

Development of a methodological process of induction to entrepreneurship for the returned Mexican migrant

Desarrollo de un proceso metodológico de inducción al emprendimiento para el migrante mexicano retornado

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ABSTRACT. Currently, there is little research focused on methodological processes to identify the motivation of the returned migrant towards reintegration into society (Ramírez, García & Redondo, 2021; Tovar et al. 2018; (Meierricks & Renner, 2017; Schiff, 2017; Muñoz & Martínez, 2020). The objective of this research is focused on developing a methodological process of induction to entrepreneurship for returned Mexican migrants, through a system of modules that complement the experiences obtained in the country of destination; the methodology used in this research is based on empirical research under transversal and longitudinal non-experimental designs developed during two decades in a Technological Institution and to Small and Medium Entrepreneurs, taking into account the motivation of the migrant towards entrepreneurship. As a main result, a methodological process of induction to entrepreneurship for returned Mexican migrants is generated, which places the migrant in the need to modify his learning in relation to the environment in which he develops.

Keywords: entrepreneurship; international migration; evaluation of social projects; public policy.

RESUMEN. Actualmente son escasas las investigaciones que se centran en los procesos metodológicos para identificar la motivación del emigrante retornado hacia la reintegración en la sociedad. El objetivo de esta investigación se centra en desarrollar un proceso metodológico de inducción al emprendimiento para migrantes mexicanos retornados, a través de un sistema de módulos que complementen las experiencias obtenidas en el país de destino; la metodología utilizada en esta investigación se basa en investigaciones empíricas bajo diseños transversales y longitudinales no experimentales desarrolladas durante dos décadas en una Institución Tecnológica y a Pequeños y Medianos empresarios, tomando en cuenta la motivación del migrante hacia el emprendimiento. Como resultado principal, se genera un proceso metodológico de inducción al emprendimiento para migrantes mexicanos retornados que sitúa al migrante en la necesidad de modificar su aprendizaje en relación con el entorno en el que se desarrolla.

Palabras clave: emprendimiento; migración internacional; evaluación de proyectos sociales; política pública.

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1. Introduction.

Palmero (2005) indicates as a relevant aspect, the motivation in the migrant; which, boasts biological and cultural aspects, since the individual faces many adaptive challenges that have social connotations. In this way, the individual directs his goals according to the conditions of the stimulus, gathering the necessary actions through motivation, which is an indispensable component.

McClelland, (1965), analyzed the motivation within the entrepreneurship, considering as an important aspect, the need of achievement to become an entrepreneur. Pointing out that the development of this aspect is reflected from the upbringing, in addition to the social and cultural aspects of its environment; later he adds that motivation is not necessarily innate, but can be developed. On the other hand, for Farmer, Yao & Kung-Mcintyre (2011) motivation is represented by the development of a vision of themselves as entrepreneurs, manifested by the existence of endogenous and exogenous factors.

Quevedo, Izar & Romo (2010), carried out a study where they identified audacity, passion, creativity, leadership, innovation, competitiveness, intuition, drive, persuasion, efficiency, management capacity and adventure as endogenous factors in entrepreneurs and as exogenous factors the importance of the environment in this process. In another study carried out in Colombia, the only exogenous factor was found to be opportunity and the only endogenous factor was independence, as well as policies related to immigrants (Hisrich, 1985). Barberá-Heredia (2002); in addition, he manifests that motivation is intrinsic represented through self-perception as competent, effective and determinant to act.

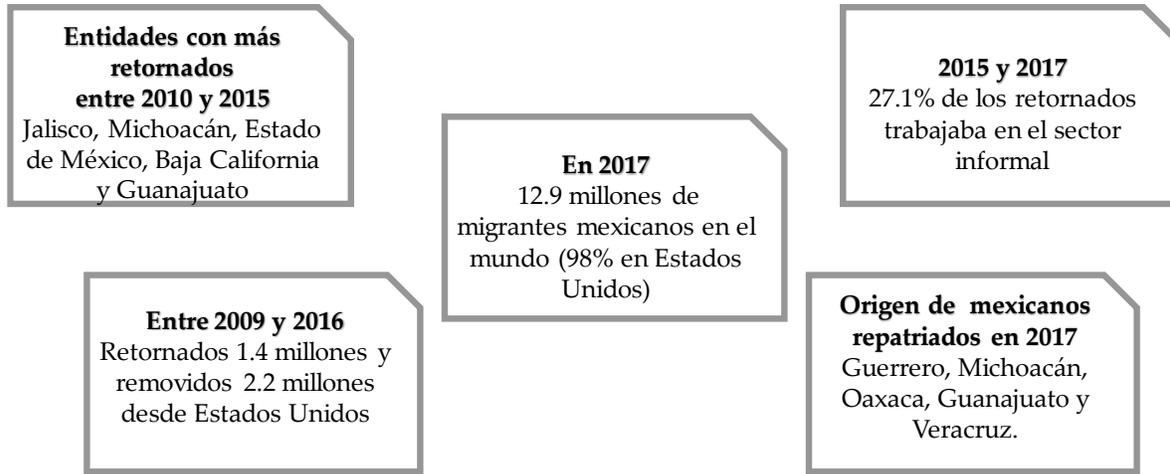
It is important to mention that Colombia's return migration policy reflects on the value that people have when they return to the country as agents of development, which could contribute their physical, human and social capital as support to the country's progress, being able to be manifested through entrepreneurship (Tovar et al., 2018).

In Greece, it has become evident that the intention to become an entrepreneur depends on the survival needs of the family, the links with the immigrant community, the characteristics or traits of the personality, as well as the market infrastructure and the general conditions of the Greek economy (Díaz, Rafael, Meléndez & Geraldo, 2021; Liargovas & Skandalis, 2012). Another reason is the improvement of their social status in the community (Piperopoulos, 2010; Waldinger, 1989).

Another important aspect is the need to create an entrepreneurial ecosystem, considering the diversity and complexity of participants, roles and interrelated environmental factors, to define the entrepreneur's performance in a given region (Spilling, 1996). For Martí & García Tabuenca, (2006), migrants are motivated to undertake, according to the environment that surrounds them, with a degree of risk. On the other hand, the lack of economic freedom, the incapacity and weakness of institutions, drives the desire to migrate (Meierricks & Renner, 2017). Some migrants decide to undertake, identifying a business opportunity to make it a reality, revitalizing the economy of the country of origin (Achidi et al., 2011; Chand & Ghorbani, 2011).

From this perspective, the impact of migration is manifested in the income and poverty of the country of origin (Ramírez, García y Redondo, 2021; Gibson, 2013). The skills acquired in migration upon returning to their country of origin are important (Ambrosini et al., 2012). In the same way that the experience obtained abroad by migrants, generates intellectual capital; impacting on the country of origin; with probabilities of undertaking (Wahba, 2015; Haque & Se-Jik, 1995; Schiff, M., 2017). It is currently of great interest to focus on determining how entrepreneurship contributes to the development of countries of origin, fostering innovation, promoting enterprise formation and creating employment (Newland & Tanaka, 2010). To this end, it is important to consider some statistical data in Mexico (Graph

1) which represent the entities with the most returnees within the period 2010 and 2015; as well as repatriation in 2017, considering Michoacán and Guanajuato as main entities.



Graph 1. Statistical information on repatriation.

Source: Migration and Remittances Yearbook Mexico (2018).

The foregoing information denotes the importance of establishing a type of strategy, which will lead to take advantage of the experience gained from returning migrants to motivate them to undertake a project, an activity or a company in Mexico. It is convenient to develop a methodological induction process for entrepreneurship, supporting the transformation of migrants who are not only willing to undertake, but who recognize their role in this process; developing their skills to create a business environment (Bustos, García y Juárez, 2021; Achidi et al., 2011; Chand & Ghorbani, 2011).

And it will also, benefit migrant entrepreneurs, so that they can develop their activities and reap their benefits, in the emergence of new alternatives, allowing not only the economic development of migrants, but also a cultural change that leads to improved quality of life in their communities and their training (Ambrosini et al., 2012). All this under a methodology of training entrepreneurs, to generate sources of employment to their entity, and found a benefit in their community. In addition to the competitive advantages that this set of skills provides to the identity of the entrepreneur and the entrepreneurial workforce (Wahba, 2015; Haque & Se-Jik, 1995; Schiff, M., 2017). Thus, the main objective of this research is focused on developing a methodological process of entrepreneurship induction for returned Mexican migrants, through a system of modules that complement their experience.

Economic activity of migrants. Considering the issues addressed in this article, it is important to emphasize the definition of entrepreneurship that Rodriguez (2009) points out, underlining that the term entrepreneur has had changes that have originated its evolution, hence an entrepreneur is one who is in a state of permanent innovation, high degree of motivation and commitment, prone to risk and with characteristics of planning and execution.

On the other hand, Gmelch (1980) and Hercog & Siegel (2011), indicate that return migration has traditionally been considered as the closing of the migratory process, which occurs with the definitive return of the migrant to his/her country of origin. Currently, there are theories (economic, psychological, sociological, anthropological and based on opportunity) that support this concept.

In this way, being the return one of the phases of the migratory process, it is commonly emphasized in the moment in which the world economy is in crisis, by the decrease of the rhythm in the economic growth; which, affects the labor markets in developed countries; who are seen in the necessity to increase actions that restrict the migration or generate programs of voluntary return (Moncayo 2011; Ospina, 2016; Contreras & Macías, 2021).

From another angle, the statistical perspective indicates that the world's developed economies received annually between 4 and 5 million migrants between 2007 and 2016, the main reasons for which were: family sponsorship (31.6%), free mobility in the European Union (32.6%), humanitarian reasons (12.8%) and work (11.2%). In 2015 the OECD member countries hosted 3.3 million full-time international students, with China and India as the main countries; with respect to Mexican nationality 27 thousand were received (OECD Stat, 2018).

In relation to the total number of refugees in Europe, 55.9% are distributed from Asia, 19.1% from Africa, 43.6 from Asia and 27.4% from Latin America and the Caribbean in North America; despite the fact that the total number of Mexican refugees abroad has increased from 2005 to 2016, there has been a decrease between 2015 and 2016, doubling subsequently (UNHCR, 2017).

Thus, the number of Mexican migrants tripled from 1990 to 2017 by 12.9 million residing worldwide (Mexico Migration and Remittances Yearbook, 2018). Another important figure is the main residence of Mexican migrants, this being in the United States (97.8%). Other important destinations are Canada with 81 thousand and Europe with 121 thousand migrants (Spain, Germany, France, Italy and United Kingdom); with little presence in Africa, Asia and Oceania (less than 11 thousand) (United Nations Population Division, 2017).

It is important to emphasize the economic activity of Mexican migrants during their stay in the destination country, considering that when migrants return they bring with them the experience of that activity. In the main sector that the Mexican migrant works is services (6 out of 10); in agricultural activities only 5%. In the area of construction 19.7%, Manufacturing 12.5%, Health and education 9.4%, Agriculture 5.4%, Hospitality and recreation 14.1%, Professionals and administrative 13.6%, Commerce 9.5%, Financial 2.9%, Transportation and electricity, Gas and water 4.3%, Government 1.2%, Mining and Oil 0.5%, Information 0.5% and other services 6.3%. (United Nations Population Division, 2017). In conclusion, the activities of Mexican migrants in the United States are mainly accentuated in Construction (19.7%), Hospitality and Leisure (14.1%), in Professional and Administrative Services (13.6%), Manufacturing (12.5%) and Commerce (9.5%) (United Nations Population Division, 2017).

In 2016 and 2017, the states of Mexico with the greatest migration were Michoacán, Guerrero, Guanajuato, Jalisco, Puebla, Oaxaca and Mexico City, providing important remittances in Mexico. To these were added San Luis Potosí, Tamaulipas, Nuevo León, Chiapas, Yucatán, Querétaro, Sonora, Baja California, Chihuahua and Baja California Sur (Instituto de los Mexicanos en el Exterior, 2017). Fig. 1 shows the percentage of Mexican returnees according to the entity. The highest percentages of return migrants are found in the entities Jalisco (9.0%), Michoacan (7.3%), Mexico (6.8%) and Baja California (6.7%).

Table 1. Mexican return migrants, 2010-2015.

Entidad	Retornados	Porcentaje	Entidad	Retornados	Porcentaje
Jalisco	44 566	9.0%	Morelos	12 015	2.4%
Michoacán	36 373	7.3%	Tamaulipas	11 331	2.3%
México	33 560	6.8%	Sinaloa	10 991	2.2%
Baja California	33 427	6.7%	Durango	10 008	2.0%
Guanajuato	32 147	6.5%	Nayarit	9 701	2.0%
Veracruz	25 214	5.1%	Coahuila	9 561	1.9%
Puebla	23 045	4.7%	Querétaro	8 816	1.8%
Ciudad de México	21 279	4.3%	Chiapas	8 730	1.8%
Oaxaca	20 517	4.1%	Aguascalientes	8 265	1.7%
Chihuahua	19 678	4.0%	Colima	5 094	1.0%
Sonora	17 929	3.6%	Quintana Roo	4 522	0.9%
Guerrero	17 632	3.6%	Tlaxcala	4 157	0.8%
Hidalgo	16 635	3.4%	Yucatán	3 290	0.7%
San Luis Potosí	13 868	2.8%	Tabasco	2 864	0.6%
Nuevo León	13 524	2.7%	Baja California Sur	2 410	0.5%
Zacatecas	12 588	2.5%	Campeche	1 697	0.3%

Source: Migration and Remittances Yearbook Mexico (2018).

Likewise, in 2017, repatriations of Mexican migrants took place in different points, emphasizing Guerrero, Michoacán, Oaxaca, Guanajuato and Veracruz (Anuario de migración y remesas México, 2018). With respect to the level of schooling of returnees, 35.1% with primary, 46.4% with secondary, 16.3% higher average and 1.7% professional and more of the male gender and in women 22.8% primary, 37.5% with secondary, 21.6% higher average and 11.6% professional and more (Migration and Remittances Yearbook Mexico, 2018).

Methodological processes focused on entrepreneurship. Previously, according to Kuratko (2005) there was an idea that entrepreneurship did not focus on educating for entrepreneurship; now authors such as Volkman (2004), Hindle (2007) and Henry, et al. (2005), assert that entrepreneurs can learn and be instructed in entrepreneurial skills. In a research carried out by Paños (2017), he identifies that there are methodologies for entrepreneurial education and that these take entrepreneurship as a competence, which must be developed. Among the methodologies found, he points out the case study, business simulators and games, learning in real situations, talks with entrepreneurs, learning based on design, learning by projects, among others; methodologies developed between 2002 and 2015.

Although there is a high variety of methodologies in entrepreneurial education, it is preferable to use interactive, action-oriented and unconventional methodologies (Zahara & Welter, 2008). As Hoffman et al. (2012) point out, it is advisable to use active methodologies, considering that entrepreneurs are more passive. There is no indicated direction on which method to use to develop the required competencies in entrepreneurship, finding that the methodology to be used must be active, directed and not centered on who teaches it (Paños, 2017). During the review of the literature,

methodologies with an academic focus were found, from a more schooled point of view and directed towards the implementation of a business based on competition as shown in Table 2.

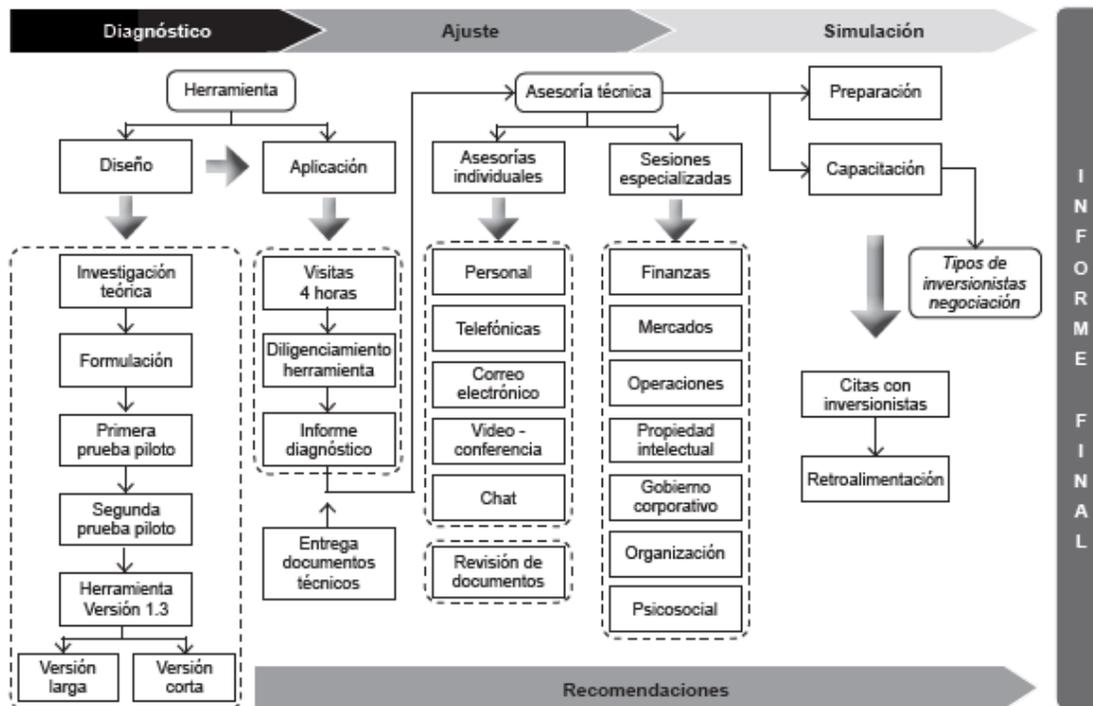
Table 2. Starting a business.

Learning to Entrepreneurship	
A. Personal autonomy	B. Leadership
Developing self-esteem and basic confidence	Manage communication and negotiation skills
Potentiate the motivation of achievement and the spirit of improvement.	Promote and direct teamwork
Be responsible and assume the consequences of their own actions	Taking risks
Effectively manage work	Showing energy and enthusiasm
Make decisions and solve problems	Positively influence others and generate involvement
C. Innovation	D. Business Skills
Initiate new actions based on previous knowledge	Define the business object and competitive delivery
Be creative in ideas, processes and actions	Manage the economic-financial aspects
Generate change and open perspectives	Manage human resources
Plan and carry out projects	To develop the processes linked to the activity
Working on the vision of the future	Use marketing and business communication strategies
	Acting with social responsibility and ethical sense

Source: Pellicer, Álvarez & Torrejón (2013).

Rodríguez et al., (2014), developed a methodology in Colombia (Fig. 3), aimed at generating an entrepreneurial project to successfully access favorable scenarios with high possibilities of reaching financial resources. Including successive processes as a tool to be applied in any entrepreneurial project. This methodology was validated with entrepreneurial projects on site. However, it is necessary to be trained to specify the advantages provided by the proposed business model.

It is important to stress that the different methodologies facilitate integration in order to develop entrepreneurial skills, especially in university students; however, it is necessary to design research that leads to measuring the effectiveness of these methodologies, since there are no statistical results that visualise the effectiveness of their application, since at the moment of applying criteria for evaluation, this training is not considered to be long-term, and it is difficult to measure the effectiveness of the programmes (Paños, 2017).



Graph 2. Entrepreneurial Project.

Source: Rodríguez et al., (2014).

2. Method.

It is known that Mexico has had in most areas within its territory, with limited resources in relation to the reception of returned migrants, placing the country before certain challenges. Considering the economic, political and social importance of migration, it is important that Mexico take measures for the return of migrants, towards the preparation of a promising future (Migration and Remittances Yearbook of Mexico, 2018).

As part of the methodology, it describes the way in which the proposed methodological process of inducing entrepreneurship for returning Mexican migrants was developed. It began with a series of successive processes applied to entrepreneurial projects. One point to highlight is the consolidation of a specific tool generated and validated within the research process (Wahba, 2015; ; Haque & Se-Jik, 1995; Schiff, M., 2017).

For the generation of the methodology, it was relevant to consider within the management, the entrepreneurial spirit. Hence the importance of developing its own methodology and theories to support it (Churchill & Bygrave, 1989). The study of the formation of the undertaking of this research is based on empirical research under non-experimental transversal and longitudinal designs developed during two decades; it began as an exploratory research, since at that time the studies that existed were based mainly on programs within educational institutions as an added value to higher level studies (Table 3); considering that at that time no studies were found that emphasized from the perspective of this research; thus facilitating the possibility of carrying out the research in greater depth on the subject (Hernández, et al. 2018). However, there were studies focused on the business level, since the concept of entrepreneurship was primarily considered, with a final orientation towards the creation of a company.

Table 3. Best Practices in Entrepreneurship.

Country	Best practices in entrepreneurship
Germany	Entrepreneurship program based on knowledge management and technology.
Austria	Business plan competition, all participants are university students who are in the last cycle of degree working in multidisciplinary teams.
Scotland	In recent years, an infrastructure has been implemented that allows for the development of business education from primary school onwards.
Spain	Theoretical-practical course aimed at self-employment and the creation of companies. It is compulsory for all students of secondary vocational training (compulsory education) and baccalaureate.
Finland	Through a learning network, students design and create the operating system of a company and manage it in facilities similar to those of a real office that acts as a tutor.
France	Education and entertainment in small business administration at universities.
Greece	Introduction of virtual enterprises as a complement to other training methods in secondary education
Netherlands	A special commission on entrepreneurship and education promotes and supports entrepreneurship at different educational levels.
Ireland	A program that harmonizes academic study with a self-directed approach to business, work and community.
Italy	Courses aimed at promoting an entrepreneurial culture, entrepreneurial games and internships in companies for students.
USA	Courses are interactive including entrepreneurship.
Argentina	Integral entrepreneurship course.
Chile	Half-yearly teaching of subjects, distributing them in two or more semesters.
Costa Rica	Courses and competitions in the last semesters of entrepreneurs through business simulation games, regional and national.
Ecuador	Extracurricular or support entrepreneur activities are carried out.
Mexico	Courses for optional entrepreneurs at the end or during the professional career to boost skills with entrepreneurial potential.

Source: Adapted from Autor et al. (2010).

The beginning of this research was carried out in 1998, applied to a Technology-based Educational Institution, with the purpose of training entrepreneurs. The descriptive scope was also considered, since the subjects studied underwent an analysis detailing their degree of entrepreneurship (Hernández, et al. 2018). A census was applied (1500 students), considering the entire student population that at that time were part of the Institution.

3. Results.

As described above, different methodological schemes were carried out to develop the entrepreneurial spirit in the student, which were validated through their application. In this way, a series of successive processes were applied to entrepreneurial projects. To test the established and validated tool within the research process (Wahba, 2015; Haque & Se-Jik, 1995; Schiff, M., 2017; Churchill &

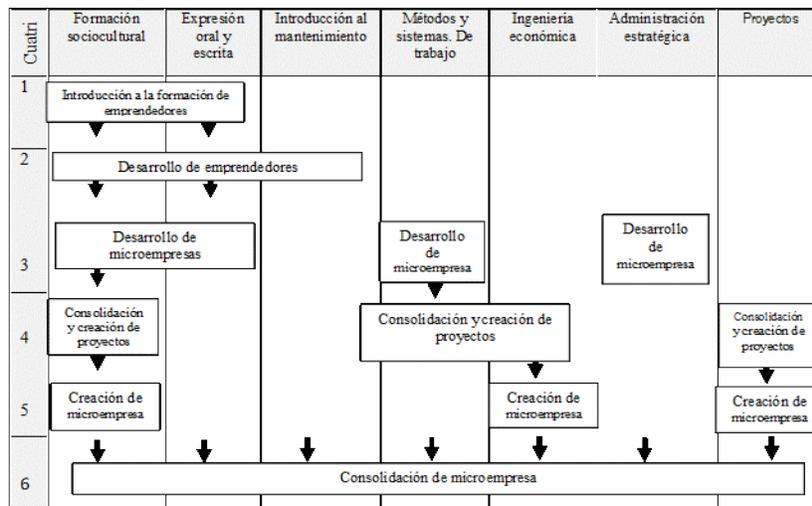
Bygrave, 1989). In a first stage, 2 careers were considered and in a period of no more than two years, all the careers of the Institution were added to the project (Industrial Maintenance MI, MC Mechatronics, PP Production Processes, Electricity and Industrial Electronics EEI, ICT Information Technologies and AD Administration). The first diagnosis (Graph 3) was directed at the entrepreneurship level, teaching the subject Project Planning and Evaluation; as a result, the highest degree of entrepreneurship was obtained in the ICT career and the lowest degree in the Production Processes career.



Graph 3. Degree of entrepreneurship.

Source: Prepared by the authors.

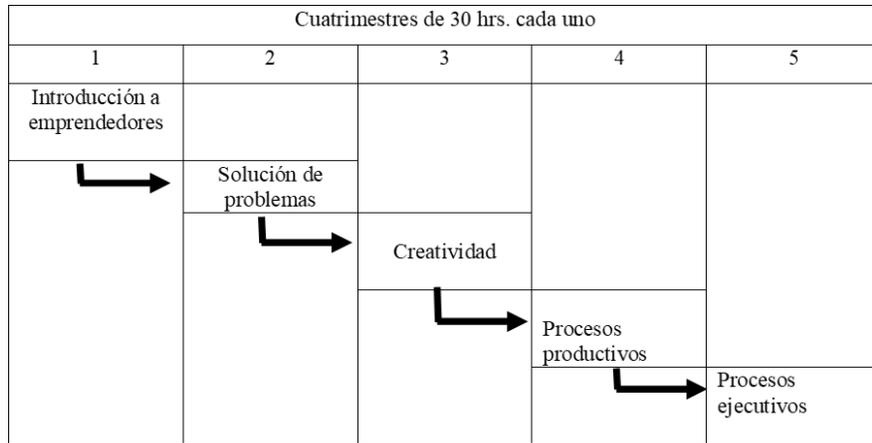
In the 2nd. Stage (Graph 4) creates a methodology based on the experience gained in the previous stage, the characteristics of this methodology were supported by a cross-sectional and longitudinal process for the training of entrepreneurs. Including seven variables: sociocultural training, Oral and written expression, Introduction to maintenance, Work methods and systems, Economic engineering, Strategic management and Projects.



Graph 4. Cross-sectional and longitudinal process for the creation of entrepreneurs.

Source: Prepared by the authors.

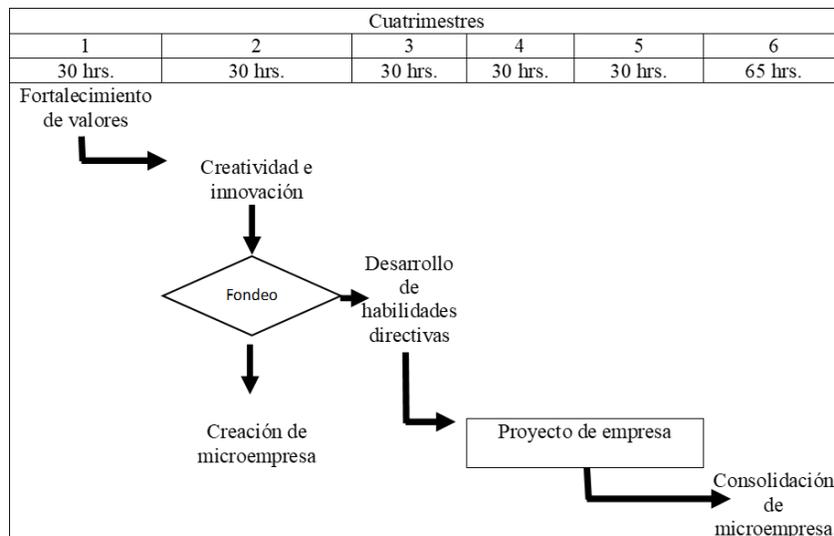
During the 3rd stage (Graph 5), a methodology was created that included 150 hours to develop skills and transfer them from thought processes to learning in the resolution of managerial problems. This methodology was more aligned with the characteristics of entrepreneurship.



Graph 5. Process for the development of management skills

Source: Prepared by the authors.

For a fourth. Stage (Graph 6), another methodology was designed whose improvements were profiled to train the student integrally, so that he would be able to create, innovate and design goods or services for the benefit of society, focused on a viable project of his own business.



Graph 6. Process for the creation of companies

Source: Prepared by the authors.

In the 5th stage, a 180-hour model was designed, focused on the training of entrepreneurs, which is mandatory for all the careers of the Institution in question. Before starting with the implementation of the model, teachers were given lectures on the courses they would teach in the different subjects included

in the proposed model. The objective was to develop skills and generate entrepreneurial spirit in teachers, first of all. Finally, the previous program was outlined under a diagram for the training of entrepreneurs (Diagram 1), which was reinforced by including the values program.

The use of the first diagnosis resulted in the identification of needs, which were addressed at the enterprise level to generate the different methodologies explained. The initial focus was based on developing products to later commercialize them; however, it was detected that it was difficult to generate the spirit to undertake. It was considered to develop the following methodology, to include aspects that would allow to self-motivate and with it to focus on the solution of problems within a business environment; although the strengths and weaknesses of the subjects studied to internalize and generate the motivation to undertake were highlighted, this was not achieved (United Nations Population Division, 2017).

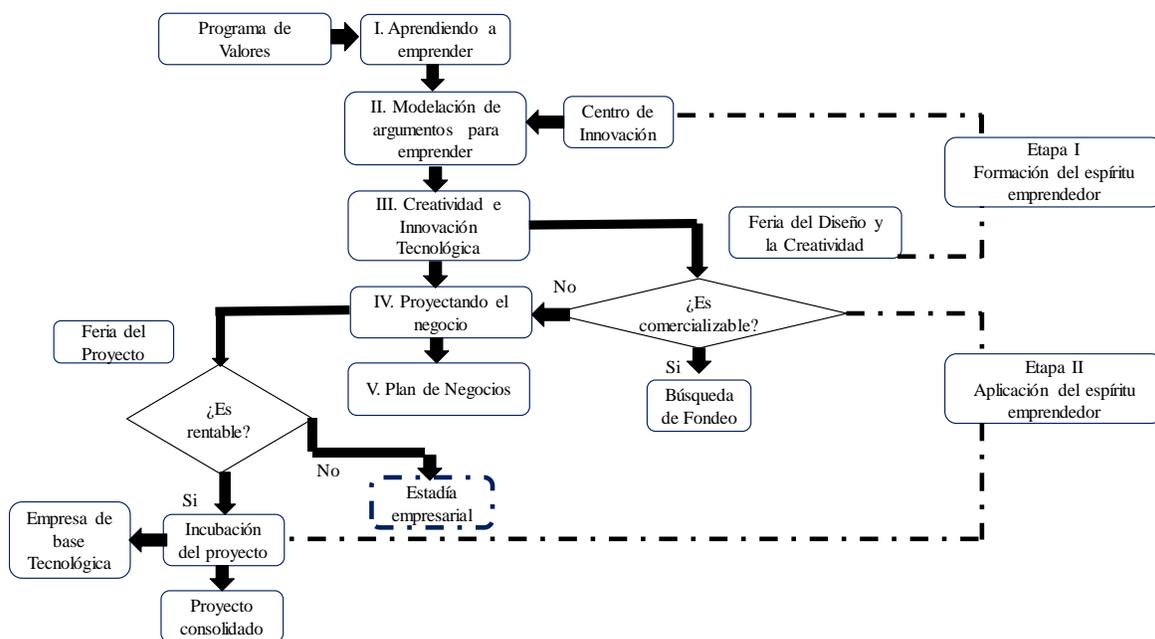


Diagram 1. Entrepreneur training program.

Source: Prepared by the authors.

Therefore, it was taken as paramount to consider the entrepreneurial spirit; in the first instance, the entrepreneurial skills discovered during the other stages were strengthened. For the final result, variables were considered that had not been attended, such as the preparation of the professor who taught the subject of entrepreneurship, exhibitions through fairs and controls by means of indicators to evaluate the student's progress in relation to his creativity. It is important to point out that this research conducted over two decades served as the basis for the development in 2008 of a methodology (Diagram 2) aimed at training entrepreneurs with a focus on creating, improving or maintaining a company; it was aimed at small and medium entrepreneurs, with a duration of 6 weeks to subsequently apply for funding.

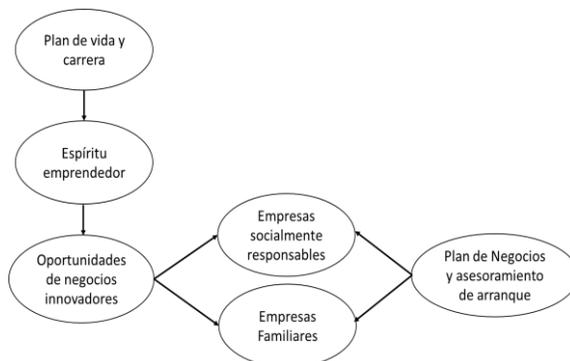


Diagram 2. Entrepreneur training and business creation

Source: Prepared by the authors.

Thus, considering the value that migrants constitute and their return as one of the phases of the international migratory process, this research focused on the recognition that migrants have when returning to their country of origin, which is accentuated when the world economy is in crisis, originating voluntary return programs (Moncayo, 2011; Ospina, 2016); and the possibility of entrepreneurship in migrants (Tovar et al. (2018). Likewise, return migration, when considered as the completion of the migratory process; it is important that the return of the migrant to the country of origin generates added value (Gmelch, 1980; Hercog & Siegel, 2011).

With this approach and considering the entrepreneurship models developed during two decades, a methodological process of induction to entrepreneurship for returned Mexican migrants is proposed, through a system of modules (Diagram 3) considering the skills acquired in the country of destination of the migrant, taking into account that the experience obtained abroad would have a direct impact on the country of origin, with the probability of undertaking (Ambrosini et al., 2012; Wahba, 2015; ; Haque & Se-Jik, 1995; Schiff, M., 2017). Hence the importance of analyzing the motivation that would lead the migrant to undertake in his country of origin, taking into account the social and cultural aspects of his environment (McClelland (1961); (McClelland, 1965).

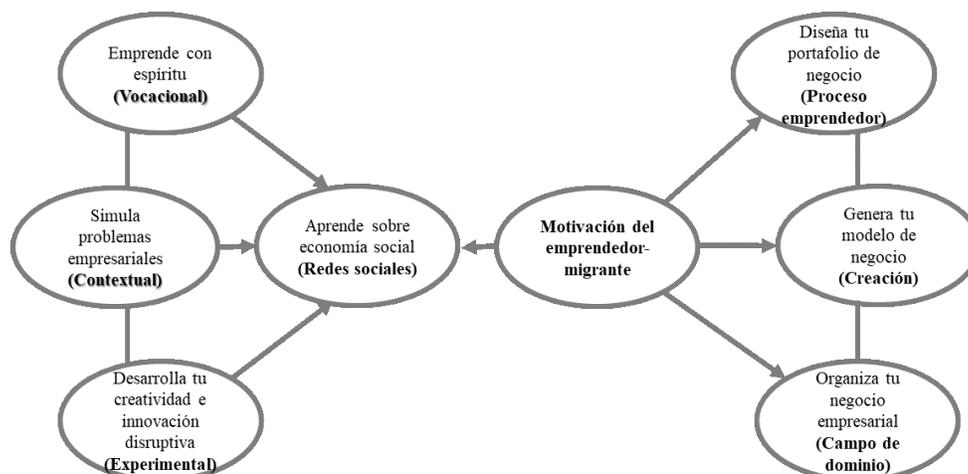


Diagram 3. Methodological process of induction to entrepreneurship for returned Mexican migrants.

Source Prepared by the author.

The methodological process of induction to entrepreneurship proposed for returned Mexican migrants, places the migrant at the point of considering the modification of their learning in relation to the environment in which they develop; in addition to valuing their strengths and reflect on how important it is to control the weaknesses to achieve a complete balance; giving rise to self-motivation and self-realization, that is, to the achievement of life projects that individuals have, which can materialize not only in productive projects, but also in subjective and intersubjective happiness (Muñoz & Martínez 2020).

In this way, it simulates through set theory to support its arguments, establishing linear representations through logical tables for decision making. To develop creativity, techniques are used to break the schemes of linear thinking. The previous knowledge is taken to a social entrepreneurship, so that it subsequently develops the entire entrepreneurial process focused on the creation of the business portfolio; including in this, the innovative idea by generating its business model within a given field in the productive sector; overcoming and controlling the risk that exists in the development of a new project (Ramirez, Garcia & Redondo, 2021). All the above process will serve as a basis for the migrant to be self-sufficient, balance their strengths, recognize the value of social entrepreneurship; not only for personal benefit, but can impact their region, from this will depend on a correct analysis of the results obtained (Marulanda et al., 2016).

4. Conclusions.

Currently, there is a great variety of empirical evidence on return migrants and their positive relationship with entrepreneurship. However, there are not enough proposals on how to direct, train or induce this segment of people towards an entrepreneurial behavior that can materialize in a productive project. Throughout his migratory experience, the returned migrant develops several strengths that allow him to face in a positive way different problems in his labor and social field; but also and even at the same time, they generate weaknesses. These weaknesses are rarely analyzed and addressed empirically; therefore, it is important to address and work on self-motivation and self-realization in order to transform a limitation into an opportunity that allows the migrant to be able to recognize the value of social entrepreneurship.

Finally, a new line of research is proposed in the field of analysis of the returned migrant as a potential entrepreneur. This line is focused on the creation and development of methodologies, didactic and pedagogical processes that can guide and accompany the returned migrant in the materialization of a productive project, mainly considering his weaknesses.

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