concepts of the root causes, determinants and drivers of migration (Carling & Collins, 2018) took to considering the complexity of economic, political, demographic, social and environmental factors (Black et al., 2011) which may favour the birth of a migratory aspiration in a specific context. Studies on the economy of migration, using the classic push-pull factor model (Lee, 1966), underline the particular role of the economic factors that drive people to leave their country of origin or tempt them to enter a destination country (Bansak, Simpson & Zavodny, 2015). A recent study (Van Hear, Bakewell & Long, 2018) provided a migration driver categorization according to their function, distinguishing them in *predisposing, proximate, precipitating, mediating* drivers, while identifying some transversal dimensions underlying migratory processes: *location, scale, duration, selectivity and tractability*. An inclusive perspective allows us to understand all the mechanisms producing migratory results (Carling & Talleraas, 2016) and to consider migration drivers as those "structural elements that enable and constrain the exercise of agency by social actors" (Van Hear et al., 2018, p. 928). The terms *desire* and *aspiration*, linked to the migratory experience, "are part of a semantic field which relates the present

or actual with the future or potential aspiration, desire and drivers of migration" (Carling & Collins, 2018, p. 918). However, migratory aspiration does not automatically determine the realization of a real migration project. According to Carling's model (2002; Carling & Schewel, 2018), only some people, the actual migrants, will have the personal abilities to overcome the obstacles present in the context and realize their migratory aspiration because "as long as aspirations grow faster than local opportunities can offer, this is likely to increase people's aspirations to migrate." (De Haas, 2010b, p. 17)

1.3. Migratory projects and educational dimension

To understand the reasons pushing people to plan a migratory project, to identify the migration drivers and to define the migratory profiles involved can be useful in the construction of focused policies and measures, that are informed and evidence-based. Vocational training and building skills to spend in the job market may create some life opportunities alternative to the desire to transform the migratory aspiration into a real migration project; or they can support circular migration routes that do not exclude the possibility of leaving and coming back with knowledge/skills to spend in the home country. From a pedagogical perspective, attentive to the education dimension of the contexts within which and with which the subjects interact, it is important to consider the educational condition of the potential migrating public which may determine the birth of a migratory aspiration (De Sanctis, 1975; 1988; De Sanctis & Federighi, 1980; Federighi, 2000; 2007). At the same time, the educational potential of life and job contexts, the access to and the regulation of opportunities (Bernstein, 1990; Federighi, 2007) and the role the subject plays in interpreting and transforming reality (Del Gobbo, 2007) can support or impede the migratory choice. Such a choice refers to a migration project which at first is potential and later becomes real, that may have educational feedback in terms of awareness, ability and skill-building, useful for personal and professional realization. These knowledge elements, identifying the educational dimension underlying the process of building a migratory project (De Maria, 2018), are useful to critically interpret the factors influencing the creation of intentional migratory projects, included within the wide range of people's life projects. The topics of *job market insertion* and *skills development*, sponsored through adequate accompanying facilities and vocational training, turn out to be strictly correlated with the issue of human mobility, and specifically with the category of international migrations for economic reasons linked to employment and professional ambitions. What do we know of the actions realized in the countries of origin affected by human mobility and potential migration phenomena which seek to create employment and life opportunities? The present study aims to realize a critical review of the existing literature on the topics in object, through a description and analysis of the results of the empirical studies selected and conducted in countries with migration potential.

2. Method

This study is part of those identified by international literature as *research synthesis*. The aim of these methods is "to integrate empirical research for the purpose of creating generalizations" (Cooper, Hedges & Valentine, 2009, p. 6). However, there are a variety of methods under the expression *research synthesis*, such as systematic, critical, and narrative reviews, depending on the procedures and criteria used. Differences and discrepancies which, at the level of terminological and methodological definitions (Pellegrini & Vivanet, 2018), are evidence of the variety of methods and classifications

currently existing and used. Starting from the categorization of Heyvart, Maes and Onghena (2013 – cited in Pellegrini & Vivanet, 2018, p. 34), it is possible to talk of mixed methods synthesis referring to systematic reviews that include qualitative, quantitative and/or mixed method primary studies (Creswell & Clark, 2011; Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2011) to represent the literature on a specific topic. This work aims to provide a portrayal of the research conducted on education and professional development in countries with migration potential and starts from a descriptive question (Cooper, 2017). The phases realized in this synthesis are built and recast following the methodological indications of Card (2012) and Cooper (2017) on the systematic review realization process, aiming to exhaustively identify all the relevant studies that answer a specific question, and describing and analysing the results proposed (Petticrew & Roberts, 2006).

2.1. Formulation of the problem and research strategies

The phases of the synthesis process are described below.

1. Definition of the research question.

What do we know about the actions carried out in countries with migration potential, with the purpose of creating life and employment opportunities and the ability to promote people's aspirations and potential?

2. Identification, division and disambiguation of variables.

The variables (Figure 1) were identified starting from the research question and from the theoretical framework it belongs to. The first group is made up by the variables describing the central nucleus of the object of study and delimiting the subject of educational/vocational training and job market inclusion. The second group includes the variables that make up the category of people's potential. The third group identifies the variables that refer to the dimension of potential migration and/or to countries with migration potential. The fourth group of variables is generic on the topic of migration.

Group 1 (G1): vocational training/vocational education/occupational training/professional education; professional development; professional insertion/work inclusion; career guidance; skills development; career development; entrepreneurship; employment; self-employment.
Group 2 (G2): aspiration; work experience; potentiality; motivation; resource; ability; capacity/capabilities.
Group 3 (G3): migrant-sending context; migration potential/potential migration; intraregional migration/intra-regional migration.
Group 4 (G4): emigration; immigration; migration.

Figure 1. Variables used for the selection of primary studies.

3. Definition of the synthesis protocol.

• Identification of the procedures and the tools used for the collection of primary studies.

To ensure a broad coverage of the study collection, the following were used:

• 1 database specializing in the educational field: Education Source;
• 2 generalist databases: Web of Science and Scopus;
• 1 database dedicated to the research of grey literature – "everything that is not published in a peer-reviewed academic journal" (Cooper et al., 2009, p. 104) −: ProQuest Dissertations and Theses.

For the formulation of the queries, the following logical operators were used: or, and, "…", (…). All the searches were recorded taking a note of the query formulation, of the online resource used and of the results that emerged. For a detailed description of the procedures carried out for the research and the selection of primary studies, see paragraph 2.3.

2.2. Inclusion and exclusion criteria

The rules followed for the selection of the primary studies, based on the research question and the variables used, were explicit:

- study object: the effectiveness of actions realized in countries with migration potential aimed at promoting the vocational training of people and their job market inclusion, favouring the development of their potential;
- studies characteristics: (i) the synthesis does not consider the inclusion practices, policies and impact related to the presence of foreigners and immigrant communities in host countries; (ii) the synthesis considered studies on rural-urban migration only when correlated with and pertinent to the subjects being studied, i.e., education and professional development;
- place of realization: countries with migration potential;
- research design: quantitative, qualitative and mixed methods studies;
- type of publication: published and unpublished;
- publication languages: English and French.

2.3. Research and selection of the primary studies

For the research of primary studies and the query formulation, a correlation of group 1 with group 2 was preferred, linking the issue of people's vocational training and job inclusion with the development of their potential. In addition, a correlation was made between group 3 (more coherent with the research question and the object of the analysis) and group 4 (more generic but more common in literature). Furthermore, only for the Education Source database specializing in the education area, was a single analysis carried out using the variables of group 3. The same analysis was not made with either the two generalist databases or with the grey literature database, in order to avoid a thematic dispersion of the results towards other learning areas. For the queries formulation, different research fields were adopted, in relation to the technical characteristics of the chosen database.

The selected primary studies were 681 in total, arranged as follows:
- Education Source: 1 (G1 and G2 and G3) + 242 (G1 and G2 and G4) + 69 (G3);
- Web of Science: 2 (G1 and G2 and G3) + 62[1] (G1 and G2 and G4);
- Scopus: 143 (G1 and G2 and G3); in this case the correlation with group 4 variables was not made, because a discrete number of studies had already been found through the correlation with the group 3 variables, consistent with the research question and the object of the research;
- ProQuest Dissertations and Theses: 2 (G1 and G2 and G3); 160[2] (G1 and G2 and G4).

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[1] Among 1120 primary studies, 62 were selected in the following disciplinary areas: "Education Educational Research" and "Education scientific Disciplines".

[2] Among 752 primary studies, 160 studies were selected in the following disciplinary areas: labour economics, multicultural education, higher education, educational sociology, welfare, education

Figure 2 describes the synthesis process carried out, on the readapted model of Moher, Liberati, Tetzlaff, Altman and The PRISMA Group (2010).
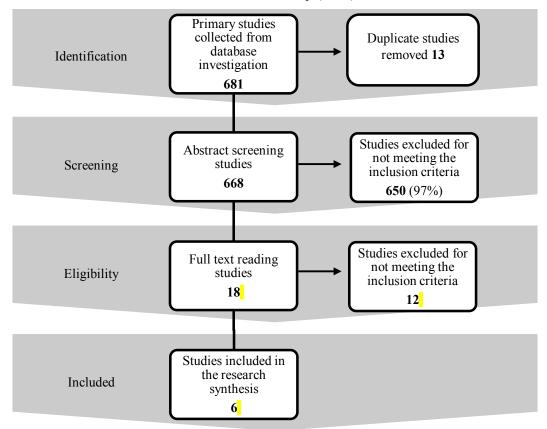

Figure 2. Research synthesis flow (Adapted from Moher et al., 2010).

2.4. Data processing and interpretation

After the identification phase described in paragraph 2.3, the abstract screening phase followed. On the basis of the inclusion/exclusion criteria mentioned already, the abstract screening phase led to the exclusion of 97% of the identified primary studies, mainly because of not pertaining to the research issue, the analysis objective and the specific characteristics identified; but also because they were theoretical studies excluding a part of the empirical research or because they were studies that were not in English or French.

In the third phase of the research review, that of eligibility, 18 primary studies were considered adequate and submitted to the full text reading, arranged as follows: (i) 12 articles published in scientific journals, (ii) 3 doctoral dissertations, (iii) 2 master's degree dissertations, (iv) 1 essay published in conference proceedings. Twelve studies were excluded while six were included in the final research review, the results of which were elaborated and interpreted with the support of Qualitative Content Analysis "QCAmap" software (https://www.qcamap.org/). In the last phase, the selected studies were codified using the following steps:

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policy, entrepreneurship, social research, education, adult education, immigration, migration, employment, small business, vocational education.

- general reading of the studies and temporary identification of the main themes;
- selection of the text units related to the actions realized and to the relevant research results;
- qualitative analysis through label attribution to the selected text;
- quantitative analysis of the frequencies;
- definition and description of the interpretive macro-categories.

3. Results

Figure 4 shows the primary studies included in the research review whose results are reported below.

Study	Country/ Area	Topic	Research design Tools	Sample
Besingi, 2005	Cameroon	Community development policies; rural-urban migration; self-help community; participative projects based on local resources; urban planning and rural development.	Qualitative and quantitative approaches: • document analysis; • case study; • semi-structured interview; • structured questionnaire.	60 participants divided into 4 groups: political leaders; department educators; project partners; local operators.
Burdick, Morahan, & Norcini, 2006	Southern Asia, Africa and South America	Medical professional migration; development programmes for medical training in countries of origin; creation of practice communities.	Qualitative and quantitative approaches: • logic model of programme evaluation; • in-depth interview.	Students and professors attending international training programmes.
Holden & Tilahun, 2018	Ethiopia	Young entrepreneurship; youth self-organization and mobilization; parklands rehabilitation; job cooperatives.	Quantitative approach: • Ostrom's Design Principles; • econometric methods.	742 groups of young people beneficiaries of the programme.
Katungu, 2013	Zimbabwe	Social safety programmes; Community-based local development programmes; social entrepreneurship; income generator activities.	Qualitative approach: • collective case study design; • semi-structured interview; • focus group.	20 participants distributed in: programme beneficiaries; community members; key informants.
Power, 2017	Canada	Rural economy and development; specialized vocational training; apprenticeship.	Qualitative approach: • document analysis; • semi-structured interview; • focus group.	5 key informants; 9 pre-apprentices, apprentices, and skilled trades workers; 33 pre-apprentices and apprentices.
Young, 1987	Mexico	Agroindustry-led form of development; wage employment; small-scale production.	Qualitative and quantitative approaches: • interview with survey questionnaire.	266 farms

Figure 4. Primary studies included in the research review.

The review is made up by three articles published in scientific periodicals (Burdick, Morahan & Norcini, 2006; Holden & Tilahun, 2018; Power, 2017); two master's degree dissertations (Besingi, 2005; Katungu, 2013); one doctoral dissertation (Young, 1987). It must be evidenced that half of the studies was selected from the databank specialized in education domain: Education Source; the other half from the databank focused on the research of grey literature: ProQuest Dissertation and Theses. Five studies over six are after 2005 while one is previous and realized in 1987. The countries where the researches were carried out are: Cameroon, Ethiopia, Zimbabwe, Canada and Mexico; one study is referred to more geographical areas (southern Asia, Africa and South America). The used designs and research tools and the selected sample are various.

The research question guiding the present work focused on the actions realized in countries with migration potential to create life and employment opportunities and valorize aspirations and potentialities. In the presentation of the results the efficacy of such actions will be highlighted, as will the typology, implementation arrangements and characteristics of the actions, aimed at promoting the educational and vocational dimensions with an impact on the territories and the populations who inhabit them. The results have been codified in five thematic macro-categories: in Figure 5 the data disaggregated from single studies (frequency of each category) and the general data (absolute categories frequencies in all included studies) of the research review are reported; Figure 6 graphically represents the weight of each study within the categories and the total weight of each category within the final results of the research review.

	Community participation and local development	Networking, social capital, and job organization	Institutional Support	Entrepreneurship, mobilization, and self-organization	Voc. training, apprenticeship, and practice communities
Besingi, 2005	10	8	7	2	1
Burdick, Morahan & Norcini, 2006	1	2	2	0	4
Holden & Tilahun, 2018	4	6	2	7	3
Katungu, 2013	14	11	2	5	0
Power, 2017	1	0	5	2	6
Young, 1987	1	2	0	1	0
Absolute frequency	30	29	18	17	14
Relative frequency	27.80%	26.90%	16.70%	15.70%	13.00%
Category occurs in n documents	5	5	5	5	4

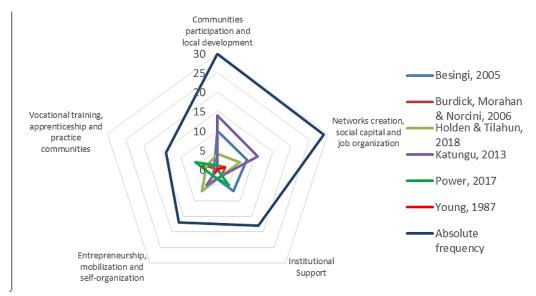Figure 5. Thematic macro-categories of the research review results

Figure 6. Graphic representation of the research review results.

Community participation and local development

The participative and local development dimension is pivotal in the selected studies. The involvement and activism of communities in the participation, management and evaluation of the projects can be observed – as well as in the dynamism of the institutions involved and in terms of the numbers and quality of the actions implemented – in the community organization, cooperative and self-managed favouring networking, information exchange, common target sharing, learning, changing, empowerment and control over decisions and resources regarding the same communities and the people's life quality (Besingi, 2005; Holden & Tilahun, 2018; Katungu, 2013). The adoption of a participative approach, in planning and realizing development programmes, can be linked to the creation of management committees representing the interests of local populations, acting as a bridge between the institutions and favouring the birth of community leaderships (Besingi, 2005). The promotion of young people's entrepreneurship and their accountability (Holden & Tilahun, 2018) favour the creation of values and social links (Katungu 2013) also contributing to the maintenance of political stability and to a reduction in the problems in the territories (Holden & Tilahu, 2018; Katungu 2013). The creation of partnerships and priority bargaining allow communities to have a pivotal role in the development processes and to increase their sense of belonging, affecting also the sustainability dimension (Katungu, 2013). In some cases, participation is linked to local development in terms of education and of promotion of certain professionalisms (Power, 2017) for the development of basic services and professional networks, such as medical or healthcare education sectors (Burdick, Morahan & Norcini, 2006).

Creation of networks, social capital, and job organization

The second category is strictly linked to the first: factors such as professional and labour organization support, cooperative groups and social bond creation or collaborations at institutional level are all elements promoting the involvement of communities at a local level. As already mentioned, partnerships, negotiation and shared objectives expedite participation but also resources, goods and capital pooling (physical, natural, social, human and financial capital) (Katungu, 2013). In some occasions, social capital may also represent

an obstacle to access employment, if it becomes a synonym of personal knowledge without which it is difficult to come into contact with employment opportunities (Power, 2017). Returning to the local management committees; these fulfil and preserve the population's interests having both an investment programme and a function that cuts across the different lines of development (Besingi, 2005). Young people's entrepreneurship, self-organization, self-management of local resources, the creation of cooperative enterprises and public-private partnership agreements represent effective responses to social insecurity and to problematic matters linked to unemployment (Holden & Tilahun, 2018). International mobility for study may favour the creation of professional networks which countries can take advantage of in terms of educational qualifications and knowledge transfer (Burdick, Morahan & Norcini, 2006). However, the creation of employment, even in dynamic and innovative sectors, is not always sufficient to curb a high emigration rate if considered in isolation from the presence/absence of local opportunities (Young, 1987). The existence of social and structural inequalities and the marginality of certain contexts, as in the case of rural zones, represent some limits to communities' sustainability which – despite offers of employment – affect the birth of a migratory inclination (Power, 2017).

Institutional support

Institutional support is an asset which – in development programme implementation, in strengthening local project management and in community self-organization – can make all the difference in terms of: creation of international partnerships and governance, transversal integration of intervention programmes and measures, fund mobilization and programming (Besingi, 2005; Burdick, Morahan & Norcini, 2006), private-public partnership agreements supporting youth entrepreneurship (Holden & Tilahun, 2018), income generator activities for vulnerable categories (Katungu, 2013), strategies to support young people – more prone to migratory aspirations – in the field of vocational training, apprenticeship, and the matching of job demand and supply (Power, 2017).

Entrepreneurship, mobilization and self-organization

The category concerning the creation of employment opportunities is transversal and interdependent with the others given that the development of self-organization, mobilization and entrepreneurial skills cannot neglect the participative dimension, networking and institutional support. The success of youth groups who are able to cooperate and self-manage themselves, to enhance their potential and create routes of context adaptation by diversifying their activities (Holed & Tilahun, 2018), is not something that can be isolated from the context and the opportunities or bonds it contains. The entrepreneurship social dimension characterizes income generator activities in a community sense to become a common good which benefits the social development of the citizenry (Besingi, 2005; Katungu, 2013). The formation and construction of professional skills are strictly related to the development of business activities (Power, 2017), but equally useful to overcome commercial boundaries and difficulties (Young, 1987).

Vocational training, apprenticeship and practical communities

As a consequence, vocational training is needed to build skills that are of use in the job market and to counter the unemployment and job insecurity phenomena (Holden & Tilahun, 2018), as well as providing the basis to bring out leadership abilities of value to community development (Besingi, 2005). In some sectors, such as medicine and healthcare, skills development is linked to a strengthening of professional categories and the creation of practice communities through education and international mobility programmes (Burdick, Morahan & Norcini, 2006). In general, what appears essential is

that vocational training be strictly connected to job supply so that the skills developed are actually those required and that employment opportunities which match job market needs exist, even for inexperienced junior workers, through apprenticeships and fast-track channels (Power, 2017).

4. Discussion

In light of the results obtained, the present work warrants some considerations. First of all, the limited number of studies which satisfied the inclusion/exclusion criteria must be noted, especially that related to the study object, namely, research carried out in countries with migration potential into vocational training and job market inclusion. This would tend to suggest that the subject covered is not relevant or interesting for scientific research. However, on the basis of the last GWP data on potential migration, we know that 15% of the global adult population, according to the last estimations from 2015-2017 (around 750 million people), has expressed a general desire to leave and move to another country, where they have the possibility to do so; this desire to emigrate is higher in sub-Saharan Africa, where a percentage of 33% has been reached (Esipova, Pugliese & Ray, 2018). The human mobility phenomenon, as underlined in the introduction, is at the centre of international debate. For several decades, migration studies have engendered a rich debate on migration and development processes issues. Nonetheless, research that takes the migration-development nexus into consideration from the standpoint of the actions implemented in the domain of economic and social development in the countries of origin, seems to be an area that has been insufficiently explored. The two continents, Europe and Africa, as well as the world of international cooperation, are affected by such issues and they show it in terms of partnerships, funding and programmes currently under realization. Precisely in this direction, during a meeting on migration held in 2015 in La Valletta (Malta), at which European and African heads of State were present, the European Union Emergency Trust Fund (EUTF) for Africa was instituted, to fight the root causes of migrations. Three point nine billion Euro were allocated to three main areas, Sahel and Lake Chad, the Horn of Africa, and North Africa, with a specific objective: "Economic development programmes addressing skills gaps, and improving employability through vocational training, and supporting job creation and self -employment opportunities with a focus on strengthening micro, small and medium size enterprises (MSMEs)" (https://ec.europa.eu/trustfundforafrica/content/homepage_en). One of the fund's four strategic lines of action is the creation of greater economic and employment opportunities. The hypothesis is that economic and social exclusion, marginalization and inequality are the main reasons for instability, forced migration and irregular migratory flows (https://ec.europa.eu/trustfundforafrica/thematic/greater-economic-and-employment-opportunities). A monitoring and assessment system on three levels has been planned: for each programme, each region, and the EU Trust Fund for Africa as a whole: (https://ec.europa.eu/trustfundforafrica/content/results-monitoring-and-evaluation_en).
The EUTF takes the same line as the European Agenda on Migration (EU, 2015) and the already-mentioned United Nation Global Compact for Safe, Orderly and Regular Migration (UN, 2019). Critical voices have been heard from the European Court of Auditors (2018) which in a special assessment of the EUTF defined it as flexible but not specific enough, with overly broad aims which would make impact measurement too difficult when it comes to interventions. Meanwhile, a consideration from the African side shows a continent, Africa, with the highest rate of people undertaking a business activity (22%) and with the lowest average age (31 years); the most developed sectors being trade, agriculture and

manufacturing, with a 20% innovation rate in terms of new products or services placed on the market (AfDB, OECD & UNDP, 2017).

From the selected studies in the research review it emerges that the two more evident dimensions that can contribute to the creation of life and employment opportunities, as an alternative to the construction of a migratory project, are *participation* and *networking*. These represent a solid base on which to build – also with political and institutional support – specific programmes in the field of entrepreneurship and job placement support, for vocational training and development of the skills requested by the job market. When a holistic and systemic approach is adopted, every action is assigned to the context where it is implemented and deals with the individuals, the community and the interdependent relations between subject and context. During the creation of projects, great attention is paid to holistic and systemic problem analyses, risking the building of unidimensional actions going against the theoretical assumption, separating the analyses from the dimension of synthesis guiding the educational choice (Del Gobbo, 2018). In the field of adult education research, the use of a holistic and systemic approach is what allows "the determination of contextual relationships, that is, the set of factors determining the ability to control and manage education processes" (idem p. 118). In this direction, education systems must be conceived in a functional way compared to job placement, considering the public affected, their profiles and characteristics, especially concerning potential migratory profiles. As already evinced, the identification of specific profiles with migratory aspirations, together with an analysis of migration drivers and the migration potential of the single countries involved can be useful elements to build actions addressed to specific targets that consider individual and context dimensions which, as we have seen, influence the aim of the migratory choice. We are therefore facing very fertile ground, dynamic and in continuous evolution, affected by international strategies and programmes, macroregional and national projects and development plans, monitoring and evaluation systems of the implemented actions' impact, target identification, and informed and evidence-based priorities. What better opportunity for universities and scientific research in the educational sphere to explore new topics and new fields of investigation in the vocational and employment sectors, through research projects, cooperation for development and impact evaluation actions to be implemented within international and interinstitutional partnerships in the countries affected by the human mobility phenomenon.

5. Limitations and conclusions

The risk of obtaining a research review with a limited number of studies and of reaching conclusions that only partially represent the situation under study had already been considered (Card, 2012). This possibility, in the light of this present work, seemed an opportunity rather than a limitation, as well as an interesting starting point both for research in the education area to be implemented in this field, and for the political dimension, designated to find solutions to emerging problems through measures and programmes based on scientific knowledge. The research syntheses provide a solid and reliable basis on which political decisions can be built (Petticrew & Roberts, 2006). Moreover, this research is linked to policy-making when it is able to inspire and condition the policies and the overall picture, when the results and the impact of the latter are founded on evidence from scientific research (Federighi, 2017). Another aspect to underline, which emerged thanks to a screening of selected study abstracts, was the identification of a multiplicity of topics and variables describing a complex and multidisciplinary framework related to human

mobility and international migration phenomena. As underlined in the literature (Card, 2015), the terms used to identify this construct are as many as the similar terms describing other constructs. Such a difficulty has emerged in this work too, that is, to be able to delimit the investigation object, identify and disambiguate the variable used, and formulate the enquiries in a unique way. The declared methodological choices implemented describe and give credit to the logical procedure followed which led to the illustrated results, in an awareness that other methodological criteria could be used and that other conclusions could be reached. In light of the following considerations – albeit confirming the utility of the present work for the reasons above – the results emerging from the selected studies cannot constitute sufficient empirical material to implement generalizations on the topic covered by the research review. Nonetheless, the thematic macro-categories identified through a qualitative analysis of the studies' content and the quantitative elaboration of the assigned labels' frequencies, may still provide useful directions to the project and valorize the interventions realized, or to be realized, in the fields of education and employment in countries with migration potential. Lastly, the identification of specific quantity and quality indicators for every macro-category may provide an efficient tool and analysis of model and national policies and international measures (linked to cooperation for development programmes) with the aim of regulating and/or promoting access to vocational training, skill-building, and employment support in countries with migration potential.

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