MESI

Migrant Entrepreneurship for Social Inclusion

NEEDS ASSESMENT REPORT

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MESI Project Profile

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Partners

Logo	Name	Country
	Krinova	Sweden
	Synthesis Center for Research and Education Limited	Cyprus
	Videnscenter for Integration	Denmark
	EDEX – Educational Excellence Corporation Limited - University of Nicosia	Cyprus
	Landeshauptstadt Magdeburg	Germany
	Consorzio Scuola Comunità Impresa	Italy

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1.   INTRODUCTION

According to the OECD report, (Indicators of Immigrant Integration 2015, 2015) "the immigrant population has grown by more than 30% since 2000 in both the EU and the OECD". The same report also mentions that the employment rate of third-country nationals is below that of EU nationals in virtually all EU countries.

Finding employment is one of the most difficult challenges that migrants face when they arrive in a new Country as it is the key for ensuring decent living conditions and be a part of a country's economic life. The importance of labour market integration is highlighted by the EC in the 2016 Action Plan on the integration of third country nationals (European Commission, 2016) as it is one of its policy priorities. The 2016 conference on migrant entrepreneurs (European Commission, 2016) has placed an important role in targeted business support schemes in supporting migrant entrepreneurs, thus making the entrepreneurship a key point towards the social and economic integration of migrants.

The study "Promoting and Supporting Migrant Entrepreneurship" (European Commission, 2016), has demonstrated that measures for addressing these challenges should be approached holistically: by providing migrants educational and training opportunities, regulatory advice, social capital, and facilitated access to business funding and working spaces. However, efforts to address these challenges in a holistic approach by local organisations are often described as too resource-intensive and thus do not have a long-term impact.

To address these challenges the project "Migrant Entrepreneurship for Social Inclusion - MESI" aims to develop a training curriculum and an e-course specifically designed to tackle the educational and training needs of migrants, at the same time equipping adult education professionals, trainers and professionals working migrants as well with the tools needed for engaging migrants in entrepreneurial initiatives as well as increasing their participation in such activities. The curriculum will increase the capacity of professionals in designing outreach activities to support entrepreneurial activities created by migrants and therefore increase the participation of migrants in the socio-economic life and involvement of migrants in educational programmes.

The curriculum will be structured on the findings of a protocol that will seek to evaluate current practices on migrant entrepreneurship in order to develop a entrepreneurship programme for professionals working with migrants. The project will be supported with the in-service training that will equip the target groups with the skills need to promote entrepreneurship among migrants and engage migrants in educational initiatives and training opportunities on entrepreneurship. This project includes both online and face to face interactions which will be structured in way to facilitate mutual learning, the exchange of experiences and practices, co-operation, resource sharing and referral to complementary support offers and the development of new synergies. The project will use an open

digital badge scheme to award the competences acquired by the migrants and professionals who have undertaken the e-course. The project will put in place an on-going support system which will enable the improvement of emerging entrepreneurial ideas through the interaction of experts and other stakeholders and at the same time leverage networks to provide mentoring opportunities and facilitate access to funding.

1.1 Sweden

During the past 150 years, Sweden has gone from being an emigration country to an immigrant country. Historically, immigration to Sweden has varied and during certain periods migration has been particularly important. With few exceptions, Sweden has since the Second World War been a net immigration country, that is, there are more immigrants than emigrants. Sweden had a period of labour immigration that started after the Second World War and which continued until the early 1970s, the largest proportion coming from Finland. During the 1970s, immigration changed character and went increasingly to refugee immigration. The war in Syria resulted in the number of people seeking asylum in Sweden reaching historically high levels in 2015, when approximately 163,000 people applied for asylum in Sweden, twice as many as in 2014.

Today, the number of persons with migrant background in Sweden is about 25% of the population or a little over 2,5 million persons. Persons with origins outside the EU is about 11%

• Biggest group of migrants in Sweden comes from Syria

• Finland's second largest group

• people from Iraq is the 3rd biggest group

The most common employments for migrants in Sweden are nursing assistant, home care assistant, restaurant staff, cleaners, transport (bus, train, taxi driver). 69% of the employees working in the health and social sector are migrants. The employment rate among foreign-born people is lower than among native-born and the proportion of unemployed is more than four times higher among foreign-born people. Employment varies greatly with factors such as time in Sweden, gender, level of education and reason why the person immigrated. The difference between in employment rate between domestic and foreign born in habitants has historically been considerably smaller than it is today. During the 1950s and 1960s, and for the greater part of the 1970s, foreign-born people in Sweden had the same, or periodically even higher, employment rate than those born in Sweden. In 2018, for the ages 20–64, the employment was 70.1% for foreign-born, compared with 86.5% among the domestic-born. For the past ten years, the employment rate has increased for both native-born and foreign-born in habitants, but the gap between the employment rate of domestic and foreign-born inhabitants has remained unchanged. When looking at the difference between foreign born and native born divided by gender, it is clear that a large proportion of foreign-born women are excluded from the labour force. Almost 22.3% of women aged 20-64 born outside Sweden are unemployed.

For efficient integration in the Swedish society, migrants need to be established in the labour market, but most refugees coming to Sweden rarely have a fast and solid connection to the labour market. A study of refugees' employment rate, which has been conducted for 15 years (2000–2015), shows that half of all refugees are gainfully employed after 8 years in Sweden. Of these, employment is highest for men with at least upper secondary education and lowest employment has women with pre-school education. The first two years, the majority of refugees devote themselves to education or integration programs such as SFI (Swedish for Immigrants), which means that labour market integration takes longer to begin with. In 2017 the unemployment among domestic-born was 4.5% whereas it was 15.4% for foreign-born persons (refers to persons aged 15–74). This made Sweden the country with the largest gap in unemployment between foreign and domestic born in 2017.
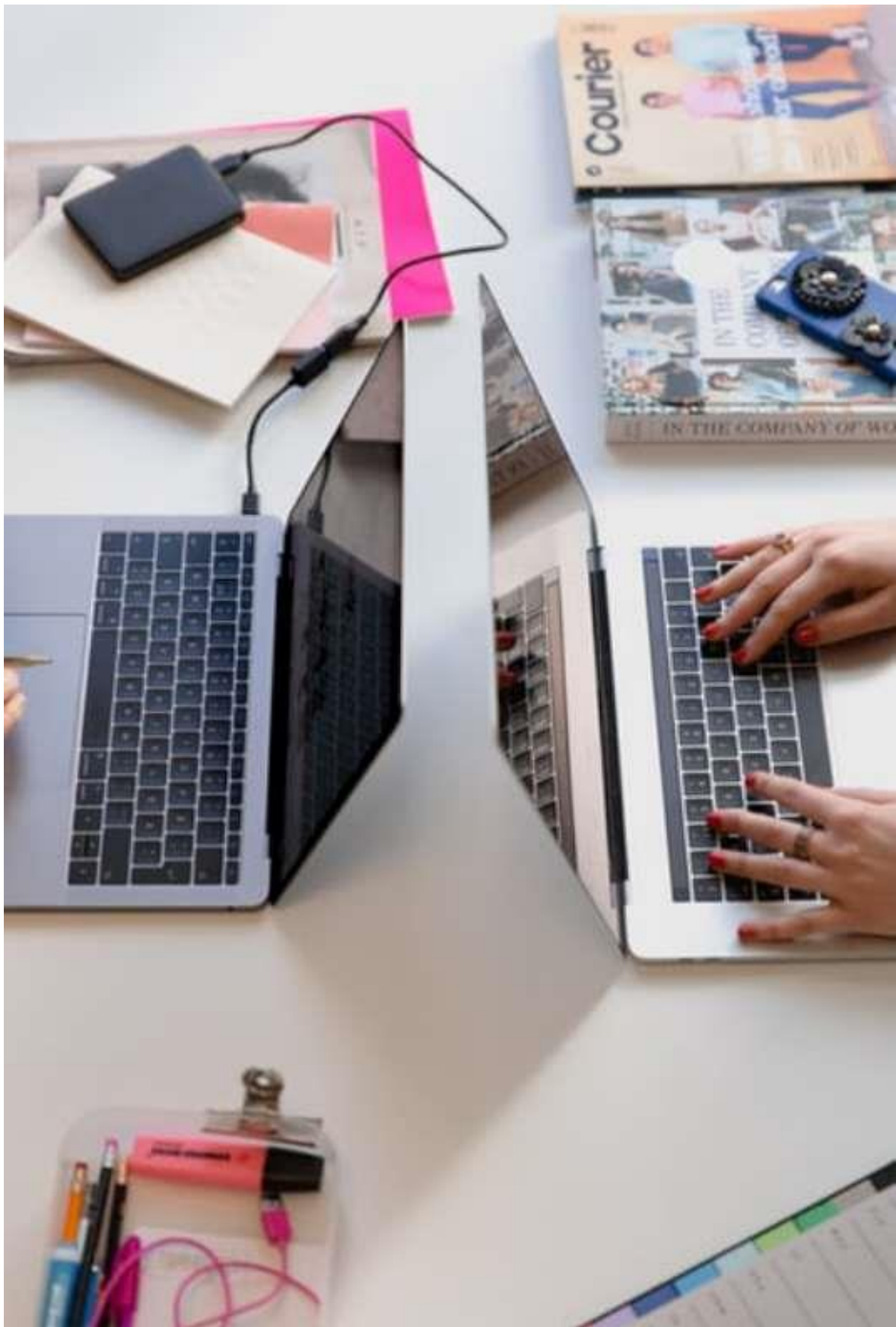
Every fourth company started today is started by a person with a foreign background. Young immigrants in particular are inclined to invest in their own company. This shows a report from the Swedish Integration Agency. According to the report, it is twice as common for immigrants in the age group 18 to 24 years to run companies like that native-born in the same age group do so. This applies to both women and men. Even in the age group 25 to 44 years, there are considerably more immigrants than native-born people who choose to start their own. The biggest obstacles for most in the target group are contacts with financiers and raising capital. The new Swedes simply do not have the same conditions. This is due to many factors, but it is primarily about being able to present their business concept and business plan in a convincing way. This is something that is made difficult by linguistic deficiencies and limited knowledge of the regulations that govern entrepreneurship in Sweden.

1.2 Cyprus – Edex

Migrant Entrepreneurship for Social Inclusion (MESI) aims to address the challenges that migrants are facing in finding employment in the countries where the current project takes place. As previous reports in the subject indicate, finding a job is for migrants one of the most difficult tasks they have to deal with, when they arrive in a new country. Employment ensures decent living conditions and it actually motivates people on becoming active members of a country's economic life, however for this specific population the access to the markets is quite restricted and sometimes discouraged.

The importance of integration through the labour market has been addressed by the European Commission in the 2016 Action Plan regarding the integration of third country nationals (European Commission, 2016). It is now a policy priority for all EU members. Yet the European Commission has placed an important role in targeted business initiatives schemes in supporting migrant entrepreneurs, thus making the entrepreneurship a key point towards the social and economic integration of migrants.

The study, "Promoting and Supporting Migrant Entrepreneurship" (European Commission, 2016), has demonstrated that measures for addressing these challenges should be approached holistically: by providing migrants educational and training opportunities, regulatory advice, social capital, and facilitated access to business funding and working spaces. However, efforts to address these challenges in a holistic approach by local organisations are often described as too resource-intensive and thus do not have a long-term impact.

Through this project, all the participant countries will work together in order to develop supportive tools on equipping professionals and trainers working with migrants in order to engage them in entrepreneurial initiatives as well as to increase their participation in activities as such. Aiming at results that are based on evidence and the real needs of service users, a number of focus groups with migrants on a national level are held to discuss certain areas of employment opportunities as well as their concern regarding social entrepreneurship as a tool for their access to the local labour market.

For the aforementioned reasons, the scientific team of the University of Nicosia has undertaken the task of conducting two focus groups. The aim was to discuss with the participants (migrants) issues or concerns regarding their access to the labour market in Cyprus, their interest or future thoughts on setting up a business in the country and the feasibility of this plan. Prior to the meeting, a questionnaire guide was developed to facilitate the discussion and investigation on issues and aspects of social integration.

The present report will give a thorough analysis on the subjects discussed among the target groups, based on their personal and professional experience.

Clarifying the terms of migrant groups

Each country adopts administrative or legislative mechanisms for legalization of residence of third-country nationals. Criteria with which are subject to a legal residence permit, differ and respond to different categories of immigrants. According the High Commission for the protection of Refugees and in connection with the 1951 Convention and the 1967 Protocol Relating to the Status of Refugees, certain categories of immigrants have been defined to serve the needs of third - country nationals wishing to enter a European country.

For better understanding, the definitions, Cyprus uses, for the different categories of immigrants are displayed below:

Asylum seekers: are people who have entered either from the official transit points of the Republic of Cyprus (airports, ports), or from non-demarcated points and claimed asylum because of fear of persecution. However, the majority of them are used different ways to enter into the country (boats or passages from areas are not controlled by the Republic of Cyprus).

Subsidiary Protection: Under the Geneva Convention of 1951 and the 1967 Protocol Relating to the Status of Refugees falls within the scope of the complementary forms of protection and is granted to individuals, which are at risk of suffering or have suffered serious harm, such as death punishment, torture in their country of origin or imminent threat against their lives as a result of violence indiscriminately in situations international or internal armed conflict. The number of people who are protected, currently they have been doubled compared to the past, due to the Syrian war.

Recognized Refugees: In accordance with the UN Convention for the Refugees (Geneva Convention 1951), refugee is considered the person who is outside of his or her country of origin, is actually in danger of suffering violations of human rights because of his identity or his beliefs and cannot or does not want to return, because the government cannot or does not want to protect it.

Irregular immigrants: people who entered the country from undefined points without being able to acquire the necessary travel documents (passports, VISA) or their residence permit has expired and they are not eligible to renew it. In addition, this category includes those who voluntarily extended their

irregular staying in Cyprus, even though their request for granting asylum was refused by the competent authorities of the State (Asylum Service).

Legitimate migrants: Refer to a person and / or family and /or group which does not originate from an EU country but wishes to go to some of them, and / or come mainly for work reasons. Individuals of this category enter the official crossing points of the Republic of Cyprus (airports, ports) and remain in with the necessary legal documents. Their physical presence is recorded by the competent authorities (Civil Registry and Migration Department) and are equipped with the required residence permits. Most of people in this category is entering the country for work reasons in a variety of areas, while there are also people who chose Cyprus as a country of residence, following their retirement (small number of residents).

The above mentioned identification enables the reader to understand the following methodological decisions about the number of participants into the two focus groups as well as the need of representation of different migrants' groups.

1.3 Cyprus – Synthesis

The study "Promoting and Supporting Migrant Entrepreneurship" (European Commission, 2016), has demonstrated that measures for addressing these challenges should be approached holistically: by providing migrants educational and training opportunities, regulatory advice, social capital, and facilitated access to business funding and working spaces. However, efforts to address these challenges in a holistic approach by local organisations are often described as too resource-intensive and thus do not have a long-term impact.

As mentioned in the findings of the UNHCR report "Republic of Cyprus, Factsheet' (UNHCR, 2018), asylum applications in 2017 in Cyprus were increased by 55% compared to 2016, and this upward trend has continued in 2018. With the increase of migrant and refugee population, more concrete efforts should be put in place to increase the capacity of professionals to engage the target population in activities that will increase the participation of migrants in the socio-economic life of the island.

This country report takes a look at the current working practices of trainers, adult educators and professionals working with migrants. It aims to identify the gaps, obstacles and challenges they experience in their efforts to foster migrant entrepreneurship with long-term results. The findings of the report will be used for the development of a protocol which will seek to evaluate the current practices on migrant entrepreneurship in order to develop an entrepreneurship programme for

professionals working with migrants. The curriculum will increase the capacity of professionals in designing activities to support entrepreneurial activities created by migrants and therefore increase the participation of migrants in the socio-economic life and involvement of migrants in educational programmes.

For the purposes of this research, SYNTHESIS Center for Research and Education has invited 10 professionals with migrants or/and in adult education, entrepreneurship to participate in focus groups. It has also conducted a desk research to identify the key challenges of the current practices, their benefits and the capacity building needs in the areas identified by the project

1.4 Denmark

Initially, this report will provide a short country profile in relation to the migrant population in Denmark and initiatives created in terms of support and guidance to migrant entrepreneurs.

Denmark's population consists of around 5.780.000 persons. Of the population, 13 % has migrant background – 10 % are migrants and 3 % are descendants of migrants. Among migrants, 58 % are from a non-western country. Among descendants, 84 % have a non-western background.

The largest group of migrants comes from Poland (app. 40.600 persons), and the second largest group is from Syria (app. 35.440 persons). Besides Syria, the largest non-western groups are from Turkey, Iraq, Bosnia-Herzegovina and Iran. The largest western groups are, apart from Poland, from Germany, Rumania, Norway and Great Britain.

The employment level of migrants is lower than for inhabitants with Danish background, especially if you look at non-western migrants. However, the percentage of self-employed are higher among the employed non-western migrants (8.2 %) than among employed persons of Danish origin (5.7 %). The difference is even more significant if you look at gender. For male non-western migrants, the percentage of self-employed is 10.7 compared to 7.2 % of males with Danish origin. Both Danish

women and migrant women are less likely to be self-employed than the men – 4 % of employed Danish women are self-employed compared to 5.5 % of migrant women with non-western background. [1]

Regarding the home countries of the self-employed, the data from Danmarks Statistik (Statistics Denmark) also show significant differences. More than 15 % of employed migrants from The Netherlands[2], Lebanon and Iraq are self-employed. Employed migrants from Turkey, Pakistan and Iran also quite often are self-employed (11.7 – 14.2 %). On the other hand, employed migrants from the Philippines, Ukraine, Rumania, Bosnia-Herzegovina, Somalia and Bulgaria are not so likely to be self-employed (1,7 – 3,2 %).

The most common lines of business among non-western migrants are in the categories retail and transport, and hotels and restaurants - such as pizzerias and other fast food restaurants, green groceries, kiosks, etc.[3]

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[1] *Indvandrere i Danmark 2018*. Danmarks Statistik, 2018.
[2] Since the late 1980'ies, a relatively large number of Dutch farmers have moved to Denmark in order to have better economic conditions.
[3] *Iværksætterindeks for nydanskere 2012.* Etnisk Erhvervsfremme, 2012.

Initiatives for migrant entrepreneurs

In the years 2005-07, the public business services in the largest cities in Denmark – Copenhagen, Aarhus, Odense – started having more focus on reaching out to migrant entrepreneurs, through a project funded by the European Social Fund's EQUAL program.[4] In addition, some smaller cities, like Vejle, started outreach projects in this period, based on the experience that migrant entrepreneurs often do not seek counselling before opening their business.

In 2007, the Danish government agreed on the establishment of a national centre for ethnic entrepreneurship. The centre was active from 2010-2013. One of the target groups of the initiative was English speaking potential entrepreneurs, for instance students and expats. The centre was organized as a partnership between six municipalities, amongst others Vejle, and with a knowledge centre in Aarhus that should disseminate knowledge, tools, methodologies etc. in the field of ethnic entrepreneurship to interested professionals all over Denmark.[5]

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[4] *Viden der virker!* Videnscenter for Etnisk Erhvervsfremme, 2007.
[5] https://startvaekst.dk/file/149240/tilbud_til_kommuner.pdf

From 2014, when the funding ended, the national knowledge centre on ethnic entrepreneurship no longer exists, but initiatives like outreach work and consultants with specific expertise in this field are still part of the business service in the larger cities. In addition, some municipalities run special entrepreneurship courses for unemployed migrants. In the larger cities, the public business service also focus on offering events and guidance in English for 'international' entrepreneurs.

Organized specific training for professionals/trainers that guide migrant (potential) entrepreneurs does not exist. The former national knowledge centre on ethnic entrepreneurship organized some 'competency days' around specific themes, open for business consultants and other stakeholders in the municipalities that were part of the partnership/cooperation.[6]

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[6] Etnisk Erhvervsfremme. Slutevaluering. Pluss, 2013.

1.5 Germany

The first part of this report will be a short country profile regarding to the migration population in Germany and initiatives to support migrant entrepreneurs.

The population in Germany is about 82 million inhabitants, of which 23.6 % are with a migrant background (immigrants and their descendants). Of these 19.3 million people were 9.8 million Germans and 9.4 million foreigners (51.1% and 48.9%).

Most migrants coming to Germany are from Europe: 36.0% of these 19.3 million people with a migrant background come from one of the 27 other member states of the European Union, another 31.9% from another European country. Most of the 19.3 million people with a migrant background come from Turkey (14.4%), followed by Poland (10.9%), Russia (7.2%), Italy and Romania (4.5% each). Kazakhstan (6.4%) and Syria (3.7%) are the most important non-European countries.[7]

Migrants make an above-average contribution to entrepreneurship in Germany. They represent 21% of the start-uppers with a population share of 18% (on average between 2013 and 2017). The increased start-up activity has two central reasons: First, among migrants the desire for self-employment is more pronounced than in the population as a whole. On the other hand, they have worse labour market opportunities and are more likely to start a company.

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[7] Statistisches Bundesamt (2018): Mikrozensus – Bevölkerung mit Migrationshintergrund

As a special evaluation of the KfW Start-up Monitor 2018 shows for the first time, 38% of migrants generally prefer self-employment over dependent employment. Regarding the entire population, only 29% would prefer self-employed than employed. One important factor is the difference that many migrants are driven by greater risk-taking and the fact that often they are thought what it means to be an entrepreneur by their culture.[8]

Initiatives for migrant entrepreneurs

To support start-up oriented migrants, the Federal Government of Germany has expanded its information and counselling services to include people from non-European countries. The online guide "GründerZeiten" offers hints to migrants' entrepreneurship in German and Arabic. In addition, the "Existenzgründerportal" ("start-up portal") provides all the important information round about starting a business in several languages (German, English, French, Italian, etc.).

The Federal Government is planning further measures: The pilot project "Gründerpatenschaften" ("start-up sponsorships") aims to bring interested migrants together with resident companies and self-employed. The "Willkommenslotsen" ("Welcome Pilots"), the network "Unternehmen integrieren Flüchtlinge" ("Companies Integrate Refugees") and other partners from business and society will provide more advice in the future for start-ups.[9]

The Federal Ministry of Labor and Social Affairs, in cooperation with the Federal Ministry of Education and Research and the Federal Employment Agency are providing on the Internet platform "Integration through Qualification (IQ)" all the relevant information for migrant entrepreneurs.[10]

We could not identify organized specific training for professionals/ trainers that guide migrant (potential) entrepreneurs. However, there is a lively and steady exchange of experiences about existing projects and measures, put together into a large network of experts.

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[8]   https://www.kfw.de/KfW-Konzern/Newsroom/Pressematerial/Themen-kompakt/Gründungen-durch-Migranten/
[9]   https://www.bundesregierung.de/breg-de/aktuelles/fluechtlinge-bei-existenzgruendung-unterstuetzen-450838
[10] http://www.wir-gruenden-in-deutschland.de/informationen/

1.6 Italy

In 2016, 51 million immigrants residing in the European Union, about 10% of the total population. The majority (46 million) live in an EU-15 country, where immigrants represent 12% of the total population.

During the last forty years Italy has become, after Spain, the second largest destination of immigrants in Europe, after a century of massive emigration. The incidence of foreigners on the total population in Italy rose from 0.9% in 1989, to 7.1% in 2009 and to 8.5% in 2016.

The combined effect of achieved prosperity, globalization, enlargement of the European Union, falling birth rates and aging populations have reduced Italian emigration and aroused immigration throughout southern Europe.

Tab. 1 - Presence of foreigners in Italy evolution over the years

	al 31/12/2004	al 31/12/2009	al 31/12/2014	al 31/12/2016
Romania	248.849	887.763	1.131.839	1.190.091
Albania	316.659	466.684	490.483	440.465
Morocco	294.945	431.529	449.058	416.531
China	111.712	188.352	265.820	290.681
Ukraine	93.441	174.129	226.060	237.047
Philippines	82.625	123.584	168.238	167.859
India	37.971	105.863	147.815	151.791
Bangladesh	35.785	73.965	115.301	131.967
Moldova	54.288	105.600	147.388	131.814
Egypt	52.865	82.064	103.713	119.513
Pakistan	35.509	64.859	96.207	114.198
Sri Lanka	45.572	75.343	100.558	107.967
Nigeria	31.647	48.674	71.158	106.069
Senegal	53.941	72.618	94.030	105.937
Peru	53.378	87.747	109.668	97.379
Poland	50.794	105.608	98.694	95.727
Tunisia	78.230	103.678	96.012	93.795
Ecuador	53.220	85.940	91.259	80.377
Macedonia	58.460	92.847	77.703	65.347
Bulgaria	15.374	46.026	56.576	59.254
Other states	596.892	812.186	876.857	940.631
	2.402.157	**4.235.059**	**5.014.437**	**5.144.440**

Fonte: *Cittadini Stranieri. Popolazione residente per sesso e cittadinanza - http://www.demo.istat.it*

Tab. 2 - Immigration in Italy (subdivision by continent)

Provenienza	Nr.	%
EU	1.544.574,00	30,02
Europa NoEU	1.075.683,00	20,91
America	371.354,00	7,22
Asia	1.053.838,00	20,48
Africa	1.096.089,00	21,31
Oceania	2.170,00	0,04
Stateless	732,00	0,01
	5.144.440,00	**100,00**

Fonte: Cittadini Stranieri. Popolazione residente per sesso e cittadinanza - http://www.demo.istat.it

About the combination migrant/entrepreneurship the companies present in Italy and managed by foreigners, at the end of 2017, came close to 590,000 and represent 10% of the entire national business. Their growth, in quantitative terms, is almost five times more than the average and, alone, they represent 42% of all the increase in companies registered in 2017.

The sectors in which the businesses managed by foreigners operate are:

- tertiary sector - 1%

- industry - 10%

- construction - construction - 16%

- services for tourism - 19%

- collective and personal services - 40%

- others - 14%

The fields of activity are different, but a sectionalisation can be found based on nationality: the Moroccans, for example, are active in trade, construction and transport, while the Chinese in textiles-clothing and catering. Serbs, Albanians, Macedonians, Tunisians and Bosnians often operate in construction, while Bangladeshis, Nigerians and Senegalese in trade. Following Romania's entry into the EU, there was an increase in Romanian entrepreneurs, who outnumbered even the Chinese.

Moreover, the presence in qualified professions is negligible, equal to 2.0%, in contrast to the less qualified ones, where over one in three employees is foreign (34.5%).

Among the unqualified staff in collective and personal services the incidence of foreign workers reaches almost 70%, reflecting the predominance of immigrants in domestic work

Initiatives for migrant

In today's debate on immigration, an important and fundamental element is missing: training. It is through training that migrants and foreigners can be inserted in the best way, effectively making them productive, helping them concretely in an effective integration.

About the grade of school level of migrants who live in EU, a third of immigrants have a university education, a third a secondary education and a third still has completed at most a first-level secondary school. Italy registers the rate with the lowest level of immigrants with a high level of education. The countries with the highest levels of education tend to attract more "qualified" migrants. This is the case in countries such as Denmark, Ireland, Norway, Sweden, Switzerland and the United Kingdom

which have more than 38% natives and immigrants with tertiary education. In this sense, our country boasts the worst record with around 20% of natives with a university education and 14% of immigrants.

In Italy only 4.3% of migrants attended a training course, compared to a European average of 13% (Eurostat data).

Vocational training courses in Italy are managed by the Regions through accredited training agencies.

Most of these courses are in the following areas:

- social and health services (OSS),
- building and construction,
- hotel and restaurant activities,
- mechanics and metalworking.

Courses can last a year or two:

- annual courses last between 250 and 600 hours;
- annual or biennial courses of the course for "Social Health Operator (OSS)" last a total of 1,000 hours;
- in some cases, financial aid is given at the end of the course (around € 400.00 in total), only students attend at least 2/3 of the course.

There are other free courses for unemployed foreign adults who want to improve their education to find a job more easily.

Most of these courses are in the following areas:

- Mechanics
- Building - Plant engineering
- Tourism and catering
- Trade
- Culture
- Information technology
- Agribusiness
- Personal services
- Artistic craftsmanship

2. MIGRANTS' AND PROFESSIONALS' NEEDS ASSESSMENT
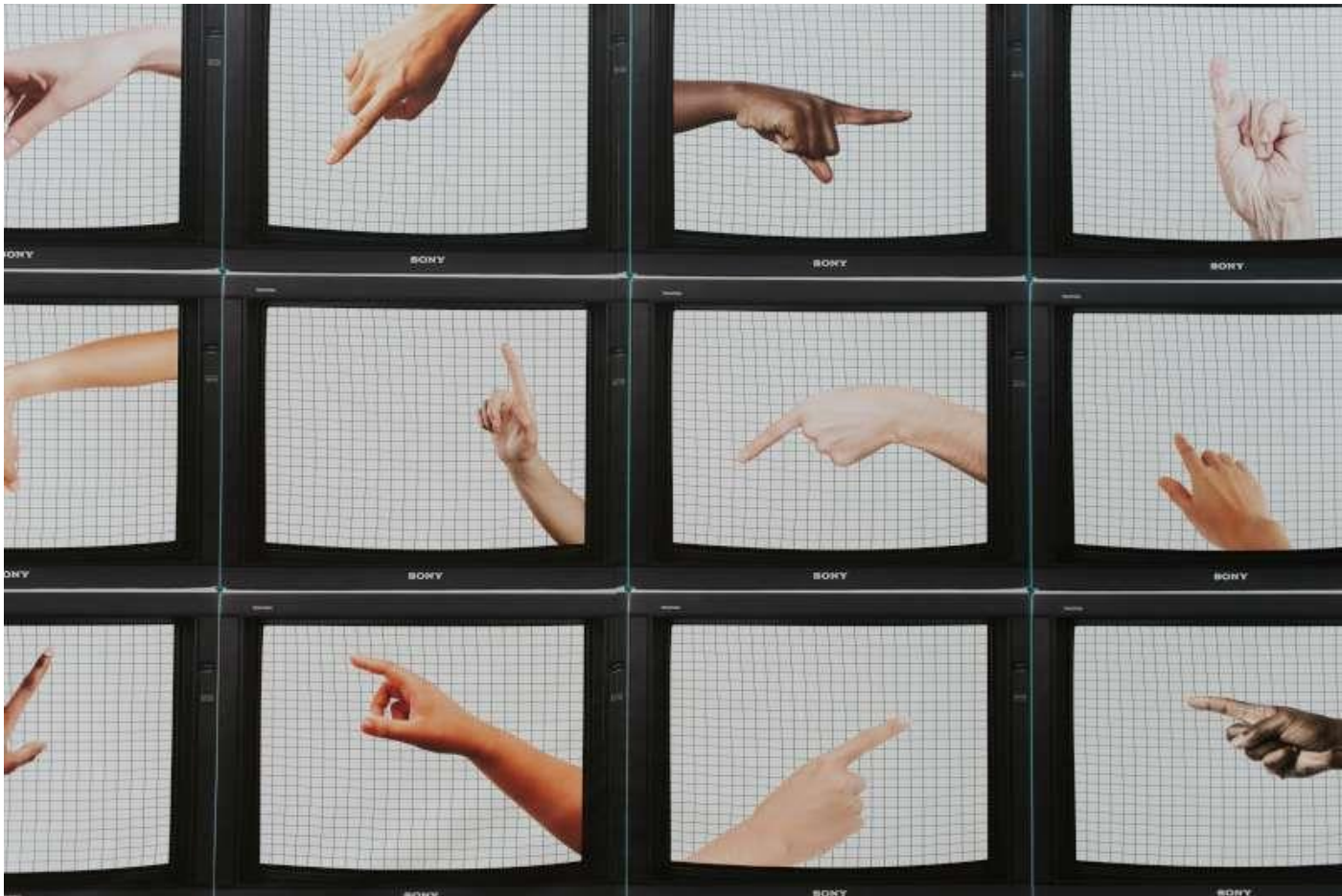
The project "Migrant Entrepreneurship for Social Inclusion - MESI" has been funded by the Erasmus+ EU Programme (2014-2020) to address the priorities of "Extending and developing educators' competences" (Adult Education), "Development of relevant and high-quality skills and competences" (Horizontal priority) and "Social inclusion" (Horizontal priority).

As already highlighted, the overall goal of this project is to develop a training curriculum and an e-course specifically designed to tackle the educational and training needs of migrants, at the same time equipping adult education professionals, trainers and professionals working migrants as well with the tools needed for engaging migrants in entrepreneurial initiatives as well as increasing their participation in such activities.

In order to achieve these goals the following objectives have been set:

- Increase capacity of adult education professionals, trainers and professionals working migrants (target groups) with the tools needed for engaging migrants in entrepreneurship
- Enhance knowledge of the target groups to design outreach activities to support entrepreneurial activities created by migrants
- Participating migrant entrepreneurs have better conditions to start a business when they have a better knowledge about entrepreneurship
- Enhance collaboration and the promotion of synergies between the target groups and other stakeholders for the promotion of migrant entrepreneurship
- Support the efforts of local and EU organisations in applying a holistic approach in supporting migrants' entrepreneurs through the development of OER tools

The project consists of a number of Intellectual Outputs (IOs):

I.O.1: Protocol for the acquisition of skills and competences on entrepreneurship - The project team will develop a protocol for the identification of strengths and weaknesses of the different approaches in migrant entrepreneurship that are applied in the different European countries. The purpose of the protocol is to develop alternative accessible ways of learning and acquiring skills by developing a repository of innovations of migrant education which will be used for the identification of the obstacles and the challenges which need to be addressed through the training curriculum.

I.O.2: Repository of good practices and innovations - The partnership will develop a framework for the identification of good practices on among the EU countries which will serve as a guide for incorporating elements which will enhance the impact of the local activities implemented by adult educators, trainers and professionals working with migrants.

I.O.3: Curriculum for the acquisition of new skills and competences - The project foresees the development of a training curriculum which equip professionals working with migrants with skills and competences to promote entrepreneurship among migrants and refugees and increase their knowledge in networking and outreach techniques.

I.O.4: E-learning portal - An e-learning portal will be developed on a web server using a CMS (Content Management System) and will serve as a learning environment for acquiring knowledge and skills as well as a networking platform for adult educators and trainers.

I.O.5: Open Digital Badge Scheme and Assessment System - The partners will develop an open digital badge scheme (Mozilla Foundation) which will validate the skills, knowledge and competences acquired during the e-course.

I.O.6: In-service training toolkit - The project team will design a training programme to support adult educators, trainers and professionals working with migrants to deliver the curriculum on entrepreneurship and introduce them to tools for engaging migrants in educational and training opportunities.

The present document sets the guidelines for the identification of the skills, knowledge and competences that need to be explored for the creation of the e-course and the training curriculum throughout two focus groups: 1) adult educators, trainers and professionals working with migrants and 2) migrants and third country nationals). This framework clarifies the rules for the collection of the results and the factors that need to be taken into account.

2.1 The project's methodological approach

The principal aim of the project is the development of Standard Operating Procedures for professionals within an interagency and multidisciplinary collaborative framework.

A starting assumption of the MESI project is that it is vital to take into consideration the capacities and views of professionals/trainers who are working with migrants as well as the views of migrants by directly involving all of them as key actors, in order to focus effective training and curriculum development strategies. In this sense, the project follows a collaborative-based approach, which is the core and starting element of the initiative as a whole. Concomitantly, it is considered that by strengthening the role of the trainers within the migrants' entrepreneurship system, migrants' opportunities for more effective integration will be better served.

The project implements a participative approach in which key professionals and stakeholders are involved into it. Moreover, by engaging actors from multiple sectors, it is intended to enhance interagency and multidisciplinary collaboration.

Reflecting on the above-mentioned critical points, this project aims to ensure that trainers and migrants will be engaged whenever possible in key decision-making points across project's continuum. Initially, they asked them to express their views about the current apprentship system and their feelings and thoughts about the current conditions with the framework of employment/entrepreneurship and VET opportunities. Obstacles and challenges have been identified by the project team in the following areas:

- Language barriers;
- Entrepreneurial skills development;
- Understanding the local culture;
- Business culture;
- Access to markets;
- Funding and fundraising;
- Social and working practices for creating a business.

Space: both trainers and migrants have been informed about the research purpose and objectives and they asked to participate by giving them space to express their views and needs for the current situation and how they believed that could be transformed to a better one.

Voice: a clear voice has been given to express the kind of challenges they currently face.

Audience: MESI training material drawn heavily on the views of participants about their expectations and needs. The training curriculum also has been useful to everyone involved in promoting alternative accessible ways of learning and acquiring skills in entrepreneurial issues.

Influence: the participants' influence affected the final results; their views will be the base for the protocol that will be used as a benchmark for delivering entrepreneurship programmes which will seek to develop appropriate and interactive entrepreneurship courses for people with diverse cultural and educational background (migrants). In addition to that, has been asked them to express any changes on behalf of the professionals' behaviour towards them or if they noticed any improvements in their

teaching/learning activities (in comparison with the past) after the training has occurred.

2.2 Definition of key terms

At the kick-off meeting in Sweden (October 2018) the project partners dedicated a great amount of time, given the various national specifics, in order to elaborate the definitions regarding the key terms that are going to be adopted throughout the project's life. The partners decided to adopt the following definitions which are going to guide further discussions and decisions regarding the project's implementation:

Adult education: all forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see "VET")

Adult education organization: any public or private organization active in the field of non-vocational adult learning

Adult learner: any person who, having completed or is no longer involved in initial education or training, returns to some forms of continuing learning (formal, non-formal or informal), with the exception of school and VET teachers/trainers

EQAVET: (European Quality Assurance Reference Framework for Vocational Education and Training): reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance

EQF: (European Qualifications Framework): a common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers' and learners' mobility and facilitating their lifelong learning, as defined in the

	2008/C 111/01 Recommendation of the European Parliament and the Council
<u>Enterprise:</u>	any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.
<u>Focus group:</u>	The Focus Group is an exploratory research method used to help researchers gather in depth, qualitative information of their participants' attitudes and perceptions relating to concepts, products, services, or programs.

There are several other reasons to conduct a focus group.

- To generate new ideas. Open discussions with clients may lead to new perspectives on service delivery, as well as provide a means of evaluating customer satisfaction and/or complaints.
- To search for questions, vocabulary, and perceptions of buyers, and users of a product category.
- To analyze target consumer reaction to copy and advertising methods.
- To explore customer/prospect reactions to new products/services.
- To formulate hypotheses that can be tested with quantitative surveys.
- To interpret previously obtained qualitative data.

Focus group interview procedures are built around the specific needs of the user. The most common types of focus group structures are as follows:

- Evaluative/descriptive. Respondents are asked to vocalize their feelings toward a product, service, or situation.
- Behaviour/experience. Scenarios are presented to participants in order to gauge their reactions.
- Risk oriented. Participants' responses are evaluated based on personal characteristics associated with participants' willingness to take a chance when outcomes may vary. The line of questioning may or may not lead to innovation.
- Test/experimental. Used to obtain reactions to a product or service test or experiment.
- Demonstration/educational. A means of informing respondents so they can comprehend a product or service in relation to their needs or means of application.

<u>Migrants:</u> Third Countries Nationals, Refugees, Asylum seekers. For MESI Focus Groups aim it is essential that migrants have experience with starting a business in the host Country or at least have serious thoughts about starting it.

<u>Vocational education and training (VET):</u> education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labor market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.

There are nine steps typically followed in the development and implementation of focus groups.

1. Establish research agenda
2. Identify sample characteristics
3. Select the focus group moderator
4. Plan focus group: physical planning
5. Generate and pre-test an interview guide: write a screening questionnaire and develop a moderator's outline (both could be standardized)
6. Recruit the sample
7. Conduct the focus group
8. Analyse and interpret focus group findings
9. Write and present report

2.3 Use of the results

In line with the objectives of each research activity, findings are anticipated to be used as following: mapping of tools and guidelines that have already been developed in similar contexts will assist the drafting of the standard operating procedures and in particular, the tools are intended to supplement the guidelines in order to have uniform practice among professionals working with migrants and further support their work, role and the strengthening of migrants entrepreneurship. With regard to migrants' and professionals needs assessment, a national report has been drafted by each partner organisation that will constitute a public deliverable and a helpful document to capture the situation in all five countries (see annexes for a report outline). The results from these activities will influence the drafting of the Protocol (design of content) and the training curriculum for the capacity building of professionals. Finally, consultation with migrants on the content of the training curriculum and/or the teaching and training methods is employed to inform the deliverables taking into consideration migrants' views.

Furthermore, findings could potentially help to examine how the balance of responsibilities and relationships between the interested parties - migrants and professionals - have been reconfigured and modified during the last few years. These points can also be used for gaining more insight into the level of implementation of state procedures and professionals' perspectives with regard to the quality of services provided in national laws of several project partners' countries.

2.4 The research activities

2.4.1 Needs assessment & consultation

Method

The activity has been implemented through focus group discussions. Two focus groups took place.

Objective and main themes

The objective of this activity was to identify the perceptions of professionals' working with migrants over their role and tasks and their needs in terms of improving their practice and their competency (knowledge & skills), in order to inform and orient migrants on entrepreneurship in that way the content of the Protocol and the training curriculum accordingly.

At the same time, migrants had to explain their needs in terms of competencies for being successful entrepreneurs and the challenges they have to face.

The discussion gave emphasise into the following themes:

- Language barriers
- Entrepreneurial skills development
- Understanding the local culture
- Understanding the local business culture
- Access to markets
- Funding and fundraising
- Social and working practices for creating a business

Study population

The target group in each Country of the partnership consisted of:

Focus Group 1 (FG1) = Adult educators, trainers and professionals working with migrants

Focus Group 2 (FG2) = Migrants (Third Country Nationals, Refugees, Asylum seekers)

For MESI Focus Groups aim it was essential that migrants had experience with starting a business in the host Country or at least had serious thoughts about starting it.

Each focus group consisted, if possible, of at least 10 (FG1) and 20 persons (FG2).

Specifically:

Country	Migrants	Adult educators, trainers and professionals working with migrants
Sweden	At least 2*10 migrants	At least 10 persons in total
Denmark	At least 2*10 migrants	At least 10 persons in total
Italy	At least 2*10 migrants	At least 10 persons in total
Germany	At least 2*10 migrants	At least 10 persons in total
Cyprus	At least 2*10 migrants	At least 10 persons in total
Total	At least 100 migrants in total	At least 50 persons in total

as decided during MESI kick off meeting, if it was impossible for one or more Countries to reach the minimum number of participants, partners from Cyprus can help to reach the minimum number of migrants and professionals set

Setting

The focus groups took place at the premises of each partner organization. A person from each partner organization facilitated the focus groups. A second person attended the sessions and act as a co-facilitator. Snacks, juice, coffee or tea offered.

Session seating arranged in a circle to allow greater group interaction and mutual recognition.

Structure

Each focus group was anticipated to last approximately 120 minutes. The discussion followed a question guide presented below in English. This has been further translated into the national languages. In particular, the steps below were followed:

- presentation of the project and the particular activity
- providing a consent form and asking them to complete it
- introduction of the participants
- questions
- closure
- snacks

The discussions recorded in order to ensure that all information captured, and that the facilitator gave his/her full attention to the flow of the discussion.

2.4.2. Sweden

Krinova executed a pilot study December 2017-januari 2018. The pilot study included:

- Literature search

1. Hammarstedt, Mats och Andersson, Lina. *Invandrares egenföretagande – trender, branscher, storlek och resultat.* Vol. 39. Nr 2 (2011): s.31-37. https://www.nationalekonomi.se/filer/pdf/39-2-lamh.pdf (Hämtad 2017-12-28)

2. Wennerberg, Karl och Efendic Nedim. *Bakgrund och framgång – vad avgör om företag växer?.* FORES studie (1:a uppl.), 2013. http://fores.se/wp-content/uploads/2015/11/bakgrund-och-framgang.pdf (Hämtad 2018-01-04)

3. Tillväxtverket Stockholm 2016. Framtidens företagare, *Entreprenörskapsbarometern* 2016. s7f, s7ff, s44f.
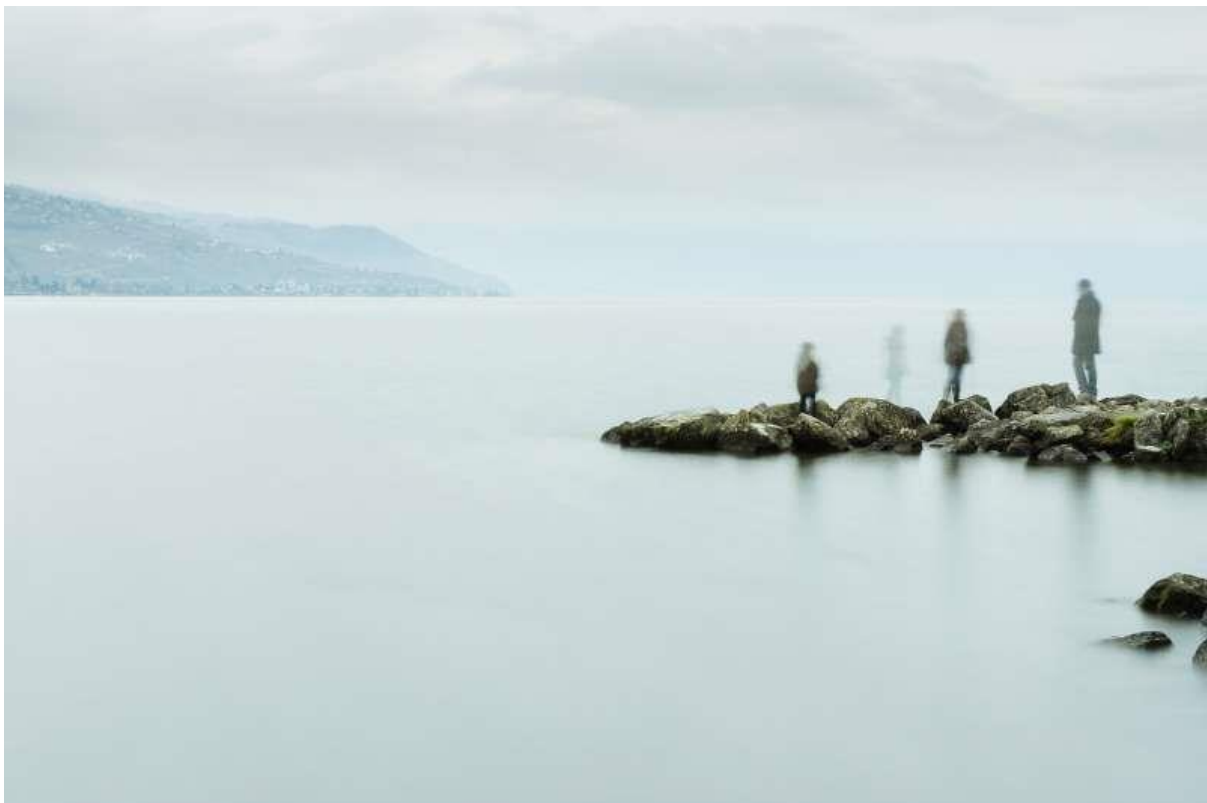
- F2F interviews
    - Migrant entrepreneurs (6 entrepreneurs)
    - Officials at the following stakeholders
        - Public Employment service (1 p)

- - Folkuniversitetet (Adult educational organization) (1 p)

    - Vocational, Swedish for Migrants. (1 p)

    - Swedish municipalities (3 p)

    - Försäkringskassan (Social Security Services) (1 p)

    - Skatteverket (Swedish Tax Authority) (1 p)

  - Officials at (professionals guides to entrepreneurship)

    - ALMI (1 p)

    - Nyföretagarcentrum (3 p)

  - Business advisors (3 p)

- Interview analysis

  - Interview notes and audio recordings where sampled, discussed and insights framed in 4 dialogue workshops with interview team (2 p) and Krinova business designers (3 p)

2.4.3 Cyprus – Edex

The groups were consisted of ten and eight participants respectively. The age range was between 20 to 40 years old. A prerequisite was that all of the participants had a plan (or they had express the willingness) on setting-up a business in the near future. Moreover, the first focus group was consisted of three women and seven men while the second one was consisted of six men and women woman. Among the participants ten of them were asylum seekers, six have been granted a Subsidiary Protection status in Cyprus and two were Recognised Refugees.

An additional criterion took under consideration to achieve maximum representation from the participants; that of nationality, otherwise country of origin. Four of them were from Iran, five from Syria, one from Rwanda, five from Cameroon and three from Nigeria. The majority of them (ten persons) are residing in Cyprus for less than a year whilst the rest are in Cyprus for over three years.

Nearly all of them are university graduates holding a BSc in areas such as management, business administration, accounting, hotel management, computer sciences, English literature, and law. Two of them have a master's degree from their countries of origin. All of them were fluent English speakers and some of them could speak and understand Greek averagely.

Meeting's procedures

As previously mentioned, the discussion among the two focus groups, was held in English since all of the participants do speak the language very well. Prior to the meeting a set of open type questions have been designed from the facilitator and the co-facilitator to be used as the main guide to the conversation. The subjects have been set up as follow:

1. Access to the labour Market- Skills & Abilities
2. Language Barriers
3. Understanding the local business culture
4. Understanding the local culture
5. Social and working practises for creating a business- Vocational Trainings- Platform of information

Along the discussion, the participants suggested different approaches on how to get to know the procedures on setting up a business, shared innovative ideas on the provision of information and raised the lack of access to information due to the language barrier and the social exclusion they feel in general.

2.4.4 Cyprus – Syntesis

The focus group was consisted of 10 participants: professionals working with asylum seekers and refugees, professionals working with migrants and professionals working in the field of adult education and learning and specifically in the field of entrepreneurship. Participants were between the ages of 24-40.

The years of experienced of the professionals varied between 1-15: three of the participants had only 1-2 years of professional experience, one had over 10 years of experience. The remaining participants have 5-8 years of professional experience. All professionals acquired most of their experience in Cyprus, while two of them have also been working in international locations (i.e. East Africa, Middle East).

Role of participants in their organisation: one participant helps refugees and asylum with issues related to food and housing procedures. The same participant also helps them with the identification of training and learning opportunities. Three participants work with organisations that directs migrants and refugees to services that could help them with housing, food, employment and learning

opportunities and other. One participant works for a project that aims to identify working and training opportunities for refugees and link them with local companies. The remaining participants work as adult educators for the development entrepreneurial skills for different target groups including migrants.

Participants are based in Nicosia and Paphos. However, most of the move to different locations within Cyprus as they work with different target groups in different locations.

The professionals were invited through an email to join the focus group to discuss the different thematic areas identified at the initial phase of the project.

Participants attended the focus group meeting on the 18th of December 2018. The facilitator informed participants about the idea behind the project, the project objectives and the upcoming activities. Then, they informed about the collection of data process and the GDRP and signed an agreement. The discussion started by asking participants to say a few things about their work and their relation to the theme of the project. Participants were then engaged in a discussion on several topics.

2.4.5 Denmark

According to the guidelines, the needs assessment was to be carried out through focus group discussions with at least 10 adult educators, trainers and professionals working with migrants, and at least 20 migrants (2 x 10).[11] The migrants participating in the focus groups should have experience with starting a business in the host country or have serious thoughts about starting.

In Denmark, we conducted three focus group interviews with professionals, involving in total 13 individuals. Two of the focus groups consisted of business consultants and other professionals with relatively extensive experience in giving guidance and training to migrants on entrepreneurship. They represented both public business services, private consultancy agencies and the NGO sector. As the participants were located all over Denmark, our assessment was that it would not be possible to hold the interviews at our office. Instead, we decided to do both of these focus group interviews via Adobe Connect online meeting facilities.

The third focus group was a more mixed group of professionals, located in or around Vejle. It consisted of an advisor from the local language school, two consultants from job centres, an employee from an

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[11] The project defines migrants as third country nationals, refugees and asylum seekers.

asylum centre and an adult educator running entrepreneurship courses for unemployed (both Danish and migrant background). All five participants work with migrants as part of their job but three of them had no experience in entrepreneurship guidance or training.

Regarding the focus group interviews with migrants, we did not reach 20 participants. As VIFIN do not have a direct access to migrant entrepreneurs, we chose to cooperate with a local business consultant in order to recruit participants for the focus group interviews with migrants. The consultant is specialized in migrant entrepreneurs and he has since 2005 worked with outreach activities and guidance of migrant entrepreneurs in Vejle, so he has an extensive knowledge and network. He provided us with a list of 20+ potential entrepreneurs and business owners, which he had guided.

From an earlier project where we tried to organize focus group interviews with migrant entrepreneurs, we knew that it would be very difficult to organize, given that they have different and often late working hours and sometimes have difficulties planning several days ahead. We did not have a long period to organize and carry out the interviews, so we decided instead to try to arrange individual interviews, offering to come by at the company's address or in some cases do the interview via Skype as an alternative to coming to our office.

From the original list, we had to prioritize whom to contact, as we did not have the time and resources for conducting and analysing 20 individual interviews. Besides lines of business and gender representation, we took into consideration public information about when the business was founded and the owner's background. For instance, we found it more likely that less experienced business owners would be able to recall the challenges they faced when they started their business than the more experienced.

We chose to contact 13 persons from the list and managed to arrange interviews with eight of them – four business owners (three men, one woman) and four potential entrepreneurs (three women, one man). In terms of lines of business, the business owners represent both restaurants/food service, hairdressers and retail. We did not ask the migrants about their citizenship, but all eight have a non-western background. A couple of them are descendants of migrants, which we did not know before interviewing them. The majority of the interviewed migrants has an upper secondary or tertiary level education from their either home country or Denmark.

Two business owners were interviewed at their company's address, two potential entrepreneurs were interviewed via Skype, and the rest of the migrants came to our office for the interview.

2.4.6 Germany

According to the guidelines, the needs assessment was to be carried out through focus group discussions with at least 10 adult educators, trainers and professionals working with migrants, and at least 20 migrants (2 x 10). The migrants participating in the focus groups should have experience with starting a business in the host country or have serious thoughts about starting.

In Germany, we invited 18 professionals working with migrants. We conducted one focus group interview with professionals, involving in total 10 persons. The focus group consisted of employees of the chambers, public administration, funding agencies, migration officers and people who directly accompany migrants on their way to self-employment. The interview took place in our rooms in Magdeburg.

Regarding the focus group interviews with migrants, for various reasons it was not possible to organize a meeting with 2 x 10 persons. On the one hand, for data protection reasons it was very difficult to identify the persons we need, on the other hand, there is a great competition among the migrant entrepreneurs, but also distrust of the administration and the handling of the information. This also reflects the perception of the experts, so that we decided to conduct individual interviews, only with sound recordings. Finally, we were able to recruit 18 founders with migration background. They come

from Ukraine, China, Bulgaria, Russia, Colombia, Latvia, Chile, Argentina, Vietnam and Thailand. Only one interviewee is planning his self-employment as a registered doctor. The others are already self-employed as photographers, restaurant owners, business consultants, artists, gallery owners, alternative practitioners, physiotherapists, shoemakers, jewellery manufacturers, interpreters, boutique and online shop owners. Two entrepreneurs were interviewed by telephone, the other interviews took place face to face.

2.4.7 Italy

According to the guidelines, the needs assessment was to be carried out through focus group discussions and interviews involving 10 adult educators, trainers and professionals working with migrants, and 20 migrants. The migrants participating in the focus groups and interviews had experience with starting a business in the host country or have serious thoughts about starting.

We invited some professionals working with migrants. We conducted 3 different focus groups and 2 interviews with professionals.

The professionals were: 4 teachers, 3 educators (people who directly accompany migrants in their ways on inclusion) and 3 professionals (entrepreneurship mentors).

About the focus group interviews with migrants, we conducted 4 different focus group interviews and in three different situations we decided to conduct individual interviews.

We had interviewed 20 persons and they came from these countries:

Turkey, China, Albania, Morocco, Peru, Togo, Ivory Coast

The migrants participating in the focus were self-employed or owner of micro enterprises:

- cleaning company,
- peddler
- physiotherapist
- restaurant owners
- small construction contractors
- painters
- hairdresser
- consulting service
- shops

2.5 Results

2.5.1 FG1 - Adult Educators, Trainers, Professionals working with migrants

2.5.1.1 Sweden

To migrants in Sweden (if they do not have an employment) it is obligatory to join the official 2 year migrant program by the Swedish migration office. After finished program they can upon request be adviced to a 6 month start-up program which includes support to build a business plan.

Basically the only organisations which on a permanent base are supporting migrant entrepreneurship are ALMI and IFS Business Coaching but they do not have specialised programs for migrants. It is regular business coaching programs held in the migrant language.

Over the years Sweden has seen several projects focusing on migrant entrepreneurship but none found which has been permanented. The main focus of migrant services is to guide into employment. Any request of services to support migrant entrepreneurs is directed to the regular business advising organisations like, ALMI, Nyföretagarcentrum and SISP Incubators.

There is no specific entrepreneurial paths available to migrants. All migrants are forced into the regular migrant program aiming for integration, employment and learning swedish. This means that there is no specific training for professionals working with the migrants linked to entrepreneurship. Individuals with language skills and migrant background are hired as trainers and advisors.

Stakeholder interview insights and findings confirm main areas of challenges to be

- Migrants afraid of "losing face" in dialogue with professionals.

- Language barriers

- Migrant frustration being trapped in unemployment and thus having private financial issues influencing business decisions.

- Relations with officials and professionals are, by migrants, seen as regulatory inspections and control functions not as co-creating business designers. Need of creating collaborative relations between professionals and migrants.

- Awareness of lack of local business networks and access to local networks which include migrant entrepreneurs.

- Lack of communication channels to migrant entrepreneurs

- Swedish officials are organised in "silos" with little or no communication inbetween which creates a sense of shortcoming for the professionals with good intentions of supporting migrants.

- Entrepreneurial skills development

- Understanding the local culture

- Understanding the local business culture

- Access to markets

- Funding and fundraising

- Social and working practices for creating a business

- Capacity building

- Funding of entrepreneurial support to migrants are project based and not continuous

2.5.1.2 Cyprus – Synthesis

The professionals who took part in the focus group have experience with working with migrants, asylum seekers and refugees but most of them do not have a direct experience with working with migrant entrepreneurs. Entrepreneurship is not very well-developed in Cyprus and migrants do not have many opportunities to start their own enterprise. Therefore, there are no dedicated efforts in Cyprus for migrants who are interested to become entrepreneurs. However, professionals working with groups have mentioned that many migrants have expressed the wish to start entrepreneurial activities in Cyprus.

The role of the professionals in their work with migrant entrepreneurs

In Cyprus, professionals who work with migrants usually have a broad role of responsibilities. While, there are professionals that work in education, entrepreneurship or migration, not many have experience in working both with migrants and entrepreneurship. Those who work with migrant entrepreneurs usually have an advisory role, directing migrants through different services that could potentially help them with their inquiries or challenges they phase. Usually, these professionals collaborate with other organisations by trying t find learning and training opportunities that will help

migrants entrepreneurs expand their skills in relevant areas. However, their efforts are normally limited in addressing first-level challenges such as helping migrants learn the local language and acquire some basic soft skills.

Challenges

Participants were asked what challenges they experience when working with migrant entrepreneurs. One of the challenges that was agreed among participants was the language barriers. ***Language Barriers***: Participants agreed that many refugees and migrants do not speak Greek very well or do not speak Greek at all and therefore most training and learning activities targeting migrants are usually in English. There is a high number of migrants that can communicate in English well however most of them are not familiar with key entrepreneurship concepts or words and some of them find it difficult to understand terms related to legislation and regulations. ***'Lack of understanding the local culture'*** was another challenge that was identified by professionals working with migrants. Specifically, participants mentioned that migrants do not have many opportunities to interact with locals. They also mentioned that the different challenges the migrants experience during the first years of living in a new country delay the integration process. They highlighted that the lack of understanding the local culture is an obstacle that needs to be addressed. ***'Lack of understanding of the local business culture'*** is also a factor that sees a lot of migrant entrepreneurs having a marketing strategy that targets mainly the members of their own community and not the general public. Overall, there is a lack of understanding the **social and work practices** of the host country. The lack of understanding of the local business culture is mainly evident in the marketing and networking efforts of migrants. With regards to **'Accessing markets',** professionals mentioned that they there is a general lack of knowledge of local and foreign markets among migrants. Their lack of knowledge in accessing market is generally linked to the other obstacles identified above. Some have mentioned that new entrepreneurs focus their efforts on creating small enterprises that will address the needs of their local areas and do not usually look for opportunities to expand their efforts beyond their local communities.

In terms of ***'funding and fundraising'***, participants mentioned that migrants and interested in learning more about funding opportunities for migrants. They mentioned that the requirements of the different funding scheme discourage migrants from going through the process of looking more into local or EU funding. Most migrant enterprises often start as family businesses and depend on family money or friend loans. Professionals also concluded that there is lack of information about local funding and many migrants to do not know where to look to find more information about this.

Moreover, the '*entrepreneurial skills and attitudes'* that they consider as more important for migrant entrepreneurs are: being able to identify their management and leadership style; coping with ambiguity, uncertainty and risk; working with others, communication; and team management.
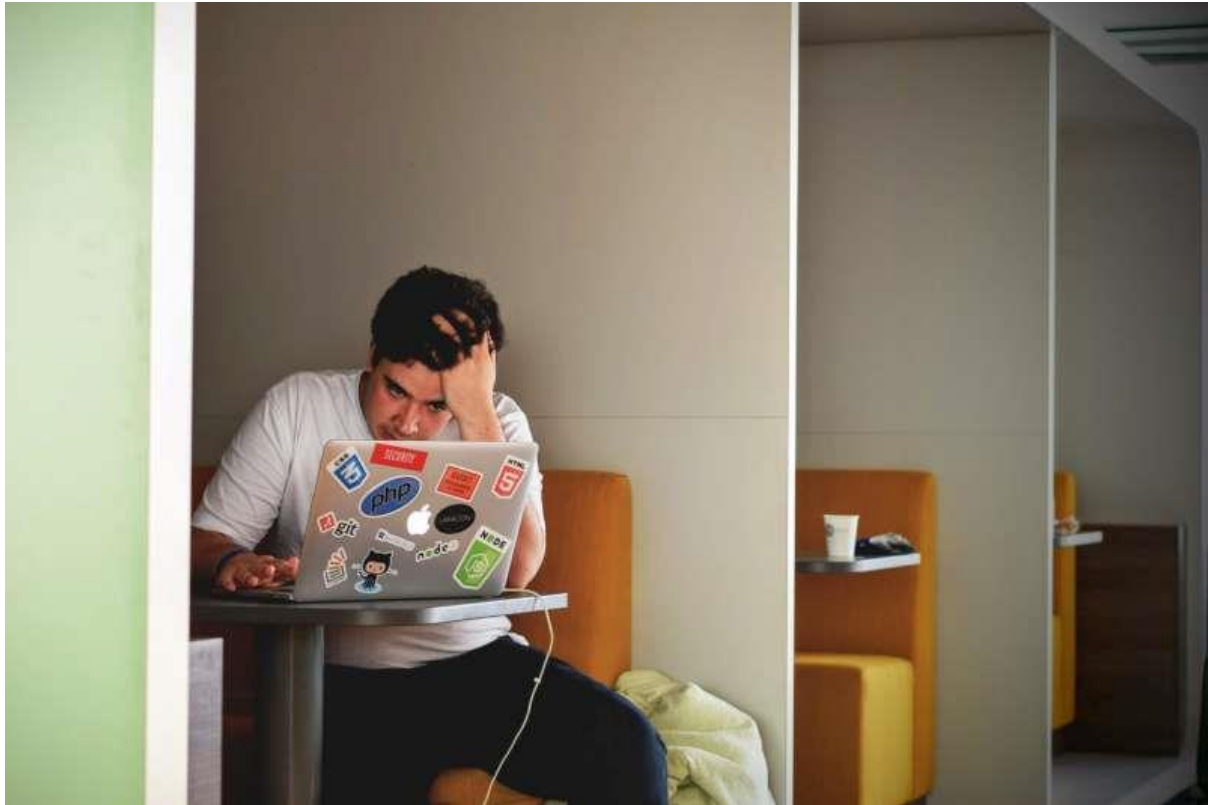
Some other challenges identified are:

▪ Loss of working status permit

▪ Difficulty of validating skills and knowledge in the host country

▪ Lack of training and learning opportunities for migrant entrepreneurs

Capacity-building

Professionals mentioned that they are not aware of any trainings or workshops (targeting professionals who work with migrants or professionals that work in the field of education) that aim to guide their work with migrant entrepreneurs. Moreover, they mentioned that trainings of this kind are important for them as they do not feel that they have enough information to support migrants. As mentioned above, the role of the professionals that work with migrant is usually to direct them to the appropriate services or help them with a specific challenge in other areas such as housing or

employment. Moreover, professionals that work as adult educators do not necessarily understand the challenges migrants experience when helping them develop a business idea or starting a business.

In terms of what skills they believe will help professionals with their work with migrants, participants gave answers that could be grouped in two categories. The first category concerns those who work with migrants but not specifically on migrant entrepreneurship. This group mentioned that they would like to have information about learning and training opportunities available in Cyprus. They would like to know more about the employment legislation and funding opportunities available on a national and EU level. The second group concerns those who work on entrepreneurship and adult education. This group would like to know more about the specific kind of funding opportunities available for migrants as well as other funding and fundraising options that are usually followed by migrants. They would like to know more about the challenges migrants experience when they try secure funding or access markets.

Collaboration with other organisations

All members of the focus group mentioned that when they are aware of services that could guide or help migrants with their work. However, some of them do not feel that they have enough information about what type information or assistance is provided. They also mentioned that even though they are aware of some initiatives that specialize on migrant entrepreneurship they do not have enough information about new initiatives.

2.5.1.3 Denmark

As described in the methodology section, the participants in the focus group interviews are both professionals that have experience with entrepreneurship guidance and training and professionals that have no experience in that field. The professionals are business and job consultants from the municipalities of Vejle, Helsingør, Horsens, Aarhus and Copenhagen. There are also consultants from the Danish Refugee Council and The Red Cross Asylum Centre. Lastly, some of the professionals are entrepreneurs themselves who are now consulting migrants that want to start their own business.

The role of the professionals in their work with migrant entrepreneurs

The professionals are working with migrant entrepreneurs in more than one way. Most of them are guiding and advising them in all aspects of entrepreneurship. They have meetings at which they talk about the idea of the potential entrepreneur and what possibilities he or she has. Some of the professionals are also teaching entrepreneurship at different courses, and some are organizing different initiatives like summer school, or presentations by migrant business owners.

Working method and approach

The professionals are applying different methods when working with the migrant entrepreneurs, but a few recur. Several professionals express that they do not advise the migrant entrepreneur differently from other entrepreneurs. Those that teach focus on giving the course participants the necessary information about how to start up their own business and explain them the different concepts related to entrepreneurship. They also make sure that the course participants actively take part in the lessons. They arrange lectures, workshops, panel debates etc. Those who only consult the potential entrepreneurs focus on coaching and advising. They advise based on information and/or material about the business idea, which the potential entrepreneur has presented. They also inform them about entrepreneurial events and direct them to other relevant professionals. Some consultants offer advice in English and some entrepreneurial events are targeted English-speaking migrants. One consultant emphasizes that the course, which she conducts, is adapted to migrants. She finds it very important for migrants to learn about Danish work culture, so they are aware of the differences between their native country and Denmark.

Challenges

The professionals were asked which challenges they experience when working with migrant entrepreneurs. Because of their different occupations, they experience different things, but three statements recur. One of them is *language barriers*. Several professionals experience that many potential entrepreneurs are not able to speak Danish very well, which hampers their understanding of the entrepreneur courses and the guidance, which they receive. Furthermore, many professionals experience a *lack of cultural understanding* among the migrant entrepreneurs. Many do not have an understanding of Danish norms, which manifests itself when they have to network or communicate with costumers. Some professionals express that the migrant entrepreneurs have *difficulties with networking*. Many of them are not used to networking with others, because it is not part of the norm in their home country. One consultant adds that her course participants are often afraid to share their business ideas in a network, because they are afraid that others will steal the ideas. The last challenge, which is mentioned various times, has to do with *economy*. Some potential entrepreneurs have a wrong perception of the economic support that they can get when starting their own business. According to the professionals, they often think that they can get a lot more economic support than what is possible. Moreover, there are challenges with getting a business account, because the migrant

entrepreneurs often loan money from each other. When they cannot document where their money comes from, the bank will not open a business account for them.

Besides the above-mentioned, the professionals also see the following challenges or issues in their work with migrant entrepreneurs:

- Insufficient knowledge of rules and legislation
- Loss of work status – some migrants have an education from their home country, which they cannot use in Denmark.
- Lack of motivation when participating in an entrepreneurial course, because many have to take an internship concurrently in order to receive their social benefits. At the same time, many women also have to prepare food for their family.
- Limited lines of business – the migrant entrepreneurs often choose the same line of business.
- "Entrepreneurial ghettos" – many migrant entrepreneurs gather physically in the same area, which makes it difficult for them to become a part of the Danish business community.

Development of competencies

As mentioned earlier, the participants are both professionals that have experience with entrepreneurship guidance and training and professionals that do not. Therefore, the professionals need different levels of competency development. The professionals that have been working with entrepreneurship for many years do not feel that they need any competency development in the field as such. Whereas some of the professionals that do not have any experience with entrepreneurship would like to learn some more about entrepreneurship in general and how to start a business. At the same time, these professionals doubt that they would take the time to go through learning material in this field, as guidance on starting a business is not part of their role or job function. Both groups of professionals remark that they *lack cultural understanding about the background of the migrants and that they would like to enhance this skill.* One consultant expresses that professionals in general could use specialized knowledge about the political situation and the different structures of society that most migrants come from.

Propositions for an online platform

The professionals were asked about propositions for an online platform. Because of their lack of cultural understanding regarding the background of the migrants, many professionals proposed *material about different countries and cultures*. It should not be stereotypical information, but it should list the things to be aware of when working with people from specific cultures. One consultant points out that a greater cultural knowledge among business consultants that do not today guide or train migrant entrepreneurs would mean that many more business consultants would feel capable of doing that. Furthermore, the professionals found it useful having *different cases and examples of earlier practices*. The cases should present stories about migrants who are now successful entrepreneurs, as well as shed a light on the working approach of the professionals in the given situation. They also emphasize that they would find it useful to have a space, where they can *share their experiences and knowledge* with the purpose of helping and advising each other. Lastly, a few professionals would find it useful if the platform had material directed at professionals on how to teach migrants in cultural understanding in general as well as in Danish culture.

2.5.1.4 Germany

Within the project, 18 professionals working with migrant entrepreneurs in Magdeburg were invited to take part in an expert discussion. 10 representatives have confirmed their participation, including municipal education coordinator for migrants and local business development from the state capital city Magdeburg, the business start-up advisor and coordinator of the project EMI, representatives of the network "Integration through Qualification" (IQ Netzwerk Sachsen-Anhalt)" and the representative of the women umbrella organization of migrant organisations (DaMigra e.V.) as well as the welcome-assistant for foreigner skilled workers within the nationwide initiative "Fachkraft im Fokus" and urban employees from municipal working groups like the Network for Integration and the start-up promotion by the economic department. The representatives of the Chamber of Commerce and Industry and the Chamber of Crafts have also made an important contribution to the debate.

The participants were experts that already have experience in guidance and training of entrepreneurs as well as professionals with little experience in the field.

The role of professionals in their work with migrant entrepreneurs

The background of the professionals working with migrant entrepreneurs is very different. Addressing of immigrants depends on the type of institution, the project goals and possible defined indicators. Some experts assist migrants interested in setting up a business through advice, coaching and an extensive workshops on important economic topics, like, for instance, intensive training in business German and tax law. The others are acting as intermediaries that provide the migrant entrepreneurs with some basic data and can forward them to the right contact person, if there is a need for some business-specific explanations. This includes a competence analysis as well as facilitating access to the labour market.

The main task of other consultants is general advice and support for start-ups, assistance in drafting of business plan, support measures in applying for subsidies as well as grants, etc. Business consulting also includes topics such as occupational safety, registration formalities, developing business concepts and arranging of financing.

Working method and capacity building

As already mentioned, the professionals are using different methods in their work with migrant entrepreneurs. Some are entrepreneurs with migrant background themselves and benefit from years of experience in the field of starting up a business. Not only they can support the migrant entrepreneurs by guiding them through official procedures and necessary paperwork, but also help them to understand local business culture and specific law regulations. Therefore the common migrant background and often common language contribute to the establishment of

the confidential relationship. The experts also agree that they learned a lot from the practical experience with migrant entrepreneurs.

To provide the future entrepreneurs with best possible consultation, experts often resorts to the widely accepted tools, which are as follows: funding guidelines, checklists, such as recommendations from the DIHK (German Chamber of Commerce and Industry e.v.)[12] and network partners, but also cooperation with experts who work in migrant projects. Depending on the particular institution, some partners conduct a regular quality management through their consultations with (migrant)

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[12] https://www.dihk.de/themenfelder/gruendung-foerderung

entrepreneurs to ensure a high quality of consulting services and to empower professionals in their work with (migrant) entrepreneurs.

Challenges

The professionals were asked about the challenges they were faced while working with migrant entrpreneurs. With regard to the **language barrier**, all participants agree that sufficient knowledge of the German language (corresponding to the level B1, C1= UNIcert® I, UNIcert® III) is required for starting up business. Language barrier also plays an important role and can become a real legal problem in the case of one-on-one counselling. Some advisors employ interpreters or have migration background themselfes and can offer their services in different languages. However, in this case public institutions and funding agencies in particular, are facing a legal problem. For them it is not allowed to offer their consulting services in a language other than German. To make sure that everything has been understood by entrepreneur, a proof of German language skills must be provided. Knowledge of the German language is therefore also part of the **entrepreneurial competence** that the founders should bring with. This facilitates both **access to the markets** and **financing and fundraising**. In terms of **intercultural competence** and **understanding of local business culture**, participants often reach their limits. The admission requirements for the opening of a craft business (for example) are very strictly regulated in Germany. It is often not easy to explain to migrants why their certificates and

diploma cannot be or can only partially be recognized in Germany. But it is important to understand that this laws are part of the local business culture and that migrant entrepreneurs have the same duties and rights as German entrepreneurs.

Besides the above-mentioned, the professionals also see the following challenges or issues in their work with migrant entrepreneurs:

- the planned tightening up of the immigration law will make the situation with the residence status more complex (the possibility ta start up the business in Germany depends directly on your residence status; there is also a possibility to receive another residence status by starting up a business)

- misuse of public funds, due to unclear residence regulations, leads to legal changes in the funding landscape and hamper the access to finance;

- often start-ups born from necessity, because the migrants do not have access to the regular labour market or cannot practise their profession (low-threshold start-ups);

- the access to information for migrant entrepreneurs, but also for consultants needs to be expanded;

- honest start-up advice, which also means discouraging starting a business, if necessary;

- bad reputation of public administration: raising employee awareness.

Collaboration with other organizations

Despite the many challenges the participants are faced with, there are good and working examples of collaboration with other organizations. Thus the high willingness of the chambers to cooperate with the start-up consultants was confirmed by all the experts. The collaboration is taking place mainly in the areas of recognition of job profiles that do not exist in Germany or the partial recognition of professional qualifications.

Another good example is the activity of the network "Gründerstadt Magdeburg". The "Gründerstadt Magdeburg" is an initiative consisting of many strong partners, networks and multipliers who support the young entrepreneurs in starting up a business. The core of the network is an online platform6, where all activities related to start-up activities are bundled. For example, those who are interested in starting up companies or the entrepreneurial successors will find all the important information at a glance: contact details of the partners and networks, current news and an overview of all events around the topic of starting up a business. In addition, we will introduce you to exemplary success stories of Magdeburg start-ups.

2.5.1.5 Italy

Ten professionals were involved in training to be interviewed. All these professionals work with migrants. Some of them were experts that already have experience in guidance and training of entrepreneurs as well as professionals with little experience in the field

The role of the professionals in their work with migrant entrepreneurs

The competences of the professionals working with migrant entrepreneurs are very different.

Some of them are teacher in Italian high school and teach business taught while others are consultant who work for private institution involved with migrants

Working method and approach

The professionals interviewed told us that they use different methods in their work with migrant entrepreneurs.

Those who teach us talk about how their approach focuses on providing their students with the necessary information on how to start their own business and explain the different concepts related to entrepreneurship.

Instead the consultants inform us about their methodologies when they advise immigrants who want to become entrepreneurs

Challenges

The professionals interviewed were asked which the challenges were faced while working with migrant entrepreneurs who responded that the greatest challenges were:

- Understanding the local culture
- Social and working practices for creating a business

Development of competencies

As already specified, all the interviewees are both professionals with experience in training or in entrepreneurship orientation.

All confirmed that training for those involved in teaching migrants is necessary because the challenges they face on a daily basis are different, given that the educational background of immigrant entrepreneurs is different

Propositions for an online platform

In order to the possible contents of the training course proposed by the project, the interviewed professionals believe that all the topics are interesting. The interviewers asked them to draw up a ranking of importance. Here is the result:

1. Social and working practices for creating a business
2. Funding and fundraising
3. Access to markets
4. Understanding the local business culture
5. Entrepreneurial skills development
6. Understanding the local culture
7. Language barriers

2.6.1 FG2 – Migrants

In EU Member State the citizenship of a non-member country on 1 January 2018 was 22.3 million, representing 4.4 % of the EU-28 population.

17.6 million persons living in one of the EU Member States on 1 January 2018 are the citizenship of another EU Member State.

In absolute terms, the largest numbers of non-nationals living in the EU Member States on 1 January 2018 were found in Germany (9.7 million persons), the United Kingdom (6.3 million), Italy (5.1 million), France (4.7 million) and Spain (4.6 million).


Non-nationals in these five Member States collectively represented 76 % of the total number of non-nationals living in all of the EU Member States, while the same five Member States had a 63 % share of the EU-28's population.

Foreign population made of non-EU citizens in most Member States On 1 January 2018, Belgium, Ireland, Cyprus, Luxembourg, Malta, the Netherlands, Austria, Romania, Slovakia and the United Kingdom were the only EU Member States where non-nationals were mainly citizens of another Member State.

This means that in most EU Member States, the majority of non-nationals were citizens of non-EU countries (see Table).

In the case of Latvia and Estonia, the proportion of citizens from non-member countries is particularly large due to the high number of recognised non-citizens (mainly former Soviet Union citizens, who are permanently resident in these countries but have not acquired any other citizenship).

Share of non-nationals in the resident population, 1 January 2018
(%)
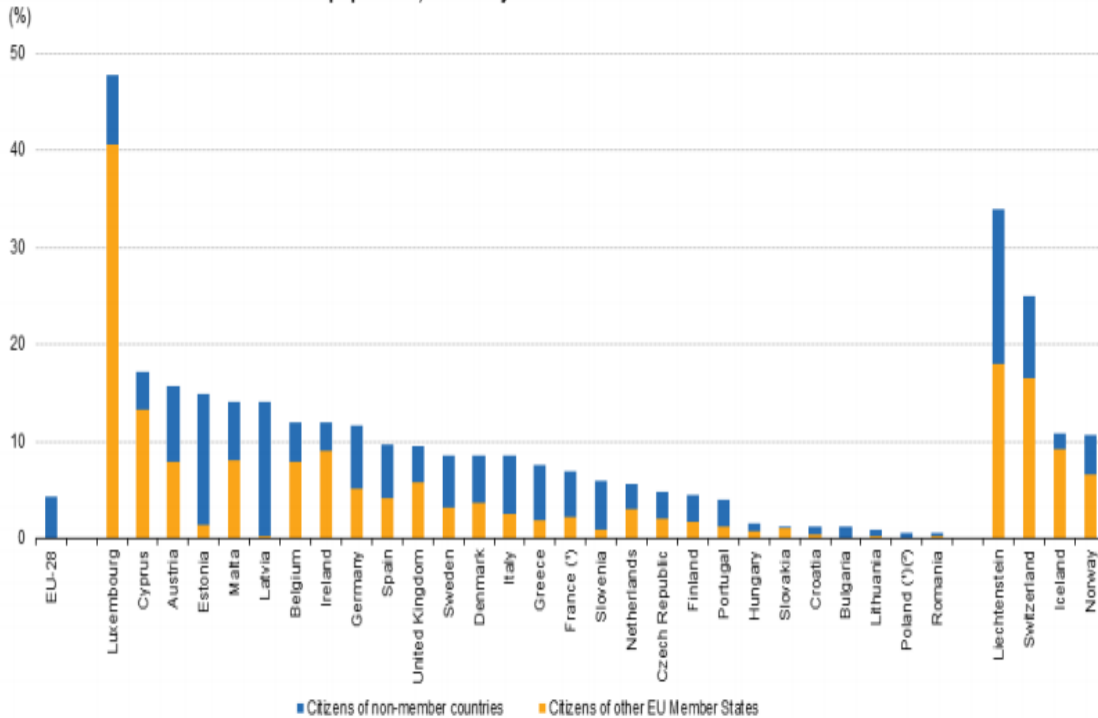
(¹) Provisional.
(²) Estimate.

Source: Eurostat (online data code: migr_pop1ctz)

eurostat ▣

Foreign-born population by country of birth, 1 January 2018

	Total		Born in another EU Member State		Born in a non-member country	
	(thousand)	(% of the population)	(thousand)	(% of the population)	(thousand)	(% of the population)
Belgium	1 916.3	16.8	886.6	7.8	1 029.7	9.0
Bulgaria	156.5	2.2	56.6	0.8	99.9	1.4
Czechia	467.6	4.4	189.0	1.8	278.6	2.6
Denmark	690.5	11.9	238.3	4.1	452.3	7.8
Germany	13 745.8	16.6	5 951.2	7.2	7 794.6	9.4
Estonia	196.2	14.9	23.9	1.8	172.3	13.1
Ireland	811.2	16.8	609.5	12.6	201.8	4.2
Greece	1 277.9	11.9	344.1	3.2	933.8	8.7
Spain	6 198.8	13.3	1 925.4	4.1	4 273.4	9.2
France (¹)	8 177.3	12.2	2 142.3	3.2	6 035.0	9.0
Croatia	529.0	12.9	67.8	1.7	461.2	11.2
Italy	6 175.3	10.2	1 832.5	3.0	4 342.9	7.2
Cyprus	181.4	21.0	121.8	14.1	59.6	6.9
Latvia	246.0	12.7	27.6	1.4	218.4	11.3
Lithuania	131.0	4.7	21.2	0.8	109.7	3.9
Luxembourg	280.2	46.5	210.3	34.9	69.9	11.6
Hungary	536.2	5.5	327.2	3.3	209.0	2.1
Malta	83.4	17.5	41.8	8.8	41.6	8.7
Netherlands	2 215.8	12.9	611.8	3.6	1 604.1	9.3
Austria	1 690.6	19.2	762.0	8.6	928.7	10.5
Poland (¹)(²)	695.9	1.8	247.2	0.7	448.7	1.2
Portugal	909.6	8.8	267.2	2.6	642.3	6.2
Romania	508.6	2.6	210.5	1.1	298.1	1.5
Slovenia	250.2	12.1	65.8	3.2	184.4	8.9
Slovakia	190.3	3.5	156.4	2.9	33.9	0.6
Finland	363.7	6.6	124.4	2.3	239.3	4.3
Sweden	1 875.6	18.5	550.6	5.4	1 325.0	13.1
United Kingdom	9 512.5	14.4	3 768.8	5.7	5 743.6	8.7
Iceland	53.5	15.4	37.5	10.8	16.0	4.6
Liechtenstein	25.1	65.8	8.3	21.8	16.8	44.0
Norway	822.4	15.5	353.7	6.7	468.6	8.8
Switzerland	2 432.5	28.7	1 425.2	16.8	1 007.3	11.9

Note: The values for the different categories of country of birth may not sum to the totals due to rounding.

(¹) Provisional.
(²) Estimate.

Source: Eurostat (online data code: migr_pop3ctb)

eurostat

Compared to 1 January 2016, there was a decrease in foreign residents in Ireland (-3.7%) and Hungary (-3.5%). The most significant increase in foreign residents is in Poland (+ 40.6%), a trend that continues to grow. Followed by Croatia (+ 12.3%), Holland (9.6%), Sweden (8.8%). Important increases also in Bulgaria, the Czech Republic and Germany. In Italy the increase is 0.4%, 20 thousand units of which 660 are non-EU citizens.

In today's debate on immigration, an important and fundamental element is missing: TRAINING. It is through training that migrants and foreigners can be inserted in the best way, effectively making them productive, helping them concretely in an effective integration.

About the grade of school level of migrants who live in EU, a third of immigrants have a university education, a third a secondary education and a third still has completed at most a first-level secondary school. Italy registers the rate with the lowest level of immigrants with a high level of education. The countries with the highest levels of education tend to attract more "qualified" migrants. This is the case in countries such as Denmark, Ireland, Norway, Sweden, Switzerland and the United Kingdom which have more than 38% natives and immigrants with tertiary education. In this sense, our country boasts the worst record with around 20% of natives with a university education and 14% of immigrants. In Italy only 4.3% of migrants attended a training course, compared to a European average of 13% (Eurostat data).

2.6.1.1 Sweden

- There is no specific role of the professionals targeted towards migrant entrepreneurship and the swedish system doesn´t take migrant challenges into consideration

- Challenges for migrants that wish to become entrepreneurs connected to the detected areas (Language barriers, Entrepreneurial skills development, Understanding the local culture, Understanding the local business culture, Access to markets, Funding and fundraising, Social and working practices for creating a business)

- The challenges for migrants to become entrepreneurs are just the mirror image of the challenges of professionals working with migrants.

    o Do not want to lose face in contact with officials. Do not want to be considered as "knowing less" just because of that I might not have understood.
    o Language barriers
    o Private financial issues because of unemployment
    o Professionals and officials only want to "check" and make sure we as migrant entrepreneurs have all necessary "permits" to run our business.

- Lack of local business networks
- We have no knowledge of where to get in contact with local business network
- We are pushed between different organisations and activities without knowing why we need to contact them.
- Entrepreneurial skills development
- Understanding the local culture,
- Understanding the local business culture,
- Access to markets,
- Funding and fundraising,
- Social and working practices for creating a business

- Occasionally find professionals being very complaisant but they cannot adress specific migrant challenges.

- Suggestions for adult educators, trainers, professionals

2.6.1.2 Cyprus – Edex

Employment Status for Migrants in Cyprus

The research team adopted a position that employment is a core element to achieve migrants' integration into the local societies. Individuals seeking asylum have qualifications, skills and relevant work experience that can benefit the local community and the wider economy. Providing them the opportunity to access the labour market is important to facilitate their participation into the host country, whilst at the same time to restore their own well-being and self-sufficiency. The right to work and related rights – such as equal pay for equal work and the provision of a dignified standard of living – are fundamental human rights based on international legal frameworks (Phillimore *et al.*, 2006; Phillimore *et al.*, 2003).

It is important for the reader to acquire some basic information regarding the labour regulations for migrants, specifically for people who apply for international protection, in Cyprus. According to their legal status have limited or no access to the employment sector. Although, with a recent administration regulation on the employment of Asylum Seekers, the time frame when an applicant can look for a job and be able to work, the period of applying for a job was set to a month after filing a case for international protection[13], their access to employment opportunities is limited to certain sectors, based on 2008 administrative regulations.. These areas include jobs in the agricultural sector (fields), cleaning services, livestock (farms) and specific customer service jobs such as workers in gas stations and delivery drivers. Those sectors are considered unattractive to the local population and often offer low pay.

Further to that, job opportunities for some of those sectors are located in remote rural areas, and they may face difficulties travelling to these workplaces. Even if they use low-cost transportation (e.g. public buses), their monthly income does not cover travel expenses (Drousiotou and Mathioudakis, 2015). It has also been observed, however not been able to be justified by hard evidence that employers in those sectors tent to prefer to employ third-country nationals who arrive in the country with an employment permit and are authorized to work for a period of up to 4 years (Drousiotou and

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[13] Since October 2018, all asylum seekers in Cyprus had the right to work six (6) months after their application of international protection. This regulation was mainly justified on the time frame required form the authorities to examine their asylum requests. However the increased numbers of cases seeking international protection as well as the long delays on examining those cases, have led to some legislature changes (law??). It is now by a law, a right for every person- asylum seeker- in Cyprus to be able to register in the labour office and look for a job, one (1) month after the person has filed a case for international protection in the country.

Mathioudakis, 2015). A main reason is the willingness to undertake this job, and not an obligatory instruction from the Labour office.

Inability to communicate effectively either in Greek or English often impedes their efficient communication and therefore employment opportunities. These obstacles will be analysed thoroughly in the following sections through the participants' shared thoughts, personal experiences and opinions.

Discussion about employment and working conditions

Among all of the participants, only two of them work legally (have been registered as employed in the Labour Office). Two participants of African origins are currently working in the agricultural sector in the suburbs of Nicosia:

> "It was the only job I found that time… I looked in several jobs, but that was the only one that would also provide me with food and accommodation" (asylum seeker, single)

They are both part-time workers and have found the job by themselves while moving from the capital to the suburbs. They have, though dreams to get moved to other areas and/or better jobs:

> "It is a job for me in which I can have the basics… in some years time I believe I will be able to move to another area…"(asylum seeker, single)

Among the rest of the participants, the persons who have been granted subsidiary protection are currently unemployed. Three of them are beneficiaries of the Minimum Guaranteed Income (MGI), the rest of them are waiting for granting it. All of them have been registered at the Labour Office, and are looking for a job that suits their skills. However, they have faced several difficulties, due to the limited availability of positions, distance and above all, trust on their skills:

> "the main problem is to trust you and believe in your abilities when it comes to a skilled job…(person with subsidiary protection)

Thus, based on their professional experience, skills and qualifications they all wished to share their thoughts and opinions regarding their access to the labour market in Cyprus and their plans on setting-up a business in the country.

> "…the fact that I am coming from a different country, does not mean that I am not able to be taught and learn on how things should work… if I am restricted and stuck in unemployment, I am more like a burden rather than a person that I can contribute". (Syrian participant with computer sciences experience)

Furthermore, they protested about the cost of monthly living expenses compared to any allowances given to them and/or jobs which were sent:

> "… the total amount for a single asylum-seeker- is €420 for MGI, if you add the coupons, the rent and utilities... this is the best scenario and in case you receive on a monthly basis, without delays…. Usually you don't…. How is it possible for

*someone to live with that money and pay the bills?" (person with subsidiary
protection)*

Access to labour Market - Skills & Abilities

All the participants based on their professional experience, skills and qualifications wished to share their thoughts and opinions regarding their access to the labour market in Cyprus and their plans on setting-up a business in the country.

Initially they expressed a negative behaviour and attitude towards two public services that are direct or indirect related to the access to the labour market. They complained about not letting them entering into the market, into several fields, as well as for false and/or inconsistent information. Time was given to deploy their arguments.

The first part of the discussion was mainly focused on employment issues and the personal experiences of the participants. Employment is considered both a crucial point and a strong medium for social inclusion and active participation to the society. Without a job, as all of the participants agreed, the living conditions are deteriorating and lead to an unavoidable marginalisation and social exclusion. Nearly all of the participants raised their concerns on the consequences of the non-accessible labour market in Cyprus having a direct effect on their social and economical living.

> *I have some friends who are vets, some are nurses. The government should give
> an open room to asylum-seekers to begin exploit their talents, their knowledge.
> [Asylum-seeker, single]*

Similar feelings were also expressed by both groups of interviewees, which leads to the conclusion that if the State decides to review which sectors asylum-seekers are allowed to work in, many of them will grasp those opportunities to begin rebuilding their lives, becoming self-sufficient and stop depending on social benefits.

In a similar vein, another asylum-seeker interviewed argued about the necessity of providing asylum-seekers with additional opportunities:

> *"If the system can integrate asylum-seekers they could boost the economy. Many
> asylum-seekers have skills, abilities and willingness to work. Give them the chance
> to achieve their goals" [Asylum-seeker, single]*

At this part the participants opted to discuss what they all consider the biggest obstacles on accessing the market in Cyprus based on their skills and abilities. The restriction on registering in professions

that do correspond on their skills and abilities, the limited options they have while being asylum seekers and the knowledge of language, are some of the obstacles they are facing on accessing the market in the country. Yet the status of the participants whether they are asylum seekers or do have a status is a barrier on finding employment:

> " I have the skills, the knowledge and the academic background to work in professional fields. I can contribute to the country by being a professional "who works on my field, why should I only be able to work in farms and gas stations?"
> (Cameroonian participant with business administration experience)

Finally, for the majority of the participants, access to the labour market should be also seen under the lens of hidden racial discrimination. Such behaviour is mainly addressed by the public services, which prevents them from having full access to public services and healthcare entitlements. Some of them also mentioned bad attitudes from native people:

> "…being black in Cyprus makes you feel like you are a second category citizen… "
> (Nigerian, asylum seeker)

One of the main issues that has been raised during the discussion, was the lack of choosing a desirable job for themselves as the labour office is registering people by choosing the field of jobs on behalf of them therefore the selection excludes the employment opportunities based on their skills and

qualifications. For asylum seekers, the sectors of employment are already set up for them and only in rare cases they can work in other areas. Among all of the participants there was a great concern on how inaccessible the market is even in the areas already settled.

The inaccessibility to the labour market is also a result of communication barrier. Greek is considered the first language in Cyprus so many employers are rejecting migrants on available positions, due to the fact that their knowledge of Greek is not considered sufficient for getting the job. Moreover, as the participants have mentioned, the language barrier makes it really difficult for them to understand how the system works regarding their registration at the labour office consequently to all other public services linked with their employment status.

It was also emphatically mentioned the restrictions due to their legal status. A frustration was unveiled about institutional/ State discrimination due to the fact that they are migrants seeking asylum in Cyprus. They have applied for a refugeehood status, and because their application has not examined or being finalised, free access to the labour market is not allowed.

A negative portray by the media increases the social pressure they feel from the public. Discussing this issue with several indigents, they among them people, they consider them as additional burden to the public finance. Although the majority of local people may not be aware of the exact public benefit they may receive or not, they have a (rather) negative attitude towards them; not all Cypriots are showing sympathy and understanding with refugees.

A hidden racism, also, was mentioned. Participants of African origin argued that the colour of their skin places additional restrictions to access several services and/or to enjoy a number of things. A general disappointment was unveiled by expressing feelings of rejections because of their skin colour. They tend to believe that local employers illustrate a discriminatory behaviour to employees who are migrants. Yet the colour of their skin is also considered an orientation on which kind of jobs migrants are considered to work. It was also stated that Africans, for instance, are generally able to find a job only in agriculture fields and gas stations:

> *"…being black in Cyprus makes you feel like you are a second category citizen. Especially if you are black and asylum seeker. You are discriminated, isolated, pointed and invisible for the society. You do feel neglected once they see the colour of your skin…". (Nigerian participant with business administration experience)*

Language barriers

Communication was identified as a barrier in finding jobs. As some of them have mentioned, even though it is an obligation for them to be registered in Greek classes so they can seek for a job, the classes are also quite problematic due to their intensity and the role of the teacher. Although some of them disagree on how intense a class should be, entailing their personal efforts as students eager to learn a language, they all agreed that the teacher should teach students how to learn and give them motivation through the actual teaching to develop further and exceed themselves.

For all the participants, what values the most is the assessment method in terms of understanding the needs and requirements of both sides.

> *"Students should be able to assess their teachers similarly as teachers should often assess their students".*

Assessment is considered really important for them in order to be able to see what troubles them so they can try harder.

Language is considered also a matter of concern since it is a barrier in their interaction with the local society, consequently in their direct involvement to the community. As some of the participants have mentioned, they do face many difficulties in communicating with the locals. Sometimes locals do not want to speak English, or they do not feel confident enough to speak the language. Yet the lack of understanding has a direct effect on their interaction with the public services as some of the officers that have to work with, cannot assist them in any other language except Greek.

Understanding the local business culture

Social entrepreneurship can be implemented successfully if the future entrepreneurs are well aware of the local business culture in the country, they are wishing to develop such a business plan. The following section elaborates on the understanding of the local business culture among the participants in the two focus groups and the obstacles they are facing.

Most of the participants have previous experience in setting up a small-scale business in their countries of origin. They also mentioned that they have developed a plan on setting up a business in the near future in Cyprus. During the discussion it was pinpointed the lack of sufficient knowledge and understanding about the laws and regulations in Cyprus regarding start-ups, taxes and allowances apart from going to accountants and lawyers.

Yet the access to any of these documents and specifications is not only a matter of language and the barriers of understanding, but also a matter of non-familiarity with the corresponding bodies, where to seek information and extract data about it. Notably, one of the participants who, currently, has the status of asylum seeker, raised a basic question about the feasibility of implementing a business plan:

> *"Do we have the right to set up a business? As asylum seekers do we have the authorisation to implement our business since we cannot even have a proper access to the labour market as employees? "(Asylum seeker, single)*

A medium on tackling this gap of understanding and familiarity can be considered any seminars for future candidates interested to implement a business plan. These seminars can potentially provide information on the specific area, explain the legislation thoroughly and start from the basic level so people who are interested in this sector, will be trained and get to know sufficiently the regulations and requirements from the basis.

Moreover, while implementing a business plan in the country, what the participants pointed out as one of the main assets to be taken into consideration, is to be updated on marketing trends:

> *"what does sell the most, how to decorate the space so the clients will like it, the location, what the market is missing, what needs to be updated. The market, and the clients are both a matter of what you are selling". (Nigerian participant with business administration experience)*

Marketing trends are also directly related to the culture of a place. Therefore it is considered vital to be able to understand and become aware of the local culture and trends that actually reflect the business culture and preferences of future customers. Understanding is a process that can succeed through integration and inclusion to the society as well as active participation. Getting to know based on experience is a medium to use while implementing a business plan.

Finally, it is important to note that some of the participants also mentioned the option of setting-up a business in Cyprus that will not necessarily be directed to the Cypriot community. One of the participants referred to a the business plan he wants to implement. It is mainly directed to the African population:

> *"I'm thinking of setting up a business not for the Cypriots, but for my people, or an online shop to sell goods to the rest of the world". (Nigerian participant with business administration experience)*

Educational gaps were also mentioned. They mentioned that in Cyprus, there is not any comprehensive adult learning training with particular emphasis in to setting up startups companies.

> *"People want to study in Cyprus… to learn… however the system is unclear… we do not know how the educational system works, if we are allowed to participate and if we can have access into it, apart from paying money to private institutions".*
> *(Asylum seeker, single)*

Plans like this require slightly different approaches in practical terms such as location and customers but also include the necessity of excellent knowledge on the local business culture.

Understanding the local culture

As previously mentioned, understanding the local business culture is a key subject on implementing a business plan that will correspond to the targeted population. It is also a matter of integration, active participation hence inclusion to the society. Setting up a business plan in any country requires knowledge on the social and economic life.

The next subject of discussion among the participants was the matter of barriers they are all facing in terms of interaction with the local society. *Why this happens?* As they all agreed there is a lack of information when it comes to local customs and habits. While they are eager to learn the culture of the place they are now living, there are not efficient ways to do that. They do not feel that they can

adequately understand the customs and habits of the place they are living thus to create a plan that will be designed for and supported from the local community.

As one of the participants mentioned:

"In order to be able to design a business plan and implement it successfully, you need to go culture wise" (Iranian participant with business administration experience)

All participants of both focus groups argued that have relationships / engagement and do interact somehow with the local community. They pointed that they consider the indigents as those capable who will ask directions from; they also have a rather good interactions with the owners of the flats they are living, their neighbours and ex-colleagues form several temporary jobs they have worked so far. However, the majority of them feels that this is not sufficiently enough thus to understand the local culture of the country:

"different people may say different things to you about obligations and rights we have…" (Iranian participant)

During the discussions there was a general agreement that they cannot and do not know how to gain access to any local events that are taking place in the city or place they are living. This happens primarily because they do not know the accessible mediums, where to find such information or even read properly the Greek advertisements or posters at the streets. The second reason is because they *do not feel welcome.*

"Rarely they find themselves among the local community participating in same events". (Asylum seeker, single)

Mostly they attend events that are related to them as migrants.

"When I know that a multi-cultural event will take place, I will attend to. It's also a good opportunity to meet other people from my country" (asylum seeker)

Consequently, these barriers do create a feeling of marginalisation and social exclusion in the society.

The barrier on access can deteriorate the feasibility of the implementation of a business plan that will be directed to the local society. The possibility of failure is a high risk when the future entrepreneur does not feel integrated.

At this point the participants have been asked to give an example on what could be done in order to bring the two groups closer so they can integrate and learn. Among the participants there was a general agreement that food and music connect people in open-up spaces where they can enjoy

themselves. Open-up spaces of markets can become meeting points and places where people can get to know other people, introduce and sell their products. Being with the locals can give an adequate understanding on the culture, what Cypriots do like of dislike and then based on your knowledge and experience you can create a business that will correspond to those needs.

Social and working practices for creating a business- Vocational Trainings- Platform of information

The participants agreed that all people want to work and they all want to have something to do that will give them financial support and actually motivate them to become active in the society.

> *"…the fact that I am coming from a different country, does not mean that I am not able to be taught and learn on how things should work, if I am restricted and stuck in unemployment, I am more like a burden rather than a person that I can contribute" (Syrian participant with computer sciences experience)*

There is no exception for them since they are and feel able to become members of the labour market in the country. However, the fact that asylum seekers are not entitled to work In areas according to their skills, and refugees have less opportunities on getting a job based on their skills and knowledge, has negative result to any effort towards their inclusion to the local society.

What is considered one of the most crucial aspects on setting up a business, is the financial part. As it has been explained, It is impossible for a person to set up a business without having any money to invest. Asylum seekers are struggling to get a decent job in Cyprus and sometimes when they have one, they are working on a part time basis. Their salaries are not enough so they can make their living. Therefore, the most important for them, is to have a full time job.

> *"If you have one, then you can have dreams, you can save money and once settled, you can create your business" (Nigerian participant with business administration experience)*

What can be done in order to facilitate the implementation of a successful business plan? There are ways of introducing migrants to the local society through businesses. Key points to success are the accessibility to information and the participation on trainings that can become the mediums of introducing future entrepreneurs to current entrepreneurs willing to assist them. The two areas have been analysed from the participants based on their personal beliefs, thus to support the argument on mediums for implementing a successful business plan.

Vocational Training

What could possibly be done to sustain a better working environment for migrants? Good practises based on vocational trainings can become very productive and fruitful in terms of successful implementation of a social enterprise. There was a general agreement among the participants that indeed vocational trainings can actually offer professional experience and knowledge that could be used for setting-up a business plan. On the other hand the participants have also mentioned modifications that need to be done in order to make vocational trainings more useful for people who are interested to participate on those.

The participants opted to give examples of trainings that could possibly take place thus to actually give them the experience and development of new skills and above all foster the local business market. Investing on vocational trainings for migrants can potentially become a win-win situation.

One of the examples given has been the design of vocational trainings specifically oriented for the tourism sector. Cyprus is considered a holiday destination for tourists. The sectors of hotels and restaurants, generally the customer services could potentially become a powerful key for further

success in this highly demanding area. Migrants could possibly participate in trainings that will teach them new skills and knowledge on these professions and involve them in these businesses.

As one of the participants stated:

> *"if I have the opportunity to learn a new skill that is needed, and I am asked from the authorities to participate in vocational trainings, since I am an asylum seeker and I cannot work, I will definitely do it because I will start interacting with the local society, I will get to know people and people will get to know me, so they might offer me a job in the future or help me create my own" (Iranian participant with business administration experience)*

Yet, all the participants pointed out that skilled but unemployed people should also be able to invest further on what they know and introduce themselves to new trends on their fields of studies, so they can be updated and become able to compete with other candidates in future vacancies. Since vocational trainings are considered from all of them a step closer to get to know and understand the local business culture, their participation might also be fruitful if they can use what they have been taught, to create something on their own.

However, some of the participants have also expressed their concerns and general dissatisfaction with vocational trainings that needs to be taken into consideration. As some of the participants mentioned, they are happy to register and attend vocational trainings, but there is no guarantee that participating in trainings as such, might help them in finding a job. More explicitly, as one of the participants has mentioned,

> *"…vocational trainings should be done on a basis of training and immediate employment. You should be able to get a certificate that you have participated in a specific training, you have worked on it and you are now having the skills. Likewise, you can use it in your CV and be able to actually prove it. Let's say I have attended a training on how to paint buildings, I have to prove it somehow that I actually know how to do it isn't it?" (Nigerian participant with business administration experience)*

It seems that it is also important to participate in vocational trainings that will actually give to migrants the opportunity to have a diploma about. Likewise, the trainings will be more intense, in detail and adequate to be used in future job positions. Diplomas require systematic attendance to trainings and assessments that a person is able to fulfil certain requirements therefore by giving this option to

people who would like to participate and gain a new skill, can potentially become an asset for their future business career.

A platform of information

The last part of the discussion with the two focus groups was mainly oriented on the idea of creating a platform of information that could actually be used as a tool to train future trainees on designing their business plans and help them in comprehending the procedures and regulations on implementing such a plan at a local level.

During our discussion one of the participants suggested the implementation of a platform where people who are interested on similar subjects, can share their opinion about the Cyprus' procedures. Particularly he mentioned that:

> *"before setting-up a business, it is important to know the legal and economic regulations of the country. If there was an online platform that people can use as a primary source and can read these regulations, it will be really helpful." But the purpose of the platform as he explained, "will be mainly for people to write down their experiences and if they have done the procedures and have their own business, which public departments they have visited and what papers did they need to show, fill out etc. The information will be shared among the readers and people who are thinking to set-up a business now, so they will know what should be done and what should be avoided" (Syrian participant with computer sciences experience)*

Yet this platform can also be used to cover and explain other fields as well, such as applications to other public services and what documents are needed for each one of them. Thus, this platform will cover somehow the barrier of language and people will share their experiences and learn from other people.

2.6.1.3 Denmark

As mentioned in the methodology section, all the migrants interviewed have non-western background. A few of them grew up in Denmark, but the majority have come to Denmark later in life. The majority has an upper secondary or tertiary level education from either their home country or Denmark. Some of the migrants already have their own businesses and others are trying to get started. The business owners represent both restaurants/food service, hairdressers and retail.

Challenges

The migrants were asked what challenges they experience when they are trying to start a business. Because of their different backgrounds and level of education, they experience different things, but four statements recur. One of them is *language barriers*. Several of the interviewed have or have had difficulties with speaking, writing and/or reading Danish. This has made it difficult for them to express and explain their ideas, difficult to read material for entrepreneurs and difficult to address customers.

Furthermore, many *lack knowledge of rules and legislation* concerning entrepreneurship in Denmark. One migrant who is already an entrepreneur expresses that he still to this day finds it difficult and that he is still learning. A few of the migrants also experience a lack of *basic knowledge about how to start up a business* and how to make it grow. Many also *lack knowledge of economy and administration*. These are often not yet entrepreneurs, because they do not know how to move forward from where they currently are. Lastly, the migrants have experienced challenges with the economy. Many do not have an economy, which can both provide for the family at home as well as run a business.

Besides the above-mentioned, some migrants also experience challenges with:

- A lack of cultural understanding and knowledge of Danish norms.
- Starting up the business in a new place, where no one knows you. Difficult to get new costumers.
- Being a female entrepreneur – one of the interviewed migrants experiences that male entrepreneurs get more acknowledgement for their work than she does.
- A lack of knowledge of relevant persons to contact regarding production.

It seems as if the challenges of the migrant potential entrepreneurs are the same as for all new entrepreneurs. Only the challenges with language and cultural understanding apply to this target group.

VIFIN has carried out studies on migrant entrepreneurship before. In 2004, 18 migrant business owners in the Vejle region were interviewed. This study presents some of the same results as in this case. The study showed that many migrant business owners need information on rules and legislation as well as knowledge of Danish culture and the conditions of employment. Another study that VIFIN carried out in 2005-06, involving interviews with 17 migrant business owners in Vejle, showed that some shop owners lacked an understanding of the importance of marketing and the importance of having a shop interior and outside shop signs that are appealing to Danish customers. In addition, some had trouble setting the right price for the products or they had chosen shop facilities that did not meet their needs in terms of storage room. It was also typical that they did not see any benefits for them in networking and cooperating with each other.[14] Since 2005, the business consultant that is specialized in migrant entrepreneurs in Vejle has been working on addressing and solving these issues, for example by visiting existing businesses and guiding them on-site.

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[14] The studies from 2004-2006 have not been published, but they served as pre-studies for carrying out a project on migrant entrepreneurship in 2005-07.

Development of competencies

Those of the interviewed that already have an established business express that they do not need to learn more about entrepreneurship than they do already. On the other hand, the potential entrepreneurs who do not yet have their own business express that they need ***basic knowledge of how to get started***. Maybe by participating in entrepreneurial workshops or in an internship. They also need ***knowledge of rules and legislation***. Lastly, they express their need for ***counseling on different possibilities and risks***.

All migrants were asked what they find important to know for a potential entrepreneur. Several find it important to know that you should not be afraid of starting your own business. Even though it might seem impossible, you can learn everything there is to know about entrepreneurship. They express that you need to believe in what you do. Furthermore, some migrants also note that it is a good idea to have a job and be strong economically before you start your own business. Besides the before mentioned, they also find it important to know about rules, legislation, finance and how to run a business. Some recommend entrepreneurial workshops.

2.6.1.4 Germany

Two of the migrants interviewed grew up in Germany, the majority have come to Germany later in life. The majority studied in Germany. Only five interviewed have completed studies or vocational training in their home country.

Challenges

The migrants were asked what challenges they experience when they are trying to start a business. Everyone agreed that mastering the language is the most important requirement in the host country. Some already learned the language through their studies or vocational training in Germany. Some worked as employees before becoming self-employed and were able to learn the language during this time. For some, their basic knowledge was enough to start their business. An interesting fact is, that no one has attened an extra language course. Great linguistic difficulties confirmed all in dealing with the authorities, with applications, with the understanding in the German tax system. At this point, the majority feels ill-advised or treated unfairly. Some migrant entrepreneurs perceive English language

skills as a big advantage in the business, but not in dealing with the authorities. The understanding of the local business culture seems to be a big problem among migrant entrepreneurs. In terms of understanding local culture, most reported that culture is very similar to their own culture and that they have little trouble integrating at this point. It can be assumed that people with too different cultural backgrounds do not even come to Germany or Europe to start a business.

On the Entrepreneural skills development we had very different statements. Some of them initially gained experience during their employment time and two start their business out of unemployment. Some already had entrepreneurship spirit in the family and lived it that way. Some could not practice their profession (because the professional qualifications are not recognized here) and therefore they had to learn a new profession in which they worked for a while and some simply had the courage and passion for that what they wanted to do. Only two interviewees have taken a special course for entrepreneurs who have taught them the entrepreneurial skills. It can also be concluded that social and working methods for starting a business are very important requirements. The easiest way, we were told, is to learn this in practice and not in theory.

Besides the above-mentioned, some migrants also experience challenges with:

- real estate prices and the type of bond to the property (often contracts for ten years);

- lack of experience especially in the field of the creative industry, since the consultants themselves have little experience in it (no funding available, problems with the legal form, problems with customs, only non-binding information in the offices, little flexibility of the administration);

- get most of the information from the internet because they do not know where to get it from;

- registration of a company takes a long time;

- it is often impossible to get appointments with public administration;

- processing times in different fields take over the legal requirement (public administration);

- arrogant appearance of the authorities towards foreign founders, especially if they have a high level of education, such as medicine;

- difference between reality and what is said: many do not feel welcome with their high level of qualifications, although they are supposed to be needed;

- problems with the health insurance (obligation to private insurance)

- start funding for the first few months is only available if you were previously unemployed;

- high administrative burden, bureaucracy;

- complicated tax system.

Positive Aspects

Those migrant entrepreneurs who took advantage of start-up advisors are mostly speaking positive about their experience:

The Employment Agency encourage migrant entrepreneurs with a start-up grants[15] and provide support in searching for the qualified workers. Some benefited from the services of the Federal Office of Economics and Export Control (BAFA)[16], which are specifically aimed at supporting the young companies that have been active for a maximum of two years, standard companies that have been on the market for three years, and last, regardless of the period since the start-up and companies in economic difficulties. Two migrants report that they are well supported by the chambers. Some have

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[15] https://con.arbeitsagentur.de/prod/apok/ct/dam/download/documents/dok_ba015225.pdf
[16] https://www.deutschland-startet.de/foerderung-know-how/

also had very good experiences with the ego.-PilotenNetzwerk, a network of Entrepreneur Consultants which has been supporting more than 10,000 start-ups since 2004 on behalf of the Ministry of Economic Affairs in Saxony-Anhalt.[17] In this context, the raising of fundings at the Investitionsbank Sachsen-Anhalt also provides the potential entrepreneurs with good opportunities. Two interviewed persons have mentioned good consultion by the BPC Unternehmerinnen-Akademie GmbH, which specifically supports start-ups which are led / started by women.[18] Especially the Chinese founders benefit from the existing China network in Magdeburg, which is funded by the state capital Magdeburg.[19]

Suggestions for adult educators, trainers, professionals

- more public relations;

- a one-stop-shop;

- intercultural competence is important, also to bring one's own culture over business start-up consultants should at least be able to speak English, this makes it easier to understand complicated topics;

- training on the tax system;

- honest advice and founding yes, but not at any price;

- more knowledge in the creative industry;

- more flexibility and patience with foreign people or language;

- entrepreneurship and tax law should be compulsory subject in any study;

- do not shy away, but help shake hands; do not imply prejudice or evil intent;

- lack of transparency in the administrative processes.

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[17] https://www.ib-sachsen-anhalt.de/presse/pressemeldungen/meldung/gute-bedingungen-fuer-gruender-in-sachsen-anhalt-ego-pilotennetzwerk-begleitet-mehr-als-10000.html
[18] https://www.bpc-akademie.de/
[19] https://www.magdeburg.de/Start/Wirtschaft-Arbeit/Investorenservice/Partner-und-Netzwerke/China-Stammtisch

2.6.1.5 ITALY

All the migrants interviewed have non-western background. The 30% of them grew up in Italy, the other 70% have come to Italy later in life.

The migrants who came later in life have differents level education (some only primary level other PhD) to while who grew up in Italy have upper secondary or tertiary level.

The migrants have their own businesses.
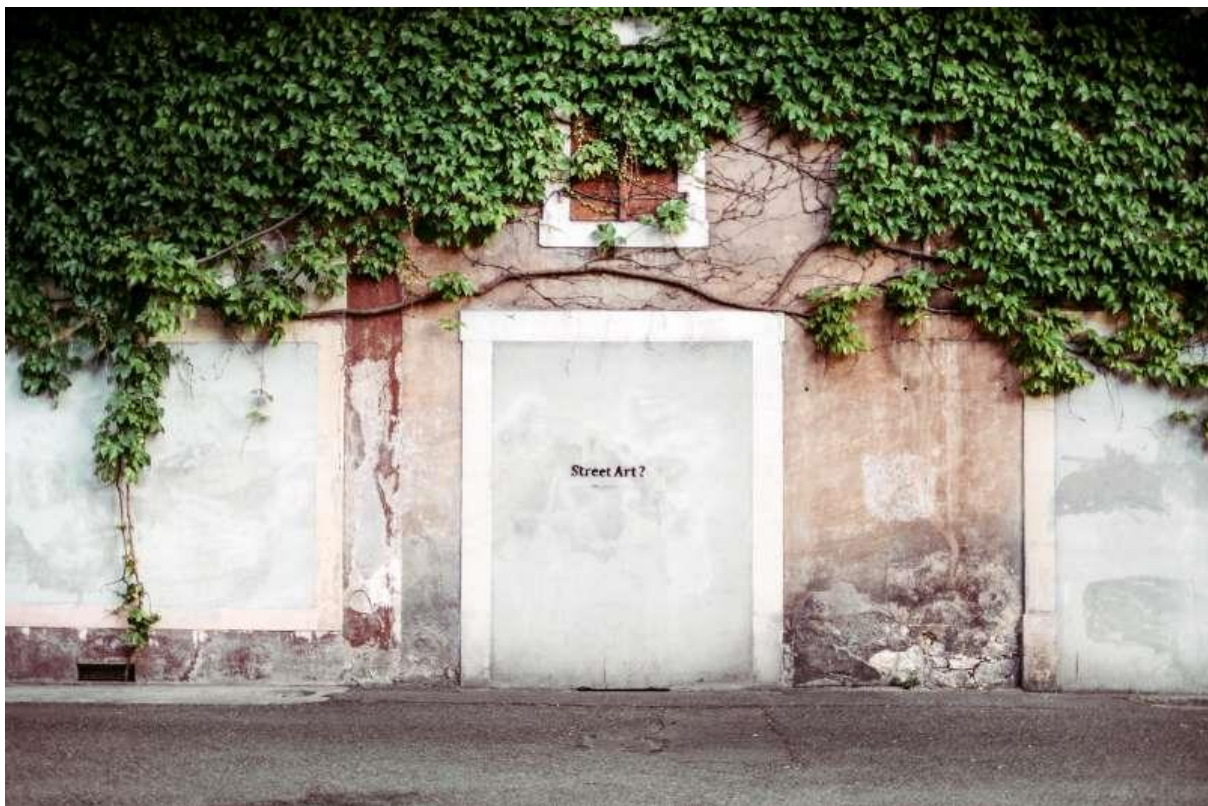
Challenges

The migrants were asked what challenges they experience when they are trying to start a business. Most of them agreed that ***knowledge of rules and legislation*** is the most important requirement in the host country.

The languages barriers were not the most important requirement because:

- for the people interviewed who grew up in Italy they attend in Italian School and obtain a graduation or a degree

- for the per people who came later some of them:
- know Italian language (Albanian)
- as soon as they arrived in Italy, they attended a school of Italian for foreigners organized by "Comunità di Sant'Egidio"
- as soon as they arrived in Italy, they started to work like dependency workers and in their spare time they attended a school of Italian for foreigners organized by "Comunità di Sant'Egidio"

Besides the above-mentioned, some migrants also experience challenges with:

- A lack of cultural understanding and knowledge of Italian norms.
- Difficult to get new costumers.

Development of competencies

Those of the interviewed that already have an established business express that they do need to learn more about:

- knowledge of rules and legislation
- counselling on different possibilities and risks for a new business
- possibility to obtain grant
- understanding the local culture

3. NATIONAL CONCLUSIONS

3.1 Sweden

Today, there are a number of organizations and authorities in Sweden that carry out effective business development and innovation support that creates new companies and growth in existing companies. There are existing programs, methods and tools that have proven to be both effective and value-creating. The methodology for developing profitable companies and businesses is universal. This means that the challenges for establishing effective business development and innovation support for migrants are mainly linked to communication barriers and cultural differences in how we establish, maintain and develop relationships between different individuals in the contact areas between migrants with entrepreneurial ambitions and various support activities, and the design of the educational tools we use to convey knowledge and ability regarding entrepreneurship to migrants.

3.2 Cyprus – Edex

Based on the above findings a number of conclusions can be drawn on the beliefs and opinions of the participants on migrant entrepreneurship for social inclusion. There is a general agreement on the gap on information regarding the access to the markets and how feasible a project on setting up a business could be, among migrants. The lack of information occurs not only because of communication and language barriers but also because the society tends to neglect migrants and minimise the provision of opportunities for them in terms of accessing the local market as future employees and as future entrepreneurs. Access to advice, education and training is an essential part of the socio-vocational integration process of asylum seekers and refugees.

Those groups when arrive in a host country need basic information about 'do's and don'ts' and services available. Language training is essential in order to be able to go about everyday life and function independently. Vocational training can enhance existing skills and qualifications and bridge any gaps in the training or experience needed to find eventual employment.

Yet there is also a common feeling of exclusion from the local society due to the country of origin of migrants and their status in the country as asylum seekers or refugees. Sadly, this belief strengthens the isolation of the people and their marginalisation therefore it creates a condition where migrants cannot become active members of the labour market and consequently the local society. Moreover, the possibility of having a job does not often correspond to the skills and knowledge that migrants have or can offer to the country -skills and advantages that can be used for the improvement of the local labour market and the society in a wider scale- as experienced staff members. Consequently, the restriction on employment has direct effects on the lack of information and knowledge of the local market's culture.

At this point, it is important to draw the attention on few main beliefs that the participants did share during these two focus groups discussion. The feeling of social exclusion becomes stronger as migrants cannot access the local labour market because of insufficient knowledge of the Greek language. Therefore, in order to achieve and provide adequate assistance to future migrant entrepreneurs, it is vital to primarily focus on processes that can built inclusive societies, by adopting the fundamental values of solidarity, equality, participation and social justice. Teaching both the local population and the migrants about those values can achieve openness and democracy, where all members have an opportunity to participate in lifelong and life-wide learning opportunities.

In particular for the migrants it is crucial to be enacted into activities of civic education, which enables personal emancipation; enhances an individual's full civic, social and economic participation in society and the development of human talents – to ensure that everyone achieves the maximum according to his or her abilities. By promoting validation of skills, competences and knowledge acquired through non-formal and informal learning within society and in the workplace, it fosters participation of people in learning, especially those who are far from formal education.

Moreover, it is important to give further emphasis on sustain trainings that will give the opportunity to future entrepreneurs on becoming active members of the local market. This can succeed through vocational trainings that invest further on pre-existing skills, or trainings that will give the opportunity to people to be taught on a new skill that can be used for the development of certain business areas in the country.

Migrant Entrepreneurs are keen to be taught, learn and work as they want a prosperous future in their new country of residence. As participants to this project, it is important to give to future entrepreneurs not only the motivation to implement their business plans, but also the tools and mediums to succeed, to be able to integrate in the local labour market and actually become active members of the society.

3.3 Cyprus - Synthesis

Most of the participants mentioned that they would like to have more information about initiatives that support migrant entrepreneurship in Cyprus. Some professionals who work with migrants (but are not experts in entrepreneurship and do not act as business consultants) mentioned that they do not feel that they have enough knowledge to guide or support migrants in becoming entrepreneurs. Moreover, some other professionals that work with migrants (who are also not experts in entrepreneurship and do not act as business consultants) mentioned that they feel that they have enough knowledge about some aspects of entrepreneurship, but they do not have enough information about other aspects of entrepreneurship such as funding opportunities, access to markets.

Those who work in adult education and entrepreneurship (but do not necessarily work with migrants), expressed the need to find information more about the obstacles that migrants experience when trying to start their own business. They also mentioned that they would like to know more about the entrepreneurial initiatives created by migrants and find more information about funding opportunities available for migrants.

Professionals from both groups have mentioned that having access to best practices from other organisations at a national and European level will help them with their overall work. They also added that having an online space with information about the different aspects of migrant entrepreneurship will them more confident with their work. Finally, they added that they would like to be in communication and exchange ideas with other practitioners and professionals in the area of migrant entrepreneurship and adult education.

Overall, there is need for more collaboration between organisations that work with migrants and organisations and professionals working in adult education and entrepreneurship. The challenges that were identified by the target group could be addressed by understanding the needs of both migrants and professionals in each area and working on strengthening each area through a holistic approach which will take all needs identified by the two target groups.

3.4 Denmark

Most of the professionals already working with guidance and training of migrant (potential) entrepreneurs do not feel they need to develop their competences in this field, but they see a benefit of having a space where they could share their experiences and knowledge with each other. Furthermore, the professionals think it would be useful to have access to different cases and examples of practices. The cases could present stories about migrants who are now successful entrepreneurs, as well as shed light on the working approach of the professionals in the given situation. Some professionals see a need to know more about the background and culture of the migrants. One consultant points out that a greater cultural knowledge among business consultants that do not today guide or train migrant entrepreneurs would mean that many more business consultants would feel capable of doing that. On the other hand, the professionals' experience is that some migrant potential entrepreneurs lack a basic understanding of the Danish society and culture. For some professionals it could be useful to know more about how to teach or talk about Danish culture and cultural differences.

Some of the professionals that are not business consultants (consultants from NGO's, language school etc.) say that they would like more knowledge on entrepreneurship in general and how to start a

business. At the same time, these professionals doubt that they would take the time to go through learning material in this field, as guidance on starting a business is not part of their role or job function.

The interviewed migrants mostly mention basic knowledge on how to start a business as a challenge. Many of them also experience language barriers, for instance in relation to understanding materials about rules and legislation for businesses.

Looking at the implications of this needs assessment for the MESI project, we do not believe it would be possible to produce and include information about the migrants' home countries and cultures on the MESI platform as proposed by some professionals. This would be extremely comprehensive, and the information could easily become stereotypical. However, we believe it would be possible and relevant to include some points of attention in terms of possible cultural differences or differences in the level of knowledge about the structure of society, and other special challenges to be aware of, when addressing all the various aspects of starting and running a business. This would be of benefit to those business consultants and adult educators that do not work with or only have little experience with guiding migrant entrepreneurs. In addition, it would be useful for all types of professionals in this field to have access to different inspirational cases and examples.

3.5 Germany

The results from both sides are that entrepreneurship in Germany is mostly suffering from over-regulation. This concerns both the German company founders and those with a migration background.

According to the experts interviewed they do not have the impression that they need more support in their daily work. This is in conflict with the wishes or suggestions of the interviewed migrant entrepreneurs. The majority of the demands are political decisions and not fundamentally influenceable by us or an e-course and a training curriculum. But what we have heard is that apart from all the technical questions around entrepreneurship, there is a lack of mutual understanding and confidence-building measures. It can be stated that in many places there is a lack of target-group-specific and needs-based support services for those willing to start companies with foreign roots and that they are a lot of parallel structures.

In principle, a reassessment of previous offers and the increased implementation of migration-specific advisory concepts and instruments must be recommended at this point. So far, these have only been

isolated, developed and successfully tested in regional projects. They are not yet institutionalized to the necessary extent. It is therefore recommended to systematically document, consolidate and spread the expertise and knowledge of such projects for the development of inclusive support structures. This requires close coordination and an organized exchange of expertise between the institutions of start-up support, since parallel structures must be avoided and learned from the experiences of others.

A first step on this path is to sensitize employees in the respective institutions to the topic of "Migrant Self-Employment and Entrepreneurship". Self-employment as a possible way of integrating migrants into the labour market has to be understood as an important tool. Stereotypes and inadequate knowledge are often a barrier. Therefore, intercultural competencies have to be accomplished with the understanding what potential lays in migrant entrepreneurship.

For the MESI project we recommend the orientation on the study commissioned by the Federal Ministry for Economic Affairs and Energy (BMWi): "Start-up potential of people with foreign roots: Developments, success factors, obstacles".[20] This contains concretely researched fields of action for experts working with migrants. These relate to:

Scope and development of entrepreneurial activities

    - Start-up inclination and self-employment

    - Self-employed by migration status and origin

    - Start-ups in general and in industry

    - Foundations by Newcomers

    - Liquidations

    - Company acquisitions

    - Significance and development of succession

    - Profile of the handovers

Social and economic profile

    - Foundation-relevant resources and structures

    - Age and work experience

    - Self-employment experience

    - Qualifications

    - "Ethno-cultural" resources

    - Structure and development by economic sector

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[20]   https://www.bmwi.de/Redaktion/DE/Publikationen/Studien/gruendungspotenziale-menschen-auslaendische-wurzeln.pdf?__blob=publicationFile&v=7

- Profile of new immigrant foundations

- Gender, migration experience and family work

- Development and significance of self-employed migrant women

- Qualification and sector structure in gender comparison

- Family responsibility, household and lifestyle

- Founding potential of refugees

Determinants: motives, success factors and obstacles

- Push and pull factors of the founding decision

- Spectrum of founding motives

- Start-ups from unemployment and inactivity

- Influence of resources, institutions and opportunity structures of national origin in the multivariate network

- Role of education and professional qualifications

- Influence of flight experience

- Influence of institutional framework

- Inhibiting factors

- Significance of personal and structural barriers to establishment

- Financing options and barriers

Performance potential: internationality and innovation

- Migrant companies in the process of internationalization

- Foreign Active Export Oriented Foundations

- International Relations and Transnational Network Competencies

- Innovation potential of migrant foundations

- Presence in modern innovation-driven industries

- Innovation at company level

Institutional framework

- Self-employment in the context of residence regulations

- Challenges for people from non-EU countries

- Challenges for Refugees

3.6 Italy

At the end of this analysis period we can confirm that the idea and the proposals indicated in MESI project reflects the needs of the Italian professionals working with migrants and migrants that arrive in Italy.

The 10 professionals interviewed individually or together during the focus groups confirmed the need for new immigrants to be trained in the development of their entrepreneurial ideas / skills.

The lack of presence in Italy of VET structured paths that can be used free of charge and managed by accredited training institutions, means that an online course would allow many professionals and migrants to take advantage of it.

It was also confirmed that, in Italy, the few existing training courses for migrants on entrepreneurship matters are a sort of consultation carried out by the main Trade Unions whose benefits are aimed only at their own members.

For migrants the need relates to greater knowledge:

- Entrepreneurial skills development
- understanding the local business culture
- access to markets (especially the new ones)

No language barriers were highlighted: normally migrants that want to start a business in Italy are living in the Country from many years or are migrants of second generation that have studied inside the Italian schools and so the language is not a great problem.

Professionals working with migrants are asking courses on:

- Funding opportunities for migrants
- How to start a business, as well as, at what kind of institutions or organization is possible to address migrants for these kind of information (for those that are not entrepreneurship teachers or professionals)
- How to teach the Italian culture/social rules (to facilitate the integration and permit to the migrants to work in contact with the Italians) and the Italian business culture to migrants.

4. GENERAL CONCLUSIONS

At the end of this analysis period we can confirm that the challenges for establishing effective business development and innovation support for migrants are mainly linked to the communication and language barriers (for instance in relation to understanding materials about rules and legislation for business) and the cultural differences understood as how they establish, maintain and develop (business but also personal) relationships with locals.

Migrants when arrive in a host country need basic information about 'do's and don'ts' and services available and this is particular true when they want to start a business: information and training become essential in order to be able to go about everyday entrepreneurial life and function independently.

At this point, it is important to draw the attention on few main beliefs that the participants did share during these two focus groups discussion such as the feeling of social exclusion which becomes stronger as migrants cannot access the local labour market because of insufficient basic professional knowledges normally required and the sharing of local fundamental values of solidarity, equality, participation and social justice. Teaching both the local population and the migrants about those values/civic education (which enables personal emancipation) can achieve openness and democracy, where all members have an opportunity to participate in lifelong and life-wide learning opportunities and develop a successful entrepreneurial activity and an individual's full civic, social and economic participation in society.

Vocational training can enhance existing skills and qualifications and bridge any gaps in the training or experience needed to become a successful entrepreneur.

During the focus groups and the individual interviews, professionals have in general mentioned that having access to best practices from other organisations at a national and European level will help them with their overall work of guidance for aspiring entrepreneurs. They also added that having an online space with information about the different aspects of migrant entrepreneurship will them more confident with their work. They would like to be in communication and exchange ideas with other European practitioners and professionals in the area of migrant entrepreneurship and adult education.

Some professionals who work with migrants (but are not experts in entrepreneurship and do not act as business consultants) mentioned that they do not feel that they have enough knowledge to guide or support migrants in becoming entrepreneurs. Moreover, some other professionals that work with migrants (who are also not experts in entrepreneurship and do not act as business consultants) mentioned that they feel that they have enough knowledge about some aspects of entrepreneurship, but they do not have enough information about other aspects of entrepreneurship such as:

- funding opportunities for migrants

- access to markets

- How to teach to migrants the local business culture/social rules (to facilitate the integration and permit to the migrants to work in contact with the locals) and the local business culture

By promoting validation of skills, competences and knowledge acquired through non-formal and informal learning within society and in the workplace, it fosters participation of migrants in learning, especially those who are far from formal education.

Migrant Entrepreneurs are keen to be taught, learn and work as they want a prosperous future in their new country of residence. As participants to this project, it is important to give to future entrepreneurs not only the motivation to implement their business plans, but also the tools and mediums to succeed, to be able to integrate in the local labour market and actually become active members of the society.

During the focus groups and the individual interviews, migrants confirm the following as the main areas of challenges:

- "losing face" in the dialogue with professionals voted to help them in their entrepreneurial path as a consequence of the language barriers

- the frustration in unemployment and thus in having private financial issues influencing business decisions

- Relations with officials and professionals are seen as regulatory inspections and control functions not as co-creating business designers. The need is to create collaborative relations between professionals and migrants

- Awareness of lack of local business networks and access to local networks which include migrant entrepreneurs

- Lack of communication channels to migrant entrepreneurs

- Entrepreneurial skills development is needed at all levels

- Understanding the local culture is essential for the integration in the local markets as well as the understanding of the local business culture

- Access to markets (especially the new ones)

- Social and working practices for creating a business

- Funding of entrepreneurial support to migrants are project based and not continuous

During the second project Meeting in Vejle and the following Skype meetings, partners also suggested the possibility of resuming / deepening / integrating part of the teaching contents of the preview EU project "EVA – A European entrepreneurship model VET model and Assessment framework for Ethnic Minorities" co-financed through EUs ERASMUS+ Programme. The partnership behind the project was made up of organisations from 5 countries: Denmark, Italy, Germany, Malta and Cyprus. The main goal of this project was to support and promote migrant and ethnic minority entrepreneurs and help these groups to overcome difficulties which might prevent them from starting and growing businesses in Europe.

The partnership has created an online interactive learning platform which includes:

- An Evaluation and Orientation System: A skills assessment tool that measure the "degree of entrepreneurship" of the individuals. This system has been integrated into

an "orientation" module that guides the learner into relevant training according to his needs.

- An Entrepreneurship Training Programme for Migrants: The programme includes modules such as: Entreprise skills; starting a business; access to finance; sales and marketing; language, culture, communication and networking.

- An Enterprise Simulator: The partnership has developed a Virtual Reality simulation environment (VR) that trains the user by reproducing real situations in a purely virtual environment.

- The project has also developed an online system for recognition and certification of competencies based on the ECVET logic which will provide the participants with a recognition of their qualifications and which will be recognised by key stakeholders in the partner countries.

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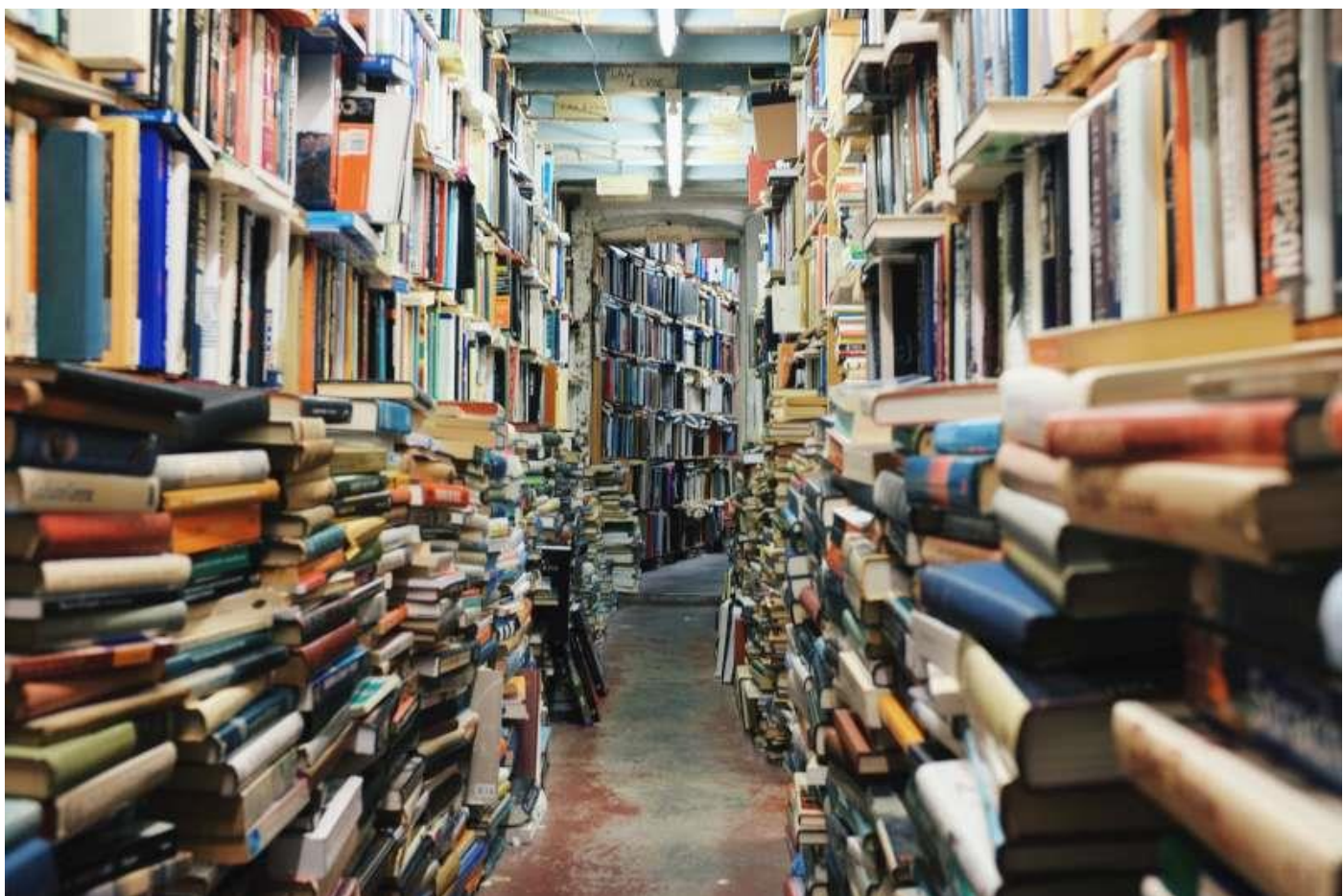- Sarantakos, S., (2012) Social Research. Palgrave.

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6.   ANNEXES

ANNEX 1 -   MESI research design

ANNEX 2 -   Informed consent form for participation in focus group discussion

ANNEX 3 -   Needs assessment with Adult Educators, Trainers and Professionals working

with migrants - Focus Group discussion - Discussion guide

ANNEX 4 -   Needs assessment with migrants – focus group with migrants – discussion

guide

ANNEX 5 -   Needs assessment Country report outline

ANNEX 1 - MESI Research Design

A *qualitative approach* (Bryman, 2012) is proposed for the collection of current beliefs, barriers thresholds and triggers of teaching and learning conditions in migrants' entrepreneurship in conjunction with the challenges and opportunities for further development. Such an approach is considered as appropriate also for the collection of similar information concerning the role of the professionals working with migrants and their competencies in conjunction with the challenges and opportunities for empowerment of the specific target population. In this context, there is a deliberate attempt to collect data as a means of understanding the authentic perceptions and feelings in a way that emphasises the sensitivity to the experiential knowledge of participants. MESI adopts a qualitative research strategy, as it allows to openly discuss any previous findings and give space for thoughts and suggestions. It also serves the opportunity to generate knowledge in ways that may bring about both improvement and understanding regarding the Adults teachers' and trainers' role, skills and knowledge.

According to Lewis (2003), a good qualitative study design is one of the most important parameters for success in research and this cannot be done in one unique stage. Pole and Lampard (2001) write about the unpredictable elements that influence research. They believe that these unexpected, unforeseen issues encompass the strength of qualitative research because they are explored as they appear. Rapley (2004) writes that the actual list of proposed research questions is produced in negotiation with the literature, and researcher's tacit knowledge. He also points to a considerable bias about the kind of questions which are asked, and the interpretation of answers received. He believes that what people say, often differs from what they really do or mean. Both the interviewer and interviewee have multiple social roles, which are complex and quite often unclear. Hence, the researcher should be prepared to add questions and/or the number of interviews in the event that unforeseen biases or perspectives become apparent (Miller and Crabtree, 1999). This offered flexibility was very convenient as not all the questions needed to be designed and phrased ahead of time (Lewis, 2003; Rapley, 2004). A design decision to prepare in advance a minimum number of questions will provide with the flexibility to probe for further details when that is needed, or to make adjustments when unexpected difficulties appear. Thus, they will enable the researchers to become more familiar with the subject area (Robson, 2002; Sarantakos, 1998).

Any difficulties which might arise from the different level of knowledge of the interviewees and possible difficulties in responding effectively, will be resolved by using practical examples or even modifying questions, but keeping the same meanings. In addition, it will be possible to probe the interviewee to elaborate on the original response or follow a line of inquiry introduced by the interviewee. Flick (2002) refers to the 'subjective theory' adopting the method of Scheele and Groeben (1988). According to them, the interviewee has a wide knowledge about the research topic which includes assumptions that are explicit and can express willingness during the data collection process. The questions will be carefully defined and arranged in a series with the most general ones first. The researchers' aims will be to use the opening question or topic to engage as many of the participants as possible and promote a fruitful discussion.

Credibility (truthfulness), fittingness (applicability), auditability (consistency) and confirmability (Lane et al., 2001) are the main drivers that will direct the implementation of research strategy. As a main research strategy, the focus group will be adopted to reveal both capture and reveal the current situation towards further development.

Selecting focus groups as research methodological strategy

Focus groups are particularly beneficial "*if interactive phenomena such as communication, including teaching or learning interactions, are the focus of the study*" (Hayes, 2001:89). It is selected as the most preferred research strategy as it promotes the interactiveness among involved stakeholders and brings them together to thoroughly discuss the area under research. The specific method offers access to personal attitudes, experiences and perceptions of the research population. Kitzinger (1995) contends that focus groups are effective to examine what people think, how they think, why they think in specific ways and their understandings and priorities in a given subject. It is those advantages that have guided the decision to adopt this strategy, as it brings the researcher closer to the subject under study through a direct and personal encounter with key individuals (Lane et al., 2001).

Focus groups are also effective for groups of people who feel or are dis-empowered as it offers a safe environment for participants to share their thoughts and feelings. Complex topics may be able to be explored more eagerly in a stress-free group atmosphere (Krueger, 1994). Focus groups are designed to use group dynamics to yield insights that might not be accessible without the kind of interaction found in a group (Cohen, 2000).

In focus groups, the goal is to let people produce ideas off one another, suggesting interpretations, dimensions and distinctions of the original problem that any one individual might have thought of. It is the main technique that is prompted to be implemented to collect rich data on the researched area

by all involved parties (professionals and migrants). Furthermore, as several discussions can be accomplished with a group that may not inevitably occur with individuals (Patton, 1990), it is anticipated to overcome any difficulties that would arise from migrants who may afraid to express their feelings.

Additional reasons for selecting the specific qualitative focus groups research strategy are:

- It encourages an environment of openness which reduces fears and suspicions about what is going on in a situation.
- Participants in a group process become sensitised to divergent perspectives and varying agendas.
- New concepts will appear out of the dynamics of group interaction.
- A sense of shared responsibility is stimulated that is greater than the responsibility that may be felt by isolated individuals.
- Sensitive or complex issues may get raised and discussed.
- Researchers will get a direct chance to observe interactions between children.

Constructing the guidance for the research implementation phase

In alignment with the objectives of the project, two main research objectives were constructed:

- To identify and describe different beliefs, barriers and opportunities regarding the implementation of common standards on teaching and training entrepreneurship to migrants;
- To formulate a general conceptual framework in each country to enhance the capacity-building of Adults' teachers and trainers/professionals and their role to help migrants to become/to be successful entrepreneurs.

The interest in appreciating the problems that arise when common standards on Adults teaching and training systems are not in place, while it is expected to produce practical improvements in specific domains of action is a longstanding one. The understanding of reasons will highlight the complex combination of factors that undermine attempts towards joint working and adversely affect the connection between central policy directives and their local-regional implementation.

The intention behind the construction of the second research object is to formulate a conceptual framework that would support and bring together professionals from many disciplines and clarify key issues around increasing multi-disciplinary effectiveness for the entrepreneurial empowerment of migrants. Even where there is a common understanding and shared purpose, there can be no expectation of change in professionals' or organizations' attitudes and approaches if professionals and their organizations have different expectations of each other, and are working to different agendas. Without the existence of a framework it is difficult to establish a common understanding of what is expected for those who would work together to meet the needs of migrants that want to become/to be successful entrepreneurs. There is an expectation, therefore, that an agreed consensual framework is needed to assist organisations and professionals towards improving service delivery by avoiding duplication and overlap between existing services as well as minimising any gaps or discontinuities in services.

Timeline of research activities

Activity	Month of implementation
Elaboration of the Country Reports (based also on professionals and migrants need collected by Focus Groups 1 – professional needs assessment&consultation - and Focus Groups 2 – migrants needs assessment&consultation)	31/01/2019

as decided during MESI kick off meeting, there was the option and possibility that semi-structured interviews might token place individually with migrants and professionals in case this was considered necessary for the impossibility to involve all together professionals and migrants in two working groups and in case this was possible in terms of budgeting.

Design of Preparatory Phase

Preliminary contacts

Activities involving migrants and professionals (needs assessment & consultation)

Each partner organisation has been identified the institutions/facilities/ways through which participants has been identified and invited to participate.

The institutions and facilities have been offered the possibility for an active collaboration for the recruitment of migrants and professionals for participating in the focus group discussions.

After the institutions have been identified, the management reached via telephone or email in order to describe the MESI project, the scope of this collaboration and the prospect of implementing the research activity.

The national teams scheduled a meeting (if possible) or a call (i.e. a phone call or a Skype call) with members of the facility's staff with the following objectives:

- to provide clear and comprehensive information on the scope and objectives of the MESI project and its methodology and reply to any questions or worries;
- to request the cooperation of the staff for facilitating the contact with the possible participants, for the process of obtaining their informed consent, and the implementation of the focus group discussions;
- to ensure that no additional workload will be imposed upon the facility's staff, yet one person will be required to act as a contact person with the national team and as a moderator for the implementation of the focus groups;

Has been recommended to take place a brief meeting or a talk with the candidates who the staff of the institutions/facilities suggested/identified as potential participants.

For MESI Focus Groups aim has been essential that migrants have experience with starting a business in the host Country or at least have serious thoughts about starting it.
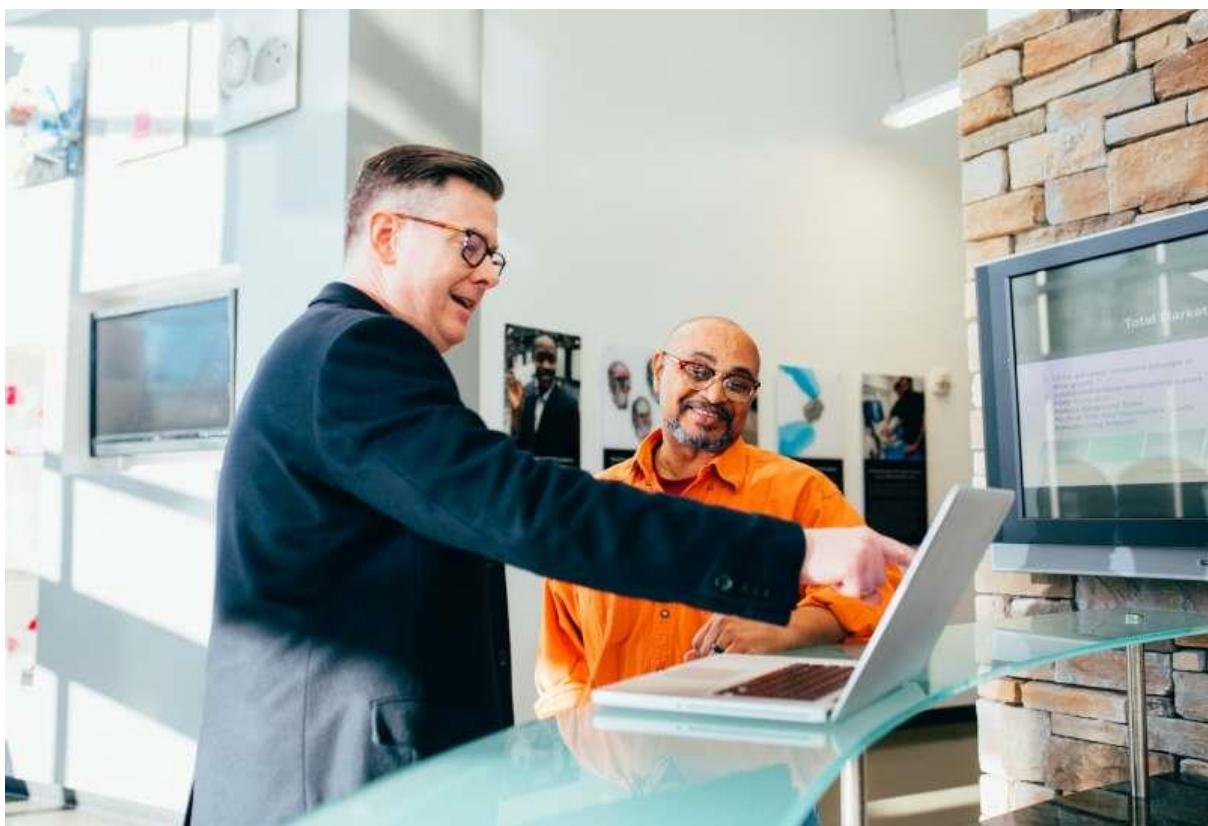
The preliminary meeting/talk with candidates has been aimed at:

- introducing the MESI facilitator and co-facilitator (if that is the case) to them;
- trying to familiarise them with the presence of the facilitator and the co-facilitator;
- describing vaguely that the researchers want to know their opinion that is why their participation would be very valuable.
- describing the process of the focus group (date, duration, sitting altogether, use of tape recorder/videocamera, etc.) and the use of informed consent forms;
- asking if they are interested in participating in the focus group discussions.

It was avoided to inform them about the topics for discussion, because this could have allowed them to discuss the topics with their peers in advance and build ideas about what the project team wants to know or "should" know.

Consent forms for FGD with professionals and migrants

The REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation - GDPR) lays down rules relating to the protection of natural persons with regard to the processing of personal data and rules relating to the free movement of personal data.

This Regulation protects fundamental rights and freedoms of natural persons and in particular their right to the protection of personal data.

Where processing is based on consent, the controller shall be able to demonstrate that the data subject has consented to processing of his or her personal data. This is why partners are invited to let sign to the participants, an informed consent form translated in the languages of the target group, inspired to the annex 1.

The role of key-actors in the research activities

The role of the facilitator and co-facilitator

Especially with regard to the activities involving migrants, the presence of a facilitator ensured a fluent communication within the group. It is the facilitator's task to let participants express their views without any judgmental signals coming from the project team. Moreover, the facilitator paied

attention to involving all migrants to an equal extent in the discussion, without however exerting pressure on who may not feel comfortable to speak about a certain issue. The above mention notes assist as to avoid misinterpretations and misunderstandings. The facilitator and the observer had:

- Used a friendly language;

- Shown empathy to the participants situation and feelings;

- Observed participants reactions and, if needed, interrupted or stopped the session;

- Observed the interaction between the participants;

- Clearly distinguished his/her own feelings from that of the participant;

- Adopted a non-intrusive approach that respected the privacy of participants. Personal history information was not necessary for the objectives of the activities and for this reason, relevant questions avoided.

It was valuable to summarise thoughts and views expressed according to the theme discussed in order for the facilitator and co-facilitator to be sure that they had understood what participants intended to say.

Presence of third persons

The presence of third persons while conducting the focus group was strictly avoided, given that the researchers could not know if this person was someone participants like and feel comfortable with or dislike.

Data Analysis

The research teams in all partner countries was in a better position to identify who was talking and to track particular viewpoints when transcribing the recording of the discussion than someone who was not present at the focus group interview. Krueger (1994) suggest that to enhance the legitimacy of the method that the same person who conducts the group should also analyse the data. Common methods of data analysis for focus groups include:

- Content analysis: ideas or words are recognised along with the number and frequency of how often these ideas occur were noted. When conducting focus groups with more than one group, it can be suitable to do a content analysis of the responses to frequent questions asked.

- Thematic analysis: key themes emerging from the data are identified. This approach is often useful when there are no preconceptions about what the findings will be, so finding out what people have to say is the purpose of the analysis.

There are a number of approaches to the analysis of qualitative data. In practice, MESI adopted Krueger's (1994) framework analysis, incorporation of some key stages of 'framework analysis' described by Ritchie & Spencer (1994). Framework analysis' was used for both individual and focus-group interviews. Unlike quantitative analysis, qualitative analysis, particularly focus-group analysis, occurs concurrently with data collection. Krueger (1994) suggests that a supportive way of thinking about this role is to consider a continuum of analysis ranging from the mere accumulation of raw data to the interpretation of data that is the analysis continuum: raw data; descriptive statements; interpretation. By adopting this model of analysis, it provides a clear series of steps, which could help researchers to manage the large amount and complex nature of qualitative data much more easily (Krueger, 1994).

It is important to point out that analysis was not take place in a linear form and that one part of the process overlaped another. 'Framework analysis' as described by Ritchie & Spencer (1994), is 'an analytical process which involves a number of distinct though highly interconnected stages'. Five key stages, for this case, were outlined: familiarization; identifying a thematic framework; indexing; charting; mapping and interpretation. The other distinctive aspect of framework analysis has been

that although it used a thematic approach, it allowed themes to develop both from the research questions and from the narratives of research participants.

The process of data analysis begun during the data collection, by skilfully facilitating the discussion and generating rich data from the focus group interview, complementing them with the observational notes and typing the recorded information. This stage was followed by familiarisation with the data, which was achieved by listening to tapes, reading the transcripts in their entirety several times and reading the observational notes taken during interview and summary notes written immediately after the focus group session.

The aim was to immerse in the details and got a sense of the focus group as a whole before breaking it into parts. The next stage involved the identification of thematic framework, by writing memos in the margin of the text in the form of short phrases, ideas or concepts arising from the texts and beginning to develop categories. At this stage descriptive statements was formed and an analysis has been carried out on the data under the questioning route. The third stage, indexing, comprised of shifting the data, highlighting and sorting out quotes and making comparisons both within and between cases. The fourth stage, charting, involved lifting the quotes from their original context and re-arranging them under the newly-developed.


Doing the analysis

The *framework approach* was chosen as it is suitable for cross sectional descriptive data enabling different aspects of the phenomena under investigation to be captured (Ritchie and Lewis 2003); for this case, different sets of data has been gathered from two target groups of participants in 5 different countries. It also kept researchers' interpretations of participants' experiences were clear and unbiased (Ritchie and Lewis 2003). Thirdly, even for junior researchers moving from data management to developing the analysis and to answer the research questions posed could be an intimidating and confusing task. This current project is not merely a research project as the research is a means to an end to develop the final deliverables. Finally, the interconnected stages within the framework analysis plainly describe the processes that guided the systematic approach of data from the descriptive to explanatory sets of data.

The data analysis has been begun with the first stage that of familiarization which has refered to the process during which the researcher become familiarized with the transcripts of the data collected (i.e. focus group transcripts) and gained an indication of the collected data (Ritchie & Spencer, 1994). In other words, the researcher has become occupied in the data by listening to recordings and reading

the transcripts. Throughout this process the researcher has become aware of key ideas and recurrent themes or patterns and make a note of them.

Due to the sheer volume of data that can be collected in this project (i.e. focus group transcripts may run over 20 pages) the researchers may not be able to review all of the material. Thus, the number of researchers involved (more than one interviewer mean a diversity of ideas which may elicit different responses from participants), diversity of the individuals and environments (5 different countries) in the research project, and the length of time that will be required to collect the data. So it is important that the researchers ensured that these main issues, time periods and cases werewell defined (Ritchie & Spencer, 1994).
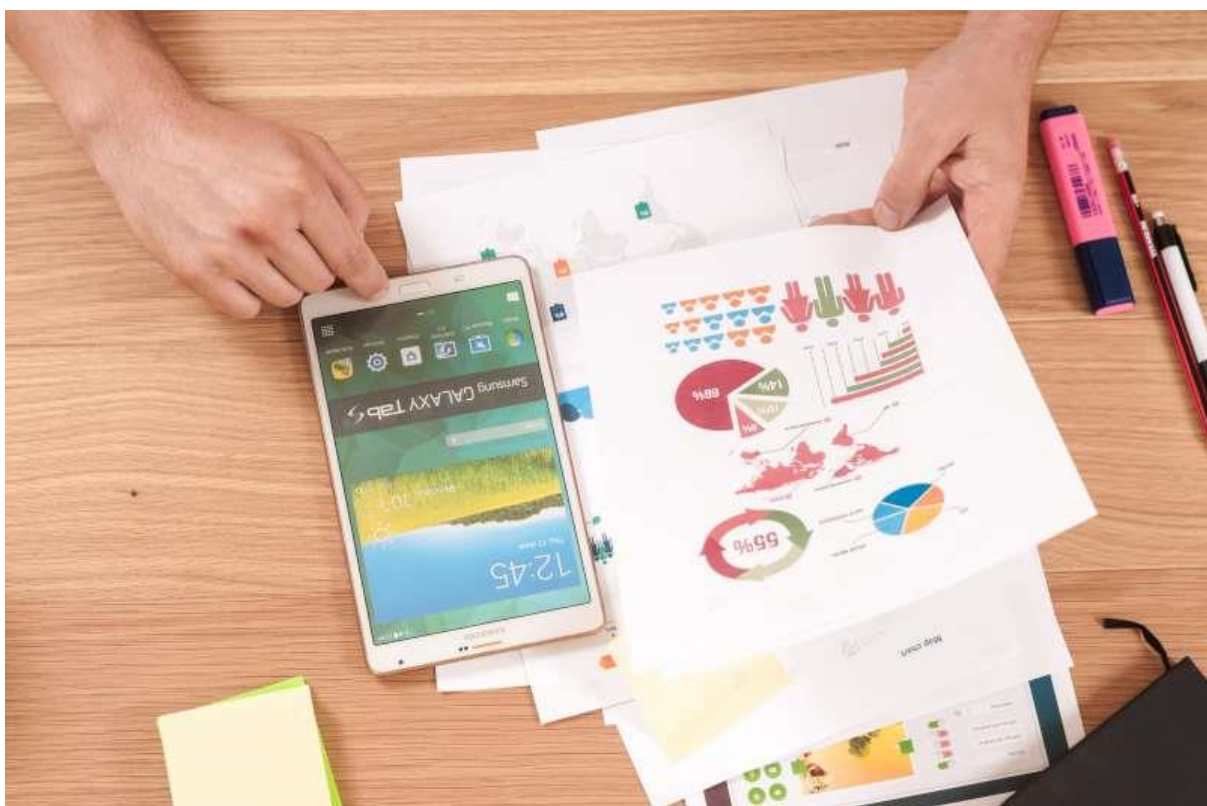
Categories of issues have been defined here as 'concepts that stand for phenomena' identified in the data. The codes has been connected to the research questions and interconnected with the literature review. The categories have been re-examined regularly and more abstract categories will emerge. Moreover, phrases that has been used regularly by the interviewees are considered also good guides. As part of the analysis, similarities and differences about the compiled codes have been clustered together to create categories and provide evidence to support the themes developed - e.g. text samples. Conceptual saturation have been reached when no new categories have been generated. Pattern coding could also be used to facilitate the analysis. According to Miles and Huberman (1994:69) pattern codes are explanatory or inferential, and classify an emergent theme, construct or

explanation. As the first method of coding selected is a tool for summarising segments of data, pattern coding will be used as a way of grouping these summaries into smaller numbers of sets, themes or variables. Pattern codes hase beencreated by adding them in a provisional form to the list of codes and they were tested on the next set of transcriptions to see whether or not they fitted. Furthermore, common themes among the interviewees' perceptions will be identified and examined in relation to the context, meanings, and circumstances for each country. Focus groups transcripts have been coded by conceptualising underlying patterns in the data. Following the pattern coding and the generation of the five major thematic categories the analysis then moved to the thematic framework construction.

Constructing a thematic framework, the second stage, occured after familiarization when the researchers recognized emerging themes or issues in the data set. These emerging themes or issues which identified by previous themes has been controlled and allowed the researchers and the data to create the themes. The researchers probed to use the notes taken during the familiarization phase. The key issues, concepts and themes that have been articulated by the participants now form the basis of a thematic framework that can be used to filter and categorise the data (Ritchie & Spencer, 1994).
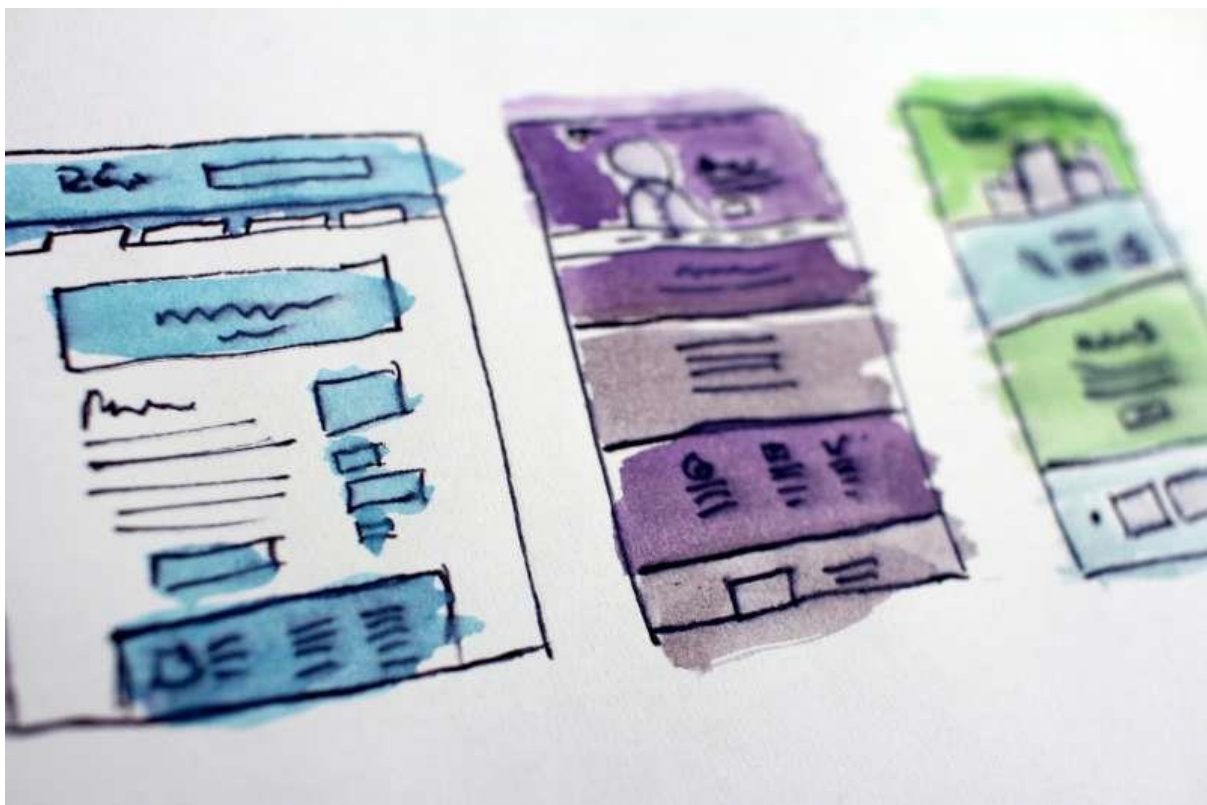
Although the researchers have had a set of a priori issues mainly because of their country's situation, it was important to maintain an open mind and not force the data to fit the a priori themes. However, since the research is designed around a priori issues it was most likely that these issues will guide the

thematic framework. Ritchie and Spencer stress that the thematic framework is only tentative and there are further chances of refining it at subsequent stages of analysis (1994). Developing and refining a thematic framework is not a reflex or automatic process, but involves both logical and instinctive thinking. It involves making judgments about meaning, about the relevance and importance of issues, and about implicit networks between ideas. In applied social policy research, as in this project, it also involves making sure that the original research questions are being fully addressed (p.180).

Charting, the fourth stage, the data that were indexed in the previous stage are now arranged in charts of the themes. This means that the data transferred from a textual into charts that consist of the headings and subheadings that were drawn during the thematic framework, or from a priori research inquiries or in the manner that is perceived to be the best way to report the research (Ritchie & Spencer, 1994). The important point to remember here is that although the pieces of data are lifted from their context, the data is still clearly identified as to what case it came from. For clarity, cases always be kept in the same order in each chart (Ritchie & Spencer,1994). Data displays been another technique to be used and allow data to be organized and reduced in a way that leads to conclusion drawing. They also helped the researchers to identify patterns.

Examples of indexing and charting:

Table 1 Thematic Categories	
Themes	Language barriers
	Entrepreneurial skills development
	Understanding the local culture
	Understanding the local business culture
	Access to markets
	Funding and fundraising
	Social and working practices for creating a business

The final stage, mapping and interpretation, involved the analysis of the key characteristics as laid out in the charts. This analysis provided a schematic diagram of the event/phenomenon thus guiding the researchers in their interpretation of the data set. It is at this point that the researchers awared of the

objectives of the analysis, which were: "defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies" (Ritchie and Spencer, 1994:186).

This analytical phase included consideration of all the materials developed through the research activity of data collection. The purpose has been to ensure that all the substantive themes and issues have been included and also to avoid the researchers' personal perceptions or experiences to emerge. Additional personal notes worked over after the focus groups completed. This facilitated the construction of a comprehensive picture of what occurred and provide a greater opportunity to justify findings.

Ethical and Safety Issues

Basic principles and considerations

Even though the subject of this study does not involve any disclosure of personal data or narration of personal history, some sensitive issues could potentially arise. To this end, particular ethical issues have been taken under consideration. The safety and well-being of all participants in the research activities of the study were of paramount importance; the four core principles for ethical research will guide all research activities; namely, Respect for Persons/ Autonomy: Acknowledge a person's right to make choices, to hold views, and to take actions based on personal values and beliefs;

- Justice: Treat others equitably, distribute benefits/burdens fairly;
- Non-maleficence (do no harm): Obligation not to inflict harm intentionally;
- Beneficence (do good): Provide benefits to persons and contribute to their welfare by acting for their benefit (see National Commission for the Protection of Human Subjects of Biomedical and Behavioural Research, 1978).

In particular, all necessary measures has been taken in order to: *Avoid stigma and discrimination*

- Consultation with the authorized professionals (i.e. social workers, field experts etc.) in order to ascertain that –particularly concerning migrants - have been appropriately approached and provided adequate information before they were invited to participate; passive consent have been obtained from residential facilities/camp leaders or representatives before scheduling any further appointment – this has been done also during the networking meeting taken place in each country.

- Informed consent and assent forms for all participants were of critical importance in order to ensure they fully understand the purpose of the study and what their own involvement were
- Inclusiveness and equitable representation concerning the participants of the target population have been explored *Ensure confidentiality, anonymity*
- Access to the participants' data has been strictly limited to the researchers directly involved
- All reports resulting within the context of this study contained no identifying information
- Limits to confidentiality that were inherent to this study were clearly mentioned in the consent and assent forms for adults and children respectively and will be explained orally as well and concern the disclosure of a child abuse case.

Ensure free expression of opinion

- Informed consent forms for all participants are of critical importance in order to protect the participants' right to dissent or withdraw at any point
- Prior meeting with the facilitator and the co-facilitator assisted the effective and appropriate implementation of the activities
- Respect the dignity and welfare of all participants
- Researchers had consultation sessions within the camps/shelters of the participants in order to identify further potential harms and/or particular characteristics they need to take into consideration
- A clear step-by-step protocol has been followed in order to anticipate and minimize the possibility of problems arising during implementation of the present study

Provide participants with post-study feedback

- Efforts have been made for the same group of participants to be identified again and be informed about the progress that has been made in the project based on their input

Importantly, to safeguard the above aspects only skilled and experienced researchers have been entrusted.

Settings for conduction focus group discussions and interviews

Safe, quiet and easily accessible rooms has been used.

Right to decline to participate and to withdraw

Participants have been informed that they have the right to refuse to participate; to refuse to answer to specific questions that they did not want to; to withdraw at any time they wish, and without having to explain the reasons for that.

Providing contact details of research team

Participants have been provided with the contact details of the partner organisation in order to be able to contact and ask for further information.

Storage of data

Even though the audio/video records (of FG discussions and/or interviews) don't contained any names or other identifiers of the participants, each partner organisation is responsible to keep the files securely stored at a safe computer located at the premises of the organisation and restrict the access only to the group of the researchers in order to ensure data confidentiality. Transcription is done by the responsible researchers and audio/video files and transcriptions and/or summaries will be kept until the end of the project or the time the Swedish Erasmus+ Agency communicate.

Researchers' Obligations and Preparation

Each researcher is responsible for the ethical conduct of the survey. For practical, methodological, ethical and safety reasons, it has been recommended that the researchers worked in pairs.

Qualifications

The role of the researchers' team in the context of any study has been central; in regards to the specific study where the main research components are based on group discussions (and/or interviews), researchers were requested to be adequately prepared to deal with sensitive issues that might be brought into discussion by the target population. Participants may not feel comfortable participating in a discussion or opening up and talking about their experiences with the research staff. They might not feel comfortable talking about some specific issues to a person of a specific sex (usually, to persons of the opposite sex), or in front of a third person or in language they have no fluency in. For this reason, no discussion on sensitive issues hase been prompted by the research team.

In any event, researchers have had a professional background in the field studied and were able to work with participants based on their prior experience. In each partner organisation, one researcher has played a principal role in guiding and designing the sound implementation of the research activities involving human subjects.

Researchers before the activities met the interpreter to guide him accordingly or should involve a person who is already known for having a previous experience of working with children.

Familiarization with instruments

All researchers have been adequately familiarized with the process to be followed for conducting the focus group discussions and the semi-structured interviews (if any) as well as with the respective guides and protocols per target group.

How to react, if…

…. a participant asked from researchers to allow him/her to read any notes from the sessions or to learn about the content of the discussion? Make it clear that this was not possible.

Crisis intervention and supervision meetings

During the data collection (group discussion and interviews) supervision meetings have been taken place, if and when one or more of the researchers considered this as necessary with the participation of the principal researcher. Difficulties or unforeseen practical problems could be discussed in order to find way to avoid or overcome them in the future.

ANNEX 2 - Informed consent form for participation in focus group discussion

(The content of this consent form wants to be only a suggestion. This form has to be adapted Country by Country on the base of the National rules and/or the kind of target involved, respecting the REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data)

Dear Sir/Madame,

Krinova Incubator and Science Park (SE), Syntesis Center for Research and Education Limited (CY), Videnscenter for Integration (DK), EDEX – Educational Excellence Corporation Limited - University of Nicosia (CY), Landeshauptstadt Magdeburg (DE) and Consorzio Scuola Comunità Impresa (IT) implement the project entitled "Migrant Entrepreneurship for Social Inclusion - MESI" (2018-1-SE01-

KA204-039143), which is co-funded by the European Union's Erasmus + Programme (2014-2020). The project consists of a number of activities that ultimately aim to develop a training curriculum and an e-course specifically designed to tackle the educational and training needs of migrants, at the same time equipping adult education professionals, trainers and professionals working migrants as well with the tools needed for engaging migrants in entrepreneurial initiatives as well as increasing their participation in such activities.

In this group discussion we are going to ask your opinion based on your knowledge and experience about your needs and practice as an adult education teachers, trainers and/or professional working with migrants. The aim of this study is to map migrants' and professionals' needs and develop a protocol for the identification of strengths and weaknesses of the different approaches in migrant entrepreneurship which are applied in the different European countries. The protocol will be used as a benchmark for delivering entrepreneurship programs which will seek to develop appropriate and interactive entrepreneurship courses for people with diverse cultural and educational background (migrants).

For your participation in the focus group, you should be informed that:

- All appropriate rules of ethical research will be followed during the data collection and analysis.
- Discussion is anticipated to last approximately 120 minutes and for practical reasons it will be recorded. The sound/video file will be accessed only by the researchers present today in order to transcribe it and then will be erased.
- Aspects from the focus group discussion may be made part of the final report, but under no circumstances your name or any identifying characteristics will be included in the research findings.
- Opinions expressed during the discussion should be discussed further with third persons.
- Your participation is entirely voluntary and does not imply any individual benefit (financial or other) for you, the other participants or MESI partnership.
- You are free to refuse to answer any question and to withdraw at any time.

Should you have any question, please don't hesitate to ask us.

Having knowledge of the above mentioned conditions you are free to decide whether you will take

part or not.

Would you like to participate in the group discussion?

Yes No

IF YES

Without expectation of compensation or other remuneration, now or in the future, I hereby give my consent to MESI partnership, its affiliates and agents, to use my image and likeness and/or any interview statements from me in its publications, advertising or other media activities (including the Internet). This consent includes, but is not limited to:

(a) Permission to interview, film, photograph, tape, or otherwise make a video reproduction of me and/or record my voice	YES NO
(b) Permission to let know my name as participant to MESI focus groups; and	YES NO
(c) Permission to use quotes from the interview(s) (or excerpts of such quotes), the film, photograph(s), tape(s) or reproduction(s) of me, and/or recording of my voice, in part or in whole, in its publications, in newspapers, magazines and other print media, on television, radio and electronic media (including the Internet), in theatrical media and/or in mailings for educational and awareness.	YES NO

This consent is given in perpetuity and does not require prior approval by me.

Participant's Name   Researcher's Name

………………………………………   ………………………………………

Place and date ………………………….

ANNEX 3 - Needs assessment with Adult Educators, Trainers and Professionals working with migrants - Focus Group discussion - Discussion guide

OPENING

(basic hints presented below) *Thank you all for being here.*

(introductions) *This focus group takes place in the context of the MESI project (Migrant Entrepreneurship for Social Inclusion). We are 7 organizations from Sweden, Cyprus, Denmark, Germany and Italy engaged in this project.*

(description of objectives) *You are all invited here today because we are in a process of designing guidelines and tools and gathering useful information that could assist the work of Adult want to become successful entrepreneurs and we think it is important to ask first the involved actors about their needs.* In particular we want to offer to those who work with migrants, a training course and

some useful tools to help to help their clients (=migrants), if they wish, to become entrepreneurs in the host Country.

Today's conversation will be about your role as guide for migrants, the context you are working in, the challenges you face and what could equip you for you to feel more confident in supporting migrants.

YOUR ROLE AS GUIDE

(To start with, according to your opinion)

Are you a teacher/trainer/professional with a role as a guide for migrants that wish to become entrepreneurs (do you have some experience with both entrepreneurship guidance and migrants)?

IF YES, please explain what is your role in the entrepreneurial path of migrants?

- *What are you tasks?*
- *Where did you hear this information?*
    (if it is not understood: have you read it somewhere, like a law or else, or you just know it/ believe so?)

If this what you are doing in practice too?

IF NO (because you are a teacher/trainer/professional who works with integration of migrants in the labour market in general, without experience in entrepreneurship guidance)

- *What do you do if you meet migrants in your work that wish to become entrepreneurs?*
- *Do you refer to or cooperate with any other services/organizations in that situation?*
- *Would it be an advantage for your work if you knew more about entrepreneurship and supporting migrants in this field? (Do you see a need for it?)*
- *Why/why not?*

Which areas/topics do you think you need more knowledge about in order to be able to guide migrants that wish to become entrepreneurs? (here the areas already listed are of course still relevant)

DRIVES IN YOUR PRACTICE

Did you know what you had to do as for supporting migrants from the moment you undertook your role?

- If yes: *how were you informed about? (note: if someone mentions "training" then please advice him/her to discuss it in detail later on)*
- If no: *how did you form your practice?*

What guides your everyday practice since you undertook this role?

Are there any guidelines in place for exercising your role?

- If yes: *could you please provide some more details?*
- If no: *So, what drives your practice, is it your professional background or something else? (e.g. If no: Do you ask your colleagues?)*

Who drafts the case plan of teaching/training and or support for each migrant?

What are the main challenges you meet in your work with migrants that wish to become entrepreneurs? Please, define theme in your own words, first, and then try to give an answer for each area:

- **Language barriers**

Knowledge of the host Country language

The prompts/explanations should be linked to what could be relevant for entrepreneurs. For language barriers it could be, for instance, difficulties reading and understanding text about laws/regulations or difficulties in communicating with customers

- **Entrepreneurial skills development**[21]

Development of the skills that are considered "fundamental" for being a successful entrepreneur:

AREAS	SKILLS
Actions	taking the initiative planning and management coping with ambiguity, uncertainty and risk working with others learning through experience
Resources	self-awareness and self-efficacy motivation and perseverance mobilising resourcing Financial and economic literacy mobilising others
Ideas and Opportunities	ethical and sustainable thinking valuing ideas

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[21] From EntreComp: The entrepreneurship competence framework - https://ec.europa.eu/jrc/en/entrecomp; https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework (page 12-13)

	vision; creativity
	spotting opportunities

- **Understanding the local culture**

Knowledge of the cultural codes of the host Country. Cultural codes are defined as symbols and systems of meaning that are relevant to members of a particular culture (or subculture). These codes can be utilized to facilitate communication within the 'inside group' and also to obscure the meaning to 'outside groups'. Normally it is suggested to unlock own internal codes in relation to those of other cultures in order to create the appropriate relationships.

The prompts/explanations should be linked to what could be relevant for entrepreneurs. For instance: difficulties on understanding how to approach to the clients and other local stakeholders.

- **Understanding the local business culture**

Knowledge of the main rules and behaviours to do business in the host Country and how to practice a right marketing (= how the business culture of the country works)

- **Access to markets**

Access to Markets refers to the marketing aspects of the business. It is about presenting the service or product in the right way, for the right customer at the right time; understanding the needs of the market and adapting the product/developing messages to improve its chances of success

- **Funding and fundraising**

To know how to find funding for starting, maintaining and expanding own business

- **Social and working practices for creating a business**

This point refers to "culture, social and working practices". In the application is a part of the other sections: "understanding the local business culture" and the "legal and regulatory framework"

- *Are these related to the system surrounding the migrant or some can be attributed to the state of migrants too?*

  e.g. 'Access to market procedures take so long and there is nothing migrants can do about it' or e.g. 'Some migrants live in their closed communities and it's difficult to involve them into local (business) culture'.

Do you feel you can fulfil your tasks satisfactorily?

- *If no: would you like to tell us more about it?*

CAPACITY-BUILDING

To your knowledge, are there any relevant trainings for trainers/professionals available in the detected field?

- If yes: *please tell us*

Have you received any kind of training as a guidance for migrants that want to become entrepreneurs?

- *If yes: Who organized that? How many days was it? How often? Do you feel that was enough? Did you consider this training valuable or not?*
- *If no: Why? No trainings were available? You weren't able to attend? (e.g. due to various restrictions?)*

Let's suppose that we are going to plan a training for you right now:

- *What knowledge is important for you to have to train/guide migrants in their entrepreneurial paths?*
- *What skills are important for you?*
  - *What topics you would like to be trained on in order to feel more confident as a guidance for the migrant in his/her entrepreneurial path?*

COLLABORATION WITH OTHER ORGANIZATIONS

If you need to refer a migrant to a particular type of public and/or private organization that can assist him/her or give him/her some patents/suggestions/services for opening/managing his/her entrepreneurial activity, do you know where to turn to? If yes: Could you give us an example?

Have you ever had to cooperate with one or more services for migrants that want to become entrepreneurs? (note: By services we mean all types of service providers, authorities or organizations).

- *If yes: How you would assess the cooperation? Positive aspects? Problems?*

CLOSING THE SESSION

- *Could you please provide some specific examples?*

ANNEX 4 - Needs assessment with migrants – focus group with migrants – discussion guide

OPENING

(basic hints presented below) *Thank you all for being here.*

(introductions) *This focus group takes place in the context of the MESI project (Migrant Entrepreneurship for Social Inclusion). We are 7 organizations from Sweden, Cyprus, Denmark, Germany and Italy engaged in this project.*

Today we would like from you to let us know what are your thoughts on a series of issues; there is no right or wrong replies; we just want to listen to what you think.

CHALLENGES FOR MIGRANTS THAT WISH TO BECOME ENTREPRENEURS

What are the main challenges for migrants that wish to become entrepreneurs? Please, define theme in your own words, first, and then try to give an answer for each area:

- **Language barriers**

Knowledge of the host Country language

The prompts/explanations should be linked to what could be relevant for entrepreneurs. For language barriers it could be, for instance, difficulties reading and understanding text about laws/regulations or difficulties in communicating with customers

- **Entrepreneurial skills development**[22]

- *Development of the skills that are considered "fundamental" for being a successful entrepreneur:*

AREAS	SKILLS
Actions	taking the initiative planning and management coping with ambiguity, uncertainty and risk working with others learning through experience
Resources	self-awareness and self-efficacy motivation and perseverance mobilising resourcing Financial and economic literacy mobilising others
Ideas and Opportunities	ethical and sustainable thinking valuing ideas vision; creativity spotting opportunities

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[22] From EntreComp: The entrepreneurship competence framework - https://ec.europa.eu/jrc/en/entrecomp; https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework (page 12-13)

- **Understanding the local culture**

Knowledge of the cultural codes of the host Country. Cultural codes are defined as symbols and systems of meaning that are relevant to members of a particular culture (or subculture). These codes can be utilized to facilitate communication within the 'inside group' and also to obscure the meaning to 'outside groups'. Normally it is suggested to unlock own internal codes in relation to those of other cultures in order to create the appropriate relationships.

The prompts/explanations should be linked to what could be relevant for entrepreneurs. For instance: difficulties on understanding how to approach to the clients and other local stakeholders.

- **Understanding the local business culture**

Knowledge of the main rules and behaviours to do business in the host Country and how to practice a right marketing (= how the business culture of the country works)

- **Access to markets**

Access to Markets refers to the marketing aspects of the business. It is about presenting the service or product in the right way, for the right customer at the right time; understanding the needs of the market and adapting the product/developing messages to improve its chances of success

- **Funding and fundraising**

To know how to find funding for starting, maintaining and expanding own business

- **Social and working practices for creating a business**

This point refers to "culture, social and working practices". In the application is a part of the other sections: "understanding the local business culture" and the "legal and regulatory framework"

POSITIVE ASPECTS OFFERED IN YOUR HOST COUNTRY IN TERMS OF EDUCATION/TRAINING AND/OR INFORMATIONS FOR MIGRANTS THAT WANT TO BECOME ENTREPRENEURS

Do you know what is offered by your host Country?

- *If yes, could you please provide some best practices?*
- *If no, what do you think that could be offered?*
- *What must be included in an interactive entrepreneurship course for people with diverse cultural and educational background (migrants)?*

SUGGESTIONS FOR ADULT EDUCATORS, TRAINERS, PROFESSIONALS

What would you advise an adult educators/trainer/professional that s/he should know better to be able to help a migrant that wants to become an entrepreneur?

- *Could you please provide some specific examples?*

CLOSING OF THE SESSION

Thank you everyone for being here. We take everything you said in mind.

ANNEX 5 - Needs assessment Country report outline

1. Introduction (country profile in relation to migration, best practices in relation to teaching methodologies and innovative tools used in entrepreneurship courses for people with diverse cultural and educational background (migrants), training for trainers/professionals that has to guide migrants in their entrepreneurial path)

2. Migrants' and professionals' needs assessment

    2.1 Objective(s)

    2.2 Methodology (methods employed for data collection; data sample= type and number of participants; data analysis; limitations/challenges)

    2.3 Results (grouped according to the study population and each theme; list of the needs identified)

3. Conclusions (implications for MESI project)

4. References

5. Annexes

MESI

Migrant Entrepreneurship for Social Inclusion