

New Skills for new Entrepreneurs - Attraction and Qualification of Refugees as Successors

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Foreword

Nothing is stronger than an idea

They have come a long, dangerous road full of hardships and privations. Now they are stuck in Hungary. But the German Chancellor is opening the borders. At last they reach the land of exuberance, where they are warmly welcomed. Now they can get started, work, create their new existence with their own hands and also earn some money for their families back home.

But a new, completely different kind of exertion awaits them. In a gruelling, often lengthy process they have to prove that they had to leave their home country out of a well-founded fear of persecution because of their race, religion, nationality, membership of a certain social group or because of their political convictions. Finally, this hurdle has also been cleared. Now we can finally start to work and settle down.

Not at all. The mills of bureaucracy are taking hold of them. Of course, language courses must be completed and new certificates obtained. A bureaucratic procedure, a true certificate mania is wearing them down. They have to prove that they have acquired a professional qualification that corresponds to the qualifications of the host country.

But does that work?

From 2011 to 2016, only about 70,000 professional qualifications were recognised in Germany. So, most refugees must go through retraining or learn a profession from scratch. Then the thirty-five-year-old must go back to school together with the fifteen-year-old native.

Why do they need such certificates?

They may not have acquired a professional qualification in their home country that meets the high standards of vocational training in the host country, but they have worked well and successfully as painters or bricklayers for 10, 15 or even more years in their home country and now they want to do the same in the host country. The important thing is not what certificate you have, but what you actually can do in a

company, on the job. And they want to achieve something. They have come to work, but that is denied to them for a long time, often for several years.

People come mostly full of drive and hope.

Instead of freedom and creative entrepreneurship, they experience bureaucratic fetters.

Instead of earning their own money, they must live on state welfare for a long time.

Instead of getting to know the people in the host country and developing social contacts, they are isolated in shelters and bored.

Instead of building a professional career as a specialist or entrepreneur, they must take on unskilled jobs to earn their own money.

Instead of being able direct their energy towards work, they are long condemned to do nothing.

Such disappointments, frustrations and attrition lead to rejection, anger and sometimes even hatred and violence.

At the same time a misguided industry of education and integration companies is created, whose business it is to train the refugees and bring them up to the standards of the host country. And the longer this training is prolonged, the better for the business.

Why are economic principles overridden when using public funds? Why is actual success not rewarded? Why is it not the case that whoever qualifies the refugees the fastest and integrates them permanently receives the highest compensation?

The situation is similar with self-employment. For various professions, self-employment must be tied to recognised qualifications, like in Germany for the craft professions with a compulsory master craftsman's certificate. But for other professions - also for some handicrafts - a self-employed activity is not bound to any qualifications.

Why can refugees, who have sound professional experience and good entrepreneurial potential, not be trained as entrepreneurs in the host country in a comparably short period of time and quickly integrated into working life as successor entrepreneurs or founders of new businesses?

We have had the best experiences with work-based learning. The language of the host country is best learned in everyday life and in the working world. Professional qualifications are not so much gained at school but on the job. Integration takes place less in theory classes, but in the working world with accompanying coaching.

During recognition procedures, trainings, new trainings or master trainings, which can last several years, migrants are not available to the labour market in the host country. Despite their quite significant, often informally acquired skills and experience, they must start from scratch at an advanced age and are not allowed to work for a long time. The greatly delayed integration frustrates the immigrants to a high degree, who are not allowed to work, although they would like nothing better.

At the same time, the economy must wait a long time for the urgently needed skilled workers.

The fact that the immigrants do not work for a long time increases rejection among the domestic population: "They do not work at all, they only plunder our social security funds and live at our expense." These are common misconceptions about refugees.

The culture of welcome turns increasingly into a culture of rejection.

Is this bureaucracy and certificate mania effective at all?

In the sixties of the last century, Germany brought millions of foreigners from Southern Europe into the country. Especially immigrants from Turkey came with a completely different religious and cultural background. In 1973, 2.6 million foreign workers were counted and subject to social security contributions.

Were they not allowed to work for a long time and had to acquire certificates first?

Not at all, after a truly short language training they immediately took up work and contributed decisively to the prosperity of our country.

Were they lazy, did not work and did they plunder our social security funds?

Not at all, they worked hard and with their social contributions they decisively strengthened our social system.

Were they then a cheap immigrant labour force that pushed down our wages?

Not at all, the wage level has risen continuously.

Did the immigrated foreigners resent the start of self-employment?

Not at all, the number of self-employed foreigners has increased much more than the number of Germans. In fact, it quintupled in thirty years. The rate of self-employment among foreigners is now around 10%, which is similar to that of Germans.

Did criminals and terrorists come to us then?

Not at all, their delinquency rate was lower than that of comparable Germans.

Did the foreigners infiltrate our culture and rob us of our religion?

Not at all, many of us lost our religion long before that.

Then why are we so reluctant to accept foreigners today?

Do we not again have a great, still growing shortage of skilled workers and entrepreneurs?

Why must admission and integration into working life be so bureaucratic and protracted? Have we learned nothing from the past?

Certainly, at that time we took in guest workers in the hope that they would quickly return to their home country when we no longer needed them. Integration was not a goal back then.

This is different today and we must pursue integration vigorously. But does that really require this monstrous frenzy of bureaucracy and the rampant obsession with

certificates? Does integration require a ban on work for several years? Or is the key that integration is best to be combined with work?

Constructive criticism is allowed, even desired. But it must not remain that way. Those who criticize must also be prepared to do better themselves, at least try to do so.

Accordingly, the idea has grown of developing and testing good qualifications and the rapid integration of refugees into working life without bureaucracy and a craze for certificates. In 2017, the Hanse Parliament will therefore launch two relevant development projects with the support from EU funds:

- With four partners from Germany, Austria, Italy and Hungary the project "New Skills for new Entrepreneurs - Attraction and Qualification of Refugees as Successors" (New Entrepreneur).

- With seven partners from Germany, Finland, Italy, Austria and Poland the project "Integration of newly arrived migrants by means of competence assessment and high-quality further vocational training" (INTACT).

What was done?

What has been achieved?

Assessment

We developed, tested, evaluated and implemented a procedure for the identification of entrepreneurial potential and vocational skills in various countries.

There may certainly be better assessments. But the two-stage procedure developed allows for a fairly reliable identification of potential entrepreneurs and professional competencies in a maximum of half a day.

Highly motivated refugees were found who have considerable entrepreneurial potential and are eager to take up self-employment as quickly as possible, and most of them have already developed concrete ideas.

We have found committed refugees who want to work and earn money as quickly as possible.

Individual qualification and integration plans have been developed for the quick start of self-employment or for tasks as skilled workers in small and medium-sized enterprises.

Language training

In all participating countries, country-specific, short training courses were developed, tested, evaluated and implemented on the basis of existing programmes. These courses are geared to the requirements of the world of work, operate with scenario methods and were completed according to individual needs.

Certain certificates played a subordinate role. A language ability was achieved that could be followed very quickly in the language of the respective host country in order to meet the minimum requirements of the working world.

Motivation and creativity training

The consortium developed, tested, evaluated and implemented a two-day workshop in all participating countries to strengthen motivation, advise and consolidate plans and to develop alternative ideas for self-employment.

All participants were highly motivated, they concretized their business ideas or realigned them after intensive consultations. Some of them found partners for a business start-up.

Entrepreneurship education and vocational qualification

Within the project we developed a modular program for comprehensive training as an entrepreneur. If all modules are completed, a state-recognised qualification can be obtained. This is not a recognised training qualification, but the refugees can later obtain an official further training qualification for their further professional career in the host or home country.

The entrepreneurship training was designed country-specifically, tested, evaluated and implemented in the participating countries. Only specific modules were carried out or individually selected accordingly to the needs. The participants have improved their entrepreneurial skills, especially legal regulations, methods and tools of the host country. In Austria, most participants have acquired the recognised entrepreneurial driving licence.

Three demanding qualification programmes in digitisation and energy and environmental technologies were developed. In the course of the project, however, it turned out that these programmes did not meet the possibilities and needs of the refugees in individual countries. After contacting companies, it also became apparent that the companies had other needs. In Italy and Hungary, for example, a qualification in job safety procedures is a mandatory requirement for employment. At the same time, it is important for the companies that the refugees receive training in corporate and work culture.

So, in contrast to the ideas of the original expert planning, the qualifications were geared to the needs of the companies and the refugees and corresponding training was carried out in comparably short courses. A precisely tailored qualification of the participants was achieved, most of whom also completed internships in SMEs.

Business start-up and takeover training

For prospective entrepreneurs who are about to start up or take over a business a two-day training course was developed, tested, evaluated and implemented in the participating countries

In a final training session, the participants reviewed and completed their business plans, were familiarized with legal regulations of the respective country and tools. This training was particularly successful, and in Hungary it was classified as a state-approved further training course.

Integration and coaching process

An individual coaching program with integration into working life was developed and implemented for the entire period from the assessment until after starting a self-employment or after finishing the training in a company.

These programmes, which include counselling, comprehensive help and all conceivable assistance and services for the refugees and the companies involved, have proven to be particularly important and in fact indispensable. Placement in a workplace or in a self-employed activity begins with the identification of existing skills and can take place at any time during the implementation of the training programmes. With the help of the accompanying coaching, it has been possible that by the end of the two projects a great number of participants have been placed in a permanent job or have founded a small company by themselves. On the other hand, the takeover of an existing company is not so much in the refugees' view and was rather an exception.

With Poland and Hungary, both projects included countries that are critical in regard of the reception of refugees. In the course of the project implementation, the participating companies and their organisations have recognised how important it is to find company successors and additional skilled workers and what an important contribution foreigners in general and refugees in particular can make to finding solutions. This led to the unanimous opinion in both countries: "If migrants want to take over companies or become skilled workers, they are very welcome!" Major business associations positioned themselves at public conferences and social media accordingly in order to win over more foreigners to secure the demand for skilled workers and entrepreneurs.

Both projects have proven in practice that unworthy bureaucracies and rampant certificate madness are completely superfluous and that refugees can very quickly be won over and integrated into entrepreneurial activities or as skilled workers by other means. Certainly, there are other methods and procedures which are very effective and have already proven themselves. All of them together prove that the currently practiced admission and integration policy should be critically reviewed in the interest of all and that bureaucracy and certificate madness should be abolished as quickly as possible.

A personal wish

The people stand at the closed gates of the lands of exuberance. It is time to open the borders to more people.

Except for a few restrictions, we have achieved a border-free exchange of capital, raw materials, goods and services worldwide.

Why does the same not apply to people?

Of course, we cannot open the borders overnight, that would be too much to handle in every respect. But we can start step by step. And immigration could also be tied to certain conditions and restrictions, for example only immigration of a maximum of 0.5 or 1% of the population per year. Or the ability and willingness to work as a prerequisite for admission. And those who do not comply with the conditions and have not taken up work within a certain short period of time can be instantly sent back to their home country, so that immigration into the social system is prevented.

Such an opening of the borders would certainly not harm the countries of exuberance but would rather help greatly to secure the demand for entrepreneurs and skilled workers and to make further social and economic development productive.

At the same time, it would be an effective help for poor countries to catch up and overcome poverty. Because borders discriminate. We know from experience: In a world where absurd inequality prevails, migration is the best tool to fight poverty. And we know from America and many other countries as well that migrating people return to their home country to a far greater extent when borders are open than when they are closed.

The Western world spends around 135 billion dollars annually on development aid. Over the past 50 years, an incredible \$5 trillion has been invested in foreign aid. The disparities between rich and poor have not diminished but have in fact increased to a frightening extent worldwide. We should use the next 5 trillion dollars more wisely and, like our high bureaucratic costs, invest in opening up borders, smart and rapid integration and effective reduction of inequalities.

All just a beautiful utopia?

Nothing is stronger than an idea whose time has come.

Dr. Jürgen Hogeforster

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1 | Introduction: The Importance of the attraction and qualification of refugees as successors

1.1 | Why refugees as successors?

The integration of a large number of refugees into working life is currently an urgent and outstanding task in many EU countries. In the home countries of many refugees the self-employment rate is often significantly higher than in the individual EU countries.

At the same time the main reason for the failure of SME handovers and the associated loss of jobs in many EU countries is the large and, under the status quo conditions, growing lack of qualified successors.

If refugees can be won over and qualified for self-employment in their new host countries, rapid integration is possible, and at the same time important contributions are made to overcoming the lack of SME entrepreneurs.

As a rule, they have several years of professional experience with or without vocational training/studies. At this level, they would like to continue in the host country. However, without a recognised vocational or academic qualification, they are viewed in the host country as unskilled workers with poor chances of finding employment in the labour market. Despite their significant (informally) acquired skills and experience, these refugees then have to start over at an advanced age. If, on the other hand, refugees have sound professional experience and good entrepreneurial potential, they can be trained as entrepreneurs in the host country in a comparably short period of time and quickly integrated into working life as successors or founders of new businesses. This also facilitates the overall integration process in the host country.

Many SMEs experience a critical moment when companies have to be handed over to a new entrepreneur due to the age or illness of the previous owner. In fact, more

jobs are lost every year due to failed business transfers than new jobs are created by start-ups. In the next 10 years, 500,000 companies in the EU each year with around 2 million jobs will have to be handed over to a successor, and at least one third of these handovers are threatened with failure. Up to now, many SME handovers have been shamed by the fact that a constantly growing number of old entrepreneurs, who have to give up their business for reasons of age, are confronted with a decreasing number of young entrepreneurs. Under status quo conditions, the discrepancy is widening, and in the future, there will be an even greater number of SME handovers failing due to a lack of potential successors, and consequently large numbers of jobs will be lost. In addition, according to evaluations of German guarantee companies the survival rate of SMEs is more than twice as high 3 years after the handover if the successor entrepreneur has sound qualifications.

The qualification of refugees as company successors thus aims at two results. Firstly, the integration of refugees in the host countries and secondly, the securing of business successions and the related preservation of jobs.

These challenges were recognised by the Hanse-Parlament and a consortium was formed consisting of 5 institutions from 4 different European countries to develop the New Entrepreneurs project with the following objectives and outputs.

1.2 | Objectives and outputs

The target group of refugees is to be reached in a complete manner through a extensive mix of outputs. The qualifications and support are aimed at refugees, for whom an integrated programme ranging from the identification of existing skills and comprehensive qualifications to support their abilities in setting up a business or transferring a business has the following effects

- a) Reliable identification of existing competencies as a basis for targeted career and educational counselling.

- b) Well-founded identification of persons who are suitable for entrepreneurial activity.
- c) Substantial strengthening of the motivation to perform entrepreneurial tasks.
- d) Promotion of ideas and individual planning for entrepreneurial activities.
- e) Sound education and training for entrepreneurship.
- f) Further qualification and promotion, alternatively
 - Consulting and placement as managers in SMEs.
 - Training as founder and realization of start-ups by refugees.
 - Training as SME transferee and realization of SME handovers to refugees.

Output 1 Blueprints for the reliable identification of entrepreneurial competencies and for advising individual career and educational planning

As part of this output a tool for the identification of entrepreneurial competencies of individuals was developed. For this purpose, already existing tools were reviewed and finally a new tool based on the EU's EntreComp framework was developed. In addition, an assessment procedure with experts and SME entrepreneurs was put in practice to determine entrepreneurial aptitude and necessary further qualifications. In addition, a procedure for group and individual counselling of persons for the planning of the further professional career and necessary qualifications of persons who:

- 1) are suitable for and aspire to entrepreneurial activity and
- 2) are not suitable for entrepreneurial activity was established.

This output has an innovative character with regard to the reliable identification of existing competences and entrepreneurial aptitude and the exact counselling and career planning with the persons concerned based on these results.

With this product, all participants receive a concrete offer for the promotion of further professional development, depending on their already existing competences, individual potentials, wishes and interests.

In this way, a reliable determination of existing competences can be ensured as a basis for targeted career and educational counselling. The persons who are suitable for an entrepreneurial activity are identified on a sound basis. As a result, additional target groups for entrepreneurial tasks are gained and an important contribution is made to closing the high discrepancy between departing entrepreneurs and successor entrepreneurs, which will continue to grow in the future.

Output 2 Curricula for training to promote motivation and to generate ideas for activities as entrepreneurs

The second output of the New Entrepreneur Project comprises a subject-related language training, which qualifies the participants with the degree "B2" in the local language. A curriculum and the corresponding teaching materials for a special motivation training were also developed. This aims at supporting the refugees in reflecting on their own motives and ideas in order to create concrete and innovative business ideas. In addition, a curriculum and corresponding teaching materials for an idea generation training were also developed, which are prepared and made available with comprehensive recommendations and application notes for their own independent use. The developed output is innovative in the sense that a targeted promotion of the individual motivation to perform the tasks as an entrepreneur takes place. The training of creativity and innovation skills as well as the development of individual ideas and plans for the future exercise of an entrepreneurial activity represent new ways to promote entrepreneurship and to attract additional target groups as SME entrepreneurs.

This output has led to a significant increase in the participants' motivation to perform entrepreneurial tasks and has made an important contribution to the promotion of ideas and individual planning for entrepreneurial activities. In this way, the acquisition of additional target groups for entrepreneurial tasks can be promoted and can

contribute to closing the high discrepancy between departing entrepreneurs and successor entrepreneurs, which will continue to grow in the future.

Output 3 Curricula and examination regulations for entrepreneurship education

This output ensures the qualification of refugees as entrepreneurs. Curricula, teaching materials and application guidelines have been developed for a comprehensive training of refugees as entrepreneurs. A set of examination regulations with an official further training qualification was drawn up for Germany. On this basis, adjustments were made to the respective legal conditions in the other project partner countries. This product is complemented by comprehensive recommendations and application notes for the independent use of the training as an entrepreneur and the examination regulations.

The training of refugees to become entrepreneurs and the associated rapid integration into working life represent the innovative core of this output. Another new aspect is the linking of the priority integration tasks with the important challenges of securing the next generation of entrepreneurs. As a result, SME handovers or business start-ups are secured and, as a result, existing jobs are maintained and additional jobs are created by refugees.

In this way, refugees can receive sound training as entrepreneurs. Additional target groups for entrepreneurial tasks are won, so that these contribute to the emphatic strengthening of the economic success and the innovative continuation of the enterprise after a successful takeover or foundation through a sound entrepreneurial training.

Output 4 Curricula for preparatory training and blueprints for the implementation of SME takeovers and business start-ups

Output 4 is concerned with the development of curricula and teaching materials for a training course for refugees to prepare and implement a business start-up. Curricula and teaching materials were also developed for a training of refugees to prepare and carry out a takeover of an SME. Connected to these trainings are blueprints for

procedures for counselling and support of the participants until after the business has been founded or taken over. This product is supplemented by comprehensive recommendations and application notes for the own independent use.

With this product, all graduates of the training to become an entrepreneur (see Output 3) receive a concrete offer for the promotion of further professional development, depending on their wishes, interests, learning successes, etc. A complete range of support and integration services has been implemented, from training to become an entrepreneur, through preparatory courses, to support for taking over a business or setting up a business.

This ensures that urgently needed managers are won over for SMEs. Founders of new businesses are thoroughly trained and prepared and thus start-ups are realised. Company successors are also trained and prepared and SME takeovers are realised.

Output 5 Manual with all project results, application notes and FAQ

This manual with all results, concepts, curricula, module manuals, evaluation results and instructions for use and implementation is the fifth output. By distributing the book in bookstores and on the internet, a wide dissemination of the project results is achieved and all documents, materials, curricula and application notes are made available for the implementation and other uses in a comprehensive form.

1.3 | Project implementation

The different experiences and knowledge of the participating countries, the different ways of integrating refugees, training entrepreneurs and increasing the number of potential SME entrepreneurs will be fully integrated into the project work by all partners. The 5 partners from all countries worked together on an equal footing in this project, carrying out development work together and implemented it jointly in all countries.

All project partners as well as the chambers and funding institutions directly associated with them have intensive contacts in their regions and countries as well as well-

rehearsed cooperation with institutions dealing with the reception, integration and educational promotion of refugees. Through these institutions, refugees were addressed and won over as participants in the various activities throughout the entire project implementation. Appropriate preliminary agreements and arrangements have been made in advance with a large part of the institutions.

Existing training courses in Germany and other countries, which successfully qualify local people cannot be effective for the majority of refugees with completely different educational backgrounds and different cultural, experiences and learning backgrounds. For this reason, the counselling concepts and educational measures in the project were geared and designed to the specific needs and conditions and were newly developed, practically tested and evaluated according to pedagogy, curricula, learning examples and teaching materials.

1.4 | Participating project countries and partners

The partners from the 4 countries Germany, Austria, Italy and Hungary were selected in such a way that all experiences and competences required for the implementation of the project, both in the integration of foreigners and in the promotion of SME handovers, are covered in the board of trustees and comprehensive transfer capacities are included.

- 1) For Germany, the Lead Partner Hanseatic Parliament is represented, which has extensive preparatory work and experience in the qualification of entrepreneurs and SME handovers in the international field and in the implementation of complex international projects. Furthermore, this partner brings in 68 chambers as well as universities from 13 countries as associated partners, which participate in the entire project implementation as transfer recipients and implementation partners.

- 2) From Germany, also the Berufsakademie Hamburg is represented, which successfully trains entrepreneurs, runs dual Bachelor's programmes and is very experienced in the development, evaluation and implementation of curricula and in the assessment of qualifications and competences. As a subsidiary of the Hamburg Chamber of Crafts, which is intensively involved in the integration and qualification of refugees, this partner can draw on all relevant experience and preliminary work as well as contacts to integration offices for the project work.
- 3) For Austria, an institute of the national chamber of commerce, the Institut für angewandte Gewerbeforschung, has been acquired as project partner, which has extensive knowledge and experience in the promotion of entrepreneurship, qualification of entrepreneurs and promotion of SME handovers. The chamber is itself is involved in the qualification and integration of refugees and has well-established contacts to all reception and integration institutions. Through its regional chamber representations, it can ensure the transfer and implementation of the results throughout the country.
- 4) For Italy the partner T2I - TRASFERIMENTO TECNOLOGICO E INNOVAZIONE SCARL, an innovation agency operated and promoted by the Chambers of Commerce in Treviso, Verona and Venice is part of the project. The partner is concerned with the development of skills for companies and for people looking for new training and career opportunities. It is also involved in the promotion of business transfers and business start-ups. Through its registration in the National Research Register of the Italian Ministry of Education and Research, the partner is part of the national network of research institutes of universities and all Italian Chambers of Commerce. Furthermore, the partner can fall back on extensive contacts and experience as well as achieve optimal nationwide transfer and implementation of the project results.
- 5) The partner IPOSZ (Ipartestületek Országos Szövetsége) from Hungary is the largest association of small and medium-sized enterprises in Hungary. It

represents 50,000 small and medium-sized enterprises with a total of 340,000 employees. IPOSZ is particularly involved in vocational education and training. An important task concerns the qualification and securing of the next generation of skilled workers, managers and entrepreneurs. It has intensive contacts with all ministries and all relevant institutions in Hungary. As the umbrella organisation of medium-sized businesses, IPOSZ is predestined to transfer and implement the results throughout the country. Hungary was won as a partner country in order to include a country that is generally critical of the reception of refugees. The aim was to achieve a bottom-up change in the attitude towards the reception and integration of refugees through positive practical experiences in companies and their organisations. This objective has been achieved. The companies and their organisations have become aware of the importance of securing the transfer of businesses and that there is a high and growing lack of local company takeovers. The recruitment of refugees as company successors gained a consistently positive rating. The tools, assessments and curricula developed in other countries for refugees were adapted and applied in Hungary for foreigners as well as for local people. Thus, it was achieved that all results of the project can be used for refugees as well as for natives in the future.

All partners have extensive experience in implementing international development and education projects.

The following list clearly presents the participating institutions and its representatives within this project:

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2 | Assessment of entrepreneurial skills

2.1 | Competence Assessment

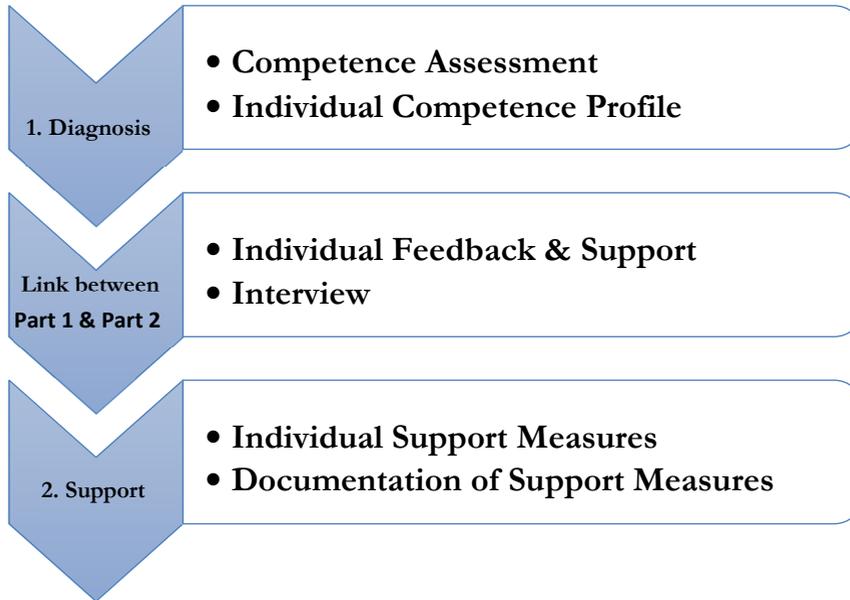
2.1.1 | Analysis of Competence Assessment Instruments

Within the framework of the "New Entrepreneurs" project, a competence assessment tool was developed. The tool serves to determine the entrepreneurial competencies and aptitudes of the participants to focus and accompany the subsequent consultation. It is advisable to call it a "profile check" or "potential analysis", or the like, instead of "test". This emphasises that this is not a graded exam, but a self-assessment that serves as a reflection and basis for the subsequent consultation.

After reviewing existing tools¹, the decision was made to develop a separate test based on the EU's EntreComp framework in order to have full control over the set-up and evaluation of the results. The following analysis shows how ambiguous the term "entrepreneur" is. Therefore, it is seen as important to have a tool at hand that corresponds to the project consortium's definition of "entrepreneurial competences".

Generally speaking, a potential analysis is structured in two parts: the diagnosis and the support measures. Both parts are connected through an individual feedback interview between the participant and the coach.

¹ See list of consulted tests in appendix



Source: Thomas Retzmann et al. (2017) Losleger – Potenzialanalyse zum unternehmerischen Denken und Handeln. Berufliche Orientierung von Jugendlichen und jungen Erwachsenen 2. vollständig überarbeitete Auflage, S.24. [translated and formatted by the author]

There are three different diagnostic approaches, which can also be linked with each other if necessary. The approaches are (a) personality-oriented, (b) simulation-oriented, or (c) biography-oriented. Regardless of which of these approaches is used, it is important to note that each diagnosis is only a snapshot of a person's set of competences and can therefore produce a different result at any different time.

- 1) According to Retzmann et al. (2017), the three diagnostic approaches should be understood as follows:
- 2) The personality-oriented approach is based on the assumption that personal characteristics are generally very stable and influence our daily behaviour. The diagnosis is made by using (self-assessment) tests.

- 3) The simulation-oriented approach is based on the assumption that behaviour depends on the situation. Therefore, the diagnosis is made through work samples and assessment centres.
- 4) The biography-oriented approach is based on the assumption that current behaviour can be derived by analysing the past. The diagnosis is made through interviews or CVs.

In the "New Entrepreneurs" project, a mixture of the first and the third approach is used, since the second approach is always case-specific and therefore unsuitable for the broad target group of the project. After a self-assessment test in which the areas of "personal skills" (personality-oriented) and "specialist knowledge and professional experience" (biography-oriented) are examined, the participants' need for support is determined and advised in a personal discussion between participant and coach. This two-step procedure serves on the one hand the broad application by standardised tests, on the other hand it nevertheless ensures that the needs of each participant are addressed individually.

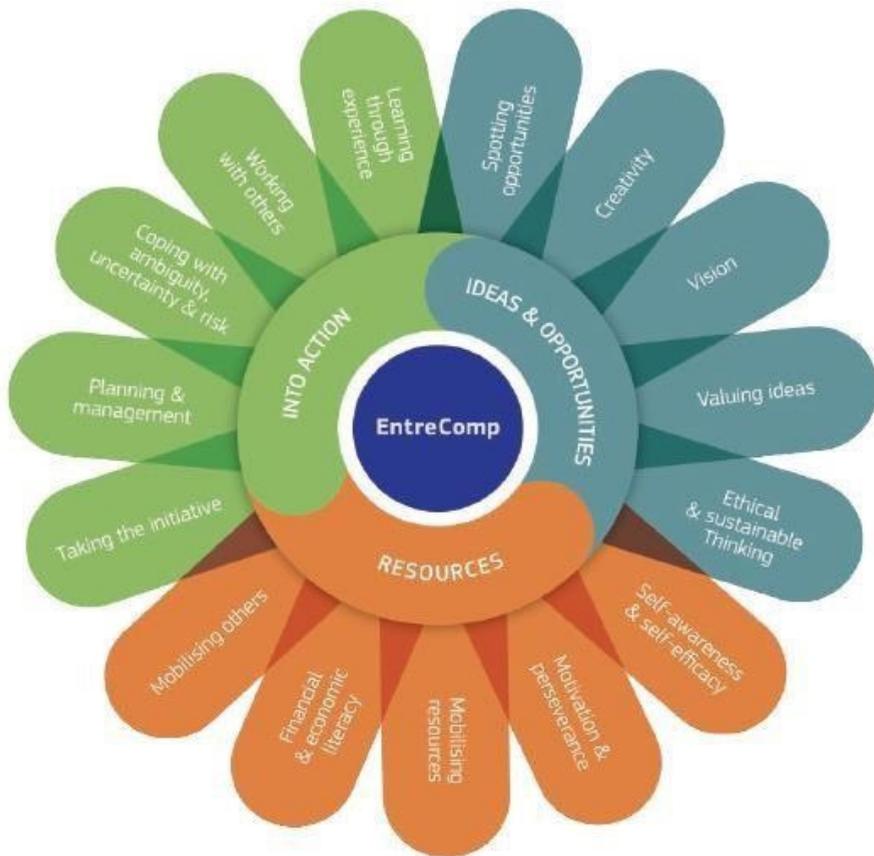
In order to guarantee a high-quality assessment and training of the participants, requirement profiles must be created and operationalised. First of all, the term "entrepreneur" and the associated competences has to be defined. A literature search quickly reveals how diffuse the term "entrepreneur" is, and that there is no commonly used definition. Retzmann et al (2017): "The terms businessman and entrepreneur are often used synonymously in scientific discussions. Since there is no suitable translation of the word entrepreneurship, German-speaking authors describe the concept of entrepreneurship with the help of several actions. The terms entrepreneurship or entrepreneurial spirit are also often used. However, in contrast to the German term "Unternehmer", the English term entrepreneur emphasises the prospect of setting up new units. The entrepreneur can therefore predominantly be seen as the founder of a new enterprise and not as the one who takes over and continues an existing enterprise. In economics, the term entrepreneur is mainly used as a collective term for the performance of certain management tasks in companies. Nevertheless, the concept of

entrepreneurship is not uniformly defined in the literature and often remains diffuse. Views and perspectives are often far apart" (p.13 f.)².

This leads to a certain difficulty in the development of a requirement profile. The crucial point is therefore not to draw up an exhaustive list of criteria that predict the success of an

entrepreneur and can only be attributed to entrepreneurship, but to look at the characteristics entrepreneurs themselves consider important and which special characteristics distinguish them from other professional groups. To this end, the European Commission has developed the Entrepreneurship Competence Framework - EntreComp to provide a common reference framework for entrepreneurship as competence for all EU citizens. This framework can be used as a basis for curricula and learning activities, as well as for identifying entrepreneurial skills. However, an EU-own self-assessment tool has not yet been developed. Nevertheless, various projects are using the framework already (cf. McCallum et al., 2018). The EntreComp framework is divided into three areas of competence: (1) ideas and opportunities, (2) resources and (3) into action. These in turn contain five competences each, which are operationalised by about 30 learning outcomes per competence, so that in the end there are 442 learning outcomes (see graphic below).

² Original in German; Translated by the author



Source: McCallum et al., 2018, p.14

The developed competence assessment tool in “New Entrepreneurs” is structured along the lines of EntreComp. However, as it is a very comprehensive list, the requirement profile is also very strongly based on the works of Dr. Sally Caird (2013) and Thomas Retzmann et al. (2017). The latter, in turn, refers much to the “Big Five” by Lewis Goldberg (1992) or Paul T. Costa Jr. & Robert McCrae (1995) and the F-DUP test of Prof. Dr. Günter F. Müller (2010).

Dr. Sally Caird has developed the following main and sub-qualities of a requirement profile for entrepreneurs through a mixture of analyses of psychological tests, entrepreneur descriptions and pilot tests with entrepreneurs and other professional groups:

Need for Achievement	Need for Autonomy/Independence	Creative Tendencies	Calculated Risk-Taker	Locus of control
Orientation towards the future	Independence, preferring to work alone especially if they cannot be “top dog”	Curious and interested in new ideas	Analytical, being good at evaluating the likely benefits against the likely costs of actions	Opportunistic, seeking and taking advantage of opportunities
Orientation towards challenging but realistic goals	Self-expressive, feeling a strongly need to do their own thing their way, rather than work on other people’s projects	Imaginative, inventive or innovative tendency to come up with new ideas	Goal-oriented, setting themselves challenging but attainable goals	Self-confidence with the belief that they have control over their destiny and make their own luck, rather than being controlled by fate
Opinionated in defence of your ideas and views	Opinionated, having to say what they think and make up	Change-orientation, preferring	Decisive, being able to act on incomplete	Proactive, taking personal responsibility to navigate the

Need for Achievement	Need for Autonomy/Independence	Creative Tendencies	Calculated Risk-Taker	Locus of control
	their own mind about issues	novelty, change and challenges with a dislike of being locked into routines	information and	problems that arise to achieve success on their terms
Willingness to work long and hard when necessary to complete tasks	Leadership, preferring to be in charge and disliking taking orders	Versatile and able to draw on personal resources for projects or problem solving	Self-awareness with the ability to accurately assessing their own capability	Determination and express a strong-willed control over life
Determination to ensure your objectives are met even when difficulties arise	Determination, strong willed and stubborn about their interests	Intuition, being able to synthesis ideas and knowledge, and make good guesses when necessary	Effective information management, using information to calculate the probability of success	Self-belief, equating the results achieved with the efforts made

Need for Achievement	Need for Autonomy/Independence	Creative Tendencies	Calculated Risk-Taker	Locus of control
Optimistic outlook	Individualistic and unresponsive to group pressure			
Effective time management	Unconventional, and prepared to stand out as being different to others			
Strong task orientation	about their interests			
Reliance on own ability				
Responsible and persistent in pursuit of aims				
Restless, driven and energetic				
Results oriented with yourself and others				

The "Big Five" by Lewis Goldberg, which were further developed by Paul T. Costa Jr. and Robert R. McCrae, serve as one of the foundations of the requirement profiles of Thomas Retzmann et al. They are also called OCEAN because of their initial letters

and are further operationalised in a study by Thomas L. Harrison and Mary H. Frakes, so that the following characteristics are attributed to the five competencies “Open to Experience”, “Conscientiousness”, “Extroversion”, “Agreeableness” and “Neuroticism”:

Open to Experience	Conscientiousness	Extroversion	Agreeableness	Neuroticism
Awareness of one's own emotions	Acts and thinks in an organized and methodical manner	Assertive	Ability and desire to cooperate with other people	Strong emotional reactions to problems
Open to reconsider own ideas and views	It is important for him/her to keep commitments to others	Prefers excitement and stimulation	Ability to establish harmonious relationships	Often anxious or depressed
Has many interests	Persistent	High-spirited	Gets along well with other people	Worries often
Intellectually curious	Has a sense for his own ability to achieve things and control his fate	Likes to be busy		Takes a long time to overcome bad temper, anger or hostility
Thinks creatively	Responsible	Happy		

Open to Experience	Conscientiousness	Extroversion	Agreeableness	Neuroticism
Tries new things	Perfectionist / Workaholic	Energetic		
	Striving for success and recognition	Dominant		
	Prudent			

The requirement profiles of Thomas Retzmann et al. are based on the evaluation of relevant scientific literature and interviews with entrepreneurs, managers, scientists, and teachers. In addition to the "Big Five", the F-DUP test by Prof. Dr. Günter F. Müller is also included. It describes the two skills of assertiveness and problem-solving orientation which, according to Retzmann et al., must be added to the "Big Five". These competences are defined as follows:

- “[Assertiveness is] the ability to communicate one's own interests and ideas in a socially acceptable manner and to exert influence on other people to an appropriate extent” (Müller, 2010).
- “[...] Problem-solving orientation [is] the ability of result-oriented thinking, target-oriented planning, and reflected action. It makes it easier to cope with non-routine business tasks. People with a high level of disparity of these abilities regard new occupational requirements, obstacles at work or difficult activities as "solvable problems" (Retzmann et al., 2017).

The “New Entrepreneurs” self-assessment tool is divided into six sections: (1) Personal Background, (2) Professional background, (3) Ideas and Opportunities, (4) Resources, (5) Into Action, and (6) Closure. For the evaluation two requirement profiles have been created; one concerned with the personality of the participant, and one concerned with specialised knowledge and professional experience.

This latter profile is considered especially important, whereby the focus here is less on officially recognised qualifications, but rather on acknowledging the participant's experience as entrepreneur. By enquiring about educational or professional experience, this part also provides information on the potential specialised knowledge that the participant has already acquired. The importance of this part is displayed in the high number of points participants can receive here.

The personality profile is based on the above-mentioned competences and learning outcomes of the EntreComp Framework, which have been partly combined to account for the overlap in their operationalisations. This results in the following requirement profile competences for "New Entrepreneurs":

Conscientiousness, Extroversion, Open to Experience /Creativity, Agreeableness, Neuroticism and Calculated Risk-Taker.

Motivation and persistence were mentioned in eight out of ten cases, planning and management in seven out of ten. Both are part of the operationalisation of conscientiousness. Furthermore, persuasiveness, independence, self-confidence, attention to opportunities, teamwork and a problem-solving work approach are mentioned in six out of ten sources. These competences are also part of the subsequent operationalisation of the personality requirement profile for "New Entrepreneurs". It is based on the works of Dr. Sally Caird (2013), Thomas Retzman et al. (2017), as well as a study by Thomas L. Harrison and Mary H. Frakes (2006). On the one hand, the following section demonstrates what exactly one should understand under different competences. On the other hand, this part also serves as an indication for the evaluation of the self-assessment test with direct reference to entrepreneurship as a concept.

A participant who is very conscientious should demonstrate the following qualities: belief in his/her own abilities and self-control over his/her own life. He/she is opportunistic, seeks and seizes opportunities that arise. Commitments are important for this person and he/she is considered reliable, responsible, persistent, determined and headstrong. Additionally, the participant demonstrates a great desire for recognition and success. He/she is future-oriented and forward-looking, takes responsibility and is

willing to invest a lot of time to complete tasks and solve problems. Furthermore, this person acts and thinks in an organised, methodical and solution-oriented manner, manages time effectively, but can quickly become a perfectionist or workaholic. In terms of entrepreneurship it is important to be in the middle of the spectrum with regards to conscientiousness. With an overly high degree of conscientiousness, a person would quickly become pedantic and inflexible. This makes it difficult for an entrepreneur to adapt to rapidly changing circumstances, which is why flexibility is one of the important characteristics here. However, too low a degree would increase problems occurring in the area of planning and the ability to complete tasks. If this is the case, the person either needs to work on his/her skills or compensate the lack of such skills with a competent business partner.

The following qualities characterise an extrovert: assertiveness, a happy, optimistic and high- spirited personality, who pursues his/her goal energetically and with determination. He/she likes to be busy and prefers stimulation and excitement. This person is a leader, who often dominates and likes to take responsibility. He/she does not like having to report to someone else. He/she is an individualist and can work well alone and independently. Additionally, he/she is ready to stand out and does not respond to peer pressure. Despite this, he/she is not aggressive, uncompromising or inconsiderate. With regard to entrepreneurship, a higher degree of extroversion is certainly an advantage, as one has to constantly compete for customers and capital.

Openness and creativity are characterised by the following qualities: the person thinks creatively, is imaginative, inventive and innovative. He/she enjoys trying new things, is curious, versatile and interested in many things. He/she is open to questioning his/her ideas and principles and comes up with new ways of solving old problems. Additionally, he/she can build connections between ideas and knowledge, has a good intuition and can make well- founded assumptions. This person is oriented towards change and refuses to get stuck in routines. Regarding entrepreneurship one has to demonstrate a high degree of openness and creativity, since it helps to see new opportunities and find alternative solutions. However, a somewhat lower degree is also not

completely disadvantageous, since it is still important to impose regulations and pursue goals consistently and until the end.

An agreeable person has a strong desire and the skills to cooperate with the others. He/she establishes harmonious relationships and gets along well with other people. In addition, this person often involves other people in his/her quest to solve a problem. These qualities distinguish a good entrepreneur. However, it must be taken into consideration that a person should not be too agreeable, since this can quickly become an obstacle to effectively pursue one's vision or make a difficult but necessary decision that might cause a conflict or confrontation.

A neurotic person fails quickly and is resigned. He/she reacts to problems very emotionally and takes a long time to get over bad news or anger. He/she worries a lot and quickly becomes depressed or anxious. An entrepreneur must demonstrate a low degree of neuroticism, as he/she may suffer setbacks and must take risks.

A calculated risk-taker can make decisions quickly and reliable, even if he/she does not have all necessary information at hand. This is the sign of good information management, a crucial quality of an entrepreneur. He/she has an analytical mindset and is good at weighing potential benefits of an action against its potential costs. He/she is goal-oriented and looks for challenging but realistic goals where he/she is willing to take a risk. Regarding entrepreneurship it is important to be prepared to take risks, but on the other hand also to do it in a realistic and calculated way to avoid wasting capital and resources.

Following this logic, the "New Entrepreneurs" questionnaire is evaluated according to a point system. The result is available to the coaches in a personal interview, so that he/she, considering the self-assessment, can advise each participant on his/her further development. The following table summarises the above explanations and the pursued results:

Conscientiousness	Extroversion	Open to Experience/	Agreeableness	Neuroticism	Calculated Risk-Taker
Medium value	Higher value	Higher value	Medium to higher value	Lower value	Higher value

The self-assessment test needs to be filled in by the participants independently and as honestly as possible. In doing so, it is important that the participants answer the questions according to how they actually think, feel or act and not according to how they would like to think, feel or act. The test does not aim to provide a performance review but serves as the basis for further actions of the coach, as well as for self-reflection. Therefore, the honesty of the answers is the prerequisite for successful coaching.

The questionnaire can be filled out via an online system that will automatically sum up the total achieved score or alternatively in printed form. The online version will show the total score as well as a short answer text. The self-assessment test is followed and accompanied by an interview with a qualified coach to strengthen the validity of the result.

List of online tests, which were used as support for the development of the “New Entrepreneurs” self-Assessment test

Business Development Bank of Canada. *Entrepreneurial potential self-assessment*:
<https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx?page=Home>

Caird, Sally (2013). *General Measure of Enterprising Tendency Test, GET*:
<http://www.get2test.net/get2test.html>

Entrepreneur. *What's your entrepreneurial I.Q.?* <https://www.entrepreneur.com/article/246454>

Entrepreneurial Skills Pass: <https://self.entrepreneurialskillspass.eu/>

OctoSkills App: <http://www.octoskills.com/>

Psychtests. *Entrepreneurial Personality Profile*. <https://testyourself.psychtests.com/testid/3011>

Technische Universität Dortmund. Entrepreneurship School. *Test zur Unternehmerpersönlichkeit*:

http://www.wiwi.tu-dortmund.de/wiwi/leo/Medienpool/Entrepreneurship/ENTREPRENEURSHIP_SCHOOL__Fragebogen1.pdf

Sources for the internal comparison of entrepreneurial competences

Agency for Centralised Final Exams in India (n.d.). *Entrepreneurial Competencies*: <https://eshipnotes.wordpress.com/topics/class-xi/entrepreneurial-competencies/>

Bacigalupo, Margherita et al. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN.

Czobor, Zsuzsanna (2013). *Personal Entrepreneurial Competencies*:

http://www.tankonyvtar.hu/en/tartalom/tamop412A/0007_b_team_academy_scorm/personal_entrepreneurial_competencies_pecs91LvBivZxuJCGZnY.html

Entrepreneurial Skills Pass: <https://self.entrepreneurialskillspass.eu/>

Grzeskowitz, Ilja (2017). *Das sind die 7 Eigenschaften von Top-Unternehmern*:

<https://www.unternehmer.de/management-people-skills/148527-erfolgreiche-unternehmer-denken-anders-7eigenschaften-von-spitzenunternehmern>

Man, Thomas W.Y., Theresa Lau & K.F. Chan (2002). The competitiveness of small and medium enterprises: A conceptualization with focus on entrepreneurial competencies. *Journal of Business Venturing*, 17, 123-142.

Merath, Stefan (2015). *Die 3 wichtigsten Kompetenzen als Unternehmer*: <http://www.managementportal.de/inhalte/artikel/fachbeitraege/21-management-und-strategie/535-die-3-wichtigsten-kompetenzen-als-unternehmer.html>

Michalke, Prof. Dr. Armin (2008). *Herausforderung Selbstständigkeit – persönliche Anforderungen*:
https://www2.ostfalia.de/export/sites/default/de/pws/michalke/unternehmens-fuehrung/herausforderung_selbststaendigkeit.pdf

South East European Centre for Entrepreneurial Learning (2016). *Entrepreneurial Learning. A Key Competence Approach*. Zagreb, Croatia.

Weis, Simon (2013). *10 Eigenschaften, die einen erfolgreichen Unternehmensgründer auszeichnen*:
<http://www.unternehmer-impulse.de/start/item/10-eigenschaften-die-einen-erfolgreichen-unternehmensgruender-auszeichnen>

2.1.2 | Competence Assessment Guidelines

After a thorough analysis of existing assessment tools, the conclusion was reached, that none of them satisfy the needs of the project “New Entrepreneurs”. Hence, a new tool perfectly adjusted to those needs has been developed. The assessment of entrepreneurial competences occurs in a two-step procedure:

1. Step: Self-assessment through a written or electronic questionnaire
2. Step: External assessment by means of personal interviews.

The interviews (step 2) should be based on the results of the self-assessment (step 1). This ensures that the self-assessment is complemented by external assessment to increase its validity. The interviewers get a personal impression of the participants and are encouraged to question possible contradictions or peculiarities of the self-assessment. Self-assessments bear the risk, that the respondent is not completely honest and rather gives answers that are socially acceptable or indicate how he or she would like to

behave. The interviews are included to counteract this risk and add a personal dimension to the process.

At this stage of the process, it is highly advisable to have a translator because the participating refugees may not yet have taken part in a language course. Hence, sufficient language skills cannot be assumed. However, as command of the native language is not considered a selection criterion at this stage, the implementing partners are responsible to guarantee smooth communication.

Step 1 – Self Assessment

The questionnaire: The questionnaire is divided into six sections. the official version to be completed by the participants is included in this book.

Sections 3, 4 and 5 are based on the European Entrepreneurship Competence Framework (ENTRECOMP):³

Section 1 – Personal background, 8 questions	Not rated
Section 2 – Professional background, 4 questions	0 – 180
Section 3 – Ideas and Opportunities, 10 questions	0 – 120
Section 4 – Resources, 10 questions	0 – 120
Section 5 - Into Action, 10 questions	0 – 240
Section 6 – Closure, 2 questions	Not rated
Total score, 38 questions	0 - 660

The questionnaire can be filled out via an online system that will automatically sum up the total achieved score or alternatively in printed form. The online questionnaire is available for the different implementation countries (Italy, Austria, Germany) on the project website www.new-entrepreneurs.eu. While the original questionnaire is in

³ Published on March 4th, 2018, available at <https://ec.europa.eu/jrc/en/publication/eur-scientific-andtechnical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

English, it will be possible to have it translated mechanically via Google Translate in various other languages in the online version. Furthermore, the online version will show the total score:

Total score	Recommendation
0 – 140	No entrepreneurial characteristics; Not recommended to start as an entrepreneur
140 – 290	Some entrepreneurial characteristics; possible entrepreneur, but solid training needed
290 - 420	Good entrepreneurial characteristics: ready to become entrepreneur, some training might be needed
420 +	Excellent understanding of entrepreneurial demands and shows solid characteristics; recommended to start as entrepreneur

Reference to and orientation towards the “EntreComp Framework”

The individual items of Sections 3 to 5 are derived from or oriented towards the "EntreComp Framework" (ECF). A double query (differentiated into XY a. and XY b.) has been developed for each individual competence in the ECF sections (areas). In each case, the first item concerns an essential (partial) aspect of the competence that should be visible and present already in the beginning of the project activities and self-assessment of the (future) entrepreneur. The answers to these questions do not (initially) refer to the activities or processes of a (future) entrepreneur. The second item, however, takes up the same aspect of the competence but represents a relation of this competence to entrepreneurial activities.

To give an initial overview of the (non-)existence of essential competences among the participants, which is to be achieved by the survey, only one aspect per competence is taken into account and appears – as described above – as a double query in the questionnaire.

Furthermore, a differentiation of levels of proficiency of an entrepreneur (from "Foundation" to "Intermediate" to "Expert") has been developed in the ECF. The competence descriptions of the first two levels of proficiency (i.e. "Foundation" and "Intermediate") were used as a further design and selection criterion for the double queries in the questionnaire.

Thus, the basic reference to and orientation towards the ECF of the sections 3 to 5 of the questionnaire result from

- The general selection of 1 item per double query (thus 2 items) according to and based on the number of competences in the ECF
- The division of the sections/areas into 5 competence differentiations (sub competences),
- The orientation of all items towards the lower levels of the "levels of proficiency".

Thus, a total of 10 items have been formulated for each of the 3 sections/areas and a total of 30 items are provided for the competence (self-)assessment.

Design of the scoring system

The assignment of the point values for each given answer, which are generally not visible to the test persons (respondents), is carried out according to the following differentiation in their significance and benefit for entrepreneurial activities:

- A (very) low degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 0 and 3
- An average degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point value 6
- A (very high) degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 9 and 12.

This general scoring system is modified in the section/area “Into Action”, which is awarded special attention. The items included in this section are weighed double to emphasize the special importance of acting (on one’s own initiative) and (own) behaviour for (future) entrepreneurs.

Step 2 – External Assessment

It is of utmost importance to evaluate the self-assessment questionnaire before conducting the interview in the second stage of the assessment process. The results of the self-assessment test are the foundation of the subsequent interview.

The interviewers

Ideally, the interview is conducted by three people. One is the contact person from the implementation partner, who continues to provide support for the participants during all training sessions. This person is the constant contact throughout the entire process and serves to build up trust and comfort. The second interviewer is an expert of the topic from the implementation partner. This person is also responsible to write the protocols of the individual interviews. And lastly, one entrepreneur, or alternatively, assessment expert should be included in the interviewer consortium.

The interview

The interview should take approximately 30 minutes. After the talk with the participant, the interviewers take some time to discuss the interview in private to provide a joint feedback and agree on further support measures. After the quick break for the participant, he or she is invited back into the room and consulted personally on the outcome of the assessment as well as on further steps. The results should also be sent to the participant in writing.

The implementation

There are two version of how to setup the competency assessment. The first one is particularly fitting for the project.

- 1) The refugees carry out the self-assessment with the help of the electronic tool. They are not bound to be at a specific location for this. The implementation

partners are free to decide whether they invite all participants to fill out the tests together at a specific location (online or offline) or whether the refugees fill them out online at a location of their choice. Afterwards each participant will be invited individually for the assessment interview on a date that suits both parties.

- 2) Alternatively, the competency assessment can be carried out in a block system. The day would be divided into two halves. In the morning 6 participants fill out the electronic version of the self-assessment tool. Once the first participant is done with the test, the interviews can start. After all, six participants have been interviewed, the interviewers take a lunch break. The same procedure is repeated in the afternoon. This setup can also be adapted to multiple consecutive days of competency assessment.

The results

The results of the interview and following recommendations are recorded in writing. The participants are additionally informed and advised verbally. Furthermore, a short, written protocol of each interview should be created.

In the latter part of the interview the interviewers advise the participant on further steps as well as inform him/her about the further proceedings of the project activities. If the participant continues to partake in the project, he/she should already be invited to the next seminar.

It is important to note that no participant should be rejected from the training even if the assessment comes to a negative result. Furthermore, in the case that participants do not continue to partake in the project activities for whatever reason, the respective implementation partner has to ensure further support for the participant from other institutions.

The evaluation of the competence assessment

The competence assessment is evaluated through three means: (1) questionnaire for all participants, (2) questionnaire for all interviewers, (3) accompanying observations by Partner 2 Berufsakademie Hamburg.

2.1.3 | Self-assessment Questionnaire for Participants

Section 1 – Personal Background

1. Where are you from? Please let us know your home country.

2. Please enter your age.

3. Please indicate your gender.
 female male transgender

4. For how long have you stayed in this country (= Germany, Italy, Austria)?

5. Do you have educational qualifications, (academic) titles, vocational qualifications that are of importance in your former cultural area (homeland)? (If yes, which?.....)

6. Do you have educational qualifications, (academic) titles, professional qualifications that are of high relevance in the new, current society? (If yes, which?.....)

7. Do you have other abilities or experiences which have personally a particular importance for you? (If so, which?.....)

8. Did you or your family have a socially recognized / respected position in your home country? (If so, which?.....)

Section 2 – Professional Background

9. What is your highest education level? (~ oriented at the 8 EQF levels)

Options	
No school degree, basic knowledge	
Some school, no degree, some knowledge	
School until 16, good practical knowledge	
School until 18+, school degree, solid knowledge	
Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhDlevel	

10. How many years of working experience for a company do you have?

Options	
No working experience	
Between several months and less than a year.	
Between 1 – 3 years	
Between 3– 5 years	
More than 5 years	

11. How would you rate your language skills besides your native language? Target market Germany, Austria or Italy

Options	No knowledge	Beginner	Basic knowledge	Good	Very good, fluent
Written English					

Options	No knowledge	Beginner	Basic knowledge	Good	Very good, fluent
Spoken English					
Written local language (German, Italian)					
Spoken local language (German, Italian)					

12. Did you work as an entrepreneur before?

Options	
No	
Yes, just me, self-employed	
Yes, I had my own company and employees	

Section 3 – Ideas and Opportunities

Please rate on a scale from 1-5.

13 a. In general, I can find ways and opportunities to help others.

Options	
1. Yes, true – that's me	
2. Yes, mostly	
3. Sometimes	

4. Not very much	
5. No, not like me at all	

13b. I can find economically interesting opportunities to satisfy an economically relevant need.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

14a. In general, I am curious about new things.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

14b. I am curious about new things that can be developed into a business idea.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

15a. I can build an inspiring vision of the future not only for myself but also especially for others.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

15b. I can build an inspiring vision of the future for myself but also especially for others, in which I play an important role as an entrepreneur.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	

3. Sometimes	
4. Not very much	
5. No, not like me at all	

16a. I like to get other people’s opinions and share ideas.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

16b. I know that other people’s business ideas can be used and acted on, while respecting their rights (for example, copyrights and patents).

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

17a. I understand that my ideas and behaviour have consequences for and impacts on my surroundings and the community.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

17b. I understand that the ideas and behaviour of an entrepreneur also result in consequences for and impacts on the surroundings and the community.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

Section 4 – Resources

18a. I’m aware of my essential needs, desires, interests and goals, but also of my weaknesses as a person.

Options	
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1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

18b. As a potential entrepreneur, I’m aware of my essential needs, desires, interests and goals, however, also of my weaknesses.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

19a. I’m not afraid of working hard to achieve my goals and follow my passion, even if I experience difficulties.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	

5. No, not like me at all	
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19b. I can imagine not being afraid to work hard to achieve entrepreneurial goals (as my passion) and overcome possible challenges.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

20a. I know where I can get help when I face challenges.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

20b. I know where I can get support or advice concerning my entrepreneurial activities when I have difficulties realising my plans.

Options	
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1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

21a. I can draw up an easy household budget in a responsible manner.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

21b. I can draw up an easy budget plan for the first part of a business idea.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

22a. I can arouse enthusiasm in others for my ideas.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

22b. I can motivate and arouse enthusiasm in others for my entrepreneurial ideas.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

Section 5 – Into Action

23a. I show initiative in dealing with problems that affect me or my community.

Options	
1. Yes, true – that’s me	

2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

23b. I take action on business ideas and opportunities.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

24a. I can create an action plan which identifies the necessary steps to achieve my goals.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

24b. I can create an action plan which identifies the necessary steps to achieve my goals as an entrepreneur.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

25a. I can make personal decisions, even when the available information is insufficient, and the outcome is uncertain.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

25b. I take the risk to make a business decision, even when the result of the decision is uncertain and the information available is incomplete or ambiguous.

Options	
1. Yes, true – that’s me	

2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

26a. I can work well with very different people and groups (differences concerning gender, nationality, native country, origin, religious direction, political view etc.).

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

26b. I can work well with very different people and groups to create economic value (differences concerning gender, nationality, native country, origin, religious direction, political view).

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	

5. No, not like me at all	
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27a. I can reflect and judge my achievements and failures and learn from them.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

27b. I feel confident that I reflect and judge my achievements and failures concerning entrepreneurial activities to become a better entrepreneur in the future.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

Section 6 – Closure

28. Is there anything else you would like to share / point out with regards of being /becoming an entrepreneur?

29. If you like, you can share your email address, in case you would like to get a copy of this survey or be informed later on. We will not use your email address for any commercial use and strictly use it to personally get in contact with you.

2.2 | Tests and Implementations of the Competence Assessment

The testing and implementation of the competence assessment procedure took place in three countries, Germany, Italy and Austria. In the following an implementation report from Austria is included to illustrate the implementation work. Further Implementation reports from Germany and Italy can be found on the project website <https://www.new-entrepreneurs.eu/products/>

2.2.1 | Implementation and Impression in Austria⁴

The Participants – Acquisition and selection

Most participants were already known in the run-up to the assessment on the basis of initial interviews. The following selection criteria were largely met:

- German language skills
- Entrepreneurial intentions
- Residence status

In total, almost 40 people with a refugee background were at least contacted.

20 participants were finally invited to the assessment. The preliminary information gathered about the participants varied in depth. In some cases there was hardly any prior knowledge, in others the application form and curriculum vitae were already available, and in other cases initial interviews had already been held in the run-up to the

⁴ Prepared by Institut für angewandte Gewerbeforschung

assessment, where career prospects, German language skills, biographical and socio-economic data had been collected or participants were already involved in project measures (German course, accompanying coaching) at the time of the assessment.

A total of 18 participants took part in the assessment. An overview of the participants:

Gender	4 female, 16 male
Country of origin	Syria: 9 Iraq: 3 Iran: 2 Afghanistan: 2 Egypt: 2
Age	Average age: 33 years (rounded) Minimum: 18 Maximum 59
Highest Education	EQF Level 5+: 10 EQF Level 4: 5 EQF Level 3: 2 Missing information: 1
Data according to information provided by the participants	

The implementation

In order to increase the probability of the participants' appearance, the dates were announced in time and reminders were sent out immediately before the dates.

Three experts could be found:

- One person with training and experience as a management consultant and in turn also active as an independent entrepreneur.

- One person with entrepreneurial experience as a self-employed person with additional personal migration background.
- One person with education and experience in the sector Migration management and professional integration of people with a migration background.

The first part of the assessment, the self-assessment questionnaire, was carried out with the majority of the participants in groups of a maximum of seven people with an instructor in paper-pencil form. Question by question was gone through and in case of difficulties in completing the questionnaire, the participant was actively assisted. The rest of the participants completed the questionnaire in a 1:1 setting with the instructor due to unforeseen organisational difficulties regarding the availability of participants.

Example: One participant forgot the date and came later on request.

With one exception, the evaluation of the questionnaire was carried out by two persons, in accordance with the principle of dual control.

The second part of the assessment, the interview part, was carried out in stages.

In the run-up to the interview, the experts were informed about the results of the self-assessment by means of an overview of the results of the self-assessment. An overview with the following information was handed out: total points achieved, including classification in the respective result category, as well as an overview of the number of points achieved, indicating the maximum number of points achievable in the different observation dimensions. If already available, the interviewer was also presented with the participant's CV.

For the internal meeting following the interview, the participant was briefly sent out of the room to receive verbal feedback including recommendations. At the end of the assessment session, the participants received a written summary of the results of the assessment with resulting recommendations.

The results

Of the 18 participants, 14 participants achieved in the self-assessment results of the highest category "Excellent understanding of business requirements". The remaining four participants achieved results in the second highest category "Good entrepreneurial skills".

With these results in terms of basic entrepreneurial potential, the following questions were clarified in the interviews:

- How promising can it actually be, considering the participant's current life situation, to consider the path of self-employment?

Examples: Limited time resources of the participant or participant due to current childcare obligations for minors, health or special financial restrictions.

- To what extent does the participant's self-assessment correspond to the interviewer's observations?

Examples: The participant's ideas about entrepreneurship or the targeted industry are realistic.

- How much potential does the interviewer attribute to the participant's entrepreneurial ideas?

Examples: How elaborated and realistic are the ideas, how profiled are concrete steps of action reflected, to what extent are the circumstances of the Austrian economic system known and taken into account.

- Which recommendations regarding further measures would be beneficial for the participant?

Examples: Measures to improve the German language skills, the deepening of business management knowledge, development of work experience in the targeted sector, assistance in concretising the next steps of implementation.

Evaluation:

In the course of finding and selecting the participants and conducting the assessment itself, the following empirical values were generated.

- It turned out to be quite difficult to find female participants compared to male participants.
- Communication: Unexpectedly, it proved to be very efficient to communicate with the participants via **WhatsApp**, as emails are answered less reliably and telephone conversations are often problematic due to language barriers.
- Heterogeneity of the participants requires flexibility of the project: Inter-individual differences with regard to various project-relevant variables of the target group, such as: language skills, age, education level, financial background, motivation, social skills, etc. are maximum. We have tried to take this into account, for example, by forming two groups of different levels in the language course or by implementing the accompanying coaching in a 1:1 setting at a very early stage, which ensures that this high variance can be countered individually.
- "Instability" of the target group: It turns out that a participant's life circumstances and current obligations can radically change at any time: e.g. official obligation to participate in educational and integration measures independent of the participant's wishes and will or even independent of the project planning. This often requires a special flexibility in the project organisation.
- Aggravated life situation of the participants: The fact of a complete new start under unknown and/or insecure conditions in an unfamiliar cultural and linguistic area seems to imply that the participants think in all possible directions of future planning and try to remain flexible towards all possibilities. Furthermore, the participants themselves tend to rate their own scope for action and design as low. An adaptive-reactive attitude in contrast to other target groups of vocational integration into the first labour market or career planning is much more prevalent.

- The participants were explicitly informed in advance that the assessment result has no influence on their possible further participation in the project, but it was hardly possible to cushion the impression of an "examination situation".
- Carrying out the self-assessment in the paper-pencil variant: We would refrain from doing this in the future based on experience. The electronic version is preferable due to the considerably higher time required for implementation, the increased susceptibility to errors in the evaluation and the completeness of the answers to the questions. Finally, based on our experience, we would strongly advocate that the implementation should always be carried out with an instructor who can provide assistance if necessary.
- Interview part: The familiar contact person for the participant in the interview situation was of great importance, because for exactly this target group the occupation with their own professional past is inseparably connected with the fact of the involuntary break in their CV due to the flight. Talking about personal skills with reference to vocational training and professional experience, which largely relates to past life in the home country etc., is therefore a completely different matter.

Impressions of testing

The target group

Very challenging in many ways. The people carrying out the project are already noticing a stronger emotional involvement in the project than is usually the case in the working context.

- It has proved to be quite difficult to find **female participants** compared to male participants.
- **Communication:** Unexpectedly, communicating with participants via **WhatsApp** has proven to be extremely efficient, as emails are answered less reliably and telephone conversations are often problematic due to language barriers.

- **Heterogeneity of the participants requires flexibility of the project:** Inter-individual differences with regard to various project-relevant variables of the target group, such as: language skills, age, education level, financial background, motivation, social skills, etc. are maximum. In Vienna we have taken this into account by, for example, forming two groups of different levels in the language course or by implementing fixed personal coaching which ensures that this high variance can be countered individually.
- **"Unstable" target group:** It turns out that a participant's life circumstances and current obligations can radically change at any time: e.g. official obligation to participate in educational and integration measures independent of the participant's wishes and will or even independent of project planning. Two examples are given to illustrate this: One participant could unexpectedly not take part in a German course because he or she was "obliged" by a state institution to take part in another course (obligation results from the dependence on state financial support) o another participant unexpectedly experienced the initiation of a deportation procedure o another participant found a job and had to give it priority over the German course

Assessment:

- The implementation of the **questionnaire part** together with the participants question by question in groups of maximum 7 participants has proved to be very beneficial in two respects:
 - More valid results due to the minimization of possible linguistic comprehension difficulties
 - More valid results due to higher motivation to complete the questionnaire carefully and completely: this target group has been shown to be quite "questionnaire tired" due to the frequency of using such interview methods in different institutional or governmental contexts.

- **Interview part:**
 - The familiar contact person for the participant in the interview situation was of great importance, because for exactly this target group the preoccupation with their own professional past is inseparably connected with the fact of the involuntary break in their CV due to the flight. Talking about personal skills with reference to vocational training, professional experience, which largely relates to the past life in the home country etc. is therefore a completely different matter.
 - The participants were explicitly informed in advance that the assessment result has no influence on a possible further participation in the project, but it was hardly possible to cushion the impression of an "examination situation".
- **Feedback** to the participant o Very beneficial in this context was also active after a feedback from Asking the participant about the assessment - had a balancing effect o differences between the experts in the way feedback was given We had been able to get two experts in parallel to conduct the interviews. One self-employed person with a migration background and one expert with academic training in migration management and additionally with professional experience in dealing with the target group and experience in adult education. It turned out that for the one without professional target group-specific experience and training, the feedback to the participants regarding critical remarks was somewhat "over-cautious". Evaluation Concept of Potential Assessment and individual Interviews

Language course

- As mentioned above, it is recommended to focus on interindividual differences in the linguistic levels: even with the same certification, the differences are considerable.

- For social reasons there is a weekly merging of the two groups for conversation, which has also proved to be very beneficial from a social point of view.
- Voluntariness enhances the motivation of the individual and subsequently group dynamics: The language teacher has already reported at the very beginning of the course that she observes a better motivation of the participants, which is reflected in the group dynamics. She attributes this to the fact that she normally has to work with participants who are committed to the language courses by the State/institutional side. In contrast, the group of the project is composed on the **basis of voluntary participation.**

Accompanying coaching

- Is very well received.
- It becomes apparent that the extent of the need for care varies greatly depending on the independence of the respective participant; example for the purpose of illustration o a participant has a volunteer mentor and therefore it is sufficient to give him only social work recommendations, the implementation of which he can then implement largely independently. Another participant needs more active support, more "being taken by the hand".
- **Maxime for the implementation of the coaching offer:** Needs-based flexibility in the allocation of individual care times, keyword: allow for "cross-financing" in terms of time, no pre-determined care intervals!

2.3 | Evaluation and Recommendations for future Uses

2.3.1 | Evaluation Concept of Potential Assessment and individual Interviews⁵

Self-image/self-conception of the BA-H to the Evaluation

At the beginning this evaluation-concepts is shown in the following the self-image of the project partner decisively responsible for the evaluation, Berufsakademie Hamburg (BA-H).

For the approach and the assignment of the evaluation by the BA-H it is especially important to stress that the BA-H gets on for the purposes of formative Evaluation⁶ as a supporter and (scientific) monitoring of the project partners and uses basically no virtually precast questionnaires from other contexts or other unspecific evaluation instruments (e.g., guides for interviews) with which essential information and dates relevant for project cannot be raised a little or not.

This means in particular that the present survey instruments (questionnaires, guide tips, added information etc.) co-design in scientifically acceptable borders of the project partner and could be complemented, for example, around special contents and from it to derived questions (Items) which are of interest to the respective implementing partner for the pursuit of her specific assignments in the project.

For this the communication possibilities available in the project enough exist, e.g., by the regularly taking place project meetings or by direct address of the BA-H.

The present Evaluation-Concept for „potential assessment & individual interviews“ is based in particular on the previous project papers, and in consideration of the

⁵ Prepared by the Berufsakademie Hamburg

⁶ In science a formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress).

assistance resulting of the Hanse Parliament as well as on the first and meanwhile continued considerations which have been discussed on the past project meetings.⁷

The concept serves on the one hand the representation of the essential aspects of an evaluation specific for project, in addition, on the other hand, it also serves the additional⁸ information and with it support of the activities of the project partner (implementing partner) by the specification of background information for the planning and development of the first step of the Assessments (Self assessment - online tool). This information is also a necessary basis for the creation of the second step of the Assessments (expert's interview).

Within the scope of this additional information some relevant instructions are given in the following curriculum and the concept "curriculum" refers basically to all of information activities, consultation activities and training activities in the project.

Curriculum view in the Evaluation-Concept

In the project a central condition shows the inquiry of resources and potentials of people with escape background or migrants (= participant or target group). This is important for the two-stage assessment procedure. Because from it conclusions should be drawn for the support, consultation and continuing education for potential entrepreneurs.

Besides, the different activities should be understood in the project by a curricular view as shares of a comprehensive of information concept, consultation concept and training concept which looks at the personal conditions and at experiences as well as the competence and qualifications of the target groups in all phases of the support, consultation and training.

⁷ cf. Hanse parliament: Application tips to the competence statement; in the project: New skills for new entrepreneurs - attraction and qualification of refugees ace successors - new of entrepreneur

⁸ The information is additional because essential information about the work package „potential Assessment & Individual is made available to interviews“ to the implementing partners already by the project partner "Hanse parliament".

It is in a wide understanding of curriculum therefore not only about the already available qualifications and technical competence of which the participants of the target group already dispose as a potential entrepreneur, perhaps.

It is also about important biographical backgrounds and experiences of which the target group possesses and which the target group brings to a new country due to its cultural and social integration in the country of origin (e.g., personality, education, family, networks etc.).

About successful entrepreneurs with migration background it is reported over and over again that they needed beside the language also the right conditions and the right information of the right people at the right time to be able to follow up the idea of the independency and the idea to be an entrepreneur.

Over here they were not often (or very little) informed in the entrepreneur's trainings with a typical business management view (perception) of production of business plans, state support (or subsidy) for new business start ups and financing support as well as other business management basics (knowledge).

Then a lot of necessary background information about the other important points which were important for the setting up of a company has been found outside trainings due to a high individual application, personal contacts, good friends and above all relevant networks.

In her countries of origin these (potential) enterprisers would have known relatively easily (or can bring in experience) a lot of information they need for the question. "How can I become an enterpriser?" (for example: which conditions I need, which information I need, which know-how I need and which contacts and networks I need).

Attention of cultural and social capital

In the project (new entrepreneur...) some aspects of the cultural and social capital are considered.

The following should be understood here by cultural capital, e. g. the national language, the knowledge of the education system and education system, the availability of vocational qualification and school-leaving qualifications, the knowledge of professional (vocational) career possibilities and the acquisition of professional qualifications etc.

The following should be understood here by social capital e. g., the knowledge and the consideration of social norms and values, the available personal relations with others, the integrated on private and professional networks, the own and social standing of the family, the knowledge of structures and basic process in organisations and institutions (e.g., to associations, organisations, authorities, financial institutions etc.

But exactly this cultural and social capital which shows a personal resource and (if necessary) the potential to be used belongs in the curriculum and, therefore, also in the evaluation concept.

From the point of view of the wide curriculum understanding represented here it goes in a comprehensive training concept (here: in terms of support, consultation and training) always around the creation of life phases and with it also around the consideration of all resources and potentials of which a person already disposes.

In the centre of curricula considerations stand therefore particularly the examination of available resources and potentials of the target group, in particular the occupationally relevant abilities, skills, knowledge, but just also the available cultural and social capital. Of the other the aims, the contents and methodical approach for the support and consultation of the target group as well as the acquisition of necessary technical competence and qualifications in trainings for the coping and creation of a future life situation as an independent entrepreneur also play an important role.

Besides, is particularly to be noticed for the Considerations for the planning and creation with look at the target group (people with escape background and migrants). They dispose of a personal, cultural and social background (as a rule) other than the local enterprisers without migration background.

Therefore, this special resource equipment of the target group with her individual cultural and social capital is for all support processes, consultation processes and training processes also an object in the „potential Assessment & Individual interviews“ (cf. moreover also the application tips to the competence statement of the Hanse parliament).

Anchorage of the idea of the cultural and social capital in the „Self assessment“

Therefore, should be emphasised in addition to the present application tips of the Hanse-Parlament that in some Items of the questionnaire for the Self assessment explicitly aspects with special relation have been recorded to the cultural and social capital. In particular the questions 1, 5 - 8 put aspects of the cultural or social capital in the centre.

Selected Questions:

1. Where are you from? Please let us know your home country.
2. Do you have educational qualifications, (academic) titles, vocational qualifications that are of importance in your former cultural area (homeland)? (If yes, which?..)
3. Do you have educational qualifications, (academic) titles, professional qualification that are of high relevance in the new, current society? (If yes, which?)
4. Do you have other abilities or experiences which have personally a particular importance for you? (If so, which?..)
5. Did you or your family have a socially recognized / respected position in your home country? (If so, which?..)

By consideration of (absolutely still rudimentary) inventory of the cultural and social capital the interview experts should offer one for all participants (objectively comparable) access to the biographically important information of the target group.

The answers to these questions in particular show as it were the first individual result of an inventory of the cultural and social capital.

On this basis and with further inquiries (other questions) in the interview, the interviewers can assess very well whether the previous personal cultural and social development of the participants already provide good conditions for a life as an entrepreneur.

This implies the assumption that someone who has grown up in an environment in which their own family, individual family members, relatives, acquaintances or friends have already worked as self-employed entrepreneurs has an important background of experience and many personal insights; for example, how to become an entrepreneur, what it means to be an entrepreneur, what challenges and challenges you have to overcome, etc.

These experiences, knowledge and findings can not be transferred one to one to another country, but they offer a very good starting point for adequate information and advice on the pursuit of a personal goal, on the way to being an entrepreneur in the new one Land.

Therefore, the experts should also know such aspects to the cultural and social capital in the second step of the Assessment and consider in particular by her whole appraisal in the second share of the interview (result presentation).

A basic look at the cultural and social capital could provide for the later phases in the project in which necessary business management knowledge is provided within the scope of trainings for a didactic creation especially oriented to target group, for example, by the consideration of experiences of the participants on the basis of examples, case studies, scenarios and other participant oriented methods.

There become following - in addition to the application tips of the Hanse parliament - some curricular significant notes and the two-stage assessment procedure shown.

2-stage assessment procedure

1. Step: Online tool as an instrument of the self-assessment (Self-assessment)

(Leading question from the point of view of the questioning participant (P): Do I dispose as a person with escape background or migrant of important competence, experiences and basically suitable qualities as an entrepreneur?)

Objective relevant for curriculum of the Self assessment (online tool)

With the online tool a questioning participant from curricular view should carry out a self-assessment. Besides, aspects of his biography and with it also play be a personal and social background from the country of origin a big role. Therefore, in addition to usual biographical questions after country of origin, age and gender questions there also asked questions to the participant based on Pierre Bourdieu (French sociologist⁹) also to the cultural and social capital (cf. 1, 5 - 8).¹⁰ Through this it should be ascertained with the first sight (which should be further deepened in the later consultation) with which cultural and social capital the participants from his homeland are equipped (e.g., level of education, professional qualification, social standing and personal networks and contacts, special abilities and experiences).

This is significant because through this the first appraisal (from the participant as well as from the consultant) can be carried out whether the present biography delivers clues for whether and if necessary in which extent the idea of the (independent) entrepreneur is personal with the participant and is anchored by his social sphere.

This is based on the assumption that somebody who has been already confronted during former years in his personal sphere (friends, friends, family and other networks) with important aspects of the life as an entrepreneur and has also learned (directly or

⁹ Short information under <https://www.britannica.com/biography/Pierre-Bourdieu>

¹⁰ On the differentiation of the other capital forms which have been stamped by Pierre Bourdieu namely economic and symbolic capital is not entered here. However, they could attain at a later time in the project absolutely one more particular importance. Cf. in particular to the concepts economically, cultural and social capital the Germanspeaking contribution under <http://unirot.blogspot.de/images/bourdieu-capital.pdf> or to the basic differentiation of the forms of the capital with Bourdieu the English-speaking contribution under <https://faculty.georgetown.edu/irvinem/theory/Bourdieu-Forms-of-Capital.pdf>

indirectly) some positive conditions to be able to lead a life as an entrepreneur also personally.

With it such a person differs due to the other condition (prerequisite) with cultural and social capital clearly from a person who has made no points of contact and experiences in family and their networks with the subject self-employment and entrepreneurship in her (present) life.

However, the existence of favourable conditions in the sense of cultural and social capital and other prerequisites cannot be the sole basis for justifying whether someone really *can* and *wants* to lead a life as an entrepreneur.

Therefore, in any case, the following question makes sense.

„Wants one to lead as a person with escape background or migrant a life as an entrepreneur or become an entrepreneur in the (new) country?“

This question should be addressed in suitable places of the support, consultation and promotion of employers with the participants during the project period and to make the subject of a constructive discussion (e.g., within the scope of the second step of the interviews and the Workshops „motivation and creativity“).

2. Step: External assessment of the results of the 1st step by individual interviews as an instrument to validate the results of the self-assessment and to complement constructively

Central leading question for the interview:

Which fitting or less suitable conditions do the experts (interviewer) see on account of the results of the online tool (Self assessment) and within the scope of the deepening interview for a career path in the direction of entrepreneurship for the participants?

Objective of the Assessments for the experts:

Identification of suitable personal conditions and basic conditions of entrepreneurship as well as indicating of if necessary not yet suitable personal conditions and basic conditions with the participant.

Basis for the assessment of the results of the Self assessment by the experts or interviewers

Key question: At which points of the results of the Self assessment the different experts / interviewer of the implementing partner do not see suitable personal conditions, experiences and competence etc. for the participant, but at which points the experts do not yet see that.

Information and suggestions for experts / interviewer:

The interview is split in two parts. The first part serves essentially the discussion, deepening and explanation of the results of the Self assessment (real interview share). In the second part the results of the Assessments are informed of the participant and the other action is discussed.

It is generally assumed in the project and for this evaluation-concept that at least one of the interviewers with the essential bases of the leading of an interview is trusted and these are considered.¹¹

The interviews with the target group are based on the results of the self-assessment (step 1). The interview can be conducted from up to three people:

- 1 x contact person of the implementing partner and responsible supervisor of the participant;
- 1 x subject expert of the implementing partner and at the same the recorder (=writer, scribe...);

¹¹ On the variety of basic knowledge and technologies for leading of qualitative interviews cannot be entered here. Also the technical literature is moreover more than enough. One finds some exemplarily useful and partly short information which can be adapted specifically for demand and specifically for situation to the project activities and be complemented with the implementing partners for the German language area, for example, online under the following links <http://www.rhetorik.ch/Interviewtechnik/Interviewtechnik.html>; http://www.crosstalkonline.de/output_material/other_materials/text_dt.pdf and for the English-speaking space, for example, under https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf, <http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf>

- 1x entrepreneur (ideally with own migration background) or alternatively an Assessment expert instead of the entrepreneur

Aim of the interview

The aim of the interview is above all to see the results of the Self assessments by an external perception of the interviewers (as experts) with a constructively critical view and to be of use as a basis for other exchanges of information and consultations.

Besides, the experts / interviewer of the implementing partner should discuss on the one hand the questioning results of the Self assessment which conclude by the fact that of the participant dispose about basically good conditions, abilities, competence, qualifications and experiences concerning entrepreneurship. However, on the other hand, the interviewers should also point to conspicuities (= anomalies), contradictions and if necessary available uncertainties or misunderstandings with the understanding of the questionnaire, his objective (= aim), to the consequences for the participant etc. For this it can be helpful to have a translator in the interview, besides.

Organizational and methodical tips for the interview (1st Part of the interview)

The construction and process of the interview with the participants after the Self assessment and the methodical action in the interview will have to be flexibly adapted by the interviewers to the personnel, organizational and time as well as (if necessary) other possibilities and basic conditions of the implementing partner. Moreover, there can be no obliging default or rules.

Some information about the process and about the methodical approach can be still stated and been of use as a suggestion or as a kind „possible timetable“. However, the order of the following process instructions can be also changed in particular cases. Modifications or changes of this timetable which follow up basically the aim of the interview are as possible.

Suggestions to the process and to the methodical approach of the interviews

- At least one interviewer should already know for reasons of time the results of the Self assessment and know already the important aspects which speak rather for or rather against good conditions, abilities etc. for an entrepreneur.
- The participants should have been informed about the process and the aim of the interview at the latest at the beginning of the interview (if necessary already in the approach) enough. Also, the subjects data security and anonymity should have been cleared. Moreover, further inquiries should have been answered.
- The content feedback to the results of the Self assessment should be planned as an explanation with the possibility to put further inquiries and understanding questions. In this part it is (still) about a sort of inventory and reflexion of the results towards the participant.
- In the other course (= progress) the results which fit especially well to the conditions, experiences etc. of a beginning entrepreneur from the point of view of the implementing partner should be discussed and be deepened.
- However, in addition, the results, which are less suitable for the requirements, experiences etc. of a (future) entrepreneur, should be addressed and above all questioned. Just such results must be discussed again detailed to exclude that the results have come about rather on the basis of misunderstandings and lacks of clarity (uncertainties) with the participant while answering the questionnaire. Besides it should be found out whether with the participant the discussed results of the Self assessment could justify an appraisal with the experts in the sum rather to ascertain a bigger of information demand, consultation demand and still need for action concerning the preparation for a life as an (independent) entrepreneur.

It should be found out whether with the participant still need of information exists.

- After the detailed feedback to the Self assessment, clearing open questions and the deepening of important results the first part of the interview is closed.

Evaluation, results and other action (2nd part of the interview)

- After a phase of the internal consultation and discussion between maximum three interviewers the participants will be informed about the results of the assessment advised on the next steps.
- The results should be also presented in a comprehensible and understandable way and be transmitted to the participant in a contemporary way in writing.
- In this part too, existing questions of the participants regarding the results and the further steps should be answered. Besides, should be also transmitted to the participant that the results of the Assessments could be used in the later course of the consultation and support also again, in particular for the case in which his close contact person from the implementation partner (supervisor, attendant...) either changes, or, in addition, other support people into the consultation and support process are integrated.
- Besides should be pointed out to the subject Data security and the trusting contact with all personal dates expressly again. Normally organisations dispose for the consultation of people with escape background and migrants of own quality assurance concept or comparable procedures and instruments for the sure contact with personal dates. Reference may also be made to this existing quality assurance (quality management).

Even if the single results and detailed knowledge of the extensive two-stage Assessments cannot be anticipated, should be briefly pointed out in the following to the aspects important from the point of view of the Evaluation which are fundamentally relevant for the whole result.

Whole result of the two-stage assessment procedure from the point of view of the Evaluation:

Availability of information with the participant (person with escape background or migrant) his self-assessed conditions, abilities, competence, qualifications and experiences on the way to the entrepreneur the already widely fitting and if necessary still not

to quite suitable conditions, abilities etc. and if necessary important basic conditions (e.g., bureaucratic obstacles, being absent applications, necessary certificates, proofs, certificates...) also with look at the available suitable or not yet suitable cultural and social capital due to a a qualified feedback of the experts of the implementing partner his possibilities, in particular the not yet fitting conditions and basic conditions (open points) to improve the other points which are important from the point of view of the implementing partner and should be informed as a result of the assessment procedure of the participant

Questioning people with escape background or migrants after the realisation of the Self assessment

The following information is a part of the Evaluation of the online tool (Self assessment). They can be used as a suggestion for the planning and realisation of the questioning of the participants directly after the online tool or be complemented.

The following questionnaire for the participants afterwards is a component of the Evaluation in the project and should be given directly or in a contemporary way after realisation of the online questioning (online tool) to the participant for filling out, if necessary with complementary tips.

Notes for the users of the online questionnaire (participant in the Self assessment)

Preliminary remarks *(these remarks can be freely designed by the implementation partner)*
Dear participant, the online questionnaire (= the online tool) which you have recently filled out within the scope of the Self assessment is the first part of a two-stage process. This is needed to identify and analyze important personal competences, experiences and conditions which are a high meaning for an entrepreneur.

Besides, the online questionnaire is a part of a project funded by the EU, which develops and test new ways for an improvement of the information, consultation and qualification by people with a refugee background or migrants to entrepreneurs (details of the respective country).

The online questionnaire is part of a project funded by the EU, which develops and tests new ways of improving the information, advice and qualification of persons with a refugee background or migrants to entrepreneurs (details of the respective country).

Therefore, your experiences with the online questionnaire are evaluated with the help of the following questionnaire. Please, answer the following questions honestly and after the best knowledge. From the answer to the questions no disadvantages originate to you. There follow no conclusions on the single people who have taken part in questioning. The information from questioning is used only within the scope of the EU project and only by the partners involved in this project. The results of the questioning are shown in anonymous form and - provided that possibly - processes statistically.

2.3.2 | Evaluation Report of Potential Assessment and individual Interviews¹²

Key findings and results from the evaluation

The vast majority in Hamburg and Treviso understood the items and contents of the questionnaire well to very well.

The majority of the participants in Hamburg and Treviso mostly understood the information about the intention and the goal of the self-assessment and the online questionnaire well to very well.

The information on the self-assessment process was largely understood by the participants in Treviso. In Hamburg, most of the participants also understood the procedure, but few participants agreed in part.

The vast majority in both groups have understood the information about the further use of their results, which were collected with the questionnaire.

¹² Prepared by Berufsakademie Hamburg

The item "On the homepage of the online questionnaire all important information is available to me, in particular information to the aim of the quest" was approved by almost all participants from Hamburg.

The item "On the homepage of the online questionnaire all important information is available to me, in particular information to the carrying out institution of the questioning" was approved by 6 participants from Hamburg; one partly agreed, one ticked "not applicable".

The item "On the homepage of the online questionnaire all important information is available to me, in particular information to the approximate duration for filling out the quest" agreed four predominantly, four in part and one participant a little too. In addition, one participant ticked "not applicable".

The item "On the homepage of the online questionnaire all important information is available to me, in particular information to the attention of anonymity and data security" agreed - with the exception of one participant - all predominantly.

Almost all participants agreed with the various items on the good functionality and positive aesthetic aspects of the online questionnaire.

Overall, it can be stated that the concept of the online questionnaire has been fully understood by the participants. In addition, there were no or very few difficulties in handling and functionality with the online questionnaire.

Summary of the results of the expert survey from Hamburg and Treviso

From the point of view of the experts in Hamburg, the participants understood the questions on average rather well and answered them accordingly. The Italian experts indicated in their submission that their participants understood the questions very well and were able to answer them.

In particular, the experts in Hamburg see the slightly longer items as difficult to understand if the German language skills are not very good. Similar things are reported by the Italian experts. There were participants who already know the Italian language

well, but other participants needed a lot of staff support to understand the items. Nevertheless, the motivation was high among some participants with speech problems.

Both the experts from Hamburg and Treviso stated that on the basis of the self-assessment results, they were able to make a good assessment of the prerequisites, abilities, etc. on the way to or not becoming an entrepreneur. Likewise, all the experts agreed that you received important clues based on the self-assessment results for further guidance of the participants. The following feedback gave the experts the question of what they thought was missing in the self-assessment (a selection):

- Current life situation with children, diseases etc.
- Is education recognized in Germany?
- In-depth questions about former employment and self-employment
- It would be useful to investigate possible experiences where the participant has developed sense of autonomy in managing activities not strictly connected to work experiences.
- The participant probably filled-in the self-assessment tool (sat) by choosing the most desirable answers! This should be an “effect” that requires particular attention in the data elaboration.
- The sat does not give clear possibility to describe the experiences where the participant could have gained the right skills to become an entrepreneur.
- The participant used the open fields to summarize his experiences as entrepreneur; this has allowed to deepen relevant aspects connected to entrepreneurship possibilities in Italy.
- The participant used the open fields to describe his work experience, this was a good starting point to deepen crucial aspects connected to his entrepreneur potential.

- In this case the participant has considered her no experience as entrepreneur in answering to the related question. She has not imagined herself in such situation and this has affected the final score.
- Such type of questions could be too much abstract for some participants. In some cases, the participants tend to provide the most desirable answer (the interview can therefore be the occasion to verify it).
- Maybe such type of questionnaire is for a target with a minimum level of schooling.
- The participant has a good Italian knowledge; therefore, he was able to provide answers starting from a right interpretation of sat.
- To mention that the participant has answered by providing the “right” answer. There was an evident intent to make a “good impression”.

Regarding the implementation of the interviews, it can be said that all the experts were well informed about the idea and the basic aims of the project. The results of the self-assessment of the individual participants were known to all experts.

With regard to the number of experts during an interview with individual participants, everyone was convinced that two experts were enough. Among other things, this was reasoned by the fact that too many experts could have a much too formal or official atmosphere.

The procedure and the results of the interviews are in principle satisfactory from the experts' point of view. The feedback from the participants on the progress and results was also largely positive. However, some aspects should be reconsidered from their point of view. The participants partly gave the impression that they wanted to give the answers that were positive for the experts. In addition, some questions were probably not understood correctly by the participants. Some participants have been looking for work to earn money rather than looking for advice and skills for entrepreneurs. Furthermore, some participants did not understand why there was a score in the end, although it has always been made clear that self-assessment is not a test. As a central

problem, almost all experts saw the sometimes lacking language skills of some participants.

Partly different are the experts' assessments regarding the question as to how highly they as experts estimate the interest of the participants with good prerequisites and experiences, etc., successfully continue on the path to becoming an entrepreneur.

Some experts see a positive correlation here, but some experts doubt that the entrepreneurial potential can be determined on the basis of the score value from the self-assessment phase.

There was also a rather heterogeneous picture of the experience of experts with migrants. The range spans from little or no experience in advising migrants to several years of experience in advising various target groups, including migrants.

Comparable were the experts' answers to the question of which aspects are particularly important for advising and supporting migrants. Confidence-Building is by far the most important aspect. But also the development of language skills among the migrants, more knowledge about the countries of origin of the migrants and the general possibility to be able to help professionally in concrete everyday situations with the integration and to be able to increase the motivation of the migrants.

The aspects that experts consider to be particularly important in promoting entrepreneurship among migrants are especially:

- Development of language skills.
- Recognizing the differences between country of origin and country of residence, also with regard to entrepreneurship.
- Knowledge of the sometimes-burdensome bureaucratic requirements.
- Availability via money or financing.
- Integration into suitable networks for entrepreneurs with a migration background.

2.3.3 | Summary and Recommendations¹³

Notes: In dealing with the self-assessment procedure, some feedback from the project partner from Italy is comparable to impressions from Austria, but some feedback is also very different. With a view to a potential for improvement in the previous procedure, the most important followings are those that provide the greatest potential.

Feedback Summary: If there is a low level of education or the language of the country is not yet sufficiently well controlled, some of the items in the questionnaire for the refugees are hardly or not at all comprehensible. Particularly complex items or open questions are often not understood, especially if the national language is not yet mastered.

Recommendations

If the language of the country, especially the reading of more complex issues, is not mastered, it is absolutely necessary to first improve the language skills. After all, any training as an entrepreneur will usually involve many complex issues that often need to be read and understood as text in order to understand a topic safely. The development of language skills is an absolute prerequisite for further steps in the qualification of refugees.

Feedback Summary: Some participants wanted to give the desired answer, but this is not at the same time the correct answer in the sense of their self-assessment.

Recommendations:

This well-known phenomenon in interviews can only be avoided or at least reduced by intensively preparing and educating the participants about the meaning and purpose of the questionnaire. It must be made clear in advance to all involved that a self-assessment means that one assesses oneself and one's own experience and knowledge.

¹³ Prepared by Berufsakademie Hamburg

Feedback Summary: The questionnaire should ask more about which concrete experiences someone has made as an entrepreneur. In this context, there should also be more questions in which someone can present their entrepreneurial potential from their point of view.

Recommendations

Without extending the questionnaire with various items, a query of the individual's professional experience could help to assess the potential as an entrepreneur. In this context, both basic work experience and responsible work in companies can be asked. The question of one's own entrepreneurial activity also belongs in this context.

Based on the feedback, the questionnaire for the self-assessment tool has now been modified in cooperation with the Hanseatic Parliament.

Recommendations for action based on the feedback on the expert talks as part of the self-assessment:

As part of the counselling session, participants should be made aware that the path to self-employment in the country of residence usually also means going through a basic qualification phase lasting several weeks or several months. A "quick earning" is initially not possible or very unlikely during this phase.

A qualification phase should not consist solely of lessons, but also provide practical experience. The participants should also be given the opportunity to gain experience in companies as an intern.

An essential prerequisite for self-employment is a high level of motivation and willingness to learn and the willingness to assume responsibility. Only if these personal preconditions are available can training be considered as a very meaningful contribution towards self-employment.

3 | Language Training and Training to promote Motivation & Creativity

3.1 | Language Training

The language trainings were held in Austria, Italy and Hungary. In all 3 countries specific concepts and curricula were developed and implemented on the basis of existing curricula. As an example, concept, curriculum and implementation in Austria are listed below. The corresponding results for Italy and Hungary can be found on the project website (www.new-entrepreneurs.eu) in product 2.

3.1.1 | Development Language Training¹⁴

Overview

The language training, which will be applied in the course of the project "New Skills for New Entrepreneurs - Attraction and Qualification of Refugees as Successors - New Entrepreneur", was designed and tailored to the specific needs of the participants after extensive research, networking and exchange with existing providers of courses for German as a second language with a focus on the professional context and additional online component in Austria, Germany and Switzerland.

Following the Common European Framework of Reference for Languages (CEFR), this language training aims at reaching level B2 and puts a special emphasis on technical and business German in preparation for the entrepreneurial driving licence. In terms of integrated learning (or blended learning), classroom instruction is combined with e-learning.

¹⁴ Prepared by Institut für Angewandte Gewerbeforschung

The language course will be in accordance with the textbook Sicher! B2 (2012, Hueber Verlag) to guide the participants to the general language level B2.

For the technical language part, the textbook Wirtschaftskommunikation Deutsch NEU (2018, Klett Verlag) was used.

With the help of the scenario method, the participants' action-oriented communication skills in relevant technical situations will be strengthened and expanded. The intercultural communication competence of the participants is also to be trained using the method "The Cultural Assimilator".

In addition to classroom teaching, an online course will be held on the learning platform Moodle to support the communicative exchange and collaborative learning between the participants. In addition, alternative accesses to teaching content will be created. This makes it possible to use an appropriate access for each type of learner and to promote the knowledge construction necessary for the learning process individually and flexibly.

Following the concept of this specific language training and the recommendations of the Common European Framework of Reference for Languages (CEFR), the three parts of the language training will be equally weighted and each will consist of 80 teaching units of 45 minutes each.

Language Training	Lessons á 45 Min.	Equals Hours (60 Min.)
General language training	80	60
Technical language training	80	60
Online-Course	80	60
Total	240 UE	180 h

Basic didactics

The planned didactic concept is based on the principles of action-oriented teaching, which can be assigned to the didactic model of constructivist didactics. In the action-

oriented teaching design, the focus is not exclusively on the pure transfer of learning contents, but above all on the process of learning. Learning is seen as an active process of knowledge construction in which the participants are assigned an active role. Problems on the part of the trainers serve to first inform themselves about the topic, plan the implementation and then to produce and evaluate something new (action product). This form of teaching is based on the principles of self-direction, participation and discovery. The constructivist model is characterised by a basic orientation that is participant-centred and thus focuses on the participants with their different experiences and life worlds. Learning is successful when participants can combine new knowledge with their own experiences, which leads to a restructuring of the previous wealth of experience. This also changes the role of the teacher. They support the self-organisation of the learners and help accompanying and guiding on the path of personal development.

Due to the fact that new things can be tried out and not the result is already presented, mistakes are possible. These are welcome and serve to consciously perceive one's own limits and to develop new solution strategies. In this way the participants reach a self-determined learning situation.

The characteristics of the basic didactic orientation, which is characterized by constructivism, can be summarized as follows:

- **Discovering:** The participants receive concrete work assignments and are asked to present the results with an individual approach by a certain date. This problem definition implies that the participants have to call upon their previous knowledge and organize the way to solve the problem independently.
- **Participation-oriented:** The possibility of participation is self-evident due to the participant-centred basic orientation. Right at the beginning of the measure all group members set up generally applicable rules which are discussed in case of non-compliance. This form of involvement creates a solidarity effect among the participants, which is important for group bonding. The opinions of the

participants are always appreciated and, if necessary, taken into account for further planning.

- **Action-oriented:** Action-oriented teaching involves an active engagement with the learning subject. The process of learning itself is important here. Learning through practical topic exercises has an important significance and indirectly causes a better identification with the selected learning material. The transfer of theoretical knowledge is important, but does not leave any traces if there is no opportunity for practical testing. The applicability to tasks of operational practice is the main focus of the practical exercises.
- **Self-directed:** In this context, self-directed learning means that the learners can decide to a certain extent on the extent, sequence and intensity of the construction of knowledge in a subject area. It is important that the participants are continuously and completely accompanied by the teachers, who provide the necessary content and cognitive support for self-directed learning ("scaffolding").

In summary, constructivist didactics is about so-called lifelong learning. Lifelong learning is a term that can no longer be ignored. The significance of knowledge in today's society for the individual is more important than ever before. More and more people have a positive attitude towards the concept of lifelong learning. Further education is the essential element with which equal opportunities and social cohesion can be achieved. Especially in connection with the special target group of people with a flight background, this concept of "lifelong learning" is of particular importance, as it concerns people whose changed life situation requires them to find their way around, orientate and ultimately position themselves in a previously foreign cultural, social and economic context.

Methodology

The methodology is based on the chosen didactic concept - constructivist didactics - and implements its findings and objectives. In doing so, methods are used which, in relation to the participants:

1. Are **resource-oriented** and therefore take into account the individual entry situations of the participants
2. **Expand individual options for action** and
3. Initiate a process of empowerment.

The focus is on promoting existing potential. The "recognition of ability" promotes a positive self-image of the participants, which is a foundation for successful and long-term independence.

The design of the lessons is characterised by systematic alternation of collective and individual work phases. For example, after the transfer of knowledge in the group, which is to be classified in the collective learning phase, an individual task can follow. Afterwards, for example, a discussion of the difficulties in the individual task is again held in the collective. With the meaningful combination of different learning methods, different learning speeds and previous knowledge can thus be dealt with individually. These teaching arrangements build on certain abilities and skills and promote them at the same time. New skills are systematically acquired and gradually developed. There are no prerequisite barriers, but rather a complex and rich learning environment as demanded by constructivist didactics. This approach makes it easier to get started and creates confidence in new and possibly unusual challenges.

The scenario method

Measures and didactic issues in second language teaching, especially for the professional sector, are increasingly oriented towards the "scenario" or "scenario method" approach. The focus is on coping with typical communication situations at the workplace or in other professional contexts. Scenario-based teaching supports the development of action competence and is oriented towards the future everyday working life of the learners. The dovetailing of language and technical learning is taken into account

as well as methods of language-sensitive technical instruction and the concept of integrated technical and language learning.¹⁵

Scenarios offer a possibility to train oral and written communication situations in a way that is actually required at the respective workplace. They are therefore an important contribution to improving job-oriented communication skills in the second language German. The use of scenarios makes it possible to meet the quality criteria of "need orientation", "participant orientation" and "action orientation" required for job-related instruction.

The scenario method in the context of job-related German instruction is also used to measure learning progress and allows a meaningful assessment of communication skills. This method is also used at general schools, especially in vocational orientation measures in the area of secondary level I and II.

Scenario technique is used in a business management context, among other things, to develop possible future scenarios and forecasts. In workplace-related second language training, the scenario method aims to provide learners with strategies, vocabulary and structures for their own professional context. Scenario-based teaching enables the integration of communication situations close to life and work.

Typical for both contexts, however, are the following learning-didactic and methodological aspects:

- Learning is understood as an active, constructivist process.
- Action schemes of knowledge are linked to individual action schemes of the learner.
- The transformation of knowledge into ability and action never takes place only receptively, passively and reactively and never as a pure imitation process.

¹⁵ Eilert-Ebke, G., Hartmann-Scheer, I., 2012, siehe http://www.deutscham-arbeitsplatz.de/fileadmin/user_upload/PDF/Die_Szenario-Methode_in_der_Schule.pdf.

- Scenarios are developed in groups and thus enable a high degree of active, effective learning through joint construction, communication, cooperation and interaction.
- Learning takes place in holistic, complex situations that take into account individual experience and allow for transfer to future situations.
- Learning does not take place in detached units, but rather upstream and downstream process steps are seen, which determine each other in their further development.

Working with scenarios in the teaching of job-related German is also recommended by Beckmann-Schulz/Kleiner (2011).¹⁶

Volume 6 of the Goethe-Institut's series "Deutsch lehren lernen"¹⁷ (Learning to Teach German) points out that language teaching should be characterized by the following principles.

- Action orientation
- Competence orientation
- Learner orientation
- Learner activation
- Interaction orientation
- Promotion of autonomous learning
- Multilingualism orientation
- Task orientation
- Intercultural orientation

¹⁶ Schulz, Iris; Kleiner, Bettina (2011): Qualitätskriterien interaktiv. Leitfaden zur Umsetzung von berufsbezogenem Unterricht Deutsch als Zweitsprache. Hamburg: Koordinierungsstelle Berufsbezogenes Deutsch.

¹⁷ Goethe-Institut e.V. Deutsch Lehren Lernen: Stuttgart : Ernst Klett Sprachen

The scenario concept is also based on these principles, which are generally valid for language teaching, whereby action, need and participant orientation play a special role. Participant orientation "puts the learners at the centre of the teaching process and assumes that learning is an active constructional achievement of the individual participants.¹⁸ "Demand orientation is not to be seen in the sense of a didactic-methodological principle but as a basis for lesson planning and implementation. The overriding didactic principle is action orientation, which is defined as follows: "In teaching practice, action orientation can be seen, for example, in the fact that learners experience themselves as linguistically active persons in realistic situations related to the world of work and that they are sensitised to document language situations that are difficult for them. "¹⁹

Intercultural communication skills - The "Cultural Assimilator"

The Cultural Assimilator, also often referred to as Cultural Sensitizer, is a didactic, largely cognitive-understanding-oriented training method based on social psychological attribution research. It aims to train the ability to understand foreign cultural patterns of reasoning on the basis of exemplary cases. The beginnings of the Cultural Assimilator technique can be traced back to the beginning of the 1960s and can be traced back to a communication science study by the working group around Larry Stolurow and Harry Triandis at the University of Illinois²⁰. It is based on the basic assumption that cultural misunderstandings are not based on different behaviour patterns but on culturally specific patterns of interpretation: If a person enters a foreign social community (a nation, culture, but also an organization or group) and this community does not use the symbols familiar to him or her for mutual understanding and world interpretation, or does so in a different way, this results in misperceptions and interpretations, misunderstandings and conflicts in perception, attribution, communication and cooperation.

¹⁸ Eilert-Ebke, G. & Sass, A. (2014): Szenarien im berufsorientierten Unterricht Deutsch als Zweitsprache Grundlagen, Anwendungen, Praxisbeispiele. Hamburg: Fachstelle Berufsbezogenes Deutsch im Förderprogramm IQ

¹⁹ Eilert-Ebke, G. & Sass, A. (2014): Szenarien im berufsorientierten Unterricht Deutsch als Zweitsprache Grundlagen, Anwendungen, Praxisbeispiele. Hamburg: Fachstelle Berufsbezogenes Deutsch im Förderprogramm IQ

²⁰ Albert, 1983; Fiedler, Mitchell & Triandis, 1971; Mitchell, Dossett, Fiedler & Triandis, 1972

Cultural Assimilator programs are designed to promote and refine the ability to recognize foreign cultural attributions and to make adequate attributions of meaning. Cultural Assimilator programmes are currently used in management training to prepare for cooperation with foreign partners, by members of development, aid and exchange organisations, by students and trainees before going abroad, by the military on foreign missions and, more recently, to promote integration in multinational work teams, in marketing and public relations work²¹ and in migration work. Examples of Cultural Assimilator programmes can be found, for example, in Brüch & Thomas (1995) and Müller & Thomas (1995, 1996).

The basis for a Cultural Assimilator training is the case-oriented work with so-called "critical interaction situations", also called "critical overlapping situations". These go back to the critical incident technique of John C. Flanagan (1954), which is applied in many areas - from clinical psychology to accident research. The content of the critical interaction situations is based on the topic of the training programme. For each situation, four to five alternative attributions (possible solutions of culturally appropriate behaviour or action) are given, of which the one that is judged to be most meaningful is to be selected. This requires a change of perspective in order to be able to view the situation from the perspective of the other person (isomorphic attribution) (Triandis, 1995). Subsequent feedback provides information on how likely the chosen solution is to be regarded and provides additional substantive information on the situation described.

If there are contradictions between autonomous and heteronomous requirements, these must be addressed and negotiated. This is a central normative guideline of the authors, whose origins are certainly to be found in Kant's enlightenment imperative for emancipation and who have found important modern representatives in Jürgen Habermas and Wolfgang Klafki.²²

²¹ Thomas, Hagemann & Stumpf, 2003

²² Kiel/Pollak, Kritische Studien im Refendariat bewältigen, Verlag Julius Klinkhardt, Bad Heilbrunn 2011

Textbooks

After a thorough comparison of various textbooks (including Aspects, Steps, Studio d), the textbook Business Communication German NEW (2018, Klett Verlag) is the right choice for specialist language lessons and the textbook Sicher! for general language lessons. B2 (2012 Hueber Verlag) has been chosen. A particularly consistent methodological-didactic approach as well as the modular structure of the textbooks, which facilitates the combination of different teaching methods, were decisive for this.

Business Communication German NEW

The core of the textbook Wirtschaftskommunikation Deutsch NEU are selected chains of action. They are documented on the basis of original documents and interview recordings of the corresponding operational processes and supplemented by the necessary technical or technical-language background information. The individual steps of a chain of action include the execution of certain language activities. The teaching and training of the linguistic and communicative competences required for these "target activities" is the overriding learning objective of the textbook:

- Tasks and working materials are always in a recognizable and meaningful connection with the respective activity goal.
- All tasks are designed in such a way that the learners are invited to clarify certain facts that are relevant to the field of action and the chain of action and to exchange knowledge, experience, opinions and information among themselves.

In this way, the students are trained to deal linguistically appropriately with the technical and job-related content in professional communication situations.

The didacticisation of an entire chain of action or individual sequences is based on the following steps:

1. Clarification, development, review and consolidation of the technical and lexical background knowledge required for the respective field of action.

2. Processing the individual steps of the chain of action: clarification and training of the respective target activities.
3. Holistic execution of the central steps of the chain of action, e.g. in simulated conversations or role plays.
4. Supplementary, in-depth tasks within the context of the action.

The processing usually leads from receptive via reproductive to productive, from closely managed to open tasks. Special emphasis is placed here, in addition to teaching the necessary technical vocabulary, on the targeted use and training of the conversational strategies characteristic of the target activities and the appropriate means of expression. The selection of the chains of action particularly relevant for the target groups and the corresponding target activities is based on the results of research in companies and relevant needs analyses. The documentation of the chains of action was carried out in close cooperation with the companies, which are presented in the textbook.

Sicher! B2

The textbook Sicher! B2 takes up five basic ideas:

1. **Learner autonomy:** The textbook is learner-centred. This means that the activity in the lessons is shifted as far as possible to the learners themselves. Participants are gradually led to take responsibility for their own learning. They are guided to formulate and achieve their own learning goals. The alternation of different types of exercises helps to take into account the different talents and interests of the participants of a course. Thus, the visual learner type finds all important linguistic structures visualized in overviews, the cognitive conception of the textbook formulates grammatical rules in sentences. For creative learners there are games, especially in the workbook. Haptic learners can make posters or role plays, communicative learners can work with learning partners.
2. **Social learning and internal differentiation:** Learning from each other is a high priority. Therefore, partner and group work play a central role as social forms of teaching. The range of teaching projects as well as discussion and

interlocutorship events are intended to stimulate and deepen an authentic exchange of experience between the participants. Particularly in multicultural classes, tasks relating to the students' prior knowledge enable an exchange of experience that goes beyond the learning of language structures. The tasks in the course book are usually designed in such a way that the participants can contribute their previous knowledge from different biographical and cultural backgrounds. Cooperative forms of learning, in which the participants become active as a course community, enable a sense of achievement that has a positive effect on motivation. Teaching projects and games also make for lively lessons and a positive group dynamic. The frequent use of partner and group work also has an internal differentiating effect. Each social unit works at its own pace and on its own level. This makes it possible to at least reduce the over- or underchallenge of individual participants. In the same way, the extent to which the workbook tasks are used has an internally differentiating effect. A further element of internal differentiation are the interactive exercises on the Internet, which are referred to in the workbook. They allow for individual phases of exercise and consolidation of different intensity.

3. **Cyclical learning:** Since many structures are already known to some extent by advanced users, the aim is to get more confidence in using these structures and to learn more details about them. Cyclical learning is therefore characteristic for the grammar program. It combines the familiar with the new so that learners can systematically build up and expand their knowledge.
4. **Action Orientation:** The subject of instruction is usually a target activity that is needed in real life. The training of all skills is basically embedded in realistic situations and occasions. The grammar program is based on which phenomena are used in which real situations.
5. **Text types with reference to reality:** The textbook offers a large number of different text types. The selection principle was on the one hand relevance, i.e. those types of texts are offered which play or will play a role in the participants'

own lives. A further selection criterion was their degree of difficulty in relation to the language skills of the learners. Characteristic for the selection of topics are topicality and authenticity.

Online course - Learning platform "Moodle"

Electronic platforms are increasingly becoming an integral part of pedagogical practice, also in the field of German as a foreign language ("Deutsch als Fremdsprache" (DaF)). Moodle" stands out as probably the strongest and most popular open source software and is used by many institutions in the German-speaking world for language teaching and further education. DaF publishers are also beginning to offer Moodle course content.

Major advantages of the accompanying online course for the participants:

- **Free time management:** Participants can decide for themselves when they want to learn, as the course is asynchronous, i.e. they are not always in the classroom at the same time as the others or your tutor.
- **Free choice of learning location:** Participants can choose where they learn - at home, in the office, in the language school
- **Self-paced learning:** The participants can determine their own learning and working pace and repeat the tasks as often as they wish.
- **Intensive supervision by the teacher:** Participants can contact your tutor in many ways - via e-mail, chat, forum.
- **Combination of traditional and future-oriented learning:** This type of course combines the advantages of different learning methods - self-determined learning, teamwork and supervision by the course leader.

As part of the language training, an accompanying online course via the learning platform "Moodle" is planned in addition to the classroom training to support communicative exchange and collaborative learning between the participants. Furthermore, alternative accesses to teaching contents are to be created. This makes it possible to use

an appropriate access for each type of learner and to promote the knowledge construction necessary for the learning process individually and flexibly.

Examination, certificate and placement test

The language level of the participants is determined during the registration for the language training by means of online placement tests.

The B2 examination at the end of the language training course is held strictly according to the criteria of the CEFR (Common European Framework of Reference for Languages).

The bfi (Berufsförderungsinstitut) is a certified ÖSD examination centre.

This makes it possible for participants to take the examinations at the end of the course directly at the bfi. At the end of the course, participants receive a certificate that meets the requirements of the CEFR and documents the results of the examination taken.

Concept of technical language training

- I. Migration biography & work experiences of the participants; discover personal resources in relation to the respective job description
- II. industries, professions, corporate cultures in Austria - getting to know professional profiles and the associated requirements
- III. experiencing occupations in the craft trades in a practical way by means of communication situations

Professional groups in the craft trades such as:

- Construction and building services
- Wood, glass and clay
- Arts and Crafts
- Food and luxury food

- Paper and paper production
- Textile, fashion, leather
- Health and personal hygiene
- Animals and plants

IV. The world of work in upheaval - craftsmanship between tradition and innovation

V. Foundation idea, marketing, legal aspects (nostrification measures and certificates of competence) VI. key competences

Curriculum of technical language training

	Week 1/2	Week 3/4
Topic:	Migration biography & work experiences of the course participants; personal resources with regard to the respective job description, empowerment	Sectors, professions, corporate cultures in Austria - getting to know professional profiles and the associated requirements
Total duration	10 Hours	10 Hours
Goals:	Awareness raising and further development of entrepreneurial experience, presentation of entrepreneurship, availability of start-up resources, especially work experience, previous employment situation or familiarity with entrepreneurial thinking and acting, cultural dimensions, culture and orientation, awareness raising of one's own culture and its conventions, awareness raising of stereotypes, prejudices and discrimination at work, empowerment, reactivation of personal and social resources	The participants get to know professional fields in the industrial-technical, commercial and service sector with their particularities/requirements; acquisition of job-specific vocabulary/specialised vocabulary/phrases Identification of central areas of responsibility and communicative challenges in the respective professional field, specialised language

	Week 5/6	Week 7/8
Topic:	Practical experience of occupations in the skilled trades based on communication situations	Working world in upheaval - craftsmanship between tradition and innovation
Total duration	10 Hours	10 Hours
Goals:	Participants gain insights into companies and operational processes and structures. They identify job-specific communication situations and necessary competences (soft and hard skills), also with regard to possible stress factors. They gain insight into different craft trades from different occupational subgroups (food, construction, leather/textiles etc.). Preparation for future company visits.	Getting to know and analysing changes in craft trades and work processes Dealing with the effects of digitalisation, globalisation and virtual technologies on craft trades.

	Week 9/10	Week 11/12
Topic:	Business idea, marketing, legal aspects (nostrification measures and certificates of competence)	Key competences for the profession
Total duration:	10 hours	10 hours

Goals:	Being able to recognise promoting and inhibiting factors in the founding process, building up cultural awareness, concretisation of the business idea, basis business plan, commercial principles, business law, time management	Increased training of communication-related key competences in the areas of organisation and cooperation and cross-cutting competences such as the ability to work in a team, problem-solving thinking and task orientation, communication training, presentation techniques, teaching techniques for discussion and negotiation, complaint management, sensitisation to culturally determined differences with regard to problem-solving strategies and work organisation, recognition of culturally determined behaviour patterns, development of receptive competences
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Further Materials

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- Auswahlbibliographie Berufsbezogenes Deutsch & Sprachsensibler Fachunterricht: http://languageforwork.ecml.at/Portals/48/documents/Bibliographie_Berufsbezogenes_Deutsch_Oktober_2014.pdf

3.1.2 | Language Training in Austria²³

Acquisition of Participants

The selection criteria for the language training participants with a refugee background were initially an interest in setting up a company and self-employment, ideally in the craft sector, as well as a relatively high level of German (at least B2).

Access to this target group was found, among other things, via existing institutions for career guidance and business start-ups in Vienna.

Despite extensive networking, it was nevertheless difficult to find enough participants who met the selection criteria.

Difficulties

Result: Applicants were not selected based on their language skills but on their suitability for the project and their interest in self-employment.

Many people interested in the project had a lower language level than B2.

Some interested people had a suitable language level, but rather less interest in setting up their own business in Austria.

It was therefore decided to select the participants based on their suitability for the project and their interest in self-employment, and furthermore to offer language training to those participants who are not likely to make use of the subsequent entrepreneurship training, but who have a high language level.

Placement Test to Determine the Language Level

The placement tests to determine the participants' language level were developed by the Goethe Institute and were available online. After taking the test, the participants were immediately informed online about their language level and the scheduled time of the respective language level group.

²³ Prepared by Institut für angewandte Gewerbeforschung

Adaptation of the Initially Developed Language Training

The original plan was to teach one language level (either B2 or C1) in 240 units of 45 minutes each (equivalent to 180 hours).

With 2 lessons per day, the duration of the course was thus 12 weeks.

Since, however, a very heterogeneous group participated in the language training, it was decided to divide the participants into smaller language level groups.

General Language Classes in Groups according to Language Level

The general language lessons took place in the planned time frame of 12 weeks on two weekdays for two levels each.

C1 and B2 were taught on Mondays and Wednesdays, A2 and B1 on Tuesdays and Thursdays. Thus, the teaching of four different language levels could be guaranteed. In addition, all groups were taught together on Fridays with an emphasis on conversation and intercultural communication skills.

Technical language content was incorporated into the general language teaching in all groups according to their level.

Time Problem – Reduction of Lessons per Language Level

The division into four language level groups and the simultaneous adherence to the previously defined time frame reduced the number of teaching units per language level to a quarter of the originally defined number per level.

An attempt was made to counteract this time problem by shifting parts of the general language content to an online platform and thus increasing the autonomous learning of the participants.

In addition, all teaching days and language level groups were open to all participants throughout the course.

Participants at higher levels could refresh and repeat what they had already learned, while lower level participants visiting the higher levels could devote themselves to the challenges of selective comprehension.

Language Training as Preparation for Self-Employment in Austria

The three pillars of this custom-made language training were general language training, technical language training and the training of intercultural communication skills. We considered these different skills and competences to be particularly relevant for the target group of future self-employed people in Austria with German as a foreign language.

General Language Training with the Textbook “Aspekte”

For the general language training, the participants received an edition of the “Aspekte” textbook corresponding to their language level.

This common textbook is rather demanding compared to other textbooks and prepares learners very well for the next language level.

Technical Language Training with the Textbook “Wirtschaftskommunikation Deutsch Neu”

For the technical language training the participants received an edition of the textbook “Wirtschaftskommunikation Deutsch NEU”.

Thanks to the modular structure of both textbooks, their contents could be easily combined in class.

The textbook “Wirtschaftskommunikation Deutsch NEU” is also particularly suitable for the application of the scenario method and the method of the cultural assimilator.

Intercultural Communication Skills Training

To teach intercultural communication skills, two methods were used in particular.

The Scenario Method

The aim of the scenario method is to train participants in a practical way in the linguistic-communicative solving of work tasks through the construction of various possible scenarios of the professional everyday life of future self-employed entrepreneurs.

Learning is understood as an active, constructivist process.

Different scenarios were developed in groups in the course of the language training and thus enabled a high degree of active, effective learning through joint construction, communication, cooperation and interaction.

In this way the participants were able to learn in holistic, complex situations that took their individual experiences into account and to transfer what they had learnt into future situations.

The Cultural Assimilator

The Cultural Assimilator is a didactic, largely cognitive, understanding-oriented training method based on socio-psychological attribution research. It aims to train the ability of foreign cultural explanatory patterns on the basis of exemplary cases. It assumes that cultural misunderstandings are not based on different patterns of behaviour, but on culturally specific patterns of interpretation.

The basic principle of the cultural assimilator training was case-oriented work with so-called critical interaction situations, also known as critical intersection situations. The contents of the critical interaction situations were geared towards possible professional situations as self-employed entrepreneur in Austria.

For each situation, four to five alternative attributions (possible solutions for culturally appropriate behaviour or action) were given, from which the one that was judged to be most sensible was to be selected. This requires a change of perspective in order to be able to view the situation from the perspective of the other person (isomorphic attribution).

Subsequent feedback provided information on how likely the chosen solution was to be considered and provided additional information on the content of the described situation.

If there were contradictions between autonomous and heteronomous requirements, these had to be addressed and negotiated.

This method attempted to promote and refine the participants' ability to recognize foreign cultural ways of attribution and to attribute meanings adequately.

Online Course (Moodle Platform)

The Moodle platform, specially created for language training, enabled participants to work autonomously on grammar and writing exercises from the respective textbooks in addition to home exercises and to discuss written tasks with their colleagues in online forums.

Observations

Due to other obligations such as integration courses, which some participants had to complete in addition to the language course, as well as work and childcare, the online platform was used less frequently due to time constraints.

Inclusion of other Participations during the Training

During the training there were some de-registrations. Thus, there was room for new participants, who came to the language training via already admitted participants and were well suited for the project.

Drop Out Rate

Of the total of 29 participants, there were 13 de-registrations and 12 new registrations during the training. Some of the new participants also cancelled their registration after some time. There were 17 exam registrations, 14 participants actually took the exam.

The new participants, who stayed until the end of the course, mostly had a high level of German and were interested in becoming self-employed in Austria.

De-registrations were mainly due to changing life circumstances (2), obligations such as integration courses which had to be completed (3), employment (4), childcare (2) and other reasons (2).

Teaching the Target Group of Refugees

In my past experience as a language trainer in integration courses for people with a refugee background, I have often found that possible traumatization, a lack of literacy and the obligation to attend integration courses can hinder the learning of a foreign language very much and the motivation of the learner can therefore quickly decline.

General Observations

However, this was not the case in the language training for future entrepreneurs in the Erasmus+ project. The training was not based on formal obligations, but on autonomous learning, voluntary participation and personal responsibility on the part of the participants.

All participants made a very motivated and positive impression throughout with joy and pleasure to learn, asked many questions, made use of appropriate teaching offers for their respective situation and usually did their homework.

I personally liked the language training with this group very much. Nevertheless, there were also emotionally challenging moments.

Example – Revocation of Subsidiary Protection

By a political decision in the summer of 2018, Iraqi refugees were apparently generally denied subsidiary protection. Unfortunately, this also affected some of the participants in our language training. Very motivated, wonderfully integrated, working participants with a very high level of German now again found themselves facing an uncertain future.

Despite appeals, it will not be clear until spring 2019 whether the participants will be deported to war zones or not. This situation is unacceptable and understandably makes it almost impossible to continue striving for integration in Austria.

Example – Frustration

Other motivated participants had to struggle with long waiting times at various (further) educational institutions and increasing rejections of institutions and programs that had set themselves the goal of supporting refugees.

One participant, for example, had been waiting for two years for a spot in a specially developed further training program for refugees in order to acquire relevant qualifications for the exercise of his professional activity in Austria.

The repeated rejection during the time of the language training frustrated him and clearly dampened his motivation.

Motivation

As already mentioned, all participants of our language training made a very motivated and positive impression. Voluntary participation, openness, communicative and action-oriented teaching as well as the support of autonomous learning certainly contributed to their motivation.

Nevertheless, especially the group of refugees faces great challenges outside the classroom.

Uncertain living conditions can have a considerable influence on the motivation to learn a foreign language and must always be taken into account for reasons of humanity.

Exam Preparation

Towards the end of the language training, in the last two weeks before the exams, the focus in class was on understanding the examination procedures and the respective tasks to be mastered.

In preparation for the ÖSD exams for language levels B1, B2 and C1, all sets of exercises and sample tests with included audio CDs from the Examination Preparation Book of the Austrian Language Diploma published for this purpose were used.

In preparation for the ÖIF integration courses for language levels A2 and B1, all online available sample sets with included audio files, as well as the app "My Integration", designed by the Austrian Integration Fund, were used to prepare for the integration examination.

Exam Formats

As it was considered sensible for some participants to take an integration examination with regard to their residence status, participants were offered the two common examination formats of the ÖIF (Austrian Integration Fund) and ÖSD (Austrian Language Diploma, recognized throughout Austria).

After the exams there were two final meetings of the language training, during which the evaluation forms were filled in by the participants.

Venue of the Language Training

The language training took place in the centrally located “bilcom” premises.

The large classroom was equipped with a whiteboard, a projector and a CD player, as well as enough tables and chairs. With the pleasant atmosphere of an old Viennese building with large windows, it was ideally suited for lessons.

Conclusion -Individually Financed Language Courses

To better address the time constraint problems arisen during the lesson planning, it may be more sensible to individually finance language courses in already existing language schools/institutes. In addition to that, the technical language classes and training of intercultural competences could take place as joint classes of all language levels.

Preparation for the “Entrepreneurship License”

In order to be able to prepare the participants for the contents of the subsequent entrepreneurship training in the sense of a vocabulary training already in the course of the language training, it would be of advantage to inform the language teacher of the contents of the entrepreneurship training before the beginning of the language training.

3.1.3 | Concept and Report of the Evaluations of the Language Trainings²⁴

Initial Situation

An essential prerequisite for the further objectives of the project is the promotion of language competence for a successful interaction and communication of the target group "people with a refugee background or migrants" with other people in Germany. Especially the participation in further qualification measures in the project requires a minimum of language competence. At the beginning of the project, the aim is to qualify those participants who do not yet have a minimum level of language competence. As a minimum level, the B 2 level according to the Common European Framework of Reference for Languages is basically defined. All participants of the target group in the project "New Entrepreneurs" should have this qualification. As a rule, those participants who cannot yet demonstrate a B 2 level will attend a language course specially designed for this target group, which will conclude with a comprehensive and differentiated examination. In accordance with the Common European Framework of Reference for Languages (CEFR), the following explanation is given for level B 2: "understand the main content of complex texts on both concrete and abstract topics; also understands technical discussions in their own specialist field. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can express him/herself clearly and in detail on a wide range of subjects, explain a viewpoint on a topical issue and indicate the advantages and disadvantages of various options."²⁵

These rather general explanations, however, do not constitute an immediately usable orientation or guideline as to how an operationalisation of language competence at level

²⁴ Prepared by Berufsakademie Hamburg

²⁵ <http://www.europaeischer-referenzrahmen.de/sprachniveau.php>

Cf. On the criticism of the Framework, some of which is very fundamental, see Schneider's contribution from 2005, and a summary of the criticism and development of the Framework to date is given in the EU study by Broek and van den Ende. See Broek; van den Ende 2013.

B 2 might look like. For this reason, further conceptual and methodological considerations are made in the following in order to be able to provide a plausibly justified and at the same time usable instrument for the self-assessment of the language competence of the target group (= people with a flight background or migrants) in the context of the project. This concept therefore explains the further background for the evaluation and develops and presents the questionnaire to be used.

The outstanding individual, socio-cultural and economic importance of language acquisition for people with an escape background and the necessity of language acquisition for successful integration will not be discussed here.

The concept as a whole consists of the following parts:

- Objective of the evaluation and the evaluation understanding of the Hamburg University of Cooperative Education in the context of the project objectives "New Entrepreneurs"
- Differentiation and consideration of satisfaction surveys and learning success surveys in evaluation on the basis of a model for measuring the success of (further) education
- Development of items for a standardized written survey (questionnaire)
- Implementation instructions for use in the project and presentation of the questionnaire
- Design of the questionnaire as a concrete instrument of evaluation

Evaluation goals

The aim of the evaluation of the language training is to ask the participants about their acquired language competence for the domestic market in the context of a self-assessment. The intention is deliberately not to ask whether they are satisfied with their examination result from the training and therefore consider themselves to be more or less competent in the language.

The first part of the survey is to assess the satisfaction of the participants with regard to selected aspects of the organisation, the trainers and the examination of the language training.

In the second part of the survey, within the framework of a specific learning outcome analysis (learning outcomes), the main focus is on the subjective assessment of the participants as to whether they believe that the knowledge they have acquired through the language training provides them with essential and fundamental prerequisites for the following exemplary situations.

- To be able to interact or communicate linguistically appropriately in selected everyday situations (private, public or professional²⁶) with or without direct²⁷ interaction or communication partners²⁸.

As an instrument for both parts of the survey, a standardized questionnaire will be developed below and used by the project partners involved in the course of the project.

²⁶ In the context of language competence acquisition, the Common European Framework of Reference for Languages (CEFR) also makes a distinction between the following areas of life in which language competence is manifested: private sphere, professional sphere, public sphere and educational sphere (see, for example, <https://www.goethe.de/Z/50/commeuro/40101.htm>). For the purposes of further considerations, however, the education sector is excluded here as a separate area of evaluation. A review of the Language competence of the participants in an educational area with the content "Promotion of language competence", which is also measured by means of a separate examination, can be considered redundant for this evaluation from a certain point of view, because a review or determination of the performance in the final examination is carried out anyway. The demarcation of areas, and in particular of the educational sector, is generally not selective, but should only be understood as an orientation in which relevant areas of life language competence can be shown and developed.

²⁷ The reference: "with or without a direct interaction or communication partner" is intended to make it clear that in everyday life the absence of a direct interaction or communication partner (exchange partner) may also make language competence necessary. For example, there are many references (from authorities, offices, public bodies) on the Internet, which (should) provide suitable information for people seeking advice almost completely without a direct interaction or communication partner. It is precisely this interaction that requires a high level of language competence, for example in understanding, (cognitive) processing of information and filling in applications or forms.

²⁸ The conceptual distinction between interaction and communication is often not clearly defined. Interaction can primarily be understood as "the social interaction and social mutual influence (social control) between two or more individuals". Communication, on the other hand, can be understood as "all behaviour that has the character of representation, communication and expression" (http://www.medpsych.uni-freiburg.de/OL/body_07_00.html)

For the construction of the questionnaire, the proven 4-level model by Kirkpatrick will be used in the following to determine the success of further training measures.²⁹

Differentiation and consideration of satisfaction surveys and learning success surveys

The model distinguishes between four levels which are used to assess (evaluate) the success of a further training measure.

1. **Reaction:** This level is used to record the reactions of participants in a training measure. The dimensions of acceptance, satisfaction or usefulness of the training are often used to measure reaction. These reactions are often determined by means of a written survey of the participants at various points in time of a measure within the framework of a formative evaluation (in the sense of multiple evaluation and improvement of a process). For example, at the end of a training measure, the feedback of participants at this level could form an important basis for improving the next training measure. Various measurements of the participants³ reactions could also be taken during a (longer-lasting) training event.
2. **Learning success:** At this level the subjective and/or objective learning success should be measured. This is to determine whether the knowledge, skills or generally the competences of the participants have improved. Ideally, the skills at the end of a training course should be compared with those at the beginning in order to determine the possible increase in competence. This would also provide good conditions for a formative evaluation at this level. In the practice of continuing vocational training in particular, however, for many reasons (e.g. organisational, financial, methodological, etc.) it will probably rarely be possible to measure the change in a participant's competence at the end of a training course compared to the start of a training course.

²⁹ Information and background on the Kirkpatrick model is available on the Internet at <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model> or <https://education-technology.net/kirkpatrick-model-four-levelslearning-evaluation/> For criticism of Kirkpatrick's model see for example Gessler; Sebe-Opfermann 2011 or Bates 2004 7 Cf. below Benit; Soellner 2018.

3. Behaviour:³⁰ The third level concerns the transfer of what has been learned into everyday life and in particular into professional practice. To measure this transfer success, objective indicators should be determined and applied. These indicators can be quantitative (e.g. higher sales figures) or qualitative criteria (e.g. greater customer satisfaction). However, determining and applying these criteria usually involves more effort than measuring them at the previous levels. This level is basically well suited for a summative evaluation, whereby at the end of a process, project or measure an assessment is made as to its suitability for a specific given goal. In the context of vocational training measures, for example, the degree to which what has been learned has been transferred to everyday working life could be examined by means of surveys of participants and with key representatives of everyday working life (colleagues, supervisors, customers).
4. Results The fourth level concerns the effect of training for a company that usually initiates or coordinates further training measures for its employees and in particular expects an increase in efficiency on the basis of reliable key figures. This level can generally be used little or not plausibly when measuring the success of language training in the project because there is no operational reason for the language training. An increase in language skills to improve organizational or operational results with verifiable indicators does not exist in the New Entrepreneurs project. Therefore, this level will not be considered in the following.

The first two levels (reaction and learning success) are therefore a valuable basis for measuring the success of language training. Participants can, for example, state their

³⁰ The two subsequent levels 3 and 4 in the Kirkpatrick model are described for the sake of completeness. In the New Entrepreneurs project, however, they do not play a significant role in the planned evaluation of the language training. In principle, however, these two levels also offer interesting potential for measuring the success of language training. For this purpose - as already outlined above - one could, for example, determine concrete transfer or application situations of the participants in their everyday life (e.g. work or profession, public authorities) and interview both the participants and, in particular, the representatives of these everyday situations (e.g. colleagues, superiors, public authority employees) with regard to their language competence. However, such investigations would be associated with a very high conceptual, organisational, time and financial expenditure for all participants.

subjective view of their satisfaction or acceptance and the usefulness of the training they perceive (level 1).

Furthermore, they should (in addition to the official examination results obtained at the end of the training) assess for themselves whether they have gained an increase in competence through the training. This does not measure the increase in competence that is presumably present as a result of the examination and the specifications, but rather the increase in competence for the situations outlined in the examples (mentioned above):

- Being able to interact and communicate linguistically appropriately in selected situations in everyday life (private, public or professional) with or without direct interaction or communication partners.

Development of items for a standardized written survey (questionnaire)³¹

From the procedure described so far, two areas can be well used and exploited for the development of the items in the survey of the participants.

1st area: Reaction: Following the first level for measuring the success of training measures in the presented model of Kirkpatrick, this area (level) is used to be able to check the reaction of the participants with regard to satisfaction and usefulness of the training.

2nd area: Learning success Also in line with the second level for measuring success, this area (level) is used to be able to check the learning success of the participants. The basis for this is the participants' assessment of whether they see an improvement in their interaction and communication skills in everyday life in private, public or professional situations with or without one or more (domestic) interaction or communication partners.

Development and operationalisation of items for the first area – Reaction

³¹ The complete questionnaires can be found on the project website <https://www.new-entrepreneurs.eu/products/>

Satisfaction and usefulness of the training are operationalised according to the following criteria.

Satisfaction with the organisation

The formulation of items with regard to satisfaction with the organisation is based on the following criteria:

- Appropriate information in advance about the benefits and usability of the training
- Suitable information in advance about the course and content of the training
- Suitable information in advance about the approximate time expenditure that one should plan for as a participant
- Friendly and competent contact persons in the organisation before, during and after the training
- Support with open questions and problems

Satisfaction with the trainer(s)

The formulation of the items in terms of satisfaction with the trainer or trainers is based on the following criteria:

- Friendly and competent appearance
- Comprehensible preparation of the contents
- Motivational capacity
- Presentation and preparation for the examination requirements

Satisfaction with the test

The formulation of items with regard to satisfaction with the examination is based on the following criteria:

- Sufficient information on the course of the audit in advance

- Smooth organizational process of the examination
- Identifiable content requirements in the examination, for which preparation has also been made in the training
- Trustworthy and confident appearance of the examiners
- Comprehensible explanations or explanations for the achieved audit result

Development and operationalisation of items for the second area - learning success

The key factor here is to test the learning success of the participants by improving their interaction and communication skills in everyday life in private, public or professional situations with or without direct interaction or communication partners (see above).

For the development of the items for these roughly outlined situations, a basic orientation is given to the competences already described above, which are specified by the Common European Framework of Reference for Language (CEFR). The following language activities or competences are distinguished: reading, writing, speaking and listening/listening comprehension.³²

In the next step, the two main distinctions and subdivisions (distinction of linguistic competences in reading, writing, speaking, listening / listening comprehension; division of areas of life into professional, public and private spheres) are presented in a grid. The resulting fields form the further basis for a fundamental identification and development of items.

However, this competence grid should not and cannot be used for the identification and development of completely discriminating items. This is because the competencies required for successful interaction and communication in private, public or professional situations can probably only be separated analytically in everyday life. Often,

³² Cf. for further discussion of linguistic dimensions, for example: Wagner; Stark; Krause; Gutenberg (n.y).

linguistic action requires the simultaneous or at least rapidly changing application of several of the competences shown in the diagram. The areas of life also show many interactions and can only be separated relatively clearly by analysis.

For this reason, (partial) competences that are partly interrelated are considered below for the formulation of corresponding items.

The formulation of items with regard to learning success, represented as successful interaction and communication in private, public or professional situations, is now based on the following criteria:

- Conducting spontaneous conversations at work
- Explain in detail and in a differentiated way a point of view on a professional topic to different persons
- Conducting interviews with employees of an important authority
- Discuss information received orally or in writing from an important authority with that authority
- Talk with acquaintances or friends about different and challenging topics
- Understanding important operational information in a conversation
- Understanding important information from authorities in a conversation
- Understanding the contents of a conversation with friends and acquaintances
- Read and understand relevant operational information
- Reading and understanding relevant information from an authority
- Reading and understanding demanding texts with content related to private interests
- Writing texts on professional life or professional activity
- Filling in forms from an authority

- Submission of (written) applications to an authority
- Writing texts about private experiences

After presenting the background and showing the development of this second area (learning success) for the self-assessment of the participants in language training in the project.

Implementation instructions for use in the project and presentation of the questionnaire³³

The questionnaire is a combination of the two first levels of success (reaction and learning success) based on the four-level model of Donald Kirkpatrick.

The following notes on the use of the questionnaire should be considered.

1. The questionnaire contains, in particular in the first part, a series of satisfaction surveys on the language training. These could already be the subject of feedback instruments in educational institutions for the imparting of language competence within the framework of standard quality assurance measures. If the use of both instruments (the questionnaire below and a separate questionnaire from the educational institution) leads to a rather problematic (mentioned here) “double query” to the satisfaction, the project partner can also decide to omit this part of the questionnaire.

2. However, a (time-delayed) double query could also increase the informative value of the respectively contained satisfaction surveys of the educational institution. Therefore, a flexible and based on the experience and framework-oriented use of this part constructively critical to examine and decide.

3. The use of the questionnaire should be done relatively soon after the final examination of the language training, so that the subjective impressions are still largely authentic among the participants.

³³ The complete questionnaires can be found on the project website <https://www.new-entrepreneurs.eu/products/>

4. The participants should be assured of the confidentiality and anonymous processing of the data. Although no personal data may be registered on the questionnaire, any concerns that may arise should be resolved in advance by educational institutions.

5. Participants should be informed that they should answer honestly and authentically and not give a "complacency assessment". In this context, it can also be pointed out, for example, that such a survey offers the fundamental possibility of further developing the training concept or individual elements for the organization and implementation on that.

6. Participants should be informed about the project-related background of the survey and also emphasized that they can also be informed about the results. The main results are usually published at the latest on or after the project end on the project pages on the Internet.

Evaluation report of the language training on basis of the evaluation concept and the included questionnaire

Austria:

The selected items to measure the satisfaction of the participants with the organization, the coaches and the course of the exam, the participants rather fully agree.

There is a more differentiated picture regarding the question of learning in the areas of speaking, listening, reading and writing. Occasionally, the participants do not agree or rather disagree with the items in the questionnaire in these areas. Nevertheless, it can be concluded from the feedback from the majority of the participants that from their point of view, the language training provided a high level of learning success in all areas.

Hungary:

The satisfaction of the participants with the organization and the trainer is very high. Similar to the Austrian language training, however, the assessment of the participants with their personal learning success in terms of speaking, listening, reading and writing is more differentiated. There are also individual participants here who disagree with the

items in the individual areas. Compared to the areas of speaking, listening and reading, one's own writing skills tend to be rated less well. However, it is positive that all participants are satisfied with the language training and would recommend the language training to a friend who is in a similar situation.

3.2 | Motivation and Creativity Training

3.2.1 | Curriculum for Motivation & Creativity Training³⁴

Aim of the 1-2-day workshop

After an individual reflection of their own motives and ideas about wanting to be an entrepreneur (module: motivation), the participants have the opportunity to intensively examine their own innovative ideas and visions (module: Creativity/Innovation) at the end of both parts of the training, participants have a realistic idea of their own motives and one or more concrete innovative ideas for the solution of a problem that (presumably) has the potential for a business idea for starting a company.

Target group

Persons with a refugee background (= participant) who are basically interested in starting a business as an entrepreneur. The basic interest and a certain degree of suitability as an "Entrepreneur" should have been determined in advance of this training course on the basis of the results of the "online survey" (self-assessment ...) and the assessment of the consultants/coaches.

(Minimum) target group requirements:

- Formal requirements: Domestically specific formal, legal and other requirements that do not prevent admission to the project "new skills for new entrepreneurs..." and thus guarantee participation in this and other training courses.

³⁴ Prepared by Berufsakademie Hamburg

- Language requirements: sufficient language skills (usually at least B2 language level)
- Content-related prerequisites: The participants' motives for wanting to found or possibly take over their own company, their previous experience with entrepreneurship and the search for and finding their own business idea can be very different. Some of them may already have concrete content-related ideas about their own entrepreneurship, while others may not yet have any reliable ideas or concepts for it. For this reason, an exchange between groups of participants with different content-related prerequisites can be very fruitful for generating and developing ideas.

Information about part a) of the training (module: motivation):

"Discovering and promoting the motivation to become an entrepreneur":

Motivation here is basically understood as the willingness of a person to carry out an activity in order to eliminate a perceived deficiency (e.g. due to the need to want to be an entrepreneur) and thus to satisfy a need.

Based on the widely known distinction between intrinsic and extrinsic motivation, training for increasing motivation should therefore focus on personal needs, motives and motivations. The motivation for entrepreneurial independence can manifest itself in building up a completely new company based on an innovative idea or in taking over an existing company and wanting to develop it further based on innovative ideas. The need to want to be entrepreneurially self-employed in various ways can on the one hand be due to a strong inner drive and desire for a certain independence, autonomy and self-realization (intrinsic motivation as an entrepreneur). On the other hand, the need to want to be entrepreneurially active may also be due to the expectation of many personal and social advantages for oneself and also for the family (e.g. money, power, reputation, etc.) Since it will hardly be possible in individual cases to identify the individual motives of people with an escape background clearly as intrinsic or extrinsic, both must be considered and encouraged in training to increase motivation.

A decisive factor for the success of the training will be how to identify intrinsic or extrinsic motives for the need to be an entrepreneur in the first place and, building on these motives, to encourage people to use these motives in a constructive way. In addition, it is also important to take a first look at the presumed advantages and disadvantages of a life as an entrepreneur. This should help to create a realistic understanding of "entrepreneurship" for the individual. It may be necessary to include basic knowledge of entrepreneurship in Germany in the training.

Information about part b) of the training: (Module: Creativity/Idea Development)

"Strengthening of creativity and innovation capacity and development of ideas and individual future planning".

In this second part of the training, the desire to be an entrepreneur is to be further strengthened by developing a useful idea, based on reflection and examination of one's own motives and ideas (module: motivation).

Finding a suitable idea is usually an essential prerequisite for being self-employed. In addition, the motive of wanting to continue an existing business and develop it further with new ideas can also be a prerequisite for entrepreneurial activity.

Successful start-up ideas usually represent a solution to a (marketable) problem or challenge for which there is a sufficiently large group of customers who are also prepared to pay a price for the new solution.

Migrants, who for didactic-methodical reasons are considered a similar and partly comparable target group for this workshop with people with a flight background (TN), often develop suitable ideas for a later business start-up in the constructive examination of their own or externally described everyday experiences and observations in their environment.

Therefore, the recognition of own or externally described problems and challenges from everyday life should be the starting point for finding "interesting problems" in this workshop.

In addition, a first look at potential customers should also be taken. Therefore, the focus is also on the fact that the found idea for a problem or concrete challenges does not only occupy or could occupy one person, but (perhaps) also many. On the basis of this first differentiated examination of concrete entrepreneurial considerations in the market economy, a rough individual future plan should be made, in which the future steps on the way to becoming an entrepreneur are discussed with the participants according to their needs.

General methodological notes for parts a) and b)

The interaction and social forms in the two modules are to be adapted to the local conditions and requirements. In principle, the two modules should be carried out as face-to-face training with varying proportions of individual, one-to-one and group work. In addition, both modules should focus more on participant-activating, action- and problem-solving oriented methods and techniques for designing the training. Depending on the experience and prerequisites of the instructor(s) and with regard to the participants' prerequisites, different creativity methods can also be used for the workshop.

- I. Intuitive creativity methods³⁵, e.g. brainwriting (brainstorming in written form), mind map...; rather mass than class in the foreground.
- II. Discursive creativity methods offer goal-oriented and rational solutions. Among the discursive methods is the cause-effect diagram, which focuses on the relationship of causalities.
- III. Mixed form of both method groups.

Procedure of the workshop

(Note: The following schedule is to be adapted flexibly to the local conditions, especially considering the number and requirements of the participants and the experience and methodical skills of the lecturers. It is also not unusual to switch between the

³⁵ cf. <http://www.kit-gruendernews.de/eine-kleine-einfuehrung-in-kreativitaetstechniken/>

parts when necessary (recursive procedure) or to combine different parts. A strict separation of these phases, especially in terms of time, may not be appropriate or possible).

Part 1: Preparation of the participants/introduction/start

- Welcome, introduction round if necessary (if unknown participants), description of the process and the aims of the workshop, possible benefit for the participants, answering open questions
- other than that

Result: Extensive clarity for all participants about the process, the goals, the benefits of the training or both modules and clarification of open questions.

Part 2: Discovering and promoting individual motives for wanting to be an entrepreneur (module: motivation)

Key questions:³⁶

- What are my motives for wanting to be an entrepreneur?
- What personal advantages do I hope to gain from being an entrepreneur? What do I have to do for this. What would I not be prepared to do?
- What disadvantages will I have to deal with. How can I deal with them. What disadvantages would I probably not be able to accept?
- What can have a particularly positive or particularly negative influence on my motivation?
- How do I deal with resistances that can negatively influence my motivation?
- • (...)

The aim of this first part of the training is on the one hand to make the individual aware of the reasons that lead him to want to be an entrepreneur. On the other hand,

³⁶ The key questions, e.g. as labelled maps or slides, are basically intended as teaching material. Additions and modifications that can also achieve the curricular goals can be made by the lecturers on site and can be used flexibly

the advantages and disadvantages should also be reflected on in the focus of the examination of the desire to be an entrepreneur. It should also be reflected on how resistance is dealt with personally.

Part 3: Introduction: Finding "interesting" problems in everyday life (focus: concrete everyday practice) (Module: Creativity/Idea finding)

Key questions:³⁷

- Which problems/challenges do I encounter in my everyday life that also affect many other people? What is the main problem? (...)
- What problems/challenges have other people from my environment already told me about? What is the main problem? (...)
- Which of these problems interest me very much, for which of these problems I would like to consider, develop, discuss with others a practicable solution (for those affected). (...)
- Are there already any (possibly only partially suitable) solutions for the problems/challenges experienced or described? If so, which ones?
- Why are these solutions insufficient from your own point of view and solve the "real problem" doesn't. (...)
- • (...)

Result of this part: List of problems/challenges found per participant (...)

³⁷ If necessary, it can be useful for the pursuit of the key questions to use already existing ideas for setting up a business as examples. Such good examples of how to find ideas can be found for example at: <https://www.starting-up.de/geschaeftsideen/idenfindung.html> In the project partner countries own good examples have to be selected country specific

Part 4: Dealing with the problems/challenges found:

- Feedback discussion of the problems/challenges found with other participants

In this part, the problems/challenges found as well as any known (insufficient) solutions should be presented to the other participants and discussed.

Possible guiding questions for the feedback discussion (from the point of view of the presenter and from the point of view of the other participants):

- What is the actual, central problem for the participants concerned?
- Why are the previous solutions (if known) not or only insufficiently suitable?
- Which problems are not or insufficiently satisfied by the previous solutions?
- Can the needs of the people affected by the problem basically be solved with a (manufacturable) product or service?
- • (...).

The critical remarks of the other participants are explicitly welcome.

The aim of this part is to find out, especially for the presenter, for which concrete problem/challenge one has a special motivation and - despite the critical objections of others - the explicit will (personal desire) to be particularly committed to finding a solution.

Part 4: Identification of the (actual) problem that "excites" you

The previous part was intended to make it clear to the individual presenters,

(a) what particular problem is most likely to motivate them personally and what they are 'enthusiastic' about

(b) that their own view of the problem should stand up to initial critical reflection and objections from the other participants; and

c) if one would like to continue working on a solution for exactly this problem.

Part 5: Elaboration of a (first) idea for the solution of the problem that "inspires" the future entrepreneur

This part is about developing a first idea for a solution. The focus should already be on what concrete needs of potential customers could be satisfied with this solution and how an individual pursuit of this solution could look like for you personally (individual future planning).

Part 6: Presenting the (first) solution to the problem with a view to satisfying potential customer needs.

The aim of this last part of the training is to present (at least) one idea as a solution for a specified concrete problem to the other participants and to be able to "defend" it against initial objections. In addition, the needs of potential customers who could be satisfied with the solution should also be presented.

This view of the potential customers is to be seen as an introduction to the necessary further

As a future entrepreneur, it is very important to be able to develop a business idea from the first idea for a solution to a problem.

End of the training

Afterwards:

- Evaluation of the participants on the basis of the "participant questionnaire"
- Evaluation of the lecturers on the basis of a "lecturer questionnaire"

3.2.2 | Motivation and Creativity Training in Austria³⁸

Workshop program – motivation and creativity for your professional future

	Topic	Material
9.00-10.30	<p>Welcome, short introduction</p> <p>Rules and organization: Formal/informal form of address, cell phone, breaks, photos, questions, food</p> <p>Presentation of the program</p> <p>Introduction round with stimulating materials (e.g. toy animals) focusing on one's own strengths and talents</p> <ul style="list-style-type: none"> - Name and country of origin - Expectations of the workshop - What job would you like to do? What kind of business would you like to start? - Characteristics of the toy animal you have chosen and who they will help you in starting a business 	<p>Program on flipchart</p> <p>Name tags</p> <p>Toy animals</p> <p>Ball</p> <p>Photo camera</p>
10.30-11.30	<p>We: The goal of the workshop is for you to go home with a concrete next step in mind</p> <p>Mind map: What do you think is needed to start up a business? <i>We take notes.</i></p> <p>Cluster by criteria: What can/can't I influence? Theoretical input : How do I start a business? 10 min.</p> <p>Add points to the mind map</p>	<p>Business start-up guideline for everyone</p> <p>Poster Flipchart and pen</p>

³⁸ Prepared by Institut für angewandte Gewerbeforschung

	<p>Sociometrical positioning: 15 min. Since when are you in Austria? (left: the longest) How close am I to launching my business? (left: the closest)</p> <p>Question everyone individually</p>	
11.30-11.45	Break	
11.45-13.00 Ca. 12.20	<p>Small group game to divide the big group into smaller groups 5 min. Dialogue: career questions for entrepreneurs Preparation individually (accompanied by instructors) 10 min. In pairs, questioning each other 10 min. each</p>	Interview questions, paper, pens
	<p>Afterwards in plenary session: Introduction of interview partner notes down resources?</p>	
13.00-14.15	Lunch break – communal meal	
14.15-15.30	<p>Energizer What are my strengths? Designing of poster: gather in a circle 10 min. Remembering first introduction round ... Vision meditation: If everything goes according to plan, where do you see yourself in 2 years? Where are you? How does it like, how do you feel? Who is there with you? How much money do you have? 10 min. Creative Input: Vision Board 2020 – how will my life look like, if I carry out my work perfectly?</p>	<p>Flipchart, brown wrapping paper, paint, glue, dif. pens, paintbrushes, magazines</p>
15.30-16.00	Break	

16.00-17.00	In plenary session: vision board reflection and peer feedback: Which strengths and skills do we see in the other participants?	
17.00-17.45	Add points to mind map In groups of three: What next step would be possible for me? SMART 15 min. Closing round: What is my takeaway? My next step is ...	Flipchart SMART
17.45-18.00	Feedback round and feedback questionnaire	
18.00	End	

Result – Motivation and creativity for your professional future

Venue

The workshop took place in a very inspiring atmosphere. A bright wood/glass building, flooded with light, surrounded by a beautiful garden - very pleasant also for the exchange during the breaks, because even the weather was perfect.

Timeframe

Taking into account the time resources of the participants, the workshop was set for one day, from 9:00 - 18:00.

Procedure

- Welcome
- Introduction round focusing on one's own strengths and talents
- Group exercise: What is needed to start a business
- Theoretical input: 8 steps to start a business
- Sociometrical positions

- Break
- Work in pairs: dialogue based on career questions, e.g.:
 - What difficulties could you face in relation to your work? o What do you wish and hope for; who can help and support you how ...
- Presentation in plenary session
- Lunch break with communal meal
- Energizer: “Starball”
- Designing of posters: what are my strengths and is vision of how much life in 2020 should look like
- Presentation in plenary session and peer feedback
- Theoretical input, the SMART model: how to formulate a goal or step in a SMART way
- In groups of three: everyone formulates ONE next step, check for SMART criteria together
- Closing round o What is my takeaway?
 - What is my next step?
- Feedback questionnaires, feedback round

Methods

The following methods were used during the workshop:

- Feedback questionnaires, feedback round
- Mind map
- Short presentation
- Sociometrical positions

- Work in pairs
- Discussion and feedback rounds
- Vision boards

Conclusion

Out of 17 registered participants, 12 came and four were excused. The atmosphere was very good throughout the workshop, the participants were motivated and very open. The exchange among each other during the breaks as well as during the exercises was appreciative, thoughtful and solution oriented. There was also the possibility of cooperation. A possible cooperation between participants may have resulted from the exchange.

In fact, everyone went home with one (albeit small) next step in mind.

The feedback of the participants in the closing round was generally positive, they could take away something from the workshop, were enthusiastic about the seminar room and enjoyed the good atmosphere.

The only negative point is that it was clearly too short - a second day would certainly have resulted in some bigger steps, realizations and insights.

Examples

A young woman from Syria wants to become a fashion designer

- She has already written her concept which she is currently shortening a bit
- She got her trade license this month
- She applied for a micro credit at the bank – currently waiting for a decision
- Her next step: to have 4 of their pieces ready by Wednesday and then their prototype.
- Her vision: be known and successful with three different clothing lines not only in Austria but in Europe

A 40-years old Egyptian woman wants to start her own small restaurant (with Egyptian and Austrian dishes)

- As a first step towards this, she wants to try a stand with a special dessert at the Christmas Market
- She's in the process of getting the authorization
- She calculates and plans
- She might also already register for the Easter market
- Her vision: a popular restaurant, where everyone only comes for her special desserts

A young Afghan man wants to become a wedding planner

- He has already two years of experience as wedding planner in his home country
- He is currently trying to find ways to finance the Wifi (economic development institute) course “Weddings planner”
- His next step: he would like to do various internships in the field and is currently looking for large companies in Vienna
- His vision: a well-running business, possible specializing in Muslim weddings?

Photos



3.2.3 | Motivation and Creativity Training in Germany

Introduction

As part of the "New Entrepreneurs" project, a competence assessment focusing on entrepreneurial competences and predispositions was carried out in November 2018 with nine refugees. The assessment process was based on a self-assessment questionnaire and interviews conducted by experts. After the successful interviews, all nine participants were invited to the subsequent motivation and creativity seminar.

Originally two days were planned for the workshop. Due to the relatively small group as well as other commitments of the participants, it was decided to shorten the workshop to one day.

The workshop was prepared didactically and in terms of content by two professors of the Berufsakademie Hamburg who also carried out the seminar. Two employees of the Hanseatic Parliament handled the communication with the participants before and after the seminar and took part in the discussions and presentations in the workshop.

Aim of the seminar is to explore, together with the participants, their motivation to become self-employed as well as to stimulate their creativity and help them to develop first business ideas. The following report gives an overview and a short evaluation of the testing of the seminar in Hamburg.

Process

9.00 o'clock Welcome and Introduction

Theoretical input: Motives and motivation

Individual work: What are my motives to become self-employed?

Presentation and discussion of motives on pin boards

Theoretical input: From idea to business idea

Individual work: Outlining of 2 - 3 business ideas based on key questions

12.15 o'clock Lunch

Presentation and discussion of business idea on pin boards with time for questions from the other participants and consultations in the group

Closing round: Evaluation of business ideas by all participants with play money ("Which business idea would you fund?") 16.00 o'clock End

Participants

All nine participants of the competence assessment were invited to the motivation and creativity seminar. Five participants confirmed their attendance, two cancelled due to time restraints and it was no longer possible to reach two participants. In addition, two refugees registered for the workshop who had heard about the project from the Blankenese Round Table. Hence, the seminar was planned for seven participants. Unfortunately, only five attended in the end – one woman was ill and another one did not come. Out of the five participants, three took part in the competence assessment, two were new to the project. One person was from Iran, two from Afghanistan, and two from Syria. Three of the participants were male, two were female.

Methods

- Individual work
- Presentations using pin boards
- Group discussion
- Short lectures
- Evaluation of the business ideas with „funding money”

Conclusion

Due to the small size of the group, trust was quickly built up and good conversations and discussions were possible. In addition, the high proficiency of the participants in German made communication much easier. A special highlight for the refugees was the evaluation of the business ideas with the play money.

An interesting misunderstanding was the meaning of the "fundamental" problem. This term was explained in connection with the development of business ideas and refers to the fact that a new company should at best address a fundamental problem in the world and its solution. The participants, however, all referred to it as their personal underlying problem in terms of starting a business (e.g. no financing possibilities, lack of knowledge, etc.).

In a longer workshop, e.g. over two days, the following elements could still be incorporated: working out the business ideas in greater depth, working more with pictures, newspaper clippings, collages in order to circumvent language barriers on the one hand, and on the other hand addressing the creativity of the participants more intensively. In addition, a final session on "subsequent personal steps" could be added to round off the seminar.

All in all, it was a successful workshop. Participants were able to take home suggestions to further develop their business ideas and received information on where to best get help and support. This training is a further important part in the overall competence assessment process of the project "New Entrepreneurs". During the training the focus is on the business ideas of the participants, which then, together with the results of the first two phases of the competence assessment, paints a more precise picture of the training and consultation needs of the individual participant.

As a follow-up, the Hanse-Parlament sends a document to the participants summarizing important information and contact points for setting up a business in Hamburg.

Photos and Examples

The participants had various ideas for their future as self-employed entrepreneurs:

- A participant would like to open a hair salon especially for Oriental hair, with a specialization in dyeing and highlights.
- A participant wants to open an inexpensive Afghan restaurant for tourists, famous for its breakfast.

- A participant wants to open a health-oriented restaurant.
- A participant could imagine setting up a toy/baby equipment library, a juice shop or a rental service for Oriental cultural clothing.
- A participant wants to start a high-class clean shisha bar, restaurant or import-export business.





3.2.4 | Motivation and Creativity Training in Hungary³⁹

Introduction

The purpose of the training is to give participants an idea of their own entrepreneurial motivations (and this motivation will be strengthened during the training), participants can discuss with the group their business ideas under the supervision of experts, which will become more concrete during the training.

Most of the training time was used to explore and strengthen the personal motivations. This process was supported by interactive conversations, sensitizing and informative discourses toward the development of an entrepreneurial idea. All these were complemented by questions and fact sheets which help to identify the resources which are necessary to build up a company and the availability of these resources.

Participants also completed questionnaires. The completion of the questionnaires on motivation and entrepreneurial ideas, and a common understanding of their results, helped the participants to learn about their own motivations and provided the trainers with information about the characteristics and development of the group. Some participants have come up with real business ideas in a short time, but the feature was more of a continuous development of thoughts. However, some participants did not reach the idea of a viable business idea during the workshop timeframe. They were especially helped by a simple, group-working business planning task, the essence of which was not to elaborate a detailed personal business plan but to create a common business concept. In groups, all the participants had succeeded and could feel the commonly developed business idea to his/her own project. As a result of the group working business planning task, seven producers, three service providers and one commercial business idea were born.

The training material on which the training was based was provided by the lead project partner. The curriculum has two main parts:

³⁹ Prepared by Ipartestületek Országos Szövetsége

- The curriculum part "A" and the training block based on it is named "motivational module". The basic purpose of this block was to promote the understanding of entrepreneurial motivations and the exploration of personal aspects and to try to strengthen them.
- The "B" curriculum and the training block based on it emphasizes the strengthening of creative and innovative abilities, based on idea generation and entrepreneurial future planning.

These training sections are based on the Motivation and Creativity Curriculum.

Training Module A (Motivation Module)

The ultimate goal of the module is to promote entrepreneurship by strengthening motivations in this direction. Entrepreneurship is interpreted as an activity that seeks to meet an existing and perceived shortage and need in a profit-oriented approach.

Syllabus of the Module Overview

1. Welcome. Introduction of the Training Leaders and Participants, Basic Information, Schedule of the course
2. Mapping the attitude of participants towards entrepreneurship and strengthening their motivations
 - Mapping the ideas on entrepreneurship
 - Assessing the Strength of Entrepreneurial Motivation - General Strengthening of Motivation
 - Exploring the content of entrepreneurial motivations and its underlying factors - special strengthening of the motivations
3. A description of the personal conditions of a successful start-up or takeover
4. Filling in the questionnaires

Syllabus of the Module Details

1. Welcome: Introduction of the Training Leaders and Participants, Basic Information, Schedule of the course; The purpose of the entire program and the modules should be clearly defined on the basis of the relevant curriculum. The syllabus should be clear and simple, and the right order should be emphasized. The introduction of the trainers should focus on their entrepreneurial and mentoring experiences.
2. Mapping the basic attitude of participants towards entrepreneurship and strengthening their motivation: The purpose of the training part is to explore the pre-attitudes on which participants can build and shape their business start-up intention. Participants will learn about the basic motivational contexts of entrepreneurship, the essence of entrepreneurial activity and entrepreneurial roles, by emphasizing the benefits of these roles. This section gives a brief introduction to internal and external motivational elements (see later in more details).
 - I. Mapping the ideas on entrepreneurship: Attitudes related to entrepreneurship are explored by presenting the entrepreneurial attitudes written by the textbooks and the participants can express their views on what has been told them. This is accomplished as the followings: the trainers with a thought-provoking intention present the key elements of each theoretical concept on which the participants react first voluntarily, and then those who have not made a statement before.

The entrepreneurship concepts on which the participants tell their opinions:

- Business means problem solving
- Business means racing
- Business means take on an adventure
- Business means struggle, fight for survival

- Business means exploiting others
- Business means risk taking
- Business means a useful activity for the community and society

II. Assessing the Strength of Entrepreneurial Motivation - General Strengthening of the motivation: The participants define their intention to set up a business in the short, medium and long term. Short-term intention refers to the next one or next two years, the medium term refers to the next five years, and in case of the long term intention, participants need to answer whether they can imagine to set up a business once in their lifetime. Then we invite participants with outstandingly low and high motivation to express their views in more detail. In a moderated way their positions are being confronted and then we involve the other participants.

III. Exploring the content of entrepreneurial motivations and its underlying factors, special strengthening of the motivations: As an introduction, psychological factors such as the desire for independence and self-realization are mentioned as internal motivational factors. Among the external motivational factors are the elements that determine the individual's social situation and possibilities (e.g. money, power, recognition). At the end of the 2nd training session we summarize the opinions of the participants under point 2.2 and point 2.3. The arguments for establishing a business are reinforced by positive examples preferably taken from the local environment, possibly by presenting cases that are based on simpler, pragmatic ideas and provide financial wealth and social security for the entrepreneur after a successful start-up. We also draw attention to the difficulties, but we also emphasize how to avoid or overcome the difficult situations. During the conversation, we should make clear to the participants that the entrepreneurial activity gives them the possibility to increase their standard of living, independence, to exercise their own beloved and

chosen profession, to realize their own ideas, higher social status, community recognition, and to reach social and cultural benefits.

3. Description of the personal conditions of a successful start-up or takeover: Starting an entrepreneurial activity is possible by launching a new business or by taking over an existing business. Several factors are needed at the same time to start a successful business. According to one theory, the resource theory, the successful business requires that the right resources (physical, financial, human) be available in the right quantity and in the right time. According to another theory, the theory of entrepreneurial traits, the personal and demographic characteristics are the determining factors of the entrepreneurial attitudes. The followers of the theory of social embeddedness which was developed by sociologists emphasize the effects of the social and cultural environment, the influence of the family, the personal relationships embedded in culture, the positive role models, the social acceptance and the role of education in entrepreneurial attitudes. The entrepreneurial qualities broadly could be divided into three groups. The first group is a group of psychological factors. These include personal skills such as risk-taking, recognition of opportunity, creativity, and self-realization. These traits are largely determined by genetics and can be developed only moderately later. Contrary to the above, the managerial knowledge and management skills can be acquired through formal school education and further training. The third group includes those skills and abilities that can be gained through professional experience. This is the so-called learning-by-doing knowledge. According to our present knowledge, a successful business requires a combination of managerial and professional knowledge in addition to the psychological factors.
4. Filling in the questionnaires: The purpose of the questionnaire is to reconsider the information provided, to create (develop) a personal attitude and to collect the participants' opinions in a fixed form. The questions will be structured according to the topics discussed. See the attached questionnaire.

Training Module B (Creativity and Idea Searching Module)

The aim of the module is to promote new creative and innovative business ideas. These ideas build on the entrepreneurial commitment which was emerged in Training Module A.

Syllabus of the module overview

1. Introduction. Presentation of the main conclusions of the training module A on motivation and the results of the evaluated questionnaires
2. Finding ideas through mapping problems and difficulties in the environment
3. Identifying your business idea
4. Questionnaires
5. Simple business planning to deepen your business idea

Syllabus of the module details

1. Introduction: Presentation of the main conclusions of the training module A on motivation and the results of the evaluated questionnaires. At first we present the results of the completed questionnaire survey made at the end of the previous module. Then we discussed the following questions with the participants, which form a transition between the two training blocks. It is worth discussing the issues by asking first those participants who were more active in the previous work. They should talk about their motivation by answering the following questions:
 - What motivates me most to be an entrepreneur?
 - What kind of personal benefits would I expect from a business?
 - What factors influence my motivation to start a business particularly strongly (into positive or negative direction)?
 - To what extent can I influence the factors that impair my motivation? If I have any influence on these factors, how?

2. Finding ideas through mapping problems and difficulties in the environment: Discussion at this stage will be guided to explore the available resources and capacities for independent initiatives to lay the foundations for a future business plan and to clarify the entrepreneurial roles. Issues to be discussed jointly:
- What should I do to achieve the personal benefits I want?
 - For which tasks am I not prepared right now?
 - What kind of difficulties do I have to overcome which derive from my personal situation and preparedness?
 - How can I overcome them?
 - Presumably which difficulties will I not be able to overcome?
 - Which of the above-mentioned issues is most interesting for me in order to try to find a practical solution for it or to discuss it with others?
 - Is there an existing solution (or partial solution) for the selected problem, if so, what?
 - What is the real problem the consumers facing?
 - Why the current solutions are unsatisfactory (if there is any)?
3. Identifying your business idea: In order to recognize business ideas, participants will formulate independently their own responses to the following questions:
- The demand resulting from the need caused by the above problem could be satisfied with any product / service?
 - What are the weak points of the idea?
 - What difficulties can be expected?
 - How can these difficulties be overcome?
 - How could the company be attractive to third parties (e.g. for investors)?

Read the questions ahead so participants can have an idea of where the conversation is going. After the timeframe for reflection (10-15 minutes) is over, we ask for an independent presentation of the answers and then listen to together the constructive reactions of the group. Then the trainers tell their own opinions on the problem raised and on the directions, benefits and lessons learned during the disputes.

4. Questionnaires: The purpose of the questionnaire is to reconsider the information received, to create (develop) a personal statement and to collect participants' opinions in a fixed form. The questions are relevant to the above topics and are based on the attached questionnaire.
5. Simple business planning to deepen your business idea: Not all participants were expected to come up with a reliable business idea offering a real financial benefit based on the steps of the previous points. We grouped the audience into groups for the sake of their support and the further thinking of creative ideas of the more advanced participants! Then by using the so-called, Business Model Based on Canvas Design Method we asked our groups to think through the business processes, the needed resources in the Best Future Business Idea, such as market segments, sales channels, and customer relationships, the key resources and activities needed to manage the company, and the possible key partners in the supply chain.

Where it is more difficult to formulate business ideas on the basis of previous information and ideas, there brainwriting and brainstorming methods can be used to find ideas. After the completion of the design phase, the groups will answer some brief questions about their experience during the design process, which can be done in a questionnaire. We will evaluate the relevant answers together as the closing of the training module!

3.2.5 | Motivation and Creativity Training in Italy⁴⁰

Introduction

The Assessment Phase of the project, intended to identify migrants/refugees with entrepreneurial potential, was carried out by T2I in cooperation with Una Casa per l'Uomo, a local entity in charge of managing the integration of migrants and refugees in the territory and social environment.

The assessment activities targeted the group of migrants/refugees hosted by Una Casa per l'Uomo, approximately 20 persons. Even if the elaboration of the SAT Questionnaires showed in some cases positive scores in terms of entrepreneurial potential, the experts involved in the individual interviews highlighted a general, not sufficient Italian language knowledge accompanied by an absence of individual resources (i.e. permanent residency permit; budget to allocate in a business). Such elements represent concrete barriers to take part in the “Motivation&Creativity” workshop effectively. Therefore, the involvement in entrepreneurship training, aimed to start or take over a business in Italy, is not the right option at this stage.

For these reasons, T2I decided to change the target, focusing on migrants in general (persons with migration background), that are in Italy for a sufficient span of time, and therefore with good chances to start or take over a business (good integration, good Italian language skills, available budget to invest in a business).

We published a public announcement targeting the Treviso area, but the response was not satisfactory. We decided then to publish a second public announcement targeting the Verona area, where T2I has other offices and a well-established network of potential users, thanks to core activities focused on training for start-uppers or new company founding. This second attempt was successful: 10 persons joined the training proposal (see attachment: Attendance Sheet).

⁴⁰ Prepared by T2I - TRASFERIMENTO TECNOLOGICO E INNOVAZIONE SCARL

The Workshop “Motivation&Creativity” was presented to the target as the starting part of more comprehensive training on entrepreneurship, to catch the interest of a wider number of potentially interested people.

The workshop in a nutshell

Two experts were involved: one with a specific professional background in creativity and motivation tools&methodologies, the other a T2I staff member, with a professional background in supporting potential new entrepreneurs in starting their business.

The Workshop was scheduled as follows:

09.00 – 10.00 Creative welcome

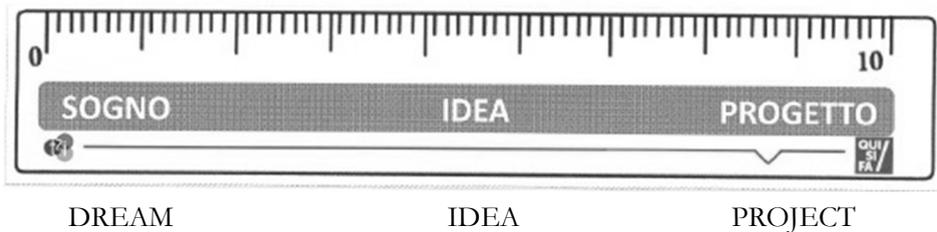
Self-introduction of each participant managed by using the “Schield Technique”, previously described by the experts.

The “Shield” is divided into three areas where each participant has to write his/her “life motto”, one “key strength” an one “improvement area”.

Moreover, the expectations of each participant have been individually collected, using post-it sheets. All expectations have been then clustered by considering the different emerged topics.

For each topic identified, the participant had to describe it according to his/her motivation and his/her entrepreneurial dream/idea.

The objective of these preliminary activities was to start providing tools to turn a dream into idea and finally, in an entrepreneurial project.



10.00 – 13.00 Marshmallow Challenge Technique

What you need to perform the technique for each small group of persons:

- 20 spaghetti (a type of pasta)
- 1 meter of tape
- 1 marshmallow

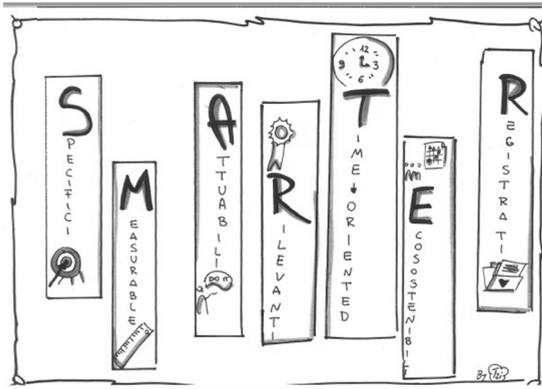
The participants were divided into small groups. Each small group has the objective to build the highest possible tower in 18 minutes. The tower must stand at least one minute, and the marshmallow has to be placed on the top. The winner is the group able to build the highest tower in 18 minutes.



After the “Challenge”, all participants have taken part in a debriefing phase focused mainly on:

- Level of satisfaction: perceived by each participant referring to the final objective achieved (scale 0 - 5)
- The trend of the motivation: perceived by each participant using an individual elaboration, represented through the graph of the sinusoidal curve, that referred to:
 - the Yerkes Dodson Law: theory for the assessment of motivation and stress (eustress and distress)
 - the S M A R T E R Objectives: theory of the smarter objectives to reach individual goals

This activity is relevant to give each participant the opportunity to effectively understand his/her level of motivation in connection to the task to perform. In addition, a video has been shown to focus better on the experience carried out: https://www.ted.com/talks/tom_wujec_build_a_tower?language=it



13.00 – 14.00 Lunch Break

14.00 – 18.00

The second part of the workshop mainly focused on the entrepreneurial idea of the participants. Two techniques have been used:

Lego

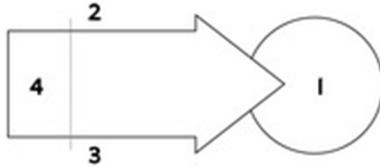
The objective of the activity is to support the participant in “visualising/imagining” his/her entrepreneurial idea in the future, one year later. Each participant has some “legos” at disposal to create his/her idea and present it to the others. During such activity, also the individual/personal and work experiences were investigated and shared, to identify relevant potentialities that could be useful for the development of entrepreneurial competencies. In particular, experiences where the participants could have gained a sense of autonomy/independence/efficacy in the management of tasks/projects not strictly connected to their entrepreneurial ideas to be developed.



The Arrow Action Plan

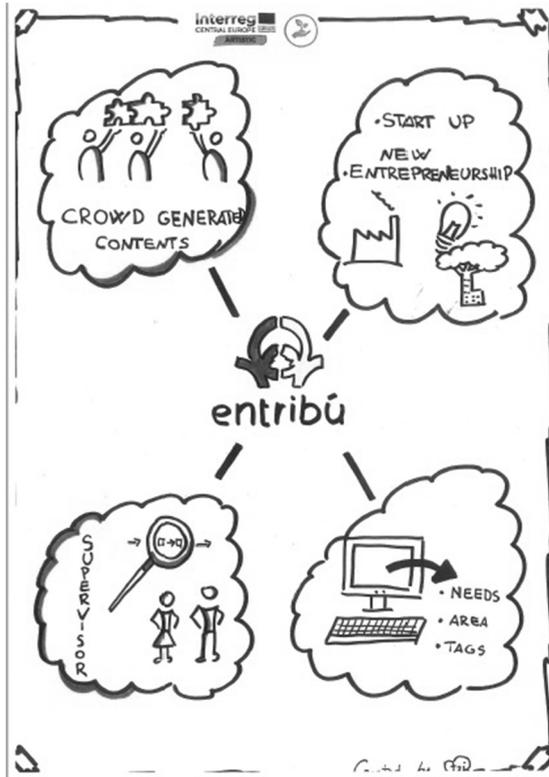
This workshop aimed at helping all participants in setting, defining and achieving their goals. By supporting participants to envision where they want to be in one year

on a holistic level, and defining the steps that will take them there, participants get a clearer picture of the actions they need to take.



18.00 Closure of the Workshop

The last part of the workshop was dedicated to sharing the results and the thoughts/ comments/ emotions of the participants. Moreover, the following steps related to the “Entrepreneurship Training” were briefly introduced. Before closing the Workshop, the Entribù website was presented to all participants <http://www.entribu.eu/it>.



General Comments

The workshop was extremely successful. All participants showed great interest in the themes proposed, and a good level of active involvement in the activities carried out, both individually and in small groups.

Particular attention was dedicated to bringing the entrepreneurial ideas of all participants into the different work-sessions, to support them in better defining their ideas also in a long-term perspective. Moreover, some activities have stimulated the self-analysis of previous experiences, and the connected attitudes showed, which could be a good starting point to develop specific entrepreneurial competencies.

At the end of the day, an evaluation questionnaire was submitted and collected, involving both the participants and experts (see attachment: Evaluation Questionnaires).

In addition, the participants have completed another questionnaire provided by T2I, to collect details about their specific training needs, to use as hints to develop and deliver a “tailored” “Entrepreneurship Training”.

3.2.6 | Concept and Results for Evaluation Motivation and Creativity Trainings

Methods and Goals

Numerous evaluation methods and standards have been established internationally. When comparing applied methods, it becomes apparent that evaluation criteria play a significant role for the evaluation’s validity (cf. among others Widmer, Th., Evaluation: A systematic manual, Wiesbaden, 2009). Evaluation results differ considerably depending on the priority assigned to a criterion. Furthermore, the pragmatic direction is similarly important.

Therefore, it is crucial to establish what is to be achieved by the evaluation, i.e. its goals.

Goals

The following goals are to be achieved by this evaluation:

1. It shall provide objective knowledge about the progress (quantity and quality) of the process.
2. It serves to control said process and helps to capture its strong and weak points. Hence, it is an instrument of quality assurance.
3. It legitimizes the process. In other words, a positive evaluation provides evidence of the competence of the person responsible for the process that is being evaluated.
4. It creates transparency to make dialogue possible.

To achieve these goals, the evaluation is performed in a process-related and summative manner. The former evaluates the quality of the workshop as a process and allows for changes, if necessary. The latter is the evaluation of results and hence examines whether the workshop specific objectives were met. It assesses the impact of the measure and serves as the final evaluation of the lecturers, the management and organization of the workshop and transfer of results.

Methods

Generally, it is reasonable to use a combination of qualitative and quantitative evaluation instruments. “If one wants to ensure the availability of statements concerning relevant program conditions and impacts through the framework of mutually reinforcing evidences so the multiple methodic access providers, in general, a more comprehensive and informative picture than a monomethodic approach” (Brandtstädter, Jochen (1990): *Development during the course of life. Approaches and problems of lifespan development psychology*. In: Mayer, Karl Ulrich (Hg.): *Life courses and social transformation* (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag.)).

Whereas qualitative survey methods are particularly suitable for the analysis of process related data (program control, implementation etc.), quantitative survey and evaluation methods have been mostly implemented to verify the achievement of set goals, impact and causal assessment.⁴¹ The most frequently used methods are:

- Secondary analysis of available material
- Guided interviews
- (partly) Standardized surveys
- Case studies

⁴¹ Stockmann, Reinhard Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Arbeitspapiere; 9)

Which methods are selected and implemented in particular depends on the central parameters of the evaluation discussed before. Therefore, the selection of methods should be based on the evaluation's goals and tasks, the evaluator, as well as the research paradigm.

In the context of the evaluation of the "Motivation & Creativity" workshop, a mainly quantitative evaluation method is used as the main aim of the evaluation is to analyze its impact and achievement of set goals. By using standardized questionnaires with closed questions where respondents are asked to rate statements about the organization, usefulness, impact etc. of the workshop, quantitative data is obtained. The results will then be analyzed using descriptive statistics. This method is particularly useful in the case of this evaluation because it guarantees a certain degree of comparability between the different countries where the workshop is carried out. However, to complement the quantitative data, oral feedback rounds are carried out at the end of each workshop. This qualitative data consolidate the achieved results and provides material for the interpretation of expected and unexpected effects. Accordingly, this evaluation uses two standardized surveys, one for participants and one for lecturers, in the form of written questionnaires as well as informal, oral feedback rounds between the participants and the trainer.

Data Sources

For the evaluation of the "Motivation & Creativity" workshop, the following data sources will be used:

- a. Written survey of workshop participants using an identical questionnaire with closed questions between June and November 2018 (to be filled out during or at the end of the workshop)
- b. Written survey of workshop lecturers/teachers using an identical questionnaire with closed questions between May and November 2018 (to be filled out during or at the end of the workshop)

- c. At the end of each workshop, an oral, informal feedback round takes place during which participants can directly give feedback to the trainer. These comments are also included in the overall evaluation of the workshop.

The Hanse-Parlament developed and distributed the two surveys. The four implementation partners, the Berufsakademie Hamburg, the Institut für angewandte Gewerbeforschung, the Ipartestületek Országos Szövetsége and the Trasferimento Tecnologico e Innovazione Scarl, are responsible for carrying out the survey and return the completed questionnaires to the Hanse-Parlament for analysis, no later than 14 days after the survey has been conducted.

The trainers or employees of the implementing partner organization are asked to collect the comments from the feedback round and send them to the Hanse-Parlament together with the completed questionnaires.

Evaluation Results

Austria

The training was carried out with 12 participants in October 2018. All participants have taken part in the evaluation and filled in the questionnaire.

The training was designed by two trainers with special skills and experience in pedagogy and adult education, in creativity and motivation tools and methods, and in supporting potential new entrepreneurs in setting up a business. The training was conducted in German without translation.

The participants rated competence development, content, lecturers and organisation of the training very positively, seven participants rated all aspects covered in the questionnaire as very good. Only three participants rated the following findings slightly worse:

- I was able to gain a good understanding of the advantages and disadvantages of entrepreneurship: Two participants sufficient and one participant satisfactory

- Thanks to the workshop I was able to develop and/or substantiate my business idea based on a previously identified problem: Two participants satisfactory
- I was able to develop a general plan for the near future: Two participants satisfactory
- I was taught the fundamental importance of the topics "motivation and creativity" for prospective entrepreneurs: One participant satisfactory, one participant sufficient
- Sufficient practical knowledge and examples were conveyed: Two participants sufficient
- The teaching methods were dynamic and appealing: three participants satisfactory
- The duration of the training was sufficient: One participant satisfactory

The two trainers also assessed the preparation, implementation, participants and organisation of the training very positively and explicitly emphasised the great engagement of the participants. The trainers rated the following aspects of the survey only as satisfactory:

- Language skills of the participants
- Duration of the training
- Dynamic and interactive training methods

The creativity and motivation training in Austria was overall very successful and a very important and indispensable step in the support and integration of migrants as self-employed entrepreneurs. The evaluation confirmed the curriculum fully and showed that the objectives of the training had been achieved to a high degree.

Germany

Seven refugees had registered for the training, which was held in January 2019. One participant was ill, and another did not show up, so, unfortunately, only five refugees participated in the seminar.

The training was conducted by two lecturers who have outstanding pedagogical skills and are very experienced in training managers and entrepreneurs. The training was conducted in German without translation.

The participants predominantly rated the competence development, content, lecturers and organisation of the training as very good, regarding individual aspects as good.

The two trainers also assessed the preparation, implementation, participants and organisation of the training very positively. Only one trainer gave the grade satisfactory regarding the duration of the training as well as the possibilities of the participants to learn from each other.

In summary, the training was highly successful, the concept and curriculum proved worthwhile without restriction, and the goals set therein were achieved in full.

Italy

The training was carried out in May 2019 with 10 participants, of which eight participated in the evaluation and completed the questionnaire.

The training was designed by two trainers: one with a specific professional background in the areas of creativity and motivation tools and methods, the other with a professional background in supporting potential new entrepreneurs to start a business. The training was conducted in Italian; no interpreters were involved.

The majority of participants rated the training as very good or good. The expectations of all participants were fully met. The assessment of the development of their own competences was somewhat less positive. Four participants rated the skills they had acquired in identifying motives and understanding challenges for an entrepreneur as satisfactory. Two participants also rated as satisfactory the fact that with the help of

the training, they were able to substantiate their business ideas and develop plans for the near future.

All participants rated the content of the training predominantly as very good and occasionally as good. Only one participant gave the practical knowledge transfer and the presentation of practical examples the grade "satisfactory".

The two trainers received outstanding evaluations from all participants in every respect. The organisation of the workshop was also assessed very positively, with two participants noting that the time was too short and that a longer training session was advisable. Correspondingly, the final comments were, for example:

- The methods and dynamics were really helpful in understanding and organising our ideas for self-employment.
- From my point of view, it is necessary to have more time for the training. I thank the teachers very much.

Both trainers assessed the preparation, implementation, organisation and participants very positively. Only one trainer assessed it as satisfactory that the conception of the workshop enabled the participants to achieve the goals set in the curriculum.

The creativity and motivation training in Italy was very successful overall. The evaluation confirmed the curriculum in its entirety and showed that the objectives of the training had been achieved to a high degree. The results confirm the great relevance and importance of such training, especially for refugees. In addition, valuable information for further individual support and the subsequent entrepreneurial qualification could be gained.

Hungary

The training was held on two days in Miskolc, Hungary, in November 2018. A total of 33 people attended, 29 of whom participated in the evaluation and completed the questionnaire.

The participants predominantly rated the competence development, content, lecturers and organisation of the training as very good, with regard to individual aspects as good. Only one participant rated the possibility of further developing their own business idea through cooperation and discussion with other participants as satisfactory.

The trainer also rated the preparation, implementation, participants and organisation of the training very positively. He gave the grade satisfactory only with regard to the possibilities of the participants to learn from each other.

The training in Hungary based on the concept and curriculum developed in the project was highly successful, the extension to two days proved very valuable. According to the achieved results, the creativity and motivation training is extremely suitable to promote entrepreneurship and to develop ideas and motivation for self-employment. At the same time, it became clear that such training should only be understood as a stage in the support of business start-ups; the great need for a subsequent comprehensive entrepreneurial qualification became visible during the implementation.

Summary and Recommendations

The motivation and creativity training is part of a more comprehensive process:

Stage 1: Determination and assessment of individual prerequisites, competencies and experience on the way to becoming an entrepreneur

Stage 2: Language training (Level B2)

Stage 3: Motivation and Creativity Training

Stage 4: Entrepreneurship Training

Stage 5: Setting up or taking over a business

In this process, the motivation and creativity training has proven to be very effective and should be a compulsory building block in the support and integration of migrants as self employed entrepreneurs. The concept and curriculum developed in the project proved to be very successful. It was tested under very different national conditions and implemented in all four countries with resounding success.

The motivation and creativity training aims to ensure that the participants are highly motivated and committed after completing the course and have one or more concrete ideas for solving a problem that has the potential for a business idea for setting up a company. The tests and evaluations have shown that this objective has been achieved completely.

On the basis of the evaluation results, the following recommendations can be summarized for future uses.

- The training should be conducted without an interpreter in the language of the host country. Therefore, participants must have sufficient language skills. Demand Oriented language training should take place before the motivation and creativity training.
- Motivation and creativity training should not - as originally planned in the project - be understood and carried out as two separate training sessions, but as a single entity.
- The training should comprise of two full days, which should be held one after the other. If this is not feasible for time or other reasons, there should be a maximum of one week between the two days (e.g. two consecutive weekends).
- In small groups, a productive relationship of trust quickly develops, and individual concerns can be dealt with particularly well. Group sizes should be a minimum of seven and a maximum of 20 participants.
- It is highly recommended that two trainers work together on the overall implementation. One should have special skills and experience in pedagogy and adult education, as well as in creativity and motivation tools and methods, one in supporting potential new entrepreneurs to start a business.
- It has proved to be particularly effective to convey the specific objective of the training at the beginning and to embed it in the entire support and integration process, to allow sufficient time for personal interaction and to develop a relationship of trust.

- The motivation and creativity training should be seen as a further component of the competence assessment since the participants' training needs can be assessed even better by developing more concrete business ideas.
- An important part of the curriculum is the communication of the advantages and disadvantages of entrepreneurship, which should be explicitly addressed by the trainers; otherwise they will easily get lost.
- Dynamic and interactive design determine the success of the training. A great deal of work must be devoted to the ideas and experiences of the participants and learning from each other must be encouraged. Practical examples and the transfer of practical knowledge are essential.
- At the end of the training, there must be sufficient time for (individual) planning of the next steps, which should be as concrete and binding as possible, as well as for feedback.

4 | Entrepreneur Training

The project "New Skills for new Entrepreneurs - Attraction and Qualification of Refugees as Successors (New Entrepreneurs)" pursues the goal of attracting and qualifying refugees as entrepreneurs and assist them in realising a takeover or start-up of a company. The following tasks are performed to achieve the objectives:

- Assessment of entrepreneurial potential
- Language training
- Motivation & Creativity training
- Entrepreneurship training
- Training for preparation for company takeovers or business start-ups
- Coaching and Placement as Entrepreneur

Entrepreneurship training includes a comprehensive entrepreneurial education, which can be completed with a recognised further education degree. The training developed for Germany was adapted to the respective national conditions for implementations in Italy and Hungary. For Austria, a training course that has been tried and tested over many years has been adapted and implemented to the conditions of refugees.

For the purpose of personal learning, maintaining contacts with each other and for further qualification and counselling, a support and learning platform was developed and installed on the project website. Partner Hanseatic Parliament sets up, maintains and operates the platform on a continuous basis.

4.1 | Support and Learning Platform

Background

The project "New Skills for new Entrepreneurs - Attraction and Qualification of Refugees as Successors (New Entrepreneurs)" pursues the goal of attracting and qualifying refugees as entrepreneurs and assist them in realising a takeover or start-up of a company. The following tasks are performed to achieve the objectives:

- Assessment of entrepreneurial potential o Language training as well as “Motivation & Creativity” workshop o Entrepreneurship Training
- Preparation for company takeovers or business start-ups o Company takeover or business start-up

The results of these tasks are transferred and disseminated. During the “Entrepreneurship Training”, a support and learning platform is developed and set up on the project website. The present concept includes the concept for the development of the platform.

Support and Learning Platform Concept

Target Groups

The support and learning platform is targeted at the following groups as users:

- Refugees and other persons who wish to become self-employed and are planning to take over or start up a business.
- Refugees and other persons who wish to partake in further vocational trainings in leadership, management, business administration as well as vocational and occupational education.
- SME owners who wish to pass on their business to the next generation.
- Teachers and providers of vocational further education.

- Counsellors and institutions dealing with the support and integration of refugees.
- Persons and institutions dedicated to the promotion of company takeovers and business start-ups.

Structure and Content

The support and learning platform will be setup on the website of the project “New Skills for New Entrepreneurs – Attraction and Qualification of Refugees as Successors (New Entrepreneurs)”: <http://www.new-entrepreneurs.eu>

Home	Summary	Products	New Entrepreneurs SAT	Project Partner	Promotion & Learning	Contact
Promotion & Learning						
Tools & Aids	Competence Assessment	Trainings	Train the Trainer	Contacts & Dates		
				Trainings	Support	

Models for Business Transfer	Financing Models	Matchmaking System	Knowledge Management System
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Evaluation Tool	Controlling	Business Start-up	...
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Tools & Aids	Competence Assessment	Trainings	Train the Trainer	Contacts & Dates	
				Trainings	Support

Self-Assessment Tool	Assessment Procedure
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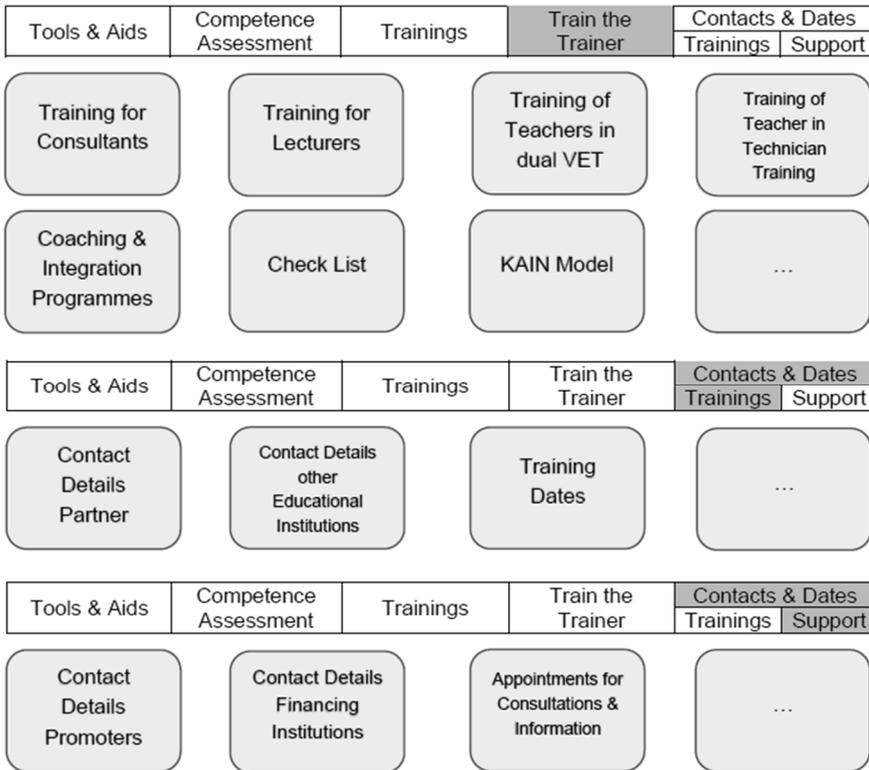
Tools & Aids	Competence Assessment	Trainings	Train the Trainer	Contacts & Dates	
				Trainings	Support

Motivation & Creativity Training	Entrepreneurship Training	Training for Successors	Master Craftsman Training
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Business Administration Specialist	Energy Service Manager	Technician Training	Training for Business Start-ups
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Cradle to Cradle for SMEs	Doing Business International	Digitisation & Industry 4.0	Corporate Social Responsibility
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Training for Instructors in SMEs	German Language Training	SME Seminar	Quality Management
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4.2 | Curriculum for Entrepreneurship Training⁴²

Within the framework of the "New Entrepreneurs" project, a curriculum for prospective business founders or company successors is to be developed. The considerations to date are presented below. In modules 1 and 3 through 8, the content of the curriculum is based in particular on German-wide entrepreneur qualifications from the craft sector that are suitable for setting up or taking over small and medium-sized enterprises. For these modules, there are also corresponding examination ordinances and

⁴² Prepared by Berufsakademie Hamburg

regulations which could be adopted or adapted if necessary. All modules are divided into corresponding learning situations/learning units, competences and learning contents.⁴³

In addition, the curriculum also reflects a basic understanding of entrepreneurial activities in predominantly market-based societies with liberal-democratic constitutional systems, especially in Western and partly in Eastern Europe. It is therefore also assumed that by teaching the contents and expanding the competences and qualifications of refugees and migrants not only a contribution to economic integration can be made, but a substantial contribution to enhanced cultural integration as well.

The structure of the curriculum is characterized by its differentiation into groups of modules. There are introductory modules, core modules and optional modules. The contents of the introductory modules provide a basic overview of the central operational and economic considerations that a company founder or successor should make in order to increase his or her chances in an often highly competitive market. The introductory modules also address basic topics, some of which are discussed in much greater detail in the core and/or elective modules, which are taught at a later date.

On the one hand, this repetition can deepen and consolidate the knowledge and competence of the participants, who have lower learning preconditions (e.g. language skills, cultural and economic knowledge, experience, etc.). On the other hand, the participating educational institutions can act flexibly in terms of content and time with participants who already have higher learning preconditions and therefore, for example,

⁴³ Due to the close cooperation with the Austrian project partner "Austrian Federal Economic Chamber (WKO)", initial considerations have also been made as to how this curriculum corresponds to the widely used Austrian qualification as entrepreneur, the so-called "Unternehmerführerschein" (Entrepreneur driving license). To this end, modules A, B, C and UP of the "Unternehmerführerschein" have been examined as to what basic linguistic fit could be present with regard to the learning situations/learning units of modules 1, 3, 4, 5 and 7. The identified (partial) matches are marked in yellow. However, a more detailed examination of the competence and learning content levels was not conducted.

combine thematic units from different modules or adapt the time scope to suit the needs and the target group.

The openness and flexibility of the curriculum is also expressed by the fact that in each group of modules, i.e. introductory, core and optional modules, certain degrees of freedom have also been incorporated, so that, on the one hand, further modules can be developed and integrated if required. In this context on the other hand, it is also possible to change the order of modules and therefore implement an existing module in another module group. For example, due to a need identified by a project partner, Module 8 "Social Networks for Migrants and Refugees" could be defined as an introductory module and thus redesigned in terms of timeframe and organization/structure.

Following the presentation of the individual modules, extensive materials, literature and sources for planning and implementing the modules are provided in German and/or English. The large number of materials, which are typically available online, must be supplemented by the individual project partners according to their needs and the target group; country-specific adaptations must be made accordingly.

Module structure and hour planning

Introductory Modules

Module name/areas of action	Range of hours
1 Preparing, carrying out and assessing business start-up or take-over activities ⁴⁴	50 - 70
2 Understanding the structure and key points of a business plan	50 -70
If necessary, further modules	...

⁴⁴ Introductory modules based on or adopted from § 2 paragraph 2 point 2 of the Germany-wide valid legal ordinance of Part III of the Master Craftsman's Examination (Ordinance on the Master Craftsman Examination of Parts III and IV in handicraft and crafts-like trades (General Master Craftsman Examination Ordinance - AMVO))

Core Modules⁴⁵

Module name/areas of action	Range of hours
3 Determining corporate competitiveness	70 - 100
4 Designing marketing according to strategic guidelines	70 - 100
5 Planning and designing corporate accounting, controlling, financing and investments	110 - 140
6 Designing Human Resource policies and managing personnel	100 – 140
7 Independent planning, conducting and monitoring of vocational training	80 - 110
If necessary, further modules	...

Elective Module(s)

Module name/areas of action	Range of hours
8 Social networks for migrants and refugees	10 - 20
If necessary, further modules	...

Description of the different modules/areas of action

The full curricula with detailed descriptions of the modules, the learning situations and the specific content of each module can be found on the project website: <https://www.new-entrepreneurs.eu/products/>

⁴⁵ Core modules based on or adopted from the following legal ordinances valid throughout Germany: Ordinance on the Examination for the Recognized Continuing Education Qualification as Certified Commercial Specialist according to the German Crafts Code (Handicraft Specialist Continuing Education Examination Ordinance) as well as Ordinance on the Master Craftsman Examination of Part IV (instructor aptitude) in handicraft trades (General Master Craftsman Examination Ordinance – AMVO)

Materials, Literature and Sources to Plan and Carry out the Modules

German-language literature and sources:

Sackmann - das Lehrbuch für die Meisterprüfung Teil IV: Das Lehrbuch für die Meisterprüfung (berufs- und arbeitspädagogischer Teil). 42. Auflage Düsseldorf 2018

Sackmann - das Lehrbuch für die Meisterprüfung Teil III: Das Lehrbuch für die Meisterprüfung (kaufmännisch, betriebswirtschaftlicher und rechtlicher Teil). 42., überarbeitete Auflage, Düsseldorf 2017

Semper, L.; Gress, B.: Die Handwerker-Fibel: Band 4: Berufs- und Arbeitspädagogik - Zur Vorbereitung auf Meisterprüfung Teil IV / Ausbildereignungsprüfung. 56. überarbeitete Auflage, Bad Wörishofen 2018

Bundesministerium für Wirtschaft und Energie (BMWi, Auftraggeber): Gründungspotenziale von Menschen mit ausländischen Wurzeln. Entwicklungen, Erfolgsfaktoren, Hemmnisse. November 2017 (Online: https://www.bmwi.de/Redaktion/DE/Publikationen/Studien/gruendungspotenziale-menschenauslaendische-wurzeln.pdf?__blob=publicationFile&v=13 (Zugriff: Dezember 18)

Bundesministerium für Wirtschaft und Energie (BMWi - Herausgeber): Gründerzeiten 07. Businessplan. Berlin, April 2018 Online: http://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten07.pdf?__blob=publicationFile (Zugriff Dezember 18) sowie weitere Materialien für Existenzgründer unter <https://www.existenzgruender.de/DE/Gruendung-vorbereiten/Businessplan/inhalt.html>

Bundesministerium für Wirtschaft und Energie (BMWi - Herausgeber): Unternehmensnachfolge - Die optimale Planung. Berlin, August 2018 Online: <http://www.existenzgruender.de/SharedDocs/Downloads/DE/Broschueren->

Flyer/Unternehmensnachfolge-optimale-Planung.pdf?__blob=publicationFile (Zugriff Dezember 18)

Bundesministerium für Wirtschaft und Energie (BMWi - Herausgeber): Starthilfe - Der erfolgreiche Weg in die Selbstständigkeit. Berlin, November 2018 Online: <https://www.existenzgruender.de/SharedDocs/Downloads/DE/Broschueren-Flyer/Starthilfeerfolgreiche-Weg-Selbststaendigkeit.html> (Zugriff: Dezember 18)

Bundesministerium für Wirtschaft und Energie (BMWi - Herausgeber): Overview. GründerZeiten no. 17 "Gründungskonzept/Businessplan". http://www.existenzgruender.de/SharedDocs/Downloads/EN/Checklisten-Uebersichten/Overview-no-12.pdf?__blob=publicationFile

Entwicklungsgesellschaft für berufliche Bildung mbH (ebb) (Hrsg.): Gründende und Selbstständige mit Migrationshintergrund: Die unterschätzte Wirtschaftskraft. Fachpublikation des Förderprogramms Integration durch Qualifizierung (IQ). iQ konkret, Ausgabe 03/2012 <https://www.netzwerk-iq.de/publikationen/iq-konkret/iq-konkret-032012.html>

IQ Fachstelle Migrantenökonomie, Institut für Sozialpädagogische Forschung Mainz e.V. (Hrsg.): Business Plan Workbook Business Plan to fill out - Business Plan zum Eintragen. Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ), Mainz Stand 6/2018 <https://www.netzwerk-iq.de/migrantenoe-konomie-staerken/fuer-die-praxis/business-planworkbook.html>

IQ Fachstelle Migrantenökonomie (Hrsg.): Gründungen durch Migrantinnen. Migrantenökonomie kompakt (Publikationsreihe). Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ) Ausgabe 7 August 2018 https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoe-konomie/Flyer_Migranten%C3%B6k_kompakt/Migrantenoe-konomie_kompakt_07_Aug2018_FSMOE.pdf

IQ Fachstelle Migrantenökonomie (Hrsg.): Social Entrepreneurship. Migrantenökonomie kompakt (Publikationsreihe). Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ) Ausgabe 6 Juli 2018 <https://www.netzwerk->

iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoeconomie/Flyer_Migranten%C3%B6konomie_kompakt/Migrantenoeconomie_kompakt_06_Jul2018_FSMOE.pdf

IQ Fachstelle Migrantenökonomie (Hrsg.): Beratungskonzept für eine migrantische Gründungsunterstützungsstruktur. Migrantenökonomie kompakt (Publikationsreihe). Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ) Ausgabe 5 Juni 2018 https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoeconomie/Flyer_Migranten%C3%B6konomie_kompakt/Migrantenoeconomie_kompakt_05_Jun2018_FSMOE.pdf

IQ Fachstelle Migrantenökonomie (Hrsg.): Selbständigkeit von Geflüchteten Personen. Migrantenökonomie kompakt (Publikationsreihe). Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ) Ausgabe 3 April 2018 https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoeconomie/Flyer_Migranten%C3%B6konomie_kompakt/Migrantenoeconomie_kompakt_03_Apr2018_FSMOE.pdf

Raabe, Melanie: IQ-Projekt - XeneX-Existenzgründungsberatung. Veröffentlichung des Projekts XeneX im Rahmen des Netzwerkes Integration durch Qualifizierung (IQ). Nürnberg 2014 (https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ_Publikationen/Good_Practice/IQ_GP_2014_XeneX_Existenzgruendung.pdf)

RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RWK Kompetenzzentrum (Hrsg.): Einfach gründen in Deutschland! Informationen und Beratungsangebote für internationale Fachkräfte, Migranten und geflüchtete Personen / Founding a Company in Germany - Information and advice for international skilled workers, migrants and refugees. Veröffentlichung durch IQ Fachstelle Migrantenökonomie im Rahmen des Förderprogramms "Integration durch Qualifizierung (IQ)". Eschborn August 2016 https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoeconomie/Brosch%C3%BCren/Leitfaden_einfach_gruenden_in_Deutschland.pdf

Bundesministerium für Wirtschaft und Energie (BMWi - Herausgeber): Gründer-Zeiten Nr 10: **عضومٌ بِيجرت مامتهاو** / Gründungen durch Migrantinnen und Migranten. Berlin, März 2016 <https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten-10Arabisch.html>

English-language literature and sources:

DSW (Deutsche Stiftung Weltbevölkerung): Entrepreneurship Development Training Manual. June 2014. https://www.dsw.org/uploads/tx_aedswpublication/ENTREPRENUERSHIP_TRAINING_MANUAL.pdf (especially: Module 2 - Understanding basic concepts of entrepreneurship; Module 3: Generating a Business Idea, Module 4: Developing a Business Plan)

Rašković, M.: Manual for delivering an entrepreneurial workshop. Biznisnova - center for proactive business (Publisher): Co-Founder: European Commission Education, Audiovisual and Culture Executive Agency (EACEA) Online: <http://www.smarts-up.com/wp-content/uploads/2017/09/Manual-for-Delivering-Entrepreneurial-Workshops.pdf> (accessed in december 2018) Prepared By Global Agriculture Innovation And Solutions YWCA Compound, Yambio County, Gbudue State, South Sudan: Training Manual on Business Management, Accounting Bookkeeping and Entrepreneurship

IQ Fachstelle Migrantenökonomie, Institut für Sozialpädagogische Forschung Mainz e.V. (Hrsg.): Business Plan Workbook Business Plan to fill out - Business Plan zum Eintragen. Veröffentlichung im Rahmen des Förderprogramms Integration durch Qualifizierung (IQ), Mainz Stand 6/2018 <https://www.netzwerk-iq.de/migrantenoe-konomie-staerken/fuer-die-praxis/business-planworkbook.html>

RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum (Hrsg.): Einfach gründen in Deutschland! Informationen und Beratungsangebote für internationale Fachkräfte, Migranten und geflüchtete Personen / Founding a Company in Germany - Information and advice for international skilled workers, migrants and refugees. Veröffentlichung durch IQ Fachstelle Migrantenökonomie im Rahmen des Förderprogramms "Integration durch Qualifizierung

(IQ)". Eschborn August 2016 https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/Fachstelle_Migrantenoeconomie/Brosch%C3%BCren/Leitfaden_einfach_gruenden_in_Deutschland.pdf

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European Commission: Support to SMEs and entrepreneurs - networks. Online: https://ec.europa.eu/growth/smes/support/networks_en

Federal Ministry for economic Affairs and Energy (Germany): business start-up portal. <https://www.existenzgruender.de/EN/Home/inhalt.html>

4.3 | Examination regulations for the Entrepreneurship training

Introduction

In Germany, the comprehensive entrepreneurship training shall be completed with a certified further training examination. Thus, the examination regulation in the German Crafts Code of March 1, 2016 for the officially recognised advanced training as certified business management specialist is used (Regulation for advanced training as business management specialist in craftsmanship⁴⁶).

Based on this, the following tasks shall be completed in the other two participating project countries:

- a. A corresponding officially recognised further training degree shall be adopted, if legally possible.
- b. If the adoption of an officially recognised further training degree is legally not possible, the training should be completed in form of a certified examination.

⁴⁶ www.gesetze-im-internet.de/handwfwfortbpriv/HandwFWFortbPrV.pdf

In order to achieve mutual international recognition of the degree despite different legal arrangements, a recognition procedure is to be developed and coordinated with the project partners and responsible bodies.

German Examination Regulations

The German examination regulation consists of two independent examinations:

1. The instructor-qualification exam.
2. Successful completion of this examination is a prerequisite for admission to the certified business management specialist exam.

The curriculum for the entrepreneurship training prepares participants for both exams.

Instructor-Qualification Exam - Instructor-Qualification Regulation⁴⁷

§ 1 Scope

Instructors must prove that they have acquired the vocational and occupational education skills, knowledge and abilities required by the Vocational Training Act for training in recognised skilled occupations. This does not apply to training in the field of liberal professions.

§ 2 Vocational and Occupational Education Qualification

The vocational and occupational education qualification includes the competence to plan, carry out and control vocational training independently in the following fields of action:

1. Check educational requirements and plan vocational trainings,
2. Prepare vocational trainings and assist in the recruitment of trainees,
3. Carry out vocational trainings, and
4. Complete vocational trainings.

⁴⁷ A service of the Federal Ministry of Justice and Consumer Protection in cooperation with juris GmbH - www.juris.de The German examination regulations of January 21, 2009 are presented below in such a way that they can also be used in other countries.

§ 3 Fields of Action

- (1) The field of action according to §2 number 1 includes the vocational and occupational education qualification to check educational requirements and plan vocational trainings. Hence, instructors are able to
 1. present and substantiate the advantages and benefits of in-company vocational training,
 2. participate in planning and decision-making with regard to the company's need for vocational training based on legal, operational and collective agreement framework conditions,
 3. outline the structures of the vocational training and education system and its interactions,
 4. select skilled occupations for the company and substantiate this decision,
 5. assess the suitability of the company to carry out vocational training in the selected occupation, as well as evaluate whether and to what extent training content can be realised by activities outside the training institution, in particular joint, inter-company, and external trainings,
 6. assess the possibilities of using preparatory measures for vocational training, and
 7. coordinate the tasks of those working on the training in the company, taking into account their functions and qualifications.
- (2) The field of action according to §2 number 2 includes the vocational and occupational education qualification to prepare vocational trainings considering organisational and legal aspects. Hence, the instructors are able to
 1. draw up a company-specific vocational training plan based on training regulations that is oriented in particular to typical work and business processes,
 2. consider the possibilities of participation and co-determination of company interest groups in vocational training,
 3. determine the need for cooperation and coordinate the content and organisation with the cooperation partners, in particular with the relevant vocational school,
 4. apply criteria and procedures for the selection of trainees, also taking into account their diversity,
 5. prepare the vocational training contract and arrange for it to be registered with the competent body, and

6. assess whether parts of the vocational training can be completed abroad.
- (3) The field of action according to §2 number 3 includes the vocational and occupational education qualification to promote independent learning in job-typical work and business processes in a practice-oriented approach. Hence, the instructors are able to
1. create conditions conducive to learning and a motivating learning culture, give and receive feedback,
 2. organise, design and evaluate the probationary period,
 3. develop and shape company-specific learning and work tasks from the company vocational training plan and the job-typical work and business processes,
 4. select and use training methods and media according to target groups and specific situations,
 5. support trainees in case of learning difficulties by designing personalised trainings and give learning guidance, use aids to support training if necessary and consider the possibility of extending the training period,
 6. offer trainees additional training, in particular in form of additional qualifications, and consider the possibility of shortening the duration of the vocational training and early admission to the final examination,
 7. foster social and personal development of trainees, identify problems and conflicts in good time and work towards a solution,
 8. determine and evaluate performances, analyse performance assessments of third parties and test results, conduct assessment interviews, draw conclusions for the further course of the vocational training, and
 9. foster intercultural competences.
- (4) The field of action according to §2 number 4 includes the vocational and occupational education qualification to lead vocational trainings to a successful conclusion and show the trainee perspectives for his/her professional development. Hence, the instructors are able to
1. prepare trainees for the final or journeyman's examination, considering the examination dates, and lead the training to a successful conclusion,
 2. ensure that the trainees are registered for examinations with the competent body and draw their attention to operational particularities,
 3. participate in the drafting of a written certificate for the trainee based on the performance assessments, and

4. inform and advise trainees about company development paths and career development opportunities.

§ 4 Proof of Qualification

- (1) The qualification according to § 2 has to be proven in an examination. The examination consists of a written and a practical part. The examination is passed if each part has been assessed as at least "sufficient". Within an examination procedure, a failed examination can be repeated twice. In this case, a passed part of the examination part can be accredited.
- (2) In the written part of the examination, case-related tasks from all fields of action shall be covered. The written examination shall last three hours.
- (3) The practical part of the examination consists of a presentation of a vocational training situation and an expert discussion with a total duration of no more than 30 minutes. To this end, the candidate selects a typical vocational training situation. The presentation should not exceed 15 minutes. The selection and design of the vocational training situation must be justified in the expert discussion. In place of the presentation, a training situation can also be carried out practically.
- (4) In the field of agriculture and in the field of home economics, the practical part consists of carrying out a training situation to be chosen by the examinee in coordination with the examination board and an expert discussion in which the selection and design of the training situation must be justified. The practical part of the exam should last no longer than 60 minutes.
- (5) The competent body shall establish an examination board for the purposes of conducting the examination. § 37 paragraph 2 and 3, § 39 paragraph 1 sentence 2, §§ 40 - 42, 46 and 47 of the Vocational Training Act apply accordingly.

§ 5 Certificate

A certificate must be issued for each passed examination in accordance with Annexes 1 and 2.

§ 6 Other Certificates

- (1) Anyone who has passed the examination in accordance with an instructor-qualification regulation in force prior to the entry into force of this regulation, which was issued based on the Vocational Training Act, is considered

suitable for vocational education and training in terms of vocational and occupational education within the meaning of this regulation.

- (2) Anyone who has demonstrated his or her vocational and occupational education qualification by completing a master craftsman examination or another examination for continuing vocational training in accordance with the Crafts Code or the

Vocational Training Act is considered suitable for vocational education and training in terms of vocational and occupational education within the meaning of this regulation.

- (3) Any person who has passed any other state or state-recognised examination or an examination conducted by a public body which meets the content requirements specified in § 3 in whole or in part may, upon application, be exempted from the examination pursuant to § 4 in whole or in part by the competent authority. The competent authority shall issue a confirmation thereof.
- (4) The competent authority may, upon application, exempt the applicant from submitting evidence of the acquisition of vocational and occupational education skills, knowledge and abilities, provided that evidence of vocational and occupational education qualifications is provided by other means and if proper training is ensured. The competent authority may impose conditions. Upon request, the competent authority shall issue a confirmation to this effect.

§ 7 Continuation of the Instructor Activity

Persons who were active as trainers within the definition of § 28 paragraph 1 sentence 2 of the Vocational Training Act prior to August 1, 2009 are exempt from providing documentation in accordance with §§ 5 and 6 of this regulation, unless the previous training activities have led to objections with a request by the competent authority to rectify deficiencies. If, upon request, the deficiencies have been rectified and no hazards to proper training are to be expected, the competent authority may exempt the applicant from providing documentation in accordance with §§ 5 and 6; the body may impose conditions.

§ 8 Transitional Arrangement

Examination procedures that have already begun can be completed by July 31, 2010 in accordance with the current regulations. The competent body may, at the request

of the applicant, conduct the re-examination pursuant to this regulation; § 4 paragraph 1 sentence 5 shall not apply in this case. In addition, it is possible to request the application of the former regulations when registering for the examination until April 30, 2010.

§ 9 Entry into Force, Expiration

This regulation enters into force on August 1, 2009.

Annex 1 (to § 5)

Template

.....

(Designation of the competent body)

Certificate Mr./Mrs.

..... born on

..... in

has passed the examination according to the instructor-qualification regulation of January 21, 2009 (BGBl. I S.88) on The vocational and occupational education skills, knowledge and abilities as defined by § 30 of the Vocational Training Act have thus been certified.

Place/Date

Signature(s) (Stamp of the competent body)

Annex 2 (to § 5)

Template

.....

(Designation of the competent body)

Certificate Mr./Mrs.

..... born on

..... in

Has passed the examination according to the instructor-qualification regulation of January 21, 2009 (BGBl. I S.88) on with the following results: Points Grade

1. Written examination part
2. Practical examination part

The vocational and occupational education skills, knowledge and abilities as defined by § 30 of the Vocational Training Act have thus been certified.

Place/Date

Signature(s) (Stamp of the competent body)

Certified Business Management Specialist Exam - Regulation on the examination for the recognised advanced training qualification Certified Business Management Specialist⁴⁸

§ 1 Objective of the Examination and Title of the Advanced Training Qualification

- (1) The examination to obtain the recognised advanced training qualification of certified business management specialist shall prove the expansion of professional capacity to act with the goal of professional advancement.
- (2) The examination shall be carried out by the competent authority.⁴
- (3) By expanding his or her professional capacity to act, the certified business management specialist is to be able to lead independently and responsibly the business and administrative areas of crafts enterprises as well as other small and medium-sized enterprises according to the respective enterprise goals, to shape and control processes as well as to guide employees in this regard. The following tasks in particular belong to the extended professional capacity to act:
 1. analyse macroeconomic and legal framework conditions and developments as well as make proposals to optimise competitiveness,
 2. support the development and implementation of strategic company goals,
 3. develop marketing concepts and align procurement, customer management and sales with them,
 4. manage operational accounting, controlling, financing and investments,
 5. analyse and optimise procurement, production and service processes economically,
 6. shape human resources,
 7. lead, motivate and encourage employees, and
 8. prepare, organise, carry out and complete vocational training.
- (4) The proof of qualification according to § 3 paragraph 1 number 1 and the successfully passed examination according to § 3 paragraph 1 number 2 will

⁴⁸ www.gesetze-im-internet.de/handwfwfortbpriv/HandwFWFortbPrV.pdf. The German examination regulations of March 1, 2016 are presented below in such a way that they can also be used in other countries. ⁴ In the case of Germany, the relevant chamber.

jointly result in the recognised advanced training certificate "Certified Business Management Specialist according to the Crafts Code".

§ 2 Examination Admission Requirements

- (1) The following documentation has to be provided to be admitted to the examination:
 1. a successfully completed final examination in a recognised three-year business trades occupation and one year of professional experience,
 2. a successfully completed final examination in a recognised two-year business trades occupation and two years of professional experience,
 3. the recognised advanced training certificate as certified specialist for commercial management,
 4. a successfully passed master craftsman examination,
 5. a recognised advanced training degree according to a regulation based on the Vocational Training Act as industrial master craftsman or technical specialist or a degree as state-certified technician,
 6. obtaining at least 90 ECTS points in a business management degree and at least two years of professional experience, or
 7. at least five years of professional experience. The professional experience must have significant references to the tasks listed in § 1 paragraph 3.
- (2) Notwithstanding paragraph 1, a person who, by presenting certificates or by other means, demonstrates that he or she has acquired skills, knowledge and abilities comparable to the professional capacity to act and justify the admission to the examination, shall also be admitted to the examination.

§ 3 Sections of the Advanced Training Degree

- (1) The following is required to qualify as a certified business management specialist in accordance with the Crafts Code:
 1. Proof of acquisition of the vocational and occupational education qualifications in accordance with § 4, and
 2. successful completion of the examination of the advanced training-specific business qualifications in accordance with § 5.
- (2) The examination certificate of the qualifications referred to in paragraph 1 number 1 shall be submitted at the latest before the beginning of the last examination component of the exam as referred to in paragraph 1 number 2.

The candidate must complete the entire examination referred to in paragraph 1 number 2 within two years after taking part the first examination component of the examination according to paragraph 1 number 2.

§ 4 Proof of Vocational and Occupational Education Qualifications

The candidate must prove that he or she has acquired the vocational and occupational education qualifications by

1. a successfully passed examination of the instructor-qualification regulation of January 21, 2009, or
2. another successfully completed and comparable examination before a public or staterecognised educational institution or before a state examination board.

§ 5 Fields of Action of the Business Qualifications Specific to the Advanced Training In the examination of the advanced training-specific business qualifications according to § 3 paragraph 1 number 2, the following fields of action are examined:

1. Analysing and promoting the competitiveness of companies,
2. Strategic marketing,
3. Designing business accounting, controlling, financing and investments,
4. Human resources and personnel management, and
5. Analysing and optimising processes from a business point of view.

§ 6 Field of Action “Analysing and Promoting the Competitiveness of Companies”

- (1) In the field of action "analysing and promoting the competitiveness of companies" the candidate should prove that he or she is able to assess fundamental macroeconomic interactions and their significance for the company practice. He or she should understand operational functions and functional areas as well as their interaction within the company. Furthermore, he or she should understand and observe the legal context.
- (2) Within this framework, the following can be examined:
 1. Consideration of the importance of companies in the macroeconomic performance,

2. Assessment of macroeconomic interrelationships and evaluation of their significance and influences on the company goals,
3. Support of the development and implementation of strategic corporate goals,
4. Evaluation of operational functions and interpretation of their interaction in the context of corporate goals,
5. Support of business start-ups and various forms of cooperation and, in particular, taking into account corporate legal forms in the further development of the company, and
6. Adherence to and application of legal provisions of civil law, trade and handicraft law, commercial and competition law within the company and in relation with customers and suppliers as well as the basic principles of tax law.

§ 7 Field of Action “Strategic Marketing”

- (1) In the field of action "strategic marketing" the candidate should prove that he or she is able to assess the importance of marketing and participate in the creation of a marketing concept. This includes the development of a marketing concept ranging from environmental and company analysis to implementation, control and follow-up.
- (2) Within this framework, the following can be examined:
 1. Development and justification of marketing goals with the help of market, environmental and company analysis,
 2. Preparation of marketing strategies using marketing tools and developing marketing concepts,
 3. Categorisation of marketing strategies and functions as well as marketing instruments, implementation of marketing concepts and exploiting the opportunities offered by digital marketing and e-business,
 4. Participation in sales controlling, and
 5. Establishment, implementation and maintenance of a Customer-Relationship Management system (CRM).

§ 8 Field of Action “Designing Business Accounting, Controlling, Financing and Investments”

- (1) In the field of action “designing business accounting systems, controlling, financing and investments” the candidate should prove that he or she is able to design the company accounting system under consideration of legal requirements and the interrelationships and dependencies of commodity and financial processes.
- (2) Within this framework, the following can be examined:
 1. Design of financial accounting in compliance with the principles of proper accounting and preparation of it for decision making,
 2. Design of cost and performance accounting and preparation of the results for decision making,
 3. Carrying out of planning calculations and preparation of analyses derived from them,
 4. Use of controlling as an essential instrument of corporate management,
 5. Carrying out of investment calculations and draw up as well as explanation of financing proposals, and
 6. Drafting of liquidity planning and ensuring liquidity security, in particular by means of receivables management.

§ 9 Field of Action “Human Resources and Personnel Management”

- (1) In the field of action “human resources and personnel management” the candidate should prove that he or she is able to communicate and cooperate with employees in a goal-oriented manner, use methods of communication and conflict management appropriate to the situation and take ethical principles into account. In addition, the candidate should prove that he or she can lead, motivate, select, promote and adequately deploy employees, taking into account the legal and operational framework and corporate objectives.
- (2) Within this framework, the following can be examined:
 1. Development of concepts for establishing and expanding a corporate culture, preparation of those concepts for the decision-making process and support of the implementation processes,
 2. Alignment and implementation of personnel planning taking strategic corporate goals into account,

3. Development and implementation of a personnel marketing concept, definition of criteria for personnel selection, recruitment of employees,
4. Conclusion and termination of contractual relationships to ensure personnel requirements,
5. Performance of personnel assignments in compliance with individual and collective labour law and other legal provisions,
6. Alignment of personnel development with the strategic goals of the company while recognising and promoting the potential of employees,
7. Carrying out of personnel administration, in particular remuneration taking into account incentive and remuneration systems, in compliance with the applicable tax and social law provisions, and
8. Mastering of leadership models and instruments for HR management and put them into practice.

§ 10 Field of Action “Analysing and Optimising Processes from a Business Point of View”

- (1) In the field of action “analysing and optimising processes from a business point of view” the candidate should prove that he or she is able to present and analyse production, procurement and service processes from a business point of view, considering operational and production-dependent specifications, to point out optimisation potentials and to develop decision-making templates for operational process improvements.
- (2) Within this framework, the following can be examined:
 1. Identification and analysis of operational processes and identification of potential for improvement,
 2. Development of and reflection on measures to improve processes and corresponding decision documents, taking quality standards into account, and
 3. Preparation of investment planning for the development, maintenance, strategic improvement and optimisation of processes based on operational data.

§ 11 Structure of the Examination of the Advanced Training-Specific Business Qualifications The examination of the advanced training-specific business qualifications is divided into

1. a written exam, and
2. an oral exam.

§ 12 Written Exam

- (1) The written exam consists of three parts. The tasks of the three written exam parts are formulated as open questions and derive from the description of a work-related situation. The tasks refer to
 1. fields of action of §§ 6 and 7 in combination with field of action § 10 in the first part of the exam,
 2. field of action § 8 in combination with field of action § 10 in the second part of the exam, and
 3. field of action § 9 in combination with field of action § 10 in the third part of the exam.
- (2) The length of the written exam is 180 minutes.
- (3) The written exam is passed, if every part of the exam is evaluated at least as “sufficient”.
- (4) In case of a deficient performance in one examination component, an additional oral examination must be offered for this part of the examination. In case of an insufficient or multiple deficient or insufficient performances, no additional oral examination is possible. The task of the additional oral examination must be taken from the field of action in which the participant received only a deficient grade. The additional oral examination shall be application-oriented and last no longer than 20 minutes. Both, the assessment of the written and additional oral examination, are combined into one grade, whereby the assessment of the written examination is weighed double.

§ 13 Oral Exam

- (1) Condition for taking the oral exam is the completion of all components of the written exam.
- (2) The oral exam consists of a presentation and an expert discussion based on the presentation. The examinee shall prove that he or she is able to communicate and present adequately and professionally.
- (3) The examinee selects the fields of action of one component of the written exam according to § 12 paragraph 1 number 1-3 as an examination topic.

The examination board presents the exam tasks to the examinee on the exam day.

- (4) The preparation period for the oral exam is 30 minutes. The oral exam should last no longer than 30 minutes of which a maximum of 10 minutes should be used for the presentation.
- (5) The assessment of the expert discussion shall be weighed double in the overall assessment of the oral exam.

§14 Exemption from Individual Parts of the Examination

The exemption from individual parts of the examination is possible when providing appropriate documentation on previously acquired skills.

§15 Evaluation and Passing of the Examination, Determination of the Overall Grade

- (1) The performances in the individual written exam components and the oral exam shall each be rated with points.
- (2) The overall examination is passed if each of the three written exam components and the oral exam have been assessed at least as “sufficient”.
- (3) The overall grade is calculated by taking the arithmetic mean of the scores achieved in the three written exam components and the oral examination.

§ 16 Certificates

If the examination of the advanced training-specific business qualifications has been passed and proof of the acquisition of the qualifications according to § 3 paragraph 1 number 2 has been submitted, the competent authority shall issue two certificates. One of these certificates states the name of the advanced training qualification according to § 1 paragraph 4.

The other certificate shall additionally indicate at least the following:

1. the fields of action according to § 5,
2. the examination results according to § 15 paragraphs 1 and 3,
3. proof of vocational and occupational education qualifications in accordance with § 4, and
4. exemptions according to § 14; each case of exemption must state the place, date and name of the examination board of the examination taken elsewhere.

§ 17 Re-examination of the Advanced Training-Specific Business Qualifications

- (1) A failed examination can be repeated twice. The examinee has to request the reexamination at the competent body.
- (2) Any person applying for a re-examination of the written exam within two years after the day on which the initial examination was not passed, must be exempt for those parts of the examination which were assessed at least as “sufficient” in the previous examination.
- (3) On request, if a failed examination component is repeated, an already passed examination component can also be repeated. In this case, only the result of the reexamination applies.

§ 18 Entry into Force

This regulation enters into force on April 1, 2016.

The passing of the instructor-qualification exam entitles the examinee to the title of “Instructor” (dt. Ausbilder). The instructor-qualification exam must be passed before the certified business management specialist exam can be taken.

The passing of the certified business management specialist exam entitles the examinee to the title of “Certified Business Management Specialist” (dt. Kaufmännischer Fachwirt/Kaufmännische Fachwirtin).

Both examinations can be conducted by a joint examination board (also directly one after the other), taking into account the respective provisions regarding the composition of the examination board.

Applications in the Partner Countries of the Project

Austria

To acquire the status of a qualified entrepreneur, Austria has introduced a tool in form of a professional further education training, called “Entrepreneur’s Skills Certificate”, which has proved highly successful. It will be used also in the qualification of migrants in this project. The training consists of the following modules:

- Module A - Basic Economic Knowledge
- Module B - Basic Economics

- Module C - Entrepreneurship Education
- Module UP - Entrepreneurial Examination under the Entrepreneur's Skills Certificate

The topics of the module UP⁴⁹ are harmonised with preparation provisions for commissioned module UP examination at territorial master craftsman examinations centres of the Austrian Federal Economic Chamber (WKO). Passing the modules A, B and C of the Entrepreneur's Skills Certificate entitles the participant to take the exam. Passing the exam before the examination board is equivalent evidence to the Entrepreneur's Skills Certificate.

“Entrepreneurial examination may be waived, if the examinee proves that he has successfully completed the Entrepreneur's Skills Certificate issued by the Austrian Federal Economic Chamber.” (Federal Law Gazette II No. 114/2004, Ch.8a).

Examination procedure and examination modalities of the module UP examination:

The module UP (UP = German abbr. for Entrepreneur Examination) is an examination by the board, which has to be taken at one of the nine master examination centres of the WKO in the federal territories of the Republic of Austria.

Exam registration by a school:

Notification and contact before the scheduled examination date at the proper master examination centre. The examination date and the examination organisation are within responsibility of the master examination centre that sends application forms either to the school or directly to the examinees.

⁴⁹ Wirtschaftskammer Österreich, Unternehmerführerschein, Modul UP (unternehmer-Prüfung), Syllabus, November 2014

Admission requirements:

1. Passing of the UF modules A, B and C and proof of the examination certificates in copy upon application.
2. Submission of the examination application six weeks prior to the exam date at a territorial examination centre of the WKO.
3. Payment of the examination fee of € 135, 00.

Examination procedure: Board examination at a territorial master craftsman examination centre of the WKO.

1. Candidates receive a written examination paper consisting of 3-10 exam questions from the UP module curriculum. The exam tasks consist of arithmetical problems, issues of knowledge and comprehension as well as complex case studies. At least one hour of preparation time is set for the candidate to answer the examination task.
2. At least one-hour preparation time is allocated not only to answer the written examination questions, but also to prepare by the candidate essential questions in the form of a presentation, either on a flipchart and/or on overhead slides and/or in electronic form. In particular, the calculation examples as well as the solution of case studies shall be presented to the examination board in a way that the board can clearly and comprehensively grasp the processing of the task and the steps taken.
3. Exam presentation: Candidates shall present their results in a 20-30-minute-long oral examination. Additional questions to prove comprehension and in-depth knowledge may be taken from the entire curriculum of the UP module, they and do not need to be exclusively related to the candidate's exam tasks.

Required resources:

- Spatially separated preparation room

- Supervisor in the preparation room
- Flipchart, flipchart pens, overhead projector, or PC with common presentation software - specified organisational procedures, especially the presentation media, are determined by the master examination centre and agreed with the school.
- Dedicated examination room for the board
- In the board exam room: flipchart, overhead projector or, if necessary, a PC with proper presentation software for the examinee examination presentations.

Permitted aids at the exam:

- Calculator
- Formula collection, standardised by the Master Examination Centre of the WKO (enclosed with examination details)
- Accounts code, standardised by the master examination centre (enclosed with examination details)

Formal process (examination organisation):

Candidates are scheduled to wait an hour in the preparation room, while each 20 minutes a new examinee joins them (e.g.: candidate 1 - at 08:00 a.m.; candidate 2 - 08:20 a.m.; candidate 3 - 08:40 a.m.). Following that rule, candidates enter the examination board room (e.g.: candidate 1 - at 9:00 a.m.; candidate 2 – at 9:20 a.m.; candidate 3 – at 9:40 a.m., ...).

Course contents of the module UP under the Entrepreneur’s Skills Certificate - The syllabus of the UP module under the Entrepreneur’s Skills Certificate covers the following fields:

Business law, introduction to business accounting, VAT law, corporate accounting (income statement, double-entry accounting, including key indicator analysis), corporate finance, taxation of income, bankruptcy and insolvency law, cost accounting and personnel costing.

According to the ordinance of the Austrian Federal Minister of Science, Research and Economy on examination of new entrepreneurs, these disciplines fulfil the requirements of entrepreneur examination (Austrian Entrepreneur Examination Act). Following are the educational and teaching tasks:

“Acquisition of expert knowledge and expertise, in particular, understanding of in-depth business and legal relationships to obtain the ability to independently manage a business in a commercial and profit-oriented manner”.

The syllabus of the UP module under the Entrepreneur’s Skills Certificate is governed by

Austrian law, in particular, by amendments to the Austrian Civil Code (ABGB), Austrian Enterprise Code (UGB), VAT Act (UStG), Federal Fiscal Code (BAO), Income Tax Act (EstG) and all further legally relevant parts of the curriculum of the UP module (Corporate Law, Purchase Contract Law, Accounting Regulations, etc.) and it is regularly adapted and updated. Candidates shall be prepared and examined according to the current legal status.

Hungary

The Hungarian education system distinguishes between school education, adult education and advanced vocational training. The training courses are officially classified into categories A, B, C and D.

Category A: training included in the National Qualifications Register.

Category B: registered vocational trainings

Category C: language trainings

Category D: training courses for competence development

The training carried out under the project New Entrepreneurs, is classified as D, i.e. mostly short, practice-oriented, competence-developing trainings which content needs accreditation. An accredited training facility is entitled to carry out such a training course.

Under the project “New Entrepreneur”, the Hungarian project partner IPOSZ has initiated the process of accreditation as training institution, and it will adapt and accredit all educational measures of the project to legal Hungarian conditions. Subsequently, these training courses may be passed on to companies not only involved in the project but also to third companies. Such type of a targeted, practice-oriented, short and effective training is a rarity on the Hungarian training market and will be a novelty in Hungary.

Of course, in Hungary various training courses for start-ups and companies are offered either by public or by private educational institutions, but they differ from the above-mentioned courses subject-wise and in duration. Due to their SME-approach, the trainings under the project consist of a variety of individual and unique elements and are so far unprecedented on the Hungarian training market.

For entrepreneurial education under the project, no state examinations can be conducted. Upon completion of the scheduled accreditation of the entrepreneur training, the dedicated training centre will issue own accredited certificates, thus, ensuring completion of entrepreneurial training with an accredited certificate that meets the companies’ labour market needs. Design and accreditation of the entrepreneurial training as well as the internal examination organisation will follow the curriculum developed in the project as well as the appropriate examination regulations.

Italy

There are no accredited courses in Italy, such as the entrepreneurship training provided by the “New Entrepreneurs” project, and yet diverse and broad educational opportunities in the field of entrepreneurship do exist, offering centres issue a certificate of attendance, however, as a rule, its “recognition value” depends on the reputation of the course offering educational institution.

In Italy, recognised certifications of further education are subject to specific entry requirements, e.g. with regard to educational pre-qualifications and already recognised existing degrees. However, under the project, all participants interested in participating in this training will be engaged, irrespective of their education level or similar criteria.

The only requirements are limited to the knowledge level of the Italian language and to the legal “migrant” status. Hence, a recognised certified degree is not possible.

Written and oral examination will be carried out and a certificate of attendance along with a certificate containing the examination results will be issued, following the provisions of the examination regulations.

Assessment in the Qualification Framework and International Recognition

A qualifications framework for the Baltic Sea Region was designed under the Leonardo project Leonardo “Baltic Education”⁵⁰. By means of the European Credit Transfer System of Vocational Education and Training (ECVET), this “BSR-QF” provided the basis for the evaluation of two craft occupations – “carpenter” and “painter”. ECVET is a system which allows to characterise qualification (knowledge, skills and competence) by transferable and accumulable learning units and to assign credit points to the learning outcomes. The BSRQF and the applied ECVET process for the two named occupations formed the basis for the evaluation of the developed entrepreneur education.

The Baltic Sea Region Qualifications Framework

The BSR-QF comprises eight qualification levels that take into account acquired skills from the European Higher Education Area (EHEA) plus vocational qualifications and competences.

This concept is consistent with the recommendations of the European Commission. Table 1 shows the elaborated proposal for the BSR-QF. The following presents a brief overview of the respective competence levels of the BSR-QF.

Competence level 1 – Basic education

Skills profiles to be reached at this stage are general basic training skills and they will not be counted to vocational training or academic education. Basic training is a

⁵⁰ Hanseatic Parliament: Baltic education, Hamburg 2008

prerequisite to gain access to higher qualification levels. The development of learning skills still requires resolute continued guided support. It is not possible to assign this skills level to a specific domain. Therefore, qualifications in this level are domain-independent.

Competence level 2 – No vocational training

Level 2 comprises the first level of vocational training (VET area). Qualifications at this stage are not specifically pronounced, since knowledge and skills are at an early stage of evolving. Methods and social skills are not yet domain-specific. 1 to 2-year qualification programmes, training phases and vocational training preparation phases are covered by this stage.

Competence level 3 – Lower vocational training

Level 3 covers complete vocational training from a training period of 2 to 4 years. Access to the competence level of a lower vocational training is possible after completion of a secondary school or after reaching the competence level 2. This involves professional skills, equivalent with an expertise level of an initial vocational training. The graduate has no or limited work experience. Qualifications at this level include a broad general education and an initial job specific expertise. Therefore, only specific parts of a domain will be covered in this qualification level. Completion of the skill level 3 is a precondition for achieving the competence levels 4 and 5.

Competence level 4 – Intermediate vocational education

Compared to Level 3, this level specifies a higher degree of professional and technical expertise. Vocational training qualifications, extensive advanced training, “Young master craftsman”, and long work experience are covered by this stage. The level in this field is relatively high and all parts of a professional domain are covered. Level 4 qualifications indicate great job specific knowledge and skills. In this level, a person can be regarded as a specialist who has the knowledge and skills to relatively independently solve problems. Finally, achieving level 4 along with extensive advanced training, allows a limited number of candidates with ambitious and superb qualifications to access an

academic bachelor level, without having previously obtained a general qualification for university entrance.

Competence level 5 – Higher vocational education

At this stage, candidates already have a formal vocational qualification as a master craftsman, including follow-up trainings; they have long professional experience and thus a high degree of technical expertise. Each part of a domain is covered at a high level, but without scientific expertise. Knowledge acquired by candidates at this competence level comprise autonomous learning, broad theoretical and practical knowledge. At this relatively high level of competence basic academic studies are touched upon. Completing of the competence level 5 with comprehensive, previous vocational education and further training (e.g. as “Master Craftsman Plus”) gives access to competence level 6, without having a general qualification for university entrance. It is possible to obtain credits for university entrance, based upon previously acquired knowledge (maximum 120 credit points). Nevertheless, persons who seek access to the bachelor level, have to pass an individual interview. Competence level 5 covers the short academic cycle with regard to the European Higher Education Area (EHEA). University students with circa 120 credit points are within competence level 5⁵¹.

Competence level 6 – Bachelor and other comparable education and skills

Candidates within this qualification range have already completed the first cycle of the EHR and the 5th level of vocational training. The academic bachelor’s degree is obtained by students who usually scored 180-240 credit points⁵². Level 6 qualifications feature advanced theoretical knowledge and skills. This also applies to individuals with completed vocational training and notably domain-oriented knowledge. Precondition for access to the competence level 6 is the general qualification for university entrance or similar sophisticated competences and skills within a domain-specific education.

⁵¹ cf. Ministry for Science, Technology, and Innovation (Eds.) (2005): *A Framework for Qualifications in the European Higher Education Area*. Bologna Working Group on Qualifications Frameworks. Copenhagen.

⁵² Ministry for Science, Technology, and Innovation (Eds.) (2005): *A Framework for Qualifications in the European Higher Education Area*. Bologna Working Group on Qualifications Frameworks. Copenhagen

Completing the qualification levels 4 and 5 also opens up access to the competence level 6.

Competence level 7 – Master and other higher qualification and skills

Having an outstanding domain-specific knowledge, candidates are at a significantly high level within this stage. They are highly qualified professionals, with advanced training and skills in a most deeply specific domain. Qualifications at this level include self-determined and theoretical learning. The master's degree is one of the conditions for reaching the third level of the academic cycle. Competence Level 7 is the second highest qualification of the EHR and the second highest level of the vocational training cycle.

Competence level 8 – PhD and other first-rate qualifications and skills

A PhD title is one of the highest academic degrees and it is the highest level within the EHR system. An academic person at this proficiency level is a professional and expert. Competence level 8 is the highest vocational training cycle to be reached by individuals. These persons have outstanding expertise and intellectual abilities in a most highly specific domain field. Persons at qualification level 8 have leadership skills and experience as well as potential for critical, methodical analyses, assessments and presentations.

The proficiency levels measure professional, personal skills, abilities and competences within a specific domain. It is a method to classify and assess qualifications in levels. It is not the acquired diplomas but skills that are subject to assessment in levels. Qualifications are understood as a set of skills. A competence is defined as the ability to meet tough requirements in a specific context. Competent execution or effective actions involve the mobilisation of expertise, cognitive and practical skills as well as social and behavioural components such as attitudes, emotions, values and motivations⁵³. Skills are more than school and work-related knowledge. It is therefore a

⁵³ D. S. RYCHEN/L. H. SALGANIK (2003): Key Competencies for a Successful Life and a Well-Functioning Society. DeSeCo Project report Summary, OECD, Paris, p. 2

consistent argument that (professional) skills comprehensively include social and personal competence. Skills, as they are set out in the BSR-QF, are not occupation-specific, but they are in fact aggregates⁵⁴. Hence, educational degrees were used in the project to describe, illustrate and classify skills. This increases the legitimacy among stakeholders, builds on familiar ways of thinking and classification patterns and enables easy, transparent and unbureaucratic description and understanding.

Baltic Sea Region Qualification Framework

Level	Education Degree	Framework for Qualification of the VET* area and EHEA**
1	<i>Basic Education</i>	-
2	<i>No Vocational Graduation</i> graduation/training after/for 1-2 years, and work and apprenticeship preparation phase (at the age of 15/16)	First cycle VET area
3	<i>Lower Vocational Graduation</i> certificate of apprenticeship (in 2-4 years), and no/limited professional or experience (certificate of apprenticeship + <5 years of profession experience)	Second cycle VET area
4	<i>Middle Vocational Graduation</i> long profession experience as skilled worker (certificate of apprenticeship + ≥5 years of profession experience); comprehensive further education; “young master craftsman” with	Third cycle VET area

⁵⁴ cf. BUNDESINSTITUT FÜR BERUFSBILDUNG (BIBB) (Eds.) (2005): *Fachlicher Prüfbericht zu den Grundbegriffen und Deskriptoren des Entwurfs für einen Europäischen Qualifikationsrahmen*. Bonn; and Hanf, Georg und Volker Rein (2005): *Towards a National Qualification Framework for Germany*. Federal Institute for Vocational Education and Training (BIBB), Bonn.

Level	Education Degree	Framework for Qualification of the VET* area and EHEA**
	no/limited professional experiences (<3 years of profession experience)	
5	<i>Upper Vocational Graduation</i> master craftsman with long profession experiences as master (≥3 years); “master craftsman plus”; long profession experiences and further education (certificate of apprenticeship + ≥8 years of profession experience); introductory study period	Fourth cycle VET area and short cycle academic area
6	Bachelor (academic bachelor’s degree) and other similar qualifications and competences	Fifth cycle VET area and first cycle academic area
7	Master (academic master’s degree) and other high qualifications and competences	Sixth cycle VET area and second cycle academic area
8	PhD and other very high qualifications and competences	Seventh cycle VET area and third cycle academic area

Structure and Assessment

The objective of the “Baltic Education” project was to develop, introduce and implement a system for mutual recognition of professional qualifications. This will be

achieved by using the European Credit Transfer System of Vocational Education and Training (ECVET)⁵⁵. ECVET is a system that enables describing qualifications by transferable and accumulable learning units (in the form of knowledge, skills and competence) and corresponding allocated credit units⁵⁶.

ECVET also perfectly complements the European Qualifications Framework⁵⁷. In its guidelines, the European Commission outlined the overall concept as follows:

- a) Focus on learning outcomes expressed in terms of knowledge, skills and competence;
- b) Based on a process of qualification;
- c) Adapted to the demands of lifelong learning and all learning contexts, on an equal footing;
- d) Geared towards the mobility of people⁵⁸.

Further ECVET consultation guidelines and regulations specify:

- a) Mobility of people undertaking training;
- b) Validation of the outcomes of lifelong learning;
- c) Transparency of qualifications;

⁵⁵ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 3

⁵⁶ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 3

⁵⁷ cf. EUROPEAN COMMISSION (EC) (2006): Implementing the Community Lisbon Programme. Proposal for a recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning. COM (2006) 479 final, 2006/0163 (COD), Brussels.

⁵⁸ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 5

- d) Mutual trust and cooperation between vocational training and education providers in Europe^{59,60}.

The experience and methods of ECVET in the project “Baltic Education”, form the basis for the evaluation of the entrepreneurship training of the “New Entrepreneurs” project. The entrepreneurship training is subdivided into the following modules:

- Modul 1 Preparing, carrying out and assessing business start-up or take-over activities
- Modul 2 Understanding the structure and key points of a business plan
- Modul 3 Analysing and promoting the competitiveness of companies
- Modul 4 Designing marketing according to strategic guidelines
- Modul 5 Planning and designing corporate accounting, controlling, financing and investments
- Modul 6 Designing Human Resource policies and managing personnel
- Modul 7 Independent planning, conducting and monitoring of vocational training
- Modul 8 Social Networks for Migrants and Refugees

All modules are classified as mandatory modules, in which certain knowledge and skills have to be acquired.

With regard to the BSR-QF, the entrepreneurship training is classified in level 5 "Higher Vocational Education".

⁵⁹ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 35

⁶⁰ ECTS corresponds to 8-10 teaching hours or 25-30 hours of total workload.

In the evaluation of the entire entrepreneurship training a maximum of 75 credit points is possible.¹⁷

Evaluation by credit points system

Modul number	Modul Name	Credit Points
1	Preparing, carrying out and assessing business start-up or take-over activities	6
2	Understanding the structure and key points of a business plan	6
3	Analysing and promoting the competitiveness of companies	10
4	Designing marketing according to strategic guidelines	10
5	Planning and designing corporate accounting, controlling, financing and investments	14
6	Designing Human Resource policies and managing personnel	14
7	Independent planning, conducting and monitoring of vocational training	12
8	Social Networks for Migrants and Refugees	3
Entrepreneurship Training total		75

Final Examination and International Recognition

After completing the practical tests of the entrepreneurship training in Austria, Italy and Hungary, examination regulations were designed and approved by the project consortium, leading to the official degree “Certified Business Management Specialist” (see Chapter 2). In this way, future realisations of the course can be completed with an appropriate final exam.

The following procedure was adopted for future application in the Baltic Sea Region countries. The project objectives cover the development and implementation of an entrepreneurship training and unified examination regulations in the different countries. In some countries there are already official examination regulations (e.g. in Germany) which cannot and should not be repealed or changed within the scope of the project. To master these challenges during the lifetime of the project the following solutions are pursued:

- For all of the entrepreneurship training unified examination regulations were developed. They include already identified areas of the Qualifications Framework, evaluations according to the “European Credit system for Vocational Education and Training” (ECVET) and the separate completion of the two parts of the entrepreneurship training.
- In countries with existing mandatory examination regulations, the final examination is conducted according to national law, leading to a national title accordingly.
- In countries without existing examination regulations, final examinations are conducted based on the developed unified examination regulations of the project.
- Examinations based on developed unified examination regulations lead to the titles
- “Instructor” and “Certified Business Management Specialist”.
- In the medium run (about four years), unified examination regulations shall be implemented, if possible, in all countries of the Baltic Sea Region.

International recognition

- a) Lecturers/examiners rate the courses by assigning credit points.
- b) Mutual recognition of completion in the project countries follows upon fulfilment of the following conditions:

- c) The two exams were passed.
- d) The evaluation of the course has yielded at least 60 credit points out of total 75 possible credit points (20% tolerance margin).
- e) Skills were acquired in all mandatory modules.

Documentation

Where they do not yet exist, each of the future participants will receive an EU education passport in which the final results are documented.

4.4 | Implementation Entrepreneurship Training

The basis for the entrepreneurship training in Austria was the proven educational programme "Entrepreneurial Driving Licence", which was geared to the conditions of refugees. The implementations in Italy and Hungary are based on the developed curriculum, which was adapted to the specific needs of the participants and the national conditions in each country.

4.4.1 | Entrepreneurship Training in Austria⁶¹

Acquisition and selection of participants

For the most part, the participants were already known in the run-up to the assessment on the basis of initial interviews. The following selection criteria were largely met:

- German language skills
- Entrepreneurial intentions
- Residence status

⁶¹ Prepared by Institut für Angewandte Gewerbeforschung

In total, almost 40 people with a refugee background were at least contacted.

20 participants were finally invited to the assessment. The preliminary information gathered about the participants varied in depth. In some cases there was hardly any previous knowledge, in other cases the application form and curriculum vitae were already available, and in other cases initial interviews had already been held in the run-up to the assessment where career prospects, German language skills, biographical and socio-economic data had been collected or participants had already been involved in measures of the project (German course, accompanying coaching) at the time of the assessment.

A total of 18 participants took part in the assessment.

Overview of the participants

Gender	4 female, 14 male
Country of origin	Syria: 9 Iraq: 3 Iran: 2 Afghanistan: 2 Egypt: 2
Age	33 years (rounded) Minimum: 18 Maximum: 59
Highest education level	EQF Level 5+: 10 EQF Level 4: 5 EQF Level 3: 2 Missing information: 1

Attendees at the assessment

Apart from the date of 22 November 2018, when two observers from the Hamburg University of Cooperative Education were present as one of the project partners, the other two dates were attended by one expert for each interview and a contact person familiar to the participants.

The experts

Three experts could be found:

- One person with training and experience as a management consultant and in turn also active as an independent entrepreneur.
- One person with entrepreneurial experience as a self-employed person with additional personal migration background.
- One person with education and experience in the field of migration management and professional integration of people with migration background.

The procedure

The first part of the assessment, the self-assessment questionnaire, was carried out with the majority of the participants in groups of maximum seven persons with an instructor in paper-pencil form. The questionnaire was gone through question by question and the participant was actively assisted in case of difficulties in filling it in. The rest of the participants completed the questionnaire in a 1:1 setting with the instructor due to unforeseen organisational difficulties regarding the availability of participants.

Example: A participant forgot the date and came later on request. With one exception, the evaluation of the questionnaire was carried out by two people, i.e. in accordance with the principle of dual control.

The second part of the assessment, the interview part, was conducted in stages. In the run-up to the interview, the experts were informed about the results of the self-

assessment by means of an overview of the results of the self-assessment. An overview with the following information was handed out: total number of points achieved, including classification in the respective result category, as well as an overview of the number of points achieved, indicating the maximum number of points achievable in the different observation dimensions. If already available, the interviewer was also presented with the participant's CV.

For the internal meeting following the interview, the participant was briefly sent out of the room to receive verbal feedback and recommendations.

At the end of the assessment session, the participants received a written summary of the results of the assessment with resulting recommendations.

The results

Of the 18 participants, 14 achieved results in the self-assessment in the highest category "Excellent understanding of business requirements". The remaining four participants achieved results in the second highest category "Good entrepreneurial skills".

With these results in terms of basic entrepreneurial potential, the following questions were clarified in the interviews:

- How promising can it actually be, considering the participant's current life situation, to consider the path of self-employment? Examples: Limited time resources of the participant due to current childcare obligations of underage children, health or special financial restrictions.
- To what extent does the participant's self-assessment correspond to the interviewer's observations? Examples: The participant's ideas about entrepreneurship or the targeted industry are realistic.
- How much potential does the interviewer attribute to the participant's entrepreneurial ideas? Examples: How elaborated and realistic are the ideas, how profiled are concrete steps of action reflected, to what extent are the circumstances of the Austrian economic system known and taken into account.

- Which recommendations regarding further measures would be beneficial for the participant? Examples: Measures to improve German language skills, deepening business management knowledge, building up work experience in the targeted sector, assistance in concretizing the next steps of implementation

Evaluation

- After the self-assessment was conducted in paper-pencil form, no evaluation of the online tool was carried out.
- An evaluation questionnaire was given to each of the three interviewers involved and returned to them.

Selection of a suitable training programme for corporate training

For the development and selection of a suitable company training tool, an internal cooperation between the WKO and the WIFI Vienna has been established.

After a screening of existing company courses and trainings, the decision was made in favour of the training model "company driving licence", which consists of 4 individual modules. The exact curriculum is shown in appendix 1 to 4. The advantages lie in the legally recognised final certificates - modules A, B, C up to the entrepreneur examination (module UP) and in the modular structure. This means that by successfully passing the individual module exams, graduates have an additional, well-founded economic qualification that is recognised throughout Europe. With the successful completion of the company examination, which is the company examination of module 5 of the master craftsman's examination, a sound basis and preparation for a company foundation is given.

The modules

Module A

- Business cycles
- The Market
- - Production of goods and services in companies of different Industries -

- Power generation in the Enterprise
- Career aspiration "entrepreneur"

Module B Personnel

- Determining variables of - contribution margin accounting - financing
- Money - marketing and legal studies
- State and budget
- Foreign Trade
- The European Union

Module C

- Company foundation
- Marketing
- Management, leadership and operations of different Industries
- Business plan
- Accounting and - Payment Cost accounting

Module UP

- Accounting and - Payment Cost accounting
- Taxes
- Personnel
- Contribution margin accounting National economy
- Funding
- Marketing and legal studies

Use of the bit media digital learning tool for modules A, B and C

After asking the 15 participants about their interest, bit media purchased the digital learning tool for the company audit as a support, so that the participants could deepen their knowledge of the course content while attending the courses.

The e-learning tool from bit media represents an established learning platform and offers officially approved learning materials for modules A, B and C of the entrepreneur driving licence in the form of an e-learning platform, which enables unlimited use of the learning content per participant.

Extract from the e-learning platform:



An access code to the platform was solved for each participant.

Implementation of modules A, B and C

The company training started with module A in March 2019 and ended with module C in June 2019. 15 participants were registered in total



Implementation of module UP

This module started in July 2019 and is the most complex and challenging one. It started with an introductory session and in August 2019 there was an intensive week for a good preparation. Also, additional trainings in September and one week before the exam took place. Examination in December 2019. This module was conducted on the premises of the WKO.



Examination

The examination of the modules A, B and C took place jointly. At the final examination of the UP module, which is equivalent to the entrepreneurial examination, an additional chairman of the examination committee was present. The participants got the questions and had one hour each for the written preparation for the oral individual examination.

Qualification of the trainers

With Ms. Andrea Steffal and Mr. Wunderl, two very competent, experienced and committed trainers could be found. Both have a lot of experience in dealing with people with an escape background and have been teaching for many years. Due to the respectful way of working and the way they treat the participants, a very good learning and working atmosphere was created within the group, which greatly facilitated learning. The participants enjoyed coming and most of them came regularly.

Experiences

At the beginning of the training 15 participants were registered, but in the course of the course some of them dropped out, either for professional reasons, because a job that was incompatible with the course times was taken, or for private reasons, because the living conditions became too difficult or simply the course content did not seem suitable. At the end of modules A and B 9 participants took the exam. A passed 5, one of them with good results and one with distinction, B passed only 3 at the first round, two of them with distinction. 3 of the participants* tried the exams a second time and 2 of them passed.

7 participants took the exam of module C, all but one passed.

7 participants attended the UP module regularly, almost 100% of them were present. In addition, the participants met outside the course to learn together in the rooms of the WKO, which we were able to make available to them and to accompany the joint learning. Unfortunately, one participant had to quit the course at the end of the course due to professional reasons. 4 took the exam in December 2019, 3 passed the exam, one of them with distinction, one of them broke off the exam, but will try again in spring, the other 2 participants will also take the exam again in spring 2020.

The selection of the trainer worked really well. They created a good learning atmosphere and were able to explain the extensive and challenging subject matter of setting up a company and motivate the participants.

In order to avoid so many course cancellations in the future and to motivate and encourage all participants to attend a binding course after registration, it would make sense to introduce a deposit system - each participant pays e.g. 100 Euro at the beginning of the course, after attending at least 80% of the course the deposit is refunded.

4.4.2 | Entrepreneurship Training in Italy⁶²

Introduction

As indicated in the previous report about the ““Motivation&Creativity Workshop”, T2I (trasferimento tecnologico e innovazione scarl) decided to change the target: instead of focusing on refugees, it has been chosen to address to persons with migration background that have been in Italy enough time to have good chances to start or take-over a business.

In fact, some of the preconditions for a successful start-up/takeover activity are the following: good integration level, good Italian language skills, available budget to invest in a business.

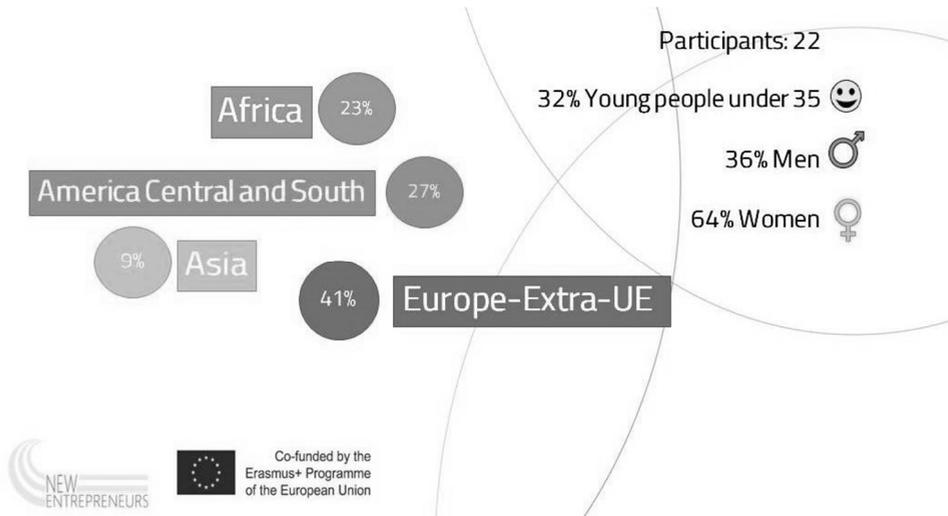
Then T2I decided to hold the Entrepreneurship Training in the Verona area, where T2I has other offices and a well-established network of potential users, thanks to core activities focused on training for start-uppers or new company founding.

The training in a nutshell

The Entrepreneurship Training was a comprehensive training course on entrepreneurship that involved the participants of the “Motivation&Creativity Workshop” in addition to other aspiring entrepreneurs with migration background.

⁶² Prepared by T2I - TRASFERIMENTO TECNOLOGICO E INNOVAZIONE SCARL

The group represented different nationalities:



None of them had previous entrepreneurial experiences.

The participants' ideas were several: breeding of rabbits, logistic services, banana flour trade, and handmade bracelets for social purposes. A small group of women from "Casa di Ramia" - an intercultural centre of women managed by the Municipality of Verona - shared the same project: a multi-ethnic catering.

The Entrepreneurship Training program was designed and validated by Servizio Nuova Impresa (New Enterprises Desk), starting from past-enhanced experiences. Moreover, it has considered expectations and elements observed during the "Motivation&Creativity Workshop".

The training modules concerned the most important topics that help participants to evaluate their entrepreneurial idea consciously:

- WHO I AM: professional experiences and entrepreneurial competencies/background;
- WHAT: product/service;

- TO WHOM: customers and competitors;
- HOW: key resources, key activities and key partners;
- HOW MUCH: financial and economic evaluation.

The first part of the training took place in Verona on the 22th and 29th May 2019 , as a full day training (8 hours). Two experts were involved with a professional background in supporting potential new entrepreneurs in starting their business: one with specific professional background in marketing and the other with financial and economic background.

The aim of this first part was to start providing basic knowledge and basic tools to turn an idea into an entrepreneurial project.

While the second part of the training aimed at helping all participants in setting and defining their own entrepreneurial project in more detail. They got a clearer picture of the actions they need to plan in order to pursue their entrepreneurial project. It was scheduled as follows:

- Financial, economic and fiscal knowledge and tools (12 hours)
- Web and social media marketing knowledge and tools (8 hours)
- Marketing knowledge and tools (16 hours)

The last part of the training was also dedicated to share the results and the opinions/comments of the participants. In addition, the needs of each participant have been considered to manage the following personalized advice session (individual coaching). Finally, according to the common need expressed by the participants, it was planned the latest workshop to deepen LinkedIn knowledge and its specific tools.

The workshop in a nutshell

Experts involved in the Entrepreneurship Training had both a professional background in supporting potential new entrepreneurs in starting their business and

competencies and experiences as trainers and facilitators. They have been selected among professionals that have been working for a long time with T2I.

Every lesson was organized in two different moments, one addressed to acquire more theoretical concepts and the other to learn by doing, alone or in small groups.

At the end of the training, all participants have focused their own entrepreneurial idea drawing up their Business Model Canvas and a basic Business Plan. Particular attention was dedicated to all participants, specifically to support them in better defining their own ideas, thanks to a tailor-made consultancy.

General comments

All participants showed great interest in the themes proposed and a good level of active involvement in the activities carried out.

The Entrepreneurship Training allowed participants to learn useful information and knowledge to:

- Self-assess the development of an entrepreneurial project verifying opportunities, risks and related costs;
- Identify and define a sustainable Business Model;
- Acquire greater awareness in the development of one's own business project;
- Focused reading of business opportunities on one's own market;
- Supervise the state of the art of their entrepreneurial project through the analysis and review of a business plan;
- Analyze customers' profile and develop a sales and promotion strategy;
- Organize the main items of a basic economic-financial plan;
- Identify and understand basic fiscal knowledge.

The experts managed the training in order to create a positive learning climate, based on a collaborative style and a fruitful sharing. Despite cultural differences, participants

have created a good teamwork, considering the training as a real chance for their projects and discussing together about their ideas.

Each of them is aware that he/she still needs to face some critical elements several elements in order to implement his/her entrepreneurial project and for some of them the strategic collaboration of key figures will be crucial. They focused their business idea and they were able to turn it into an operational development plan.

As it happened in other similar experiences with people with migration background, participants try as much as possible to contaminate their business idea, bringing in it some of the culture of their own Country.

Among others, we highlight Catalina's idea CHOCO'S FRESH ART HANDMADE, one of the most interesting project: she sells handmade bracelets made by Colombian inmates in prison. This project has two different social impacts: thanks to such bracelets, the inmates are able to work and spend their detention in a different way and they can reduce their punishment as well.



At the end of the training, an Evaluation Questionnaire was submitted and collected, involving both the participants and experts.

In addition, the participants have completed another Questionnaire provided by T2I, in order to collect details about their specific needs, to use as hints to develop and deliver a “tailored” consulting (individual coaching phase of the Project).



4.4.3 | Entrepreneurship Training in Hungary⁶³

The number of participants at the three days training financed by the New Entrepreneurs Erasmus + project, held on the 4th, 11th and 18th October 2019 was 22 persons per occasion. These were full day programmes with a lunch break. The venue, the technical conditions and catering were provided by the organizer IPOSZ (Hungarian Association of Craftsmen's Corporations) in excellent quality. The participants were satisfied with the venue and the catering.

Contents evaluation

During the 3x1 days of training each day a different topic was highlighted.

Day 1: Information on legal obligations during business start up, requirements for entering into legal obligations, and on legal framework. The instructor dr. Tibor Jármy is a capable lawyer with up-to-date legal knowledge, entrepreneur, working for numerous either public service or private companies as legal consultant. Participants were given accurate information on the relevant legislation governing the start-up of an enterprise. Additional information was provided by the instructor on the expected changes in legislation during 2020. Participant received information on contractual obligations, labour law and their application in a separate curriculum block. The instructor disseminated a workbook of his own design in order to facilitate the understanding.

Excerpt from testimonials:

„I received very accurate and well-understood information and the lessons learned will be substantial help in my future business.” (Budding entrepreneur)

„In my business the workload hardly permits for me to keep up-to-date with legal obligations. In this programme I got that, for me it was very useful.” (Manager of an up and running enterprise, participant)

⁶³ Prepared by Ipartestületek Országos Szövetsége

Day 2: Business economics, tax knowledge. The instructor, Zoltán Páricsi is an experienced one, he is senior officer of the policy unit at the Budapest Chamber of Commerce and Industry (BKIK). The large amounts of information he gave are based on experience. He built in his presentation information and support activities from his own practice. Participants received significant amounts and up-to-date knowledge on taxation during the training day. On financial knowledge, the instructor not only gave relevant information on company taxation, but also on labour law and tax obligations.

Excerpt from testimonials:

„In my operating business I work with 10 employees, the information given here will help me to „whiten” the labour related issues in my company.” (owner of a small painter company, participant)

„At university such information is given to us with little substantial value, here I could complement my knowledge. This may come in handy on my exams.” (university student, to be entrepreneur)

Day 3: The instructor gave lecture on management skills, on the relationship between HR and enterprise. István Drimál is an experienced entrepreneur, senior official of the training section at BKIK, an economist. In the programme he gave lecture on leadership fundamentals, on the application of socio-psychological aspects in business environment, and on the importance of management cooperation with employees. The characteristics of management styles and the issue of motivation were touched upon. In this latter topic self-motivation and the motivation of employees were equally emphasized. Questions related to manager’s self-awareness were also among the topics discussed in the training. Besides the presentation, during the training day there was interactive teamwork in small groups on the topics which had very positive reception from the part of the participants.

Excerpt from the testimonials:

„I enjoyed this day the best, because we could mingle with the others within the group. It had the benefit that I can communicate with others more easily now, which

will hopefully have its use during my negotiations after starting my business.” (university student, to be entrepreneur)

We had organized and prepared the training course in the spirit of the „Training to new entrepreneur” draft. We highlighted the topics needed to start a business or to consider starting a new business. In the current training there was a large number of participants who have recently started their own business and are experiencing the first difficulties in practice.

As this training course become an officially registered adult training programme, it is possible now to teach the whole or part of the 3-day course either at IPOSZ head-quarter or in any of the 180 craftsmen’s corporations in Hungary.

TRAINING PROGRAMME HUNGARY

1. The training programme

1.1.	Name of the training programme	Entrepreneurship
1.2.	National Training Register (NTR) ID	
1.3.	Vocational or language requirements ID	
1.4.	Type and level of the language training	
1.5.	Training programme registration number	E/001986/2019/D001

1.6.	Training objectives	<p>The aim of the training is to educate entrepreneurs mainly in the fields of law, taxation and administration.</p> <p>The contents of the modules provide a great review of the central operational and economic considerations which shall be taken into account by a founder or a successor of a company in order to increase its opportunities in the highly competitive market.</p>
1.7.	Target group	It is mainly the group of entrepreneurs or those with entrepreneurial ambitions who are interested in this topic and have viable idea.

2. Competencies

	Professional competencies
2.1.	Business Economics
2.2.	Improvement of leadership skills
2.3.	Strategic planning
2.4.	Marketing and basic marketing
2.5.	Financial planning and funding opportunities
2.6.	Basics of law, finance, accountancy, taxation, customs and social security
2.7.	Basics of work organisation and management
2.8.	Basics of employment and labour relations
2.9.	Basics of project management
	Personal competencies
2.10.	Communication skills

2.11.	Interoperability
2.12.	Self-knowledge
	Social competence
2.13.	Situation awareness
2.14.	Responsibility
2.15.	System approach
2.16.	Interpersonal skills
2.17.	Skills for maintaining human relationships
	Method competencies
2.18.	Reviewing
2.19.	Adequate and appropriate application of the knowledge
2.20.	Problem analysis and exploration
2.21.	Open attitude

3. Conditions for entering into the training programme

3.1.	Level of education	Not required.
3.2.	Professional qualification	Not required.
3.3.	Professional practice	Not required.
3.4.	Medical fitness	Not required.
3.5.	Previously required knowledge	Not required.
3.6.	Other	As regards the primary school completion, the participant shall have the basic skills of literacy. Commitment for the completion of the training programme is essential.

4. Conditions for participation in the training programme

4.1.	Recording of attendance	Participants are required to sign an attendance sheet as well as a progress log containing data regarding their absence.
4.2.	Allowable absence	20 percent of the consultations on the training.

4.3.	Other	For supported trainings there may be further conditions in the grant contract/cooperation agreement, while for trainings for employer's order there may be further conditions in the service contract concluded with the Customer.
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5. Scheduled period of training

5.1.	Number of theoretical lessons	18
5.2.	Number of practical lessons	6
5.3.	Total number of lessons	24

6. The form of education

(Trainings which are included in education areas A, B and D (it means these are either state-approved certification trainings based on the law on vocational training, supported other professional trainings, or supported other trainings) may be either individual, group work and distance learning programmes, while trainings in the education area C (it means that these are general language trainings and supported other language trainings) are based on consultations either individually or in group work.)

6.1.	The form of education	Group work
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7. Units of the teaching material

	Name of the unit of the teaching material	
7.1.	Basics of entrepreneurship (preparation of activities)	
7.2.	Basics of law	
7.3.	Basics of competitiveness	

7.1. Unit of the teaching material

7.1.1.	Name	Basics of entrepreneurship (preparation of activities)
7.1.2.	Objectives	The unit aims to review the preparation activities of starting firms or those being under takeover. Regarding the starting or takeover processes of firms the use of legal provisions especially civil law, corporate and company law.
7.1.3.	Content	<ul style="list-style-type: none"> • Legal forms • Self-employment • Partnerships • Criteria for selecting legal forms • Articles of incorporation • Legal capacity and contractual capacity • Legal transactions • Contract law, general contracts • Sales contract, employment contract, service and supply contracts, lease contract and its guarantees.
7.1.4.	Length	8 lessons
7.1.5.	Number of theoretical lessons	6
7.1.6.	Number of practical lessons	2
7.1.7.	Conditions of the issuance of the certificate of the completion of the teaching material unit	Requirements for the satisfactory level of qualification: <ul style="list-style-type: none"> • Allowable absence does not exceed 20 percent of the number of lessons • The participant shows continuous interest and activity during the training.

7.2. Unit of the teaching material

7.2.1.	Name	Basics of law
7.2.2.	Objectives	The unit aims to introduce the relevant provisions and appropriate application of tax law as well as regulations of other legal authorities, regarding especially the operation of firms.

7.2.3.	Content	<ul style="list-style-type: none"> • Building and waste regulations, environmental legislation • Activities subject to authorisation and specific qualifications. • Regulations at workplace, work protection • Tax laws, types of taxes (value added tax, local business tax, corporate tax, personal income tax, social contribution tax, etc) • Tax procedure, forms and possibilities of administration • Reporting obligations • External experts in the firm, relationship with accountants and legal representatives
7.2.4.	Length	8 lessons
7.2.5.	Number of theoretical lessons	6
7.2.6.	Number of practical lessons	2
7.2.7.	Conditions of the issuance of the certificate of the completion of the teaching material unit	<p>Requirements for the satisfactory level of qualification:</p> <ul style="list-style-type: none"> • Allowable absence does not exceed 20 percent of the number of lessons • The participant shows continuous interest and activity during the training.

7.3. Unit of teaching material

7.3.1.	Name	Basics of competitiveness
7.3.2.	Objectives	The unit aims to introduce the appropriate application and compliance with regulations of competition law and business ethics within the firm as well as with the customers and suppliers. Examination of the issues of risk-bearing capacity and efficiency, moreover the possibilities for retiring.
7.3.3.	Content	<ul style="list-style-type: none"> • SWOT analysis (environment and market analysis, industry structure analysis, analysis of strengths and weaknesses) • Competitive advantages and externalities • Types of objectives and corporate purposes • Outcome indicators, typical measurement parameters • Competition law and unfair competition • Pricing strategies • Legal rules for invitations to tender • Social security systems • Property and damages insurance for private individuals • System of savings for pensions
7.3.4.	Length	8 lessons
7.3.5.	Number of theoretical lessons	6
7.3.6.	Number of practical lessons	2
7.3.7.	Conditions of the issuance of the certificate of the completion of the teaching material unit	<p>Requirements for the satisfactory level of qualification:</p> <ul style="list-style-type: none"> • Allowable absence does not exceed 20 percent of the number of lessons • The participant shows continuous interest and activity during the training.

8 Number of members within the learning group

8.1	Maximum number of members within the learning group (person)	40
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9. Introduction of the trainee assessment system

(in the case the training targets to acquire NTR qualification, the assessment system shall include the results of the end-of-module exams, as well)

Contents of the exam:

The training programme is based on the continuous activity of the participants. The maximum allowable absence shall not exceed 20 percent of the number of lessons.

Following the exercises, the trainer gives public feedback on the changes of competencies of the participant in front of the group. The trainer keeps observing group exercises and at the end of each training day the trainer gives a public evaluation on individual work by exercises in front of the group.

At the end of the training programme, the participant may receive a qualification of 'satisfactory' or 'failed'.

Requirements for the satisfactory level of qualification:

- Allowable absence does not exceed 20 percent of the number of lessons. The participant shows constant interest and activity during the training.

The participant receives 'failed' qualification, if:

- Allowable absence exceeds 20 percent of the number of lessons
- The participant does not show continuous interest and activity during the training.

10. The end of the training programme

10.1.	Conditions of the issuance of the certificate of the completion of the training programme	The conditions of the adult training contract shall be fully complied as well as the appropriate absence rate. Successful exam (min. 51%).
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11. Conditions for the implementation of the training programme

11.1.	Personnel	The trainer shall have the special qualification set out in Section 16
		of the Government Decree 393/2013. (XI.12.) on the Authorization Procedure and Requirements Necessary for Launching Adult Training Programmes, on the Rules of Administration of Adult Training Institutions, and on the Rules of Controlling but at least a qualification in higher education and at least two years of relevant proven professional experience in the field of the training programme, or qualification of secondary education and at least five years of relevant proven professional experience in the field of the training programme.
11.1.1.	Method of securing personnel	The training institute employs the trainers within the framework of a service or an employment contract or other legal forms of employment.

11.2.	Equipment	In accordance with Annex 1. of the Government Decree 393/2013. (XI. 12.): In the classroom there is/are: <ul style="list-style-type: none"> • desks and chairs according to the number of participants, • a desk and a chair for the teacher, • whiteboard and/or flipchart, and/or projector • at least 1.5m² room for each of the participants, In the institute: • lavatory, • personal computers with peripherals and internet access
11.2.1.	Method of securing equipment	The training venues and/or classrooms shall be used within the framework of a lease contract or according to the ownership of the property.
11.3.	Other special criteria	n/a
11.3.1.	Method of securing other special criteria	

Place and date of qualification:

.....
Expert's name

.....
Signature of the representative of the institute

.....
Expert's registration number

.....
signature of the professional leader

.....
Expert's signature

4.5 | Concept and Results for the Evaluation of Entrepreneurship Training and Application Notes⁶⁴

Evaluation of the satisfaction of participants and lecturers with the planning and implementation of the modules

The following is a survey of the participants and then the lecturers.

For the participant survey, no detailed demographic information is requested from the participants, because it can be assumed that these data are already available after the previous self-assessment and after the expert discussions in the project. However, if participants should participate in one or more modules that did not participate in the first two phases of the project based on the curriculum presented, the relevant information should be retrieved later from the relevant project partner.

The evaluation of the participants is divided into three parts.

First of all, in the context of the evaluation an assessment of the participants with the organization or educational institution is carried out, which plans and is responsible for the modules as a whole. Afterwards, the participants will be assessed on the competences of the trainers. At the end of this survey, participants should assess the personal benefits that the modules have for promoting entrepreneurship skills.

Because it can not be ruled out that all modules will be carried out by all participants, it is essential to indicate the specific module name at the beginning of the evaluation directly in the questionnaire or to have it registered by the individual participants.

The evaluation for the lecturers is also divided into three parts.

First, the lecturers should assess the participants of their lessons or their training in relation to various aspects. In the second part, the lecturers will assess the syllabus they have used. In the last part, the prerequisites and background of the lecturers they have for teaching migrants or refugees are inquired.

⁶⁴ Prepared by the Berufsakademie Hamburg

Information for the institution:

- The basic standards for participant evaluation in educational institutions or comparable organizations should be respected, in particular the voluntary nature, confidentiality, anonymity, data protection and security.
- The evaluation is intended for participants of the " New Entrepreneurs " project who have completed one or more modules in their entirety.
- The evaluation should be carried out after each module. For this reason, the name of the module must also be entered in order to be able to make the corresponding attribution.
- In order to reduce systematic errors in the survey and to visualize contradictory responses, some check questions are included in the questionnaire. Participants should therefore be particularly advised to read the questions carefully and answer them truthfully. Completed questionnaires that show a contradictory response are not taken into account in the evaluation.
- The evaluation should not be changed. If changes are made, these are to be described briefly. If changes have been made, the part in question can not be aggregated with evaluations from other countries.

Report on the evaluation of entrepreneurship training as part of the project "New skills for New of Entrepreneurs - Attraction and Qualification of Refugees as Successors"

The survey was carried out in the project partner countries Austria, Italy and Hungary during the project. The subject of the survey was the organization or institution that planned and was responsible for the training and the participants in the training, as well as the curriculum developed in the project and the lecturers of the training. The content of the prepared and developed curriculum was considered differently by the project partners. Different priorities were set and existing qualification measures for entrepreneurs were taken into account. The key results are summarized below. Further details of the evaluation are contained in the presentation.

Overall, positive results were achieved on the different subjects of the survey and the respondents provided appropriate feedback.

The results, which can be summarized structurally, are presented in the presentation in an aggregated manner. In the first part, the quantitative results on the satisfaction of the participants with the planning and implementation of the training modules are presented. For this purpose, various items were used to assess satisfaction in terms of category 1 organization, 2 trainers / lecturers and 3 personal benefits for the participants.

The aggregation includes only quantitative results of the modules in Austria and Italy. The qualitative results are summarized from the evaluations of Austria, Hungary and Italy. Due to this it is not possible to refer to individual modules in the aggregation. This is only possible in the country-specific evaluation in Austria and Italy.

There are high to very high approval ratings in all three categories. The participants were very satisfied with the planning and preparation of the training, they felt that they received competent and friendly advice. Questions and problems were eliminated by the organization. A participant from Austria would have liked more information about the benefits of the "Module ABC" certificate.

Satisfaction with the trainers / lecturers is also high. Most of them were experienced as friendly and competent and were able to motivate the participants for the content. Now one participant out of a total of over 35 participants stated that he / she was not satisfied with the trainer / lecturer. Predominantly positive feedback was given in the free text fields of the questionnaire. A participant from Austria criticized the dialect of a trainer / lecturer in the "company examination" module. The great majority of the participants saw a high personal benefit from the training. In Austria, however, four participants stated that the content conveyed in the ABC module was less important for them. On the other hand, four participants also contradicted the statement that the content of the Entrepreneurship Exam module was less important to them. With all caution regarding the small number of cases, it can be assumed that

the participants in Austria rate the benefits of the entrepreneurial examination module (significantly) higher than the benefits of the ABC module. In Italy, there were five participants in the Marketing module who agreed that the content was less important to you. 5 participants fully agreed with the statement that the content of the Tax module was special for me. In contrast, the statement that the content of the Tax module was less important for me 6 participants fully. This could suggest different expectations, previous knowledge and an overall rather heterogeneous target group.

In the freely formulated answers of all participants, especially from Italy, the usability of the content for their own business idea was emphasized; the methodological approach was also highlighted positively.

Due to a lack of a quantitative survey from Hungary and a framework that is not directly comparable, the following should be noted in terms of quality. The focus is on the modules: 1. legal obligations, 2. economics and tax und 3. management skills. In this country-specific evaluation for the Hungarian different modules are only qualitative results of the part personal benefit available.

Individual participants report the following in terms of personal benefit:

- I received very accurate and well-understood information and the lessons learned will be substantial help in my future business. In my business the workload hardly permits for me to keep up-to-date with legal obligations. In this programme I got that, for me it was very useful.
- In my operating business I work with 10 employees, the information given here will help me to „whiten” the labour related issues in my company.
- At university such information is given to us with little substantial value, here I could complement my knowledge. This may come in handy on my exams.
- I enjoyed this day the best, because we could mingle with the others within the group. It had the benefit that I can communicate with others more easily now,

which will hopefully have its use during my negotiations after starting my business.

In a further part of the evaluation, the trainers / lecturers should assess the planning and implementation of the modules.

The aggregation includes results of the modules in all three countries, but only in Italy the results were sum up from all lecturers of the modules. The results from Austria and Hungary were only answered by one single lecturer.

The trainers / lecturers state that the participants knew the basic goals and structure at the beginning of the training. Most of the participants also had at least sufficient language skills and were very motivated. In addition, the lecturers / trainers state that the participants worked intensively during the training on establishing a company or company succession. The ideas of the others were also critically reflected constructively. Overall, from the perspective of the trainers / lecturers, the participants were able to meet the training requirements well. The requirements of the participants (knowledge and skills) at the beginning of the training were assessed partly by the trainers / lecturers, partly also (very) well. The lecturers / trainers mostly agreed with the statement that the training curriculum is suitable for pursuing the goals and also contains the essential information. Somewhat lower, but still good approval ratings received the statement that the curriculum can be adapted very flexibly to all local needs.

With regard to the age and biographical key points of the trainers / lecturers, it should be noted that the lecturers come from all age groups from 30 to 60 and older. Most have more than 5 years of experience in professional development. With the exception of one lecturer, you have more than two or even more than five years of experience in educating migrants or refugees. The lecturers / trainers are very familiar with the content of the training.

Conclusion

The concept for training entrepreneurs has also been implemented very well in view of the sometimes very different requirements among the partner organizations and a partially heterogeneous target group of participants.

However, all essential design features, namely the educational institution, lecturers, participants and curriculum must also work together and be coordinated.

As part of a long-term analysis, it would be interesting to know what the individual courses of the participants look like and what transitions to independence have actually taken place outside the project period for further considerations. From a scientific point of view, consideration should be given to generating a corresponding database for the project participants, in compliance with the current data protection regulations, to which each partner organization has access and which could be used for further surveys on the status of self-employment.

5 | Training and Coaching for Start-ups and Takeovers

This training was developed for people who are preparing to set up a new business or hand over a company and would like to do so in the foreseeable future. The aim is to review and finalise existing concepts and business plans, to provide all information and legal conditions for the start-up or takeover process and to deepen the most important topics in a demand-oriented way.

Originally it was planned to provide two different training courses. During the development work it turned out that the contents for founders and takeovers are largely identical. Therefore, a training programme was developed and implemented, which contains a final module for founders and takeovers. This has the advantage that most of the training courses can be carried out cost-effectively with larger numbers of participants.

5.1 | Start-Up and Takeover Training

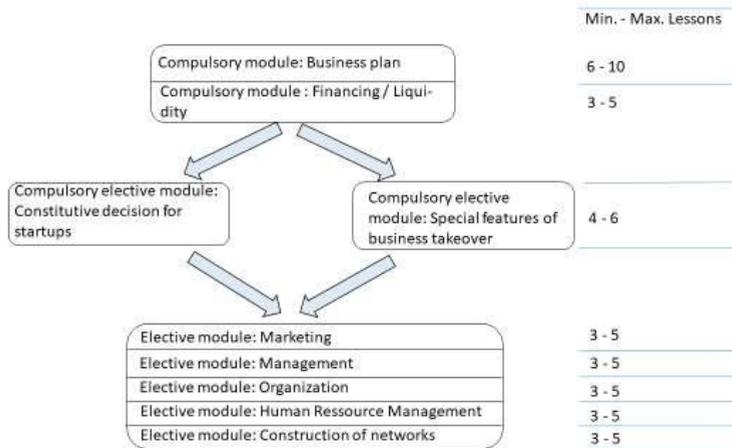
5.1.1 | Curriculum for Start-up and Takeover⁶⁵

Prerequisites of the participants (as company founders or company successors) in the respective country of residence

- Essential linguistic prerequisites exist (orientation at B 2 level).
- Participation in the self-assessment and participation in the subsequent consultation process by experts
- Personal motivation to start or develop a business and to stand up to resistance and setbacks is high.

⁶⁵ Prepared by the Berufsakademie Hamburg

- Fundamental cultural, social, legal and economic conditions as inhabitants of the country are widely known.
- Participation in the extensive training in business administration / management has taken place.
- There is a basic business idea (business founder) or ideas for developing an existing business idea (business takeover), as well as a forward-thinking, strategic vision of a deductible product or service for specific customer groups.
- The question of who should be the current and future customers (target group), can be answered positively.
- If applicable, additional country-specific requirements and framework conditions



Graphical presentation of the training modules

Ser. no.	Status of the module	Module name	Duration in hours
1	Compulsory modul	Business Plan	6 - 10
2	Compulsory modul	Financing Liquidity	3 - 5
3a	Compulsory elective module	Constitutive decision for startpus	4 - 6
3b	Compulsory elective module	Special features of business takeover	4 - 6
4	Elective module	Marketing	3 - 5
5	Elective module	Management	3 - 5
6	Elective module	Organization	3 - 5
7	Elective module	Human Ressource Management	3 - 5
8	Elective module	Construction of networks	2 - 4
		total	27 - 45

General information

Individual adaptation of the curriculum

The following module descriptions provide an overview of the essential business management and management-related content that should be considered in the training for the target group of company founders and / or company successors. In some cases, the contents are shown a bit more extensively than the time available suggests. Depending on the requirements of the participants and, depending on the level of knowledge, due to the business management and management-related training completed beforehand, a selection of contents may also be made.

Business plan as "red thread" for company founders and take over

The prerequisites described above are necessary prerequisites for the intention of all entrepreneurs (founders and takeover) to engage in the establishment of a company.

However, as a further step, there is still a lack of intensive knowledge of business topics and contents, which are necessary at the beginning of a business start-up or company successors. Serious mistakes are made right at the beginning. Such mistakes can often mean the early end of an entrepreneurial idea. Even for company successors, the initial phase represents an important milestone, which still involves many imponderables and challenges.

Based on the structure and idea of a business plan, the necessary knowledge can be explained for both founders and takeover for didactic and pragmatic reasons.

Therefore, orientation on the business plan concept is the focus of training for founders and takeover.

In addition, the issue of financing / liquidity is a major challenge for many founders and takeover. Therefore, this module should also be included as a compulsory module in a training indepth to the business plan module.

Creation of networks

Another special feature in this curriculum is the role of "networks". It is usually not part of business training content. However, dealing with supporting networks is a very important prerequisite for many migrant entrepreneurs or people with an escape background in order to successfully implement their own business ideas. This topic is also becoming increasingly important for company successors or business takeovers. Particularly useful for this are their own networks in which one can exchange views with other entrepreneurs and other groups of people. Therefore, designing networks to pursue entrepreneurial goals is also included as module content.

The modules of the curriculum, which are already shown above in the figure and in the table, are presented as a follow-up.

Module: Business plan (6 -10 hrs.)⁶⁶

This module is intended to supplement the previous training in business administration / management with an overview of the essential features of a business plan. Creating a business plan is equally relevant to startups and business takeovers. Both target groups should be able to develop such a plan in order to be able to systematically build or sustain a sustainable business model. The individual content of a business plan should be applied in an application-oriented manner based on the already existing entrepreneurial ideas of the participants. The central goal is the creation of key points of an individual business plan for the different groups of participants (startups and takeovers).

The business plan is the central planning tool for preparing a business start-up or takeover. It systematically presents the business opportunities and risks as well as the planned steps of the realization.

A good description of the purpose of a business plan provides the following quote:

“The real value of creating a business plan is not in having the finished product in hand; rather, the value lies in the process of researching and thinking about your business in a systematic way. The act of planning helps you to think things through thoroughly, study and research if you are not sure of the facts, and look at your ideas critically. It takes time now, but avoids costly, perhaps disastrous, mistakes later.”⁶⁷

In particular, the business plan serves to communicate with potential investors and therefore plays an important role in obtaining the financial resources needed to realize the idea. The discussion of the business plan combines many business contents, which are to be applied application-oriented to the own business idea. Therefore, a business plan is also a kind of big thematic brace, which covers all of the following content on the topics: financial planning, marketing, management, organization and personnel.

⁶⁶ The times are only guideline values that can be changed if necessary.

⁶⁷ <http://www.shapentrepreneurs.com/wp-content/uploads/2017/10/business-model-template.pdf>

Competencies:

The participants

- Recognize the benefits of a business plan as a comprehensive tool to prepare for starting a business.
- Knows the central components of a business plan.
- Can review a (simple) business plan in terms of content and validity - can create a basic business plan for your own business idea.

Contents (overview):

- 1) Information about the person (of the founder), eg. qualifications, certificates, work experience.
- 2) Business idea, eg. description of the product / service, innovation and specifics, business objective, idea for marketing, legal formalities ...
- 3) Market and competition, eg. potential customers, customer needs, competing products or competitors, own strengths and weaknesses towards competitors, company location (advantages and disadvantages)
- 4) Marketing, eg. benefits and added value of the product for customers, pricing strategy and price of product, costing, sales strategy, sales market, distribution channels, advertising strategy and advertising measures ...
- 5) Organization and staff, eg. company presentation (management, employees, business purpose, location of the company ...)
- 6) Legal form, z. B. Selection and justification of the legal form ...
- 7) Risks and opportunities, eg. strengths, weaknesses, opportunities and risks analysis for your own business idea ...
- 8) Financial plan, eg. equity and debt capital requirements, liquidity and reserve, funding programs, profitability ...

- 9) Various documents, eg. curriculum vitae, if applicable social contract, if necessary lease, possibly leasing contract, if necessary collateral ...

Materials and Information:

<https://www.entrepreneur.com/article/76140>

<http://www.shapentrepreneurs.com/wp-content/uploads/2017/10/business-model-template.pdf>

<https://www.existenzgruender.de/DE/Gruendung-vorbereiten/Businessplan/Gliederung/inhalt.html;jsessionid=EBA05F639E31A5C4885854D7E225DD9F>

BMWI (2018): GründerZeiten 07 - Businessplan https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeite n-07.pdf?__blob=publicationFile

Nagl (2018), Der Businessplan, 9., überarbeitete und ergänzte Aufl., Wiesbaden

As part of the business plan module presented above, a first overview of all central topics and contents is provided, which are very important for company founders and business takeover.

In this context, the content of dealing with some topics is particularly relevant and critical to success for entrepreneurs. These topics and related content are therefore presented in the following modules.

Module: Financing and liquidity (3 – 5 hrs.)

A big problem for both startups and company successors is the topic of "finances". Despite a good business idea, promising market opportunities or established structures, many startups or business succession fail relatively early because one does not care enough about the company's financial basis.

For this reason, financing and financial planning are of particular importance for both target groups (startups and takeover), which should be specifically covered in this module.

Securing liquidity is key to the survival of every business at every stage of its existence. In the context of this module, financial aspects of corporate governance are considered against the background of the specific conditions of small business financing.

These are particularly evident in the possibilities of raising capital. In this context, an exact assessment and consideration of the individual risk is of immense importance. Furthermore, the use of capital provided in the context of the value added process of the company is the focus.

Especially for small companies, identifying their own capital needs is often difficult, so careful operational and strategic planning of capital requirements is an important tool for financial planning.

Competencies:

The participants should

- Know basic requirements and instruments of corporate finance,
- Determine the equity and debt capital requirements of your own company,
- Create financial plans with different deadlines and determine the resulting liquidity or capital requirements,
- Know basic financing options and their design
- Be able to draw up and interpret a liquidity plan
- Know financing rules and key figures and use them in financial management
- Be able to determine the (expected) profitability of the company and the profit by (simple) foresight

Contents: (overview)

- 1) Financial planning, determination of capital requirements, investment plan and financing concept, financing rules, key figures
- 2) Liquidity planning: liquidity, liquidity plan, key figures, critical liquidity-relevant events in the start-up phase (bad debts, tax payments)
- 3) Sales forecast
- 4) Profitability and earnings preview

Materials and Information:

BMW I - Finanzierungswissen, Checklisten und Online-Training <https://www.existenzgruender.de/DE/Gruendungvorbereiten/Finanzierung/Finanzierungswissen/inhalt.html>

BMW I (2018): GründerZeiten 06 - Existenzgründungsfinanzierung [https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeite n-06.pdf?__blob=publicationFile](https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeite_n-06.pdf?__blob=publicationFile)

Olfert, K. (2017): Kompakt-Training Finanzierung, 9., akt. Aufl., Herne

Module: Constitutive decisions for company founders (4 - 6 hrs)

Company founders face special challenges. Unlike company successors, they often have to make important, long-term decisions about very basic issues. These constitutive decisions include in particular:

- The choice of the legal form of the future company
- Searching and finding a suitable location for the new company
- Checking cooperation opportunities and making decisions about which elements in the value creation process should be done in cooperation with others and which elements in the value creation process should be done by your own company
- The analysis of one's own qualifications, skills, abilities and knowledge

Competencies:

The participants should:

- Differentiate legal forms for companies and make well-founded choices of legal form
- Identify and assess legal, operational and financial consequences when choosing a legal form
- Get to know the possibilities of determining a suitable location and make a decision on the location under comprehensible criteria
- Get to know the necessity of cooperation and critically reflect on the advantages and disadvantages of cooperation
- Identify and assess possible cooperation and consequences for your own company
- Assess own qualifications, competences, abilities and knowledge for starting a business and build up necessary competencies etc.

Content:

- 1) Legal form discrimination, choice of legal form, advantages and disadvantages of legal forms
- 2) Location differences, location, location, site selection criteria, tools and methods for determining a location
- 3) Differentiation of forms of cooperation (vertical, horizontal, lateral / diagonal), advantages and disadvantages of cooperation, cooperation agreements or agreements, special features of cooperation with startups

Materials and Information:

BMWI (2018): GründerZeiten 20 – Marketing;

https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten-20.pdf?__blob=publicationFile

BMWI - Marketing, Checklisten und Online-Training; <https://www.existenzgruender.de/DE/Gruendungvorbereiten/Gruendungswissen/Marketing/inhalt.html> <https://www.gruenderszene.de/> <https://www.startupfesteurope.com/site/http://startupeuropeclub.eu/eu-funds-and-support/>
<https://500.co/startups/>

Module: Special features of company successors (4 – 6 hrs.)

Although there are many common aspects related to business startup and business succession for each target group, company successors has some special features to convey in this module. In the case of company successors, a central difference to starting a business is the existence of established structures, business units, business partners, employees etc. In addition, the personality of the entrepreneur and owner often plays a very important role in family business.

Competencies

The participants should:

- Know and consider the specifics of company succession - in contrast to starting a business
- Critically analyze their personal attitudes and motives as potential business successors,
- Critically analyze their own professional and entrepreneurial skills,
- Know, critically reflect and assess special features of internal and external corporate succession
- Know the rights and obligations of a transfer of business and recognize possible consequences

Content:

- 1) Special features of business succession, eg legal, organizational, human resources, financial etc.

- 2) Attitudes and motives of company successors
- 3) Professional and entrepreneurial skills
- 4) internal and external business takeover
- 5) Rights and obligations in the event of a transfer of business

Materials and Information:

Bundesministerium für Wirtschaft und Energie (BMWi) (Hrsg.): Unternehmensnachfolge - Die optimale Planung. Berlin August 2018 (Online: https://www.bmwi.de/Redaktion/DE/Publikationen/Mittelstand/nexxt-unternehmensnachfolgedie-optimale-planung.pdf?__blob=publicationFile&v=39)

Beckmann, R./Brost, H./Faust, M. (Hrsg.): Unternehmensnachfolge im Mittelstand. 4., komplett überarbeitete Auflage. Frankfurt am Main 2018

<https://www.ifm-bonn.org/forschungsprogramm/entwicklungsverlaeufe-vonmittelstaendischen-unternehmen/unternehmensnachfolge/>

Module: Marketing (3 - 5 hrs)

Marketing involves engaging in all the measures that a business needs to take in order to establish its products or service on the market and to consistently align with the current and future needs of the marketplace. The orientation to the needs of the customers plays an essential role for all marketing activities.

A key factor here is the price of a product or service that is to be sold on the market. The planning and review of suitable ways of the product to the customer are also part of the design factors of marketing.

Competencies:

The participants should

- Be aware of and differentiate between goals, tasks and conception of marketing as a tool for the permanent establishment of products and services on the market

- Plan and implement the design of products, prices, means of communication and distribution channels
- Knowing the possibilities of systematically analyzing market events and deriving consequences for their own market
- Understand, interpret and exploit existing investigations and insights into your own market
- Understand elements of price and terms policy - determine prices by calculating lower price limits

Content

- 1) Marketing concept, marketing strategy
- 2) Market analysis, target group analysis, targeting, marketing tools for sales and procurement, marketing mix (product-, price-, communications- and distribution policy)
- 3) Source of information to estimate market potential (statistics, analyses, branch reports...)
- 4) Price policy, pricing, lower price limit, breakeven point...)

Materials and Information:

BMWI - Marketing, Checklisten und Online-Training <https://www.existenzgruender.de/DE/Gruendungvorbereiten/Gruendungswissen/Marketing/inhalt.html>

BMWI (2018): GründerZeiten 20 - Marketing https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten-20.pdf?__blob=publicationFile

Weiss, C. (2016): Kompakt-Training Marketing, 8., überarb. u. akt. Aufl., Herne

Module: Management (3 - 5 hrs.)

In a market economy, most companies typically have a very dynamic environment that is subject to many changes. That is why young companies in particular have to be clear about their strategy, goals, structures and ways of how they want to act their current and future market. Therefore, dealing with management tasks, and in particular with the organization and equipment of the company with suitable human resources is important. Of particular importance in management is the planning of the corporate strategy and its operationalization in goals and measures, as well as the control of corporate development.

Competencies

The participants should:

- Understand management als a comprehensive planning, control and monitoring process
- Understand company development as a process that seeks to realize a vision that takes into account the corporate mission statement
- Know and apply goals and methods of corporate planning
- Know planning deficits of small business

Contents:

- 1) Management process
- 2) Corporate vision, corporate mission and corporate culture
- 3) Corporate strategy
- 4) Business Planning

Materials and Information:

Hering, T./Vincenti, A./Gerbaulet, D.: Unternehmensgründung. München

Lauer, T.: Unternehmensführung für Dummies, Weinheim

Dillerup, R./Stoi, R.: Unternehmensführung: Management & Leadership. München
Strauß, E.: Praxishandbuch Start-up-Management. Weinheim

Module: Organization (3 - 5 hrs.)

In companies, the division of labor usually takes place due to the multitude of complex tasks that a person alone cannot cope with.

The design of the resulting challenge is an essential aspect of understanding companies as an organization.

Organization is a management task that extends to all stages of a value-added process. The management includes in particular the coordination of performance processes and in particular the production process. Managing organizations is often described by the term management. Company founders and company successors have to deal with various organizational and management tasks in their role as executives.

Competencies

The participants should

- Know the basic model of the production process and thus describe your own business
- Understand organization as a function and institution
- Know and understand the substitution principle of the organization
- Know units and structures of organizations
- Know success factors of the management of processes
- Know different legal forms of private companies and describe advantages and disadvantages
- Know and apply decision criteria for the choice of legal form
- Know the factors that determine the location
- Know and apply methods for choosing a location

Contents:

- 1) Basic model of the production process
- 2) Structure and process organization, processes
- 3) legal forms of companies
- 4) Choice of location of a company

Materials and Information:

Dillerup, R./Stoi, R.: Unternehmensführung: Management & Leadership. München

Strauß, E.: Praxishandbuch Start-up-Management. Weinheim

Lauer, T.: Unternehmensführung für Dummies, Weinheim

BMWI - Standort, Checklisten und Video <https://www.existenzgruender.de/DE/Gruendungvorbereiten/Gruendungswissen/Standort/inhalt.html>

BMWI - Rechtsformen, Checklisten und Online-Training <https://www.existenzgruender.de/DE/Gruendung-vorbereiten/Rechtsformen/inhalt.html>

Module: Human Resource Management (3 - 5 hrs.)

In many cases, your own business ideas cannot be completely planned and implemented over a longer period of time without any additional employees. Therefore, the planning of additional personnel capacities from a certain point in time makes sense and is necessary. The efficiency and quality of service delivery depend on the right planning and commitment of the employees.

Therefore, knowledge of methods and instruments of personnel management is essential. The personnel management process comprises the determination of the personnel requirements, the adjustment of the personnel capacities, the attitude and integration of co-workers, the remuneration structure, the deployment planning and the personnel controlling.

Furthermore, the leadership of employees is one of the most important tasks of a manager. Efficient personnel management ensures the smooth running of operational processes and is the basis for achieving the desired goals.

Competencies:

The participants should

- Know the basics of HR management and describe the outstanding importance for small businesses
- Know methods of personnel requirements planning and independently determine the need for workers and personnel capacities
- Know the methods of recruitment and apply to recruiting problems of small businesses
- Be familiar with and be able to use targeted personnel deployment planning tools
- Know the basics of personnel management

Content

- 1) Personnel management (goals, methods)
- 2) Personnel requirements planning (qualitative and quantitative)
- 3) Recruitment (goals, methods)
- 4) Personnel planning (especially onboarding)
- 5) Leadership (objectives, methods, tools)

Materials and Information:

Lindner-Lohmann, D./Lohmann, F./Schirmer, U.: Personalmanagement. Heidelberg (aktuelle Auflage)

Jung, H.: Personalwirtschaft. München (aktuelle Auflage)

Kolb, M.: Personalmanagement. Wiesbaden (aktuelle Auflage)

Berthel, J./Becker, F. G.: Personalmanagement. Stuttgart (aktuelle Auflage)

Deutsche Gesellschaft für Personalführung (Hrsg.): Personalcontrolling für die Praxis:

Konzepte – Kennzahlen – Unternehmensbeispiele. Bielefeld (aktuelle Auflage) Scholz,

C. (Hrsg.): Vahlens Großes Personallexikon. München (aktuelle Auflage) Online:

<http://www.bmwi-unternehmensportal.de/beschaeftigung/personal/planung/index.php>

<http://www.orghandbuch.de>

<http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/>

<http://www.fachkraefte-toolbox.de>

<http://www.hrmars.com/admin/pics/1753.pdf>

<https://www.managementstudyguide.com/human-resource-management.htm>

https://www.youtube.com/watch?v=c8_avX9miag

<http://www.harvardbusinessmanager.de/>

https://www.researchgate.net/publication/5012668_Human_Resource_Management_within_small_and_medium-sized_enterprises

Module: Design of networks (2 - 4 hours)

As part of the analysis of "start up's" has been found that the technical input from the field of business topics should often be supplemented by the exchange of experience in matching start-up networks. Also for company successors it is very helpful, if the company successors participate in suitable networks.

In addition to entrepreneurs, participants in such a network should also be actors from the local or regional economy, who, as advisors and supporters, can make a contribution to solving challenges. In many cases, migrant organizations provide assistance and assistance in finding suitable networks. Often such migrant organizations themselves are part of a comprehensive network in which entrepreneurs can exchange views.

Therefore, the module "Networking" is outlined below for the exchange of experiences.

Competencies:

The participants should

- Know regional or national networks and assess their possibilities and limits for their own development as a start-up or takeover
- Consider networking as an opportunity to discuss your own ideas with others
- Establish contact with start-up or takeover networks and submit your own ideas and wishes to networks
- Exchange with other companies in the network
- Present experiences of starting a business and address challenges and difficulties
- Identify suitable network partners and provide opportunities for cooperation

Contents:

- 1) Basic structure and functioning of (social) networks
- 2) Strategic Networks
- 3) Cooperation relations in networks
- 4) Migrants networks

Materials and Information:

<https://ut11.net/de/blog/networking-power-tips-startup/>

<https://www.themuse.com/advice/3-startup-networking-ideas-that-actually-work>

<https://neilpatel.com/blog/how-can-networking-help-your-startup-grow/>

<https://www.migrationhub.network/> <https://eit.europa.eu/eit-migrant-initiative>

The start-up and takeover trainings were implemented in Austria, Italy and Hungary. The trainings in Austria and Hungary are presented here as examples. All materials and reports, as well as the implementation report from Italy can be found on the project website (<https://www.new-entrepreneurs.eu/products/>) in product 4.

5.1.2 | Start-up and Takeover Training in Austria⁶⁸

Curriculum Workshop

The planning of the workshop "Start up and Take Over" was preceded by intensive research into the design of the contents and the selection of the speakers.

The focus of the contents was set on basis of the curriculum requirements of the project.

The following topics have been identified as focal points:

For the first workshop day

1. company profile/unique attitude/USP
2. external communication of the company/marketing/digital marketing
3. target groups/customer groups/customer segmentation/customer identification
4. distribution channels/ networks

with the goals and questions to be worked on and answered such as

- What exactly is my product/service?
- What is my unique selling proposition / USP? What will my customers appreciate me for?
- What makes me different from the others?
- What is my best selling point?
- Where do I need to sharpen up my product/service?
- Who are my customer groups and what is my customer structure?
- Which know how am I missing in the implementation?

⁶⁸ Prepared by Institut für angewandte Gewerbeforschung

For the second workshop day

1. Business plan
2. Financial plan
3. Financing requirements with the aim of:
 - Understanding of the benefits of a business plan as a comprehensive instrument for preparing a business start-up
 - Understanding of the central components of a business plan
 - Check of a (simple) business plan with regard to completeness and significance
 - Creation of a basic business plan for the own business idea
 - Knowledge of the basic requirements and instruments of corporate financing
 - Determination of the equity ratio and the borrowing requirements of the own Company
 - Knowledge of the basic financing options and their design
 - Be able to draw up and interpret a liquidity plan
 - Know the financing rules and key financing figures and can help you with
 - Be able to use financial management
 - Be able to determine the (expected) profitability of the company and the profit on the basis of (simple) forecasts

Qualification of the trainers

On the basis of the experiences from the company training it was of great importance to find and select suitable speakers for the two-day workshop.

In cooperation with the start-up service of the Austrian Chamber of Commerce, a very experienced trainer could be selected, Mr. Werner Kraus, who was able to pass on a lot of experience in the preparation and implementation of business plans.

The whole part of the company profiling and marketing, especially digital marketing, was taken over by the trainer DI Heidrun Bichler-Ripfel together with Mrs. Sophie Bernet.

Trainer Mr. Werner Kraus

Mr. Werner Kraus is a success and solution-oriented professional with more than 20 years of experience in business management, as well as in planning, development, advancement and implementation of business processes. Extensive experience in the areas of business, project and financial planning, corporate financing, controlling and strategic consulting.

Trainer Mrs. Sophie Bernet Päd.

The coach of the group, Sophie Bernet, is herself an entrepreneur and at the same time coach of the group. Several stations of the enterprise existence Mrs. Bernet could bring in thus from her personal area of experience – establishment and management of a very successful baby chinning school for over 9 years and establishment of an enterprise for nature paedagogy in the year 2017 link to the homepage: www.naturerfüllt.at

Trainer DI Heidrun Bichler-Ripfel

Particularly in the field of marketing and company profiling in times of digitalisation and transformation, DI Heidrun Bichler-Ripfel has been able to successfully conduct numerous workshops with entrepreneurs from trade and craft businesses in recent years. In addition, DI Heidrun Bichler-Ripfel and her partners have developed and published very appealing impulse and information material on the subject of marketing and corporate profiling in times of digitalisation.

Link to the digitisation handbooks in trade and industry: <https://www.wko.at/branchen/gewerbe-handwerk/digitalisierung-branchenmanuels.html>

The participants

A total of 15 participants have registered for the Start Up and Take Over Workshop. 14 of them have gone through the entire programme of the present project. One participant, who wants to become an entrepreneur, is a newcomer. 4 persons whom we accompanied in the project "New Entrepreneur" on their way to self-employment did not register for this workshop. The reasons are different: either there was no interest in the Start Up and Take Over Workshop because they have already founded their company and are in the process of building up their business or they could not participate in the workshop due to time constraints or have meanwhile taken a different career path by starting a professional activity in the form of employment.

The language competence level of the participants in the workshop is at least C1 and the majority of the participants have already successfully completed the entrepreneurship training.

The implementation

The first workshop on the topics of marketing, networks, constitutive decision, company profiling, customer acquisition and distribution channels was conducted by Mrs. DI Heidrun Bichler-Ripfel and Sophie Bernet. The second part, which dealt with financing and the concrete preparation of the business plan, was conducted by Werner Kraus, an expert in business planning.

A total of 15 participants were registered. 7 participants came, 3 were excused. We were not able to ascertain the reasons why the remaining registered persons did not come. Possibly the corona crisis was a reason why some did not participate.

Didactically, both days were structured with a variety of theoretical inputs in the form of PowerPoint presentations and concrete work in individual or group work. The main focus was on the participants' practical, concrete work on their own business ideas

All three trainers have a lot of experience in the field of business creation, business profiling and marketing. The chosen methods and the wealth of knowledge were enthusiastically received by the participants and immediately put into practice. In the course of the individual group work, the knowledge and experience of each individual could be used to look at, analyse and sharpen the individual business ideas from different perspectives.

Here are some insights during the workshop





Experience and conclusion

There were 15 participants registered and only a few appeared on the course days, three had apologized. Eight participants, however, were highly motivated and are really serious about their business ideas. Some of them are still at the beginning, but some are already very concrete, up to participants who are already working intensively on their company. Some examples of the participants: A participant develops and programs a software and is already well advanced in the process, a participant founds a coffee house and plans a cooperation with another participant, an online platform is being created.

All participants were very impressed by both workshops and the trainers and were able to take home a lot of practical and theoretical input. Some of the participants

were highly motivated to continue working on their idea. The two women, who are planning a cooperation for the coffee house, met again in the next days.

After these two workshop days we could see again how important it is not only the professional competence of the trainers in this field, but also the solution-oriented approach to the different situations and ideas of the people.

Evaluation

Both workshop days were evaluated individually, in the form of feedback questionnaires, which were filled out by the participants and the trainers after the workshop day.

5.1.3 | Start-up and Takeover Training in Hungary⁶⁹

Programme of training Start-ups and training Takeover

Planned topics for the first training day

9.00 Start of the training

- Assessment of the situation. To know who the participants are, where they are about the succession!
- The process most founders or transferees go through.
- Why is it worth dealing with succession? To whom is it good and why is it good if the succession takes place in an organized and planned manner? Who is it bad and why is it bad if it happens suddenly and recklessly?
- Frequently asked questions and basic questions before you start your succession, takeover process.

12.00- 13.00 Lunch

⁶⁹ Prepared by Ipartestületek Országos Szövetsége

- The most important success criterion for successful succession is attitude. A brief thought-provoking statement by the lecturer.
- The 9 + 1 most important step of company succession, takeover.
 - A tool that makes up a strategy: the role-conscious succession model
 - 1,000 and 1, but at least 9 + 1 reasons why the issue of succession should not be forced alone.

17.00 End of the first training day.

Planned topics for the second training day

9.00 Start

- Estimation and evaluation of the business to be transferred
- What do I hand over and what do I take over?
- Mit adok át és mit veszek át? Aspects to be considered by both the transferor and the recipient.
- Preparation of a Corporate Succession Strategy, its main aspects.
- Time schedule to know where we are and how long it will last!

12.00- 13.00 Lunch

- Preparation of a Corporate Succession Strategy, transferor, recipient alone, together, if necessary, with external help.
- Discussing, evaluating, rethinking, improving Corporate Succession Strategies.

17.00 End of the second training day.

Planned topics for the third training day

9.00 Start

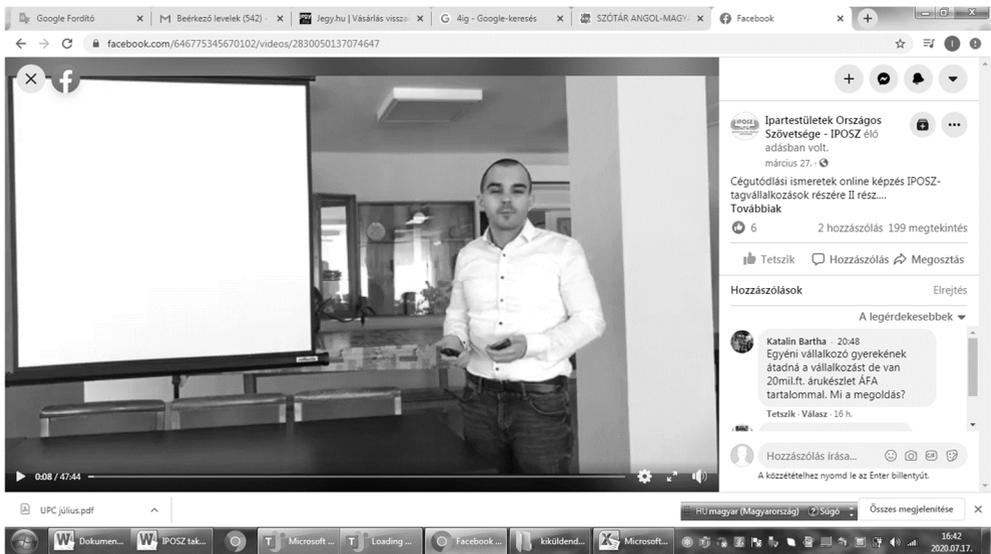
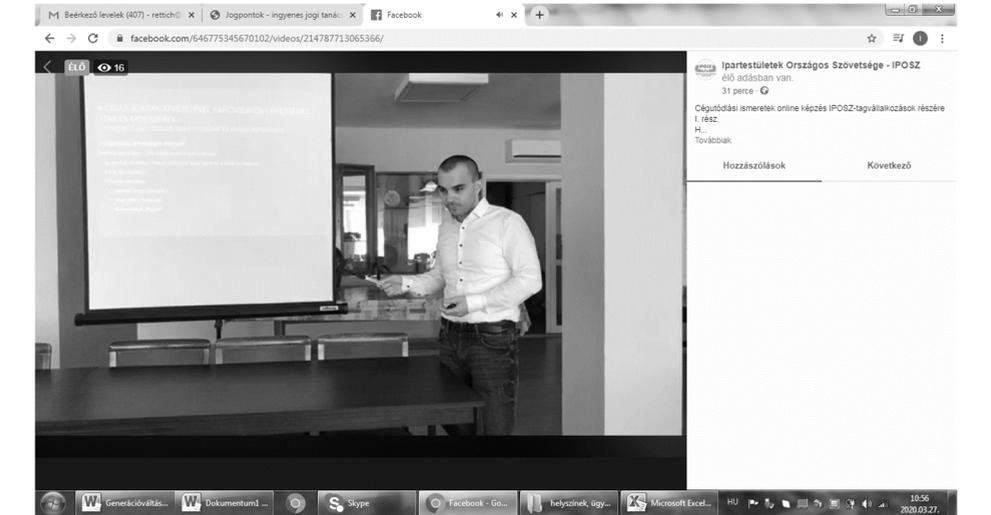
- Legal forms and their peculiarities, advantages and disadvantages for specific cases. When do we prefer one method and when the other?
- Possible ways and methods of transfer and takeover of companies. Forced transfer (inheritance), planned succession as a process, and its legal aspects. Potential benefits of selling a business and related contracts.
- Tax issues related to company inheritance, company transfer, in particular the tax to be levied.

12.00- 13.00 Lunch

- Administrative issues, office and company court administration tasks related to company transfer, takeover, company inheritance.
- Accounting information related to the transfer of the company (participation of accountants and auditors).
- Information on the transformation of companies, including the change of company form, the importance of choosing the right company form, the issue of managerial and ownership responsibilities for each company form.
- Answering the general and specific questions raised during the three days, taking into account the motto “no two cases are the same, no two companies are the same, no two legal situations are the same”.
- Description and preparation of the coaching process after the training.

17.00 End of the training.

Due to the Corona Pandemic the third training day had to be conducted online.



Implementation of training Start-ups and training Takeover

Introduction

From the very beginning, IPOSZ joined the project concept with support because we considered its professional content very important for micro and small enterprises. Because becoming an entrepreneur, starting a business, taking over a business, requires a lot of theoretical and practical knowledge, from both the younger and older generations. At the same time, we had to carry out this project in a specific environment in Hungary, because these training materials had to be coordinated with the regulations being in force in Hungary, and the fact that the migration as a phenomenon compared to other Western European project partners did not exist in Hungary during the project. At the same time, many foreigners live in the country, coming from a wide variety of countries who have already started a business here or are in the process of starting a business. Foreign interests are also present in the takeover and purchase processes of the businesses. Therefore, we tested the curriculum of these trainings basically with the participation of Hungarian companies and young companies, among which, however, there were also young entrepreneurs from abroad and some of the participating Hungarian companies can imagine to continue their business in other European countries.

We implemented the courses in this environment, with the required number of teaching hours and the number of participants, taking into full account of the curricula used by the other project partners.

According to the Action Plan, the task of IPOSZ was to contribute to the development of a Start-ups and Take-over curriculum and test a version of this material adapted to Hungarian conditions.

Accordingly, IPOSZ already focused on the issue of company takeover at the international conference held in Budapest in November 2019. This was due to the fact that according to most statistics, about 30% of the owners of craft companies working in the service sector will retire in the next 5 years. This raises more and more urgently the need for company transfers and company acquisitions and thus, within a complex training, all those who want to transfer or sell their companies and all those who want

to take over these companies must be addressed. These can be start-ups or intergenerational transfers, company inheritance within the family.

This report includes Start-up and Takeover trainings. We conducted the trainings according to the training program. A textbook published in Hungary in the field of company takeover, entitled The Succession Guide, was used for the training as well.

In addition, we used legal publications developed with the assistance of IPOSZ to inform our membership and small businesses.⁷⁰ Here, nearly 90 legal publications examine the background regulation of business formation and other legal areas. These publications are updated monthly by renowned lawyers of Hungary.

We tested companies' **business plans**, but mostly for company takeover reason. In Hungary, 30% of current micro and small enterprises will retire within 5 years, so one of the most fundamental problems is who will be able to continue these economic activities and how. From this point of view, it does not matter at all that who takes over the business, what their nationality is and where they come from, the scope of the problem is the same. The advantage of our course was that we did not have to deal with various language, religious and identity problems. Thus, the course focused exclusively on the professional part.

Therefore, participants developed a business plan that was related to the business transfer and served as a basic for the coaching process.

We extensively tested the **financing and liquidity issues** with the participants, as these are determining factors of the business transfer and the most important factor for any business start-up. We divided the participants in the business transfer into two parts, the transferors and the recipients, and in this respect, the recipients were considered as start-ups. Even if they had been in the takeover process for a while.

We invited speakers from institutions that can fund both business start-up and business transfer processes. This also strengthened the financing side of the training.

⁷⁰ <https://www.jogpontok.hu/JogpontokKiadvanyai>

For example, a speaker from PricewaterhouseCoopers International showed how to value a business in Hungary today and what economic factors should be taken into consider when valuing a business. In addition, another guest speaker was the head of the Hiventures Capital Fund who provided information on the financing of business takeover. Given that we are talking about small businesses, the presence of this capital would be important in the future, as small businesses in Hungary have less coverage and find it much more difficult to obtain bank loans.

In the **Constitutive decisions for company founders** module, we mainly tested those topics which should be discussed during the business takeover. We also provided a consultation opportunity with a professional lawyer and further legal questions were answered there.

We have prepared a whole detailed report on the **Special features of company successors** module, which is included separately, this was prepared by the instructor and the coaching person who wrote a book on this topic. We tested the parts of the material formulated in the **Marketing** module, as the given professional and economic issues are also fundamental in the process of business takeover. With regard to marketing, it should be noted that knowledge and use of digitization play a key role and there are significant differences in the perception of marketing activity between the competencies of each generation. The **Management and Organization** modules are crucial elements of the takeover process for a business, but also for a new start-up. Testing of the **Human Resource Management** module has shown that in many cases, takeover is not a solution but a sale, but there is a shortage of people who want to start a business, especially in manual crafts and there is a shortage of manpower. (This situation is changing due to the epidemic, but we do not know the end. We see that there is a growing shortage of skilled professionals and employees. At the same time, a surplus of labour is appearing in the labour market. How to reconcile these two opposing phenomena is what everyone is researching). IPOSZ as an organization has a **network** of more than 180 craftsmen's associations. This network will definitely receive information about the results of the project and will be able to hold trainings

in different parts of the country in the future. This means approx. 30,000 businesses. In addition, IPOSZ has established partnerships with vocational schools in secondary vocational education and university colleges. Several universities were involved in the implementation of this project, and students with Hungarian and other nationalities who want to start a business were also present at our various courses.

In Hungary, during the implementation of the project, a complete vocational training reform was implemented, which is still ongoing. We treated these trainings specifically in the adult education and further training category. In Hungary, a distinction is made between short-term vocational-specific training and long-term vocational training. The latter provide professional qualifications. This training was a 3-times 8-hour training, which is considered a D-type training in Hungary. This three-day training is made up of some modules, so the training can be used in its entirety in the future, but some modules can also be taught separately to businesses.

As mentioned above, there was a completely different migration situation in Hungary during the project implementation than in many other countries. Therefore, we carried out the project with the participation of start-ups and companies that want to hand over or take over businesses. However, the training material was developed and the training was conducted in such a way that companies of any nationality could take part in it. The Hungarian situation was also aggravated in this respect by the fact that the Hungarian language is much less widely spoken than German or English. Therefore, it is more difficult to set an admission requirement for a foreign company to understand a course in Hungarian language. However, there were still participants who came from a European or non-European country and built his business here. It should also be noted that our training was adapted to the current Hungarian legal and economic environment while fully followed the curriculum developed by the project.

Admission and organisation of the training

Based on the above, the participants were selected on the one hand from the membership of IPOSZ using the network of craftsmen's associations, and on the other

hand through the partnership systems that we built towards the various associations and professional organizations.

We did not have to set separate entry requirements, because we announced in advance the main points of the training, so those registered who are affected by this training. However, especially in the area of takeover, the training started with the grouping of participants according to their interest and intention, and this provided an opportunity to provide them individualized answers during the coaching and counselling process, which also covered the legal field.

Participants were recruited through our craftsmen's associations. All craftsmen's associations were informed by e-mail about the training (this means more than 180 craftsmen's associations, nearly 30,000 businesses), and through university colleges we informed a wider range of graduate students, especially those who wanted to start a business. In the Craftsmen Newspaper, which is published in 1,000 copies, we promoted the course, gave news about it in our daily press review, and directly informed the members of the leadership of IPOSZ, who passed it on in their own regions.

During the training, the spread of the epidemic accelerated. By the time of the third training day, the epidemic had led to austerity measures that only allowed the third training day to be held online. To our greatest surprise, these online performances were watched in 1399 so far. This shows the benefits of online training, not to mention the creation of material that can later be repeated and reproduced anywhere and can be stored

We planned to complete the entire training period with personal contact hours training over the three days, 3-times 8-hours per day. However, between the trainings, the participants should solve special tasks, should thinking through problems and on the next training day the teachers returned to these tasks. These time periods between the training days cannot be displayed in hours because they were completely different from participant to participant. Between training days, participants could also contact the speakers, from whom they received direct personalized advice.

The first two days of the training took place in a full-time implementation, with participants attending the training each time from 9 a.m. to 5 p.m. The training itself took place in the training room of IPOSZ. The third training day took place live online, due to the epidemic situation. For this online implementation, IPOSZ had to involve additional technical tools, a separate communication specialist recorded and broadcasted the presentations.

This was widely realized during the coaching process. In many cases, in addition to the participant, other actors also appeared, in the case of family transfer, the other family members working in the family, in the case of external transfer, the transferor and the takeover of the company. A detailed summary of the coaching is attached.

A 6-part series of articles on the takeover course has been prepared and will be widely available in the Craftsmen's Newspaper, and this series of articles has been sent to all IPOSZ craftsmen's associations.

IPOSZ managed to attract highly qualified and experienced experts for the project. In the field of company takeover, Mr. Zoltán Salzmann wrote a very successful book on this topic. He managed the training with great professionalism. The legal part of the training was continued by a lawyer having experience of decades, who is currently monitoring the legislation in one of our largest national business consulting projects and is also a successful practicing lawyer named Dr. Hajdan Teofil.

We felt that the participants were completely satisfied with the teachers and since then we have received numerous inquiries from the participants that they would like to use the teachers as professionals. Their professional CVs are attached.

Participants Profile

The composition of the participants by age: there were also young entrepreneurs, but mainly due to the topic of takeover, there were mainly older entrepreneurs, but several of them also brought or involved the potential company successors who represent younger age group. We welcome the fact that some businesses are aware that company takeover is a long process and had already started thinking about going

through this process at the age of 50-55. Surprisingly many female entrepreneurs were present at the training, almost 1/3 of the participants were women. The majority of the course participants consisted of enterprises with an annual income of between HUF 40 and 150 million, but larger companies were also present. The participation of very small micro-enterprises was less common, despite the fact that we also addressed them.

We have previously indicated that the course was held in Hungarian and the majority of participants were Hungarians or have lived in Hungary for a long time. Thus, there were no language proficiency problems in our course. However, we can imagine that the implementation of a training what we have developed could raise serious problems for participants with inadequate language skills. In Hungary, however, we have the background that we can give a lecture on this topic in English or another foreign language.

Execution of training

We have adapted the curriculum to the Hungarian conditions and highlighted the parts considered most important by the Hungarian experts, which parts are the most important for start-ups and company takeover. It is also important to note that we had 3-times 1 day for the training. The entire original curriculum content cannot be implemented in this timeframe.

From the curriculum, the topics we highlighted are included in the attached takeover training programme. We tested all points of the curriculum, but based on the above, we highlighted some key issues in accordance with Hungarian legislation and the opinions of experts.

Implementation was hampered by the epidemic in the meantime, but we were able to resolve this in the manner detailed above.

Given that there is no official exam for training approved in this category in Hungary, we assessed the participants' problems one by one in the takeover course in order to be able to answer these questions, problems in the coaching process. These

questions, problems, which are unique are included in the accompanying coaching reports,

Each participant received a certificate of completion of the course, a copy of which is attached.

One of the main lessons of the training is that each case is unique, so when implementing the training, care should be taken to have enough time to answer and resolve these individual questions. Therefore, the participants had the opportunity to ask the speakers after the training and between the training days. Thus, they were able to address these issues on the next training day.

The speakers also rated the course positively. Emphasis was also placed on the fact that there are no two similar cases.

Concerning to company takeover, the situation was considered problematic in the future, as significantly there are more sellers or transferors than buyers and successors. Generational differences were also noticeable, especially in cases where it was a process within the family. However, this is natural, what is new that the technological revolution, the IT revolution and globalization have accelerated, making it more difficult to judge the future.

We would like to add that at the end of the course, each participant left the training place satisfied. We asked all participants for their views on the usefulness of the course and they commonly clearly stated that they understand better and will manage better the takeover process in the future than before. Those who were still in the partner-finding or sales phase also received directions from the course on how they could move on. Taking all this into account, the course can be considered successful.

Main findings and Conclusions

Regarding the further use of the training material, IPOSZ notified its 180 craftsmen's associations on the training topic. After consultation with qualified lecturers, it is possible to teach either the whole training as a whole or the individual modules at craftsmen's associations across the country. Therefore, in the future, the training will

be mainly aimed at family, micro and small enterprises, in addition, it will address young people who want to start a business and will be included in IPOSZ's long-term training program. Teachers will be also regularly available as advisors for individual cases via IPOSZ office.

The training was followed by a coaching process. The results and intentions of the companies can be seen from the attached report.

The experts, as consultants, will work with the IPOSZ office for a long time in the future as well. From a labour market perspective, a well-known contradiction has been repeatedly proven that there is a surplus of unskilled labour, while there is a growing shortage, especially in the craft industries, of the professionally skilled and reliable workforce.

5.1.4 | Evaluation concept and results for Start-up and Takeover Training

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

The Start-up or Takeover training will take place ideally with all participants of the Entrepreneurship training after it has been completed. The training will last for a maximum of two days and is targeted towards those participants of the “New Entrepreneurs” project that have a concrete business idea for a start-up or takeover of a business in mind, to assist them in the last steps before getting into business.

For the participant survey, no detailed demographic information is requested from the participants, because it can be assumed that these data are already available after the previous self-assessment and after the expert discussions in the project. However, if participants should participate in one or more modules that did not participate in the

first two phases of the project based on the curriculum presented, the relevant information should be retrieved later from the relevant project partner.

The evaluation of the participants is divided into three parts.

First of all, in the context of the evaluation an assessment of the participants with the organization or educational institution is carried out, which plans and is responsible for the modules as a whole. Afterwards, the participants will be assessed on the competences of the trainers. At the end of this survey, participants should assess the personal benefits that the modules have for promoting entrepreneurship skills.

Because it cannot be ruled out that all modules will be carried out by all participants, it is essential to indicate the specific module name at the beginning of the evaluation directly in the questionnaire or to have it registered by the individual participants.

The evaluation for the lecturers is also divided into three parts.

First, the lecturers should assess the participants of their lessons or their training in relation to various aspects. In the second part, the lecturers will assess the syllabus they have used. In the last part, the prerequisites and background of the lecturers they have for teaching migrants or refugees are inquired.

Both feedback forms have already been used for the prior Entrepreneurship training, hence providing the opportunity to compare results, especially with regards to the lecturers' assessments of the participants.

Information for the institution:

- The basic standards for participant evaluation in educational institutions or comparable organizations should be respected, in particular the voluntary nature, confidentiality, anonymity, data protection and security.
- The evaluation is intended for participants of the " New Entrepreneurs" project who have completed one or more modules in their entirety.

- The evaluation should be carried out after each module. For this reason, the name of the module must also be entered in order to be able to make the corresponding attribution.
- In order to reduce systematic errors in the survey and to visualize contradictory responses, some check questions are included in the questionnaire. Participants should therefore be particularly advised to read the questions carefully and answer them truthfully. Completed questionnaires that show a contradictory response are not taken into account in the evaluation.
- The evaluation should not be changed. If changes are made, these are to be described briefly. If changes have been made, the part in question cannot be aggregated with evaluations from other countries.

Results of the evaluation of the Start-Up and Takeover Training

In the project application it was planned that the Start-up and Takeover Training would be tested and evaluated with 25 participants in different partner countries. In fact, trials took place in Austria, Italy and Hungary with a total of 44 participants:

In Italy already in October 2019 in Verona with eight participants.

In Austria the trial was planned for the end of March 2020 but had to be postponed to the end of June 2020 due to corona. 16 persons participated.

In Hungary the trials took place as planned in February and March 2020. The first two training sessions with 20 participants took place in classroom training as requested. In contrast, the third training day had to be conducted online due to Corona. In the meantime, 1,399 persons have completed the online training.

In line with the above concept, in all three countries evaluations were carried out in written form by the participants and by lecturers as well as accompanying observations by the implementing partners. The results of the evaluations can be summarised as follows.

Results of the evaluations by the participants in all three countries

Part 1: Assessment of satisfaction with the organization/educational institution	I strongly agree	I tend to agree	I agree partly	I tend to disagree	I strongly disagree	I don't know
	1	2	3	4	5	0
Before the start of the training I received adequate information about the time schedule.	87%	13%				
Before the start of the training I received appropriate information about its key contents	68%	32%				
Before, during and after the training, my contact persons in the organization were always friendly and competent.	100%					
The contact persons in the organization have helped me with any uncertainties, questions or problems.	88%	6%	3%			3%

Part 2: Satisfaction with the trainer's skills/competences	I strongly agree	I tend to agree	I agree partly	I tend to disagree	I strongly disagree	I don't know
Part 2: Satisfaction with the trainer's skills/competences	1	2	3	4	5	0
Our teacher made a friendly and competent appearance.	84%	16%				
She/he presented the contents of the module clearly and comprehensibly.	77%	13%	10%			
The central idea of the module was apparent to me.	74%	13%	13%			
She/he was able to motivate me well for the contents of the module.	70%	27%	3%			
She/he came across as competent.	86%	10%			4%	
She/he used clear examples.	80%	13%	7%			
She/he answered our questions well.	70%	23%	7%			
Overall, I was very satisfied with the trainer.	67%	22%	11%			

Part 3: Assessment of personal benefit	I strongly agree	I tend to agree	I agree partly	I tend to disagree	I strongly disagree	I don't know
Benefit assessment	1	2	3	4	5	0
What I have learned I can use very well to start a new business or for taking over an existing company.	58%	21%	21%			

The participants were very satisfied with the organisation and the implementing educational institutions. Only very sporadic statements were made that the contact persons only partially helped with questions and problems.

An overall high level of satisfaction was also found with regard to the skills and competences of the trainers. 90 to 97% of the participants rated all points with a very high or high level of satisfaction, less than 10% were only partially satisfied. Only two participants had no competent impression of individual trainers.

79% of the participants were fully or predominantly convinced that they could use the training very well for starting or taking over a company. 21% were only partially convinced of this.

In Austria and Italy the trials were carried out exclusively with refugees, who in both countries, largely identical, assessed the training courses very positively in almost every respect and also rated the benefits for setting up or taking over a company very highly.

In Hungary the training courses were conducted with foreigners and locals. Here, too, the evaluations were quite positive, although they were somewhat lower in comparison with Austria and Hungary. Overall, refugees and other foreigners rated the benefits of the training courses somewhat more positively than nationals.

In all three countries the training courses were conducted by knowledgeable trainers who have several years of relevant experience. The teaching staff in the three countries fully agrees that the participants

- Knew at the beginning of the training about the basic goals and the course of the training.
- Had sufficient language skills for the training.
- Were very motivated.
- Have intensively dealt with their own ideas for founding or taking over a company during the training.
- Fulfilled the requirements of the training well overall.
- Also discussed and reflected critically and constructively on the ideas and suggestions of others, mainly during the training.

The teaching staff also rated the developed curriculum very positively. From their point of view, it is suitable for pursuing the objectives of the training, contains the essential information to plan and conduct the training and has a high degree of flexibility, so that it can be easily adapted to the needs on site.

Based on the evaluation results, the curriculum and teaching materials were revised and finalised. Recommendations for future use were developed as requested together with recommendations for the design of the coaching and integration programme. These can be found in chapter 6 of this book.

5.2 | Coaching and Placement as Entrepreneur

Throughout the entire qualification and consulting process, participants can at any time realize a self-employed activity as founder or business acquirer or take up a job in a company. From the identification of entrepreneurial competencies to the successful establishment or takeover of a company, they are individually advised and coached according to their needs.

5.2.1 | Procedures and Models for Coaching and Placement of Graduates of the Entrepreneurship Training

The Coaching Process

The words “coaching” and “consultation” are often used interchangeably. However, strictly taken, these concepts imply very different notions. Coaching focuses on a goal- and results-oriented process which helps clients to find their own solutions. It is therefore understood as a method that enables those facing special (often professional) challenges or problems to manage them (largely) independently. Due to this self-understanding it becomes clear that a coach is not an advisor or consultant answering the questions of the person seeking advice, but a coach enables the client, through certain questions and techniques, to ask the “right” questions and find the answers by him or herself.

The task of consultants or advisers, on the other hand, is to answer specific questions of the person seeking advice as an expert on the topic. Hence, the solution or answer to the question of the advice seeker is given by another person, implying that the person seeking advice does not need to further investigate the issue.

Nevertheless, there are some common characteristics of the two processes:

- **Profound expertise and professionalism:** usually acquired through university studies, training and with extensive professional experience

- Reflexivity: Here understood as a systematic and well-founded thinking about one's own actions and activities as well as the structures and processes with which one pursues a goal.
- Value orientation and positive image of man: understood here as an appreciation and recognition of the diversity of personalities, a personality's dynamics and changeability
- Working in and with networks: as a necessary condition for pursuing goals and increasing professionalism.⁷¹

As part of the INTACT project, due to the complexity of challenges and issues faced by migrants or people with a refugee background, it can be assumed that there will be no clearly defined border between coaching or counselling support from the coaches/advisors. Both can be appropriate, important and necessary depending on the case. Therefore, consulting or coaching is seen in this context as an interactive process in which both, the strong support of the consultant or coach and active participation of the person seeking advice, is of immense importance for solving the problem at hand.⁷² Within the "INTACT" project, this process should be based on the "Case Management Model" increasingly used in the realm of social work.³ Case management is an extremely complex and intensive process carried out together with the advice seeker. It is always on a voluntary basis and requires the consent of the person seeking advice. Cases in which a case management structure is worthwhile are particularly complex problem situations for whose solution a large number of helpers from different areas is required. This also means that multiple coaching sessions will be necessary. Furthermore, setting up case management structures is a time-consuming

⁷¹ Cf. <https://www.unternehmer.de/management-people-skills/128418-die-coaching-serie-teil-i-wasist-coaching-ueberhaupt> or <https://www.unternehmer.de/management-people-skills/131706-diecoachings-erie-teil-ii-wo-liegen-die-grenzen-von-coaching>

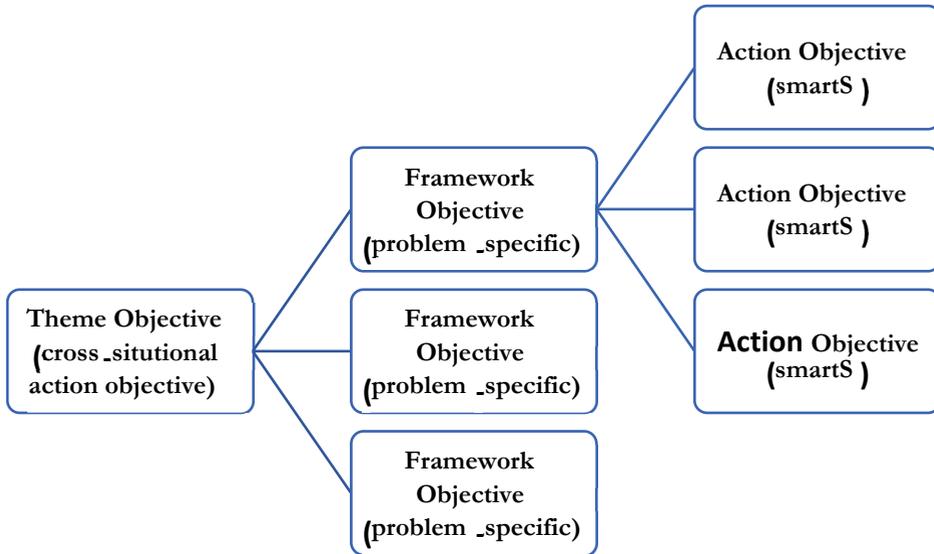
⁷² Cf. Nußbeck, Susanne (2010). Einführung in die Beratungspsychologie (2. Ed.). München: Reinhardt. 3 Cf. Müller, Matthias (2016). Case Management in der Migrationsberatung für erwachsene Zuwanderer (MBE) – Eine Arbeitshilfe (1. Ed.). Berlin: Deutscher paritätischer Wohlfahrtsverband Gesamtverband e.V.

and labour-intensive process. Therefore, it cannot be expected that the advisors/coaches of the project participants will fully implement this concept. Nevertheless, it should serve as a suggestion for structuring the coaching process.

The case management process is divided into two levels: the case level and the (care) systems level. At case level, the case manager focuses on the person seeking advice. First, the case is assessed. In this phase information is collected comprehensively, systematically and without judgement or evaluation. The next step of this phase is a conscious decision which problem should be worked on made jointly by the case manager and the advice seeker. Once this decision has been made, hypotheses are formulated to come up with different explanations for the selected problem. These hypotheses facilitate the formulation of action goals in the next phase. In the case of this project, the selected problem should be the desired self-employment as entrepreneur. Furthermore, it is important to record strengths, competences and resources of the participant to be able to draw on them when solving the selected problem during the coaching process.

In the next phase (planning) an individual support plan is drawn up. Here, a distinction is made between theme, framework and action objectives. It is crucial to adhere to the hierarchy moving from the abstract theme objectives to the concrete action objectives. Theme objectives take interests and hopes into account, they are personal, easy to understand and formulated in a positive way – they reflect the participant's visions. Framework objectives relate specifically to the guiding problem (i.e. self-employment as entrepreneur) and its explanation hypotheses. They are generally in line with the theme objectives. Lastly, action objectives are formulated to concretely implement the framework objectives. They are incremental and must be manageable for the participant. The so-called smartS criteria (specific, measurable, acceptable/attractive, realistic, timed and strength-oriented)⁷³ should be taken into account when formulating the action objectives.

⁷³ Cf. Ehlers, Corinna/Müller, Matthias & Schuster, Frank (2017). *Stärkenorientiertes Case Management: Komplexe Fälle in fünf Schritten bearbeiten*. Opladen u.a.: Barbara Budrich Verlag.



In the case level's next phase, it is a matter of implementing the defined objectives. In contrast to regular counselling, in case management this phase is more than just a recommendation and placement into assistance services. Here, close accompaniment and, if necessary, support is foreseen. The process is oriented towards the wishes, strengths and resources of the participant to initiate a helping process that is as autonomous as possible (keyword empowerment). If many different institutions work together, so-called case conferences can be of an advantage to make cooperation more effective.

Before ending the case management process as well as already during the implementation phase, the process should be closely monitored and if, necessary, modified by the advisor/coach. The close accompaniment of the change process by the advisor/coach offers the participant additional support.

The end of the process should be active and binding. It contains elements of reflection, evaluation and farewell in which the handling of new situations without the advisor/coach should also be discussed.

The systems level of case management focuses on all the organisations and specialists who are involved in the solution process for those seeking advice. Here it is helpful to fall back on already existing networks of the advisor/coach as well as of the participant.

Even if the model is only partially applied, there are some aspects that advisors and coaches should pay attention to. On the one hand, precise knowledge of the legal situation is of great importance. Especially when working with refugees or migrants, counselling work is often and to a large extent limited by legal boundaries. In addition, special framework conditions must be considered when working with this target group. First it should be pointed out that there is a possibility of the advice seeker dealing with trauma. However, to prevent stigmatisation, this topic should by no means be generalised. Accordingly, the issue of trauma cannot be ignored. The Federal Working Group for Trauma Education in Germany recommends the following working position:

- The assumption of good reason
- Appreciation
- Participation
- Transparency
- Fun and joy

On the other hand, intercultural competence of the advisor or coach is indispensable. Here it is not only important to be open and flexible towards the culturally shaped internal rules and regulations of the person seeking advice, but also to be aware of one's own norms, as in such a consulting process two culturally and individually shaped people meet. Additionally, the advisor/coach is urged to always describe the situation honestly, address problems of the participants and take time for the meetings.

Phases and Timelines

The refugees involved require intensive individual counselling and coaching during all phases of the programme, starting with the identification of existing competences until after successful placement into employment. During all phases, the refugee receives accompanying advice and coaching from an advisor/coach of the respective project partner. If possible, this person should not be replaced during the entire process, so that each refugee has a constant central contact person with whom a relationship of trust can be developed.

It can be assumed that not all refugees involved in the competence assessment and training programme will actually become self-employed. For these persons, the respective implementation partner must ensure that they are further supported by another institution dedicated to the qualification and integration of refugees. Participants who do not take over or start a new business after the entrepreneurship training (AP4) should, if possible, be placed as managers or specialists in SMEs.

Coaching and counselling by the advisor/coaches takes place during all phases of the programme but must be carried out particularly after the entrepreneurship training has been completed. In this phase the goal of the advisors/coaches is to

- a) Realise self-employment as company successors or business founders for as many graduates as possible, as well as
- b) Place all other persons into employment in SMEs

Coaching-Phase #	Focus Area		Activities	Coaching Tasks	Implementation-Partners	Min. number of participants per region
	#	Titel				
1	Assessment of Competences	Assessment of entrepreneurial potential	<p>Self-assessment with electronic tool</p> <p>External assessment through interviews</p>	<p>+ Attracting and advising participants</p> <p>+ Participation as interview partner</p> <p>+ Ensuring further support for participants not continuing in the project</p>	<p>PP1 Hanseatic Parliament (HP)</p> <p>PP3 Institute for Applied Industrial Research (LAGF) PP5 Technology and Innovation Transfer Scad. (T2I)</p>	20 - 25 per region
2	Motivation & Creativity Seminar	Language Training as well as Motivation & Creativity Seminar	Conducting the motivation & creativity seminar	<p>+ Advisory support + Participation as lecturer</p> <p>+ Preparation of the next phases</p> <p>+ Ensuring further support for participants not continuing in the project</p>	<p>PP1 Hanseatic Parliament (HP)</p> <p>PP3 Institute for Applied Industrial Research (LAGF)</p> <p>PP4 National Association of Craft Industries (IPOSZ)</p> <p>PP5 Technology and Innovation Transfer Scad. (T2I)</p>	10 – 15 per region

Coaching-Phase #	Titel	Focus Area	Activities	Coaching Tasks	Implementation-Partners	Min. number of participants
4	Entrepreneurship Training	Entrepreneurship Training	Conducting the entrepreneurship training & internships	+ Advisory support + Organisation of internships + Demand-oriented additional training + Ensuring further support for participants not continuing in the project	PP3 Institute for Applied Industrial Research (IAGF) PP4 National Association of Craft Industries (IPOSZ) PP5 Technology and Innovation Transfer Scarl. (T2I)	10 – 15 per region

Coaching-Phase #	Titel	Focus Area	Activities	Coaching Tasks	Implementation-Partners	Min. number of participants
6	Company takeover or business start-up	Company Takeover or Business Start-up	Realisations of company takeovers and business startups	+ intensive consultations + Establishment of contacts + Assistance with funding, financing, etc. + Matchmaking for business transfers	PP3 Institute for Applied Industrial Research (IAGF) PP4 National Association of Craft Industries (IPOSZ) PP5 Technology and Innovation Transfer Scad. (I2I)	10 – 15 per region

5.2.2 | Coaching and Placement in Austria⁷⁴

Acquisition and selection of participants

In the run-up to the assessment, initial interviews were conducted with more than 40 people with a refugee background in order to sound out their interest and the conditions for participation in the project.

The following selection criteria were decisive:

- German language skills - Entrepreneurial intentions
- Residence status

Subsequently, 20 participants were invited to pass through the assessment. A total of 18 participants were included in the project to support them in their further company development and professional advancement.

Overview of the participants

Origin, sex and age of the participants:

Gender	3 female, 15 male
Country of origin	Syria: 9 Iraq: 3 Iran: 2 Afghanistan: 2 Egypt: 2

⁷⁴ Prepared by Institut für Angewandte Gewerbeforschung

Age	Average age: 33 Jahre (rounded) Minimum: 18 Maximum: 59
Highest completed education	EQF Level 5+: 10 EQF Level 4: 5 EQF Level 3: 2 Missing Information: 1
Data according to information provided by the participants	

Coaching

The needs, starting conditions and questions of the participants were very different at the start of the project. In order to meet these challenges, flexibility and individual attention to individual needs and individual support requirements were necessary.

Thus, it soon became apparent at the start of the project that, in addition to the opportunities for further training and professional support, individual coaching tailored to the needs of the participants is also very important in order to support the participants as well as possible on their entrepreneurial path.

Coaching of the 17 participants in general

We accompanied and supported the project participants continuously in case of uncertainties, questions, uncertainties and other inquiries such as e.g. application letters for internships, dealing with official channels, research, which legal possibilities of founding a company or taking up work can be derived from an individual residence permit, legal inquiries, possibilities of subsidies and much more.

The frequency of accompanying individual support in the form of advice and guidance varied greatly among the 17 participants. Some of them contacted the coach or the IAGF almost every other week to get different kinds of support both

professionally and privately (in the area of their professional development as well as out of the need of their personal situation), others mainly participated in the offers like courses and workshops and were otherwise very independent on their way of their professional future.

Coaching took place in various forms:

- Personally, in the premises of the chamber of commerce Austria.
- Accompanying to various offices, appointments and examinations.

Telephone coaching was used very often because it was independent of time and place.

As the coach of the project was very flexible in terms of time, contact was also made with the participants outside office hours and also on weekends, in cases of urgency, where the coach sought and developed solutions together with the participants in an accompanying and supportive manner.

Especially during the time of the Corona Lockdown, telephone coaching was indispensable. In this difficult time of the pandemic it was very important for the participants to have a contact person to discuss economic and especially private worries and fears and to develop solutions together.

The participants

Due to personal data protection, we do not list the names of individual persons. For better readability, the term "the participant" (TN) is used, even if some of the participants are female. The order of the participants is not the same as the order of the list of names in the appendix.

Participant 1

A participant has completed training as an interpreter in his home country, but this is not recognised here in Austria.

His big business goal is to become known here in Austria and throughout Europe with his own fashion line for clothing and shoes. The TN is highly motivated and has

already drawn 2 trade licences, fashion design and trade. With the business plan a micro credit was approved by the bank. The participant has already designed his own winter and summer collection, has found suitable business premises where popup stores are frequently held and communicates his company very actively on various social media channels.

Participant 2

A participant studied sports in his home country, but his studies were not recognized here in Austria. Here in Austria, he completed a coaching training and started the kindergarten pedagogy training. Two attempts, each for one semester, to complete this very time-consuming and intensive training unfortunately failed because the training costs a lot of money and above all time. It was impossible for this participant to work in order to finance his living expenses and at the same time to complete and finance this training, to invest up to 8 hours a day in the kindergarten pedagogy training and to study at home afterwards. The participant has worked voluntarily as a coach for people with a refugee background. Currently he works as a salesman in the fashion and jewellery sector. He can imagine to start his own business in this area, although this business idea is still in its infancy and not yet fully developed.

Unfortunately, due to his commitments and his busy schedule, this participant was not able to take up the

offers to start a business in the last third of the project. In the first two thirds of the project this participant came often and regularly and took advantage of the coaching on a regular basis.

Participant 3

This participant is still a very young person, in Austria since 2015 and entitled to subsidiary protection. He has studied architecture in his home country, with a degree. He is very determined. His dream is to open his own restaurant. Unfortunately, his residence situation is still quite uncertain, so he cannot yet become operationally active for his business idea, but he would like to use all preparations and further training in

order to be able to implement his business idea, if the residence decision allows it. In 2018 he received a negative decision, but this was reversed with support. In the course of the project he took part in the German course C1 and the workshop Creativity, and he took advantage of the coaching from time to time. He regularly attended all modules of the company training/entrepreneur examination and passed some of them with distinction.

Since autumn 2019 he is studying computer science.

Participant 4

A 40-year-old participant has been in Austria since 2015 and has a residence permit, including a work permit.

In his home country he studied English as a teaching profession and graduated with a bachelor's degree. He lives in Vienna with his wife and 4-year-old son. In Austria he completed the teacher training course for refugee teachers. He works voluntarily in a tutoring institute and has also done some internships in schools in Vienna. Currently he is working on his idea to open his own tutoring school.

Participant 5

A participant has such big psychological problems because of his experiences in his home country and the escape. After a few coaching sessions it was decided together that he first has to improve his psychological condition before he is able to start a job or to become self-employed.

Participant 6

One participant studied business administration in his home country and this education was recognized here in Austria. He has completed a number of courses in Austria, "Buchhaltungswesen kompakt", "Unternehmer Führerschein" and the final apprenticeship examination for financial assistance. In the course of this training, an internship position could be arranged for him, for which he received very good feedback after graduation. Unfortunately, the company was not able to keep him on after the end of the internship and completion of the examination. In the course of the

coaching it became clear to this participant that he is a very reliable, accurate and courteous employee and human being, and that he sees himself more as an employee than as a self-employed person or entrepreneur. Currently we are still supporting him in his search for a suitable company and in the application process.

Participant 7

This participant studied Applied Mathematics and Computer Science and successfully completed a university course in Sales Management here in Austria. He took part in all offers of the project and passed all examinations with very good results. Since the beginning of the project, he has been working intensively on his idea of building his own digital sales platform, from programming, networking and technical requirements to the operation of this platform. The aim and benefit of this platform is to make the financial management of families more efficient, to support families in making good purchasing decisions and to help their children (and also adults) how to handle money better.

In the initial phase he already found a partner with whom he wanted to implement this idea. Since his partner, who had taken over the programming, left this business idea, he now learns programming himself. He used the services in the project continuously.

Participant 8

A very young participant, who fled alone to Austria because he lost his parents at the border, came to the project with the idea of becoming self-employed as a salesman and trader of fashion. During the coaching it became clear that this was just a helpless attempt to do something here in Austria.

A training plan was developed with him, where he caught up on his compulsory schooling. At the moment he is doing an apprenticeship as a dental technician in a company, which he likes very much and the company is just as satisfied with him. The thought whether he will and wants to become self-employed is still far away.

Participant 9

A participant has started to study journalism in his home country, but has not completed it. He also worked there as a hairdresser. Here in Austria, he put his business idea of running his own hairdressing business into concrete terms. He took advantage of the offers for business management to a large extent.

He was already able to work in a hairdresser's shop in Vienna and took it over together with a colleague. Unfortunately, this only went well for about half a year, the colleague cheated him from his point of view and thus "pushed" him out of the business.

However, this participant did not give up, took good advantage of the service and further training offers in the project and was again highly motivated at the Start-up workshop to realise his dream here in Austria of setting up his own hairdressing business.

Participant 10

One participant learned air conditioning technology in his home country in a family business and worked there for years. Here in Austria he would like to work in this field as well and run his own business in this area. His words: "I love machines". Unfortunately, his residence permit is not stable and it is very difficult for him to work here in Austria at all. At the moment this is his biggest problem and concern to get a residence permit with work permit. He wants to gain work experience as an employee before he starts his business.

Participant 11

A participant has worked in his home country as a carpenter in his own family business. Also here in Austria it is his goal to work as a carpenter and thus to become self-employed. He has not been able to take up an internship as a carpenter up to now, because he has no time for it apart from his work as an assistant, which he needs to earn a living, especially if the internship is too far away from his home. Nevertheless, he would like to try to take the final apprenticeship examination here, so that he fulfils

the requirements to become a self-employed carpenter here in Austria. Due to his busy schedule, he only made sporadic use of the service and further training offers

Participant 12

A TN came to Austria alone very young. Within a very short time he graduated from compulsory school and it was clear to him that he wanted to start his own business here. He wants to be his own boss. He took up some offers to start a business and at the beginning he also took up coaching regularly. He started printing T-shirts, soon bought his own printing press. During the coaching we developed a concept with which he was accepted into the new business start-up programme of the Public Employment Service.

Today he no longer prints T-shirts, but has his own brand for his own fashion line which he sells online. The next company goal is to have his own shop.

Participant 13

One of the participants hardly ever came to the coaching, registered for some courses but then did not show up. The reason for this might be that he works in a restaurant and has too little additional time for further training.

Participant 14

A very young participant very quickly completed compulsory schooling in Austria. Since he worked in an event company in his home country, which organized parties, he wanted to become a wedding planner in Austria. We were looking for internships and training for this. In the meantime, he dropped this idea, it became too extensive and complicated for him. But his new idea is already far advanced, he also attended the workshop "Start up" very motivated and enthusiastic. He is planning a small business with dried fruits and nuts in combination with spices and sweets. He already has contacts to his home country, from where he wants to import the fruits. In addition to concretizing the business plan and doing a lot of research, he is networking with people who have similar plans and is currently looking for a good location for his business, which he would like to run in analog and digital form.

Participant 15

A participant has a Master's degree as an interpreter and this is also recognised here in Austria. He has done various internships and volunteer work as an interpreter and tutor. He takes advantage of all the offers in the project, for the entrepreneur driving licence he is still missing an examination, which he will take in September.

Participant 16

A participant has studied business administration in his home country, which was recognized in Austria without title recognition. This participant is very much involved in various areas of refugee aid on a voluntary basis. His great passion is numbers on the one hand and cooking on the other. This participant builds his business idea on these two tracks. He completed various courses in accounting and is currently trying to pass his final apprenticeship exams. He has successfully passed the company driving licence/the company examination. This participant regularly takes advantage of all offers. However, the big goal is his own coffee house. This idea is currently being worked on together with another participant, a cooperation has been established.

Participant 17

This participant initially had the idea of opening his own travel agency. But soon this idea was rejected and a cooperation with another participant was established. The idea of founding his own coffee house, where he could focus on families and offer advice to women was developed. This participant took advantage of all the services on offer, passed the entrepreneur's driving licence with good results and passed the final apprenticeship examination for finance.

Importance of coaching and challenges in the project

In the course of the project it has been shown that coaching and support for people with a flight background is of great importance for the successful founding of a company or for gaining a foothold in the professional world.

Becoming self-employed, founding a company or taking over an existing business is a challenge in itself. To become self-employed in a foreign country, to found or take

over a company in a foreign country is an even greater challenge. If you then have to deal with additional problems such as residence permits, work permits and living expenses, the hurdle becomes almost insurmountable without support. The task of coaching is to accompany people during this time, to show them the economic and legal areas and explain and interpret them for their project, to give them opportunities and support and much more. Important is a good empathy, understanding and patience.

Coaching is not always easy, especially in view of the many different economic and human difficulties and traumas, obstacles and problems that have to be overcome and solved.

Even if the linguistic competence of many participants is consistently present, especially in the complexity of life, the different language represents a real hurdle, be it in the economic, business or private, human sphere. The linguistic hurdle could always be bridged as far as possible in coaching, even if it was necessary to use translation programs to find clarity in the depth and diversity of the meaning of words in the different languages and cultures.

Flexibility is also important, often the different situations force to act quickly, research or even spontaneous meetings can become necessary.

Finding internships in companies was a great challenge, which often did not lead to success.

The reason for this is that the entrepreneurs cannot generate any added value from it and especially small entrepreneurs are not willing or able to take on the additional workload of an intern.

In Austria, employment contracts for internships are very strict and clearly regulated. As a rule, these can be compared to a temporary employment. This means that, as a rule, the company has to employ and finance the trainee like an unskilled worker. This is one of the main reasons why it was very difficult to find companies willing to take on an intern.

Only compulsory internships, which are obligatory in the context of school education and further education, can obtain the status of unpaid work or lower payment for an internship that is primarily for education/further education/internship.

For this reason, it was very difficult for participants in the Entrepreneur Project to find a work placement. Through personal networks, attempts have been made, such as the network of the divisional head of trade and crafts to craft enterprises she knows.

For example, one project participant was urgently looking for a work placement to complete his training as an accountant. Only through the intensive activation of the personal and the network of the IAGF's board of directors was it possible to find an internship place, participant and company were very satisfied.

Basically, most of the participants were very reliable and motivated. Nevertheless, due to the situation, there were always cancellations of agreed appointments at very short notice or no-shows at events. This required additional flexibility and spontaneity in coaching.

It was very nice to observe how some business ideas have developed successfully.

5.2.3 | Coaching and Placement in Italy⁷⁵

Introduction

In order to guarantee at once a support to help aspiring entrepreneurs, to check and refine the viability of their own business ideas, all through the training a sort of an entrepreneurial coaching was carried out to develop their managerial skills. During the lessons teachers excited participants regarding both mindsets, motivation and emotions and action steps required in starting a new business.

While the coaching session, as customized way to help each participant individually, was planned at the end of the entrepreneurship training, after the learning phase

⁷⁵ Prepared by T2I - TRASFERIMENTO TECNOLOGICO E INNOVAZIONE SCARL

focused on the general framework about what it means to plan and develop a new enterprise. A business start-up coaching program was implemented, since none of participants was in the context of a business takeover process.

The coaching process was carried out through one-to-one engagement with the support of three experienced coaches.

- A marketing expert who has helped participants to deepen the structure of a marketing plan and to learn about the main useful marketing tools to analyze customers' behaviour and competitors.
- A web-marketing expert to support participants in improving their skills, ensuring that they will be able to deliver the right content to the right audience, through the right channels, at the right time to achieve their marketing objectives.
- An expert coach in economic and financial matters that helped participants to learn how to verify the sustainability of a new enterprise and to untangle through legal and fiscal framework of start-ups.

Admission and organisation of the coaching

The participants of the coaching program were part of those who attended the entrepreneurship training; therefore, they were previously selected through a public announcement before such trainings took place. A public announcement was published targeting the Treviso area, but the response was not satisfactory. A second public announcement was published targeting the Verona area, where T2I has other offices and a well-established network of potential users, thank to core activities focused on training for start-uppers or new company founding.

The participants of the coaching program were nine people: each of them decided to aim a further development of their own business plan.

At this stage, at the end of an entrepreneurship training, business coaching was not done to accelerate participants' progress or to save them from a myriad of costly

mistakes. It was carried out to shrink their own focus on the key elements they had to consider in exploring different ways to try to build a kind of strategy to pursue, step-by-step, to focus their own business idea.

Throughout their time together, they planned, experimented tools and adjusted the steps they were need to take in order to make their goals happen. They also discussed about the wholehearted commitment requested to an entrepreneur and about how every aspiring entrepreneur goes through a period of self-doubt in the early stage.

The coaching implementation started in January and no internship was carried out. Unfortunately, during February the early cases of Coronavirus began in Italy after which the lockdown measures prevented the smooth running of the coaching program. From March to June, T2I tried to stay in touch with the participants, but it was complicated for them to continue planning and evaluating the viability of their business ideas. The changing world has made many of them reflect on the future of their ideas: it appeared counterintuitive to start a business during the Coronavirus lockdown. For many of them, keep on it would have been necessary to develop a new business plan or to twist their project. This could have been more difficult if they have been laid off or were managing lower income.

The coaches were the same trainers who were involved in the training. Professional experts in their own field like economic and financial topics, fiscal aspects concerning how to start a new enterprise, legal framework of start-ups, marketing, social media marketing and communication techniques. The coaches involved has collaborated for years in many other entrepreneurship trainings, several initiatives aimed to support starting a new business and coaching focussed on the same objectives. T2 I has chosen them other coaches because of their availability, good ability to work with people who may need particular patience and care in developing their business plan.

Participants Profile

Nine participants took part in the coaching path:

Participant 1

39 years old (computer science degree, unemployed), from Thailand wants to carry around the joy and culinary traditions of his country with "Pink Patataro", his food truck, selling Thai snacks, chips, soft drinks and beers. Currently Thai food is served just in restaurants but is offered at high prices. His goal is to offer unique dishes that combine the classic local delicacies such as chips and Thai snacks at very competitive prices.

Participant 2

59 years old (degree, unemployed), left Nigeria several years ago but he didn't forget his passion for farmyard animals, rabbits in particular. Despite a change in the market, raising rabbits seems still a profitable activity to date. Participant 2 says that the main difference compared to the past is that more often those who choose to work with these animals opt for pet or wool breeds and not only for those intended for food use. From his point of view, starting a rabbit farm can be an interesting business, especially considering that these small rodents have a tendency to give birth to very abundant litters and a short development time. Moreover, rabbits have a reduced need of surveillance and in Italy breeding is a free activity, open to all those who are in possession of suitable structures, owned or rented.

Participant 3

40 years old, (degree in humanities, unemployed) together with her friend and classmate Participant 7, they are designing to start a multicultural catering service. They want to develop into a real business their similar previously experience founded as association in 2015 "Sapori da ascoltare" ("Flavours to listen to"). Thanks to their organizational skills, they would like to mix their different culinary skills in order to offer to their potential customers a sort of world tour of flavours.

Participant 4

55 years old (high school diploma, unemployed), from Senegal considers that Africa is well situated for most forms of renewable energy, but possibilities for solar stand out given its proximity to the equator and dry sunny days (and therefore high irradiation levels). Solar power is one the cleanest, most reliable forms of renewable energy available, and it can be used in several forms to help power homes or businesses. Therefore, he is designing to start a solar-powered photovoltaic panels' import-export trade in Dakar, seeking collaboration with the Italian Development Cooperation Agency of Dakar.

Participant 5

51 years old (engineering degree, unemployed), from Ukraine is designing to develop her skills as a Russian and Ukrainian self-employed interpreter and translator. She intends to specialize herself in corporate communication (marketing and business) and to work for translation and interpretation companies, individual organizations or private clients.

Participant 6

35 years old (degree in psychology, unemployed), from Colombia is designing to sell handmade bracelets made by Colombian inmates in prison, *CHOCO'S FRESH ART HANDMADE*. Her project has two different social impacts: thanks to such bracelets, the inmates are able to work and spend their detention in a different way and they can reduce their punishment as well.

Participant 7

42 years old (short degree in humanities, unemployed), from Perù shares with Participant 3 the same business idea.

Participant 8

57 years old (unemployed), from Yugoslavia where she finished her University degree in teaching in Primary school. She came to Italy in 1991, after the problems started in Slovenia she was not able to return neither to her home nor to her job. Unwillingly, the historic events forced her to emigrate, in order to save her life. When

she arrived in Italy, there were no services for migrants and she had to find her way by herself and learn how to do the things. There was no internet with information and especially when it comes to bureaucracy, things were very complicated. So, she decided to structure services to help many migrants searching for information and support and to face bureaucracy easily.

Participant 9

53 years old (employed), from Cameroon considers that many healthy eaters have replaced traditional wheat flour with gluten-free alternatives sourced from fruits and vegetables and she noticed that banana flour is one of the best alternatives to processed wheat flour and can actually make cakes and cookies good for everybody. Banana flour is low on the glycaemic index indeed, so she says that the humble banana has already shown to be a rising wellness superstar. Participant 9 taught us that to make a banana flour the bananas are peeled, sliced, dehydrated, and then milled to form a flour that can be used for everything. Her secret wish is to produce cakes and cookies with banana flour made with Cameroon bananas.

All above-mentioned participants of the coaching program were part of those who attended the entrepreneurship training, as indicated.

Execution of the Coaching and Integration Programmes

Coaching implementation was organized through one-to-one meetings with each coach. First of all, each meeting was aimed to increase awareness of the participants in starting an enterprise, both in considering fiscal e legal framework or marketing tools. Usually, aspiring entrepreneurs are not afraid to take big ideas and think outside the box, but this group of participants were oriented to verify quite simple business ideas mostly concerning their own culture. Therefore, the task of each coach was also to facilitate this cultural contamination.

The coaching implementation was done in January. As mentioned, unfortunately due to Coronavirus during February the lockdown measures prevented the smooth running of the coaching program. From March to June T2I tried to stay in touch with

the participants, but it was very complicated for them to continue planning and evaluating the viability of their business ideas. Some have postponed the start of their business until autumn. Others have found it difficult to rethink their business project under current conditions.

The coaching phase was carried out through individual meetings between each participant and the coaches. Coaches involved in this phase were experienced coaches who have seen businesses growing throughout every stage and they know the challenges that come with every step, so they can spot each weak points, give objective external counsel, and hold participants accountable to their goals. To foster participants' entrepreneurship, the coaches offered their support especially for aspects related to marketing, customer relations and competitors, web marketing and economic and financial aspects.

As mentioned, entrepreneurial ideas of participants were in an embryonic stage therefore no additional support or qualification measures were needed.

After lockdown at the end of June, the participants were contacted by phone for an update on their situation: with the hope that everything will be resolved soon, a part of participants is planning to try to develop their business project in autumn, but others are afraid and think to postpone their business challenges in 2021.

The Coronavirus has blocked most of the participants' business planning.

Here below a short description about the current situation:

Participant 1 dusted off his qualification (computer science degree), during lockdown has attended specific courses and is looking for work in the IT sector.

Participant 2 is breeding 300 rabbits. He is still officially unemployed but every day he is engaged in the care of his rabbits, he relies to actually start his rabbit breeding as soon as possible.

Participant 4's project is currently suspended. He plans to start again in 2021, unfortunately he is still unemployed.

Participant 5 is supporting her husband in managing his entrepreneurial activity, at the same time she continues her activity as Russian and Ukrainian interpreter and translator

Participant 6 is continuing to promote her bracelets via Facebook but in the meantime, during the lockdown, she became a mother.

Participant 3 and *Participant 7*, just in February they were restarting the association “Sapori da ascoltare” (“Flavours to listen to”) with a new aim of facilitating the job placement of women in vulnerable situations through ethnic dinners and catering services, but the Coronavirus has blocked everything. It is now extremely difficult to start again but they are confident of starting again in autumn

Participant 8 was collaborating with “Associazione Stella” to help refugees and foreign people with paperwork, but the lockdown measures prevented the smooth running of these services. She relies that in autumn it will be possible to restart services normally

Participant 9 is still a socio-health worker, but she still dreaming of her banana flour cakes

All participants think that the coaching program was very important for them, because this was an opportunity to get to know different people, the trainers and migrants living in a similar situation. They consider every training as another opportunity to learn new things about Italian system and improve their competences in Italian language anyway.

Due to the very embryonic stage of most of the business ideas, the coaches involved stressed that sometimes their coaching programs were focused more on mindsets, motivation and emotions, rather than on implementing best-practice systems, strategies and action steps that will actually grow a new enterprise. However, everything considered the coaches were able to focus their programs on what is needed to develop products and services that actually run on market.

Main findings and Conclusions

Managing a new business has become more complex than in the past. Now it is very dangerous to “learn by making mistakes.” Therefore, a business coaching session can help aspiring entrepreneurs to speed up a project of a new enterprise and bring a founder from his comfort zone towards business growth effectively. The coaches have experienced so many cases during their career, that they can help any entrepreneur to overcome their business and personal challenges. The coaches have seen businesses growing throughout every stage, therefore they know the pitfalls inside each step and they are able to teach how to identify, to prevent or to face them.

Coaching has helped participants to focus on what is important, on the key elements they have to consider. Coaching can assist participants to bridge the gap between where they are now, to where they would like to be more effectively than if they worked alone. A coaching program can also help stimulating the entrepreneurial mindset by recognizing own personal entrepreneurial skills.

Entrepreneurial coaching is a very useful customized way to help aspiring entrepreneur developing their managerial skills and business projects. However, it also can be improved. It is a matter of time because the period of the coaching sessions developed thank to a project could not be in line with the need of time requested by the entrepreneurial project, especially when the project requests funding.

An aspiring entrepreneur’s life is not enviable, at least in the beginning. It is extremely easy to get discouraged when something goes wrong or when your enterprise is not growing as fast as you would like, so having a good support coaching system in these moments will surely help. It would be better for any aspiring entrepreneur to be able to rely on a community, on a system that could ensure a long-lasting flexible coaching program.

5.2.4 | Coaching and Placement in Hungary⁷⁶

Introduction

The coaching itself was carried out according to version B, given that throughout the project it was dealt mainly with family, micro and small enterprises and not with medium and large enterprises. Nevertheless, also medium-sized companies were involved in the takeover coaching.

The coaching process was conducted as follows. Counselling took place at least 3 times, in person or due to the epidemic in electronic form, or by telephone. Of course, the emphasis in coaching was different, in terms of start-ups and in terms of takeover. Therefore, these have been implemented by different professionals. At the end of the training, we prepared a progress plan with the participants, and then the coaches acted on the basis of this progress plan following its main aspects. Summary reports on the coaching process have been prepared and are attached. From these, it can be seen that both the establishment and the takeover of a business are a long process, which has not been facilitated by the current economic situation. Therefore, it can be expected that a significant part of the companies involved in coaching will continue to use the consulting assistance of the experts in the future.

The vast majority of participants earlier attended the course. Thus, their selection was already done as written for the course participants.

The coaching was organized by the performing experts with the help of IPOSZ and they also conducted it. According to the agreement, the coaching process typically lasted 3-4 months, during which time 3 coaching sessions were typically performed for all participants. Coaching was done in person and electronically or by telephone, especially given that it took place under the strictest regulations of the epidemic period. For example, there was a curfew at this time. The counselling was not necessarily personal. It has happened beyond that. In several cases, coaching with participants took

⁷⁶ Prepared by Ipartestületek Országos Szövetsége

place more than 3 times. The coaching process should be interpreted as a multiple activity as several cases the coach had to be negotiate separately with the transferor, separately with the successors and joint meetings also had to be organized. The attached coaching reports demonstrate these processes.

The three professionals performing the coaching (takeover, start-ups and separate legal advice) were professionals bearing decades of experience, whose are also familiar with the processes required for coaching, as shown in their attached biography. The attached reports on coaching reflect their activity and their results.

Participants Profile

The size and type of enterprises participating in the coaching process, the essence of the ongoing problems, the essence and the results of the coaching process are presented in the attached reports.

Largely those participated in the coaching process who were present at the previous entrepreneurship training.

Execution of the Coaching and Integration Programmes

As each case is unique, the attached summaries briefly describe the problem and outcome of the cases in detail.

Main findings and Conclusions

In summary, each participant in the coaching process judged the process very effective. However, takeovers themselves show a very fragmented picture, there are companies where takeovers are advanced, there are companies where it is just a sales process, and there are places where coaching has given impetus to speed up the process. Overall, however, the basic problem seems to exist, there are more transferors than successors and this is not an encouraging sign for the specific craft professions for the years ahead. There is also an acceleration of intergenerational problems, with younger generations wanting to engage in completely different entrepreneurial practices than older generations and this also causes conflict situations. One of the greatest achievements

of coaching is that it has significantly contributed to resolving conflict situations and paving the way for a successful completion of the process.

It should also be noted that, especially in the small business sector, businesses also need to gain the trust to participate in such a process because, especially in the case of an external successor, they are reluctant to give data and information about the company to anyone. In particular, the training contributed to that the participants clearly understood that an external help is useful in this process and made them aware that it makes sense to use such help. Thus, the cases implemented in the project provided an encouraging example for other businesses to participate in such a process. This encourages the continuation of this activity, which is the intention of IPOSZ as well. We have the experts to do so and will continuously initiate both training and coaching activities through our own craftsmen's association network.

Short summary and examples of coaching processes following the entrepreneurship training

Hereby is published the short summary of the coaching processes carried out within the framework of the New Entrepreneurs project. As we are committed to protecting the personal privacy of the participating individuals and/or companies, we have modified and concealed the names and data which are not relevant.

Within the framework of the cooperation between the Hanse-Parlament and the Hungarian Association of Craftsmen's Corporations (IPOSZ) there was a series of training programs held for young entrepreneurs. As part of the program, there were:

- Conference,
- Entrepreneurship trainings,
- Personal and professional coaching meetings.

The applicants for the coaching program had been categorized into five classes, representing a spectacular cross section of the participants. Hence, our paper contains the cases of young foreign people with plans for making start-ups as well as experienced executives having their own companies.

The nature of the coaching meetings was personal and was not for lifestyle change. In every case there were 3-5 pieces of 1 or 1.5-hour meetings. According to our general experience, coaches showed interest in the meetings, they liked them and considered them important. The cases have been introduced on an anonymous basis and regarding their contents they haven't been generalized, as each case involved different working and professional conditions.

In **Case 1** there was a young man from Southern Asia after finishing his Bachelor university studies in economics in Hungary. His plan was to establish a start-up-like enterprise which supports the reintegration of the unemployed to the labour market and is based on an application to be introduced to the market. But the administrative background as well as the lack of legal knowledge caused problems. Besides our client, his potential partners in the start-up were also involved in the coaching process several times. At the meetings we faced with questions such as 'Which business form is the best for my activity?' 'Which credit resources should we choose?' 'What kind of internal division of labour should we use within the enterprise?' The enterprise has already been established, the results of the first year will be available in 2021.

In **Case 2**, there was an enterprise which main activity is to provide painting and decorating services. It has got several employees and it has been active in the market for 4-5 years. The head of the business had already participated in a coaching process and in the previous trainings. The coach's main problems were human relations within the enterprise. Around the main issue there were several questions, such as 'How can I keep my good and motivated employees?' 'How can I avoid undeclared work, because I have employees performing work on several different sites at the same time under private work assignments?' Further issue was to solve the problems of the internet-based network between the central office and the employees, at least for communication. For the coaches, the most important opportunities for the development were further trainings and learning the basics of information technology. During the coaching process it had been agreed, so he started to learn IT.

In **Case 3** our client was a first-time employed lady who planned to start a gastronomy business. As a young mother, besides child-bringing, the coaches decided to make a business, this is why she participated in the Hanse-Parlament programs. She said that she would like to find out and run something original and viable. The hardest thing was to collect money for the start, she said. Within the coaching process it was mentioned several times that in the near future, it is not sure that enterprises survive. For her the hardest thing was how to harmonize the company's diversity. The entrepreneurial training helped her a lot with this issue—compared to her previous idea on that. By reading a lot she investigated a lot of things and she was very thankful for the advisors' suggestions. Her further objective was to join a bigger commercial chain which accepts the products of the enterprise relieving her from the pressure of marketing and sales.

In **Case 4** we had another first-time employed lady, who would like to have a trendy sandwich bar. According to her in our stressful life full with fast-food restaurants people need to have good quality, healthy and quickly accessible food which may provide energy for the whole day. She was aware of the marketing and international power of junk food chains and that she would never be able to compete with them, this is why she would intend to run her business directly localized. Her fears included the franchise systems, whether her turnover was enough, or she would have confrontations with the license. The marketing and advertising background had been prepared excellently by the coaches, but the financial and licensing procedures were still pending. Regarding these tasks, she received satisfying answers at the coaching meetings. The enterprise is being established at the moment.

In **Case 5** we met a first-time employed young man with IT qualification, and he intended to provide system administration services to companies. According to his previous experience, most SMEs do not provide work of suitable quality regarding their computer networks. He intended to do his job in home office, partly by providing a supportive work via the networks, partly by personal contact and by operating his own server where his partners' systems would be installed and monitored. He did not intend to do programming work in his enterprise, he planned to join existing systems and to

monitor them on a daily basis supporting his clients. Fundamental issues were financial difficulties of purchasing the server as well as improvement of his skills and proficiency in human relations. Throughout the meetings, the coaches showed a great development in his interpersonal communication, and his negotiating techniques and skills. The business shows operational activities today.

Summarizing the above, we can declare that the supplementary coaching programs have reached their goals, making the potential or existing young entrepreneurs be more effective in running their own businesses. In the coaching process, we must emphasize that all the coaches—having different problems and personalities—received help with their goals. The follow-up of the program is essential with the previous coaches and participants.

6 | Summary and Recommendations

In all EU countries there is a lack of qualified specialists and company successors for the companies to be transferred. Traditional reservoirs are already exhausted in many countries. The resulting gap of skilled workers and entrepreneurs threatens the economic development in Europe and poses a danger to the hard-earned prosperity of our European society. In 2015, a new reservoir of potential and future skilled workers and entrepreneurs has opened up. From 2014 to 2017, approximately 3.8 million people came to Europe fleeing persecution and war. Many of them have already worked for numerous years in various professions in their home countries. However, their training is not comparable with a qualified European vocational training, so that despite many years of professional experience, they often have to undergo years of retraining or have to learn a profession from scratch. During these years, the refugees are not available to the labour market of the host country, despite their significant acquired skills. Years of frustration and a lack of social integration are the result, in addition to the loss of valuable labour. Although the refugees would like to do nothing more than just to build a new existence with their own hands, far away from persecution and war.

This grievance occupied the project consortium and thus the idea for the project "New Entrepreneur" was born. The aim was to achieve a good qualification and fast integration of refugees into working life and thus into society without a lot of bureaucracy and certificate huddle. A programme consisting of five main components was developed, tested, evaluated and implemented for this purpose.

Assessment of entrepreneurial skills

A special procedure for assessing the entrepreneurial competence of individuals has been developed, tested, evaluated and implemented. It is a two-step procedure, which starts with a written self-assessment test, followed by a personal interview. With the help of this two-stage assessment, the entrepreneurial aptitude of the refugee can be determined in concrete terms, so that individual qualification and integration plans can

be developed for the rapid start of self-employment or for tasks as a skilled worker in small and medium-sized enterprises.

Recommendations:

- Refugees might see the self-assessment as a test and due to their generally remarkable high motivation they might want to achieve a high score. As this is not beneficial for the procedure please try to point out multiple times the value, meaning and purpose of the self-assessment as a basis for further training. It is not a test.
- Take the written self-assessments as a basis for the personal interviews. Doublecheck if stated competences and experiences correspond to the real experiences and take them as a point of reference for clarifications. If necessary, add questions to examine previous work experience and responsible work in companies more deeply.
- An essential prerequisite for self-employment is a high level of motivation, willingness to learn and the willingness to assume responsibility. Only if these personal preconditions are available, the training be considered as a very meaningful contribution towards self-employment.
- As the self-assessment is the first component of the entrepreneurial training, you should make clear that, even though the objective is to achieve a fast qualification, the qualification process itself needs some time. This qualification process should not only consist of lessons, but also meaningful internships at different companies in the host country.

Language training

Country-specific and short language training courses are the second component of the entrepreneurial training. In order to become self-employed or to find a permanent job position, some knowledge of the local language is essential.

The key distinctive feature of the language training developed within this project is that it is designed to fulfil the language requirements necessary to survive in the world of work. Refugees do not need to learn the names of 50 different animals, 30 different kinds of sport or 20 different instruments if it is not work-related. They need to learn how to have simple small talk and how to understand work instructions. The individual needs of the refugee should make up the design and the contents of the language course. Additional language skills will be acquired on the job and in the social life.

Recommendations:

- Look in which job the refugees are expected to work. An engineer needs a different language training than a hairdresser.
- Take away the fear of speaking. Often refugees are afraid of speaking because they have problems with the pronunciation or the vocabulary. But continuous speaking and trying is the key for learning a new language.
- If the language of the host country, especially the reading of more complex issues, is not mastered, it is absolutely necessary to first improve the language skills. After all, any training as an entrepreneur will usually involve many complex issues that often need to be read and understood as text in order to understand a topic safely.
- The development of language skills is absolutely necessary for the further integration into the working life. Emphasize this importance.
- Encourage refugees to continue to learn the language of the host country in their free time.
- Inform the refugees about language exchange meetings in town and animate them to get in touch with locals to improve their language skills.

Motivation and creativity training

The developed two-day workshop has the aim to strengthen the motivation, advise and consolidate business plans and to develop alternative ideas for the refugee's self-

employment. In a relaxed and informal atmosphere the instructors can discuss business ideas more in depth, explore the motivation, help in the development of first business ideas and encourage the refugees to think about alternatives if the initial idea is not feasible. This training is very valuable in regard of building a relationship within the group and between the refugees and the instructors. It also mitigates the risk of failed business launches and is therefore a huge motivation booster for the refugees.

Recommendations:

- During the introduction, the trainers should emphasize their entrepreneurial and mentoring experiences in order to increase their prestige and reputation.
- Evaluate the motivation and creativity training in detail and make sure that you document the ideas and input of the refugees completely. This information can be very helpful for the entrepreneur training.
- Be prepared to give alternative solutions. It might be the case that a participant in the beginning of the workshop thinks that he wants to become an entrepreneur, but after a deeper analysis of his business idea reconsiders his decision. This is not a failure! Not for the instructor and not for the refugee! So, be prepared to offer alternative career parts and solutions like a dual education program, internships or dual studies etc.

Entrepreneurship education and vocational qualification

A modular program for comprehensive training as an entrepreneur was developed. If all modules are completed, a state-recognised qualification can be obtained by the refugee. This training should be adapted to country-specific particularities so that different focus areas can be set. For example in Italy and Hungary it was important that the refugees receive education in job safety procedures and a training in corporate and work culture, so this was added to the training.

- Gear the training of qualifications to the needs of the companies and the refugees.

- Be prepared to make country-specific adjustments to the training.
- In order to avoid cancellations a deposit system might be a good alternative. This helps to motivate and encourage all participants to attend a binding course after registration. Each participant can be asked to deposit 100€ at the beginning of the course and the money will be refunded after the participant attends at least 80% of the classes.
- Follow-up on the participants to check, whether their efforts were successful or not. Include extensive evaluations and try to improve the training with the help of the participants.

Business start-up and takeover training

The business and start-up takeover training was structured as a two-day training course. In the final training session, the participants have the chance to review and complete their business plans, become familiarized with legal regulations of the respective country and specific tools. As there is a high failure rate of start-ups of more than 50% within the first 5 years this start-up and takeover training can contribute in a preventing manner to increase the business prospects of the refugee's start-ups.

Additional teaching and guidance materials called "Offensive Mittelstand" (eng. offensive medium-sized companies) were translated and prepared as supplementing materials for the business and start-up takeover training. These materials can also be used in the coaching process. Key contents of this material are business administration and corporate and personnel management which represent critical knowledge for entrepreneurs. These extensive materials can be found and downloaded on our project website: <https://www.new-entrepreneurs.eu/products/>

Recommendations:

- It is important to remember that each case is unique, so when implementing the training, there should be enough time to answer and resolve the individual questions.

- An adaptation in regard to country-specific characteristics is highly recommendable. The opinions and suggestions of the trainers, about which contents can and should be included turned out to be very valuable.
- The training is well suited for online implementation. A combination of classroom training and online learning is particularly recommended
- The training can be used for nationals, refugees and other foreigners. It has also proved to be a good idea to carry out the training for all three target groups together.
- At the end of the training each participant should definitely receive a qualified certificate of participation.
- Individual modules of the training can also be used separately for the further training of entrepreneurs and their employees.

Integration and coaching process

To support the refugees and to give guidance throughout the whole process an individual coaching program with integration into working life was developed and implemented for the from the assessment until after starting a self-employment or after finishing the training in a company. This program consists of counselling, comprehensive help and all conceivable assistance and services for the refugees and the companies involved.

Recommendations:

- An individual coaching and consulting process is of paramount importance and must be given top priority. Coaching and consulting should already accompany the qualification as an entrepreneur but must be carried out particularly intensively and comprehensively from the training for start-ups and takeovers until after the successful foundation or takeover of a company.

- Include different professionals, according to the needs and current stage of the business. As the establishment of a new business as well as the takeover is a long process it is important that support is given constantly.
- Even if a refugee does not actively ask for support this does not mean that he does not need it. Often, they fear asking openly for help because they want to be considered as very competent. But everybody needs help in the situation of starting or taking over a business. So be prepared to actively engage the refugees and schedule coaching sessions regularly.
- Conducting internships in companies during the various phases of the coaching and integration program is of crucial importance for success. The placement of internships presents the consultant with major challenges and will only be successful if the receiving company also benefits from it. Since there are legal hurdles to this in many countries, an attempt should be made to achieve binding exemptions, especially for refugees and other foreigners.
- For the realisation of the training and coaching programme, trainers with different competence profiles should be used:
 - Qualified teachers for the provision of initial and further vocational training.
 - Advisors with strong diagnostic skills and extensive experience in the support, accompanying consultation and assistance in business transfers and start-ups.
- Each participant should have a reference person (advisor/coach) who offers permanent support as a central contact person. If possible, this person should not be replaced during the entire process, so that each refugee has a constant central contact person with whom a relationship of trust can be developed. Ideally, the advisor/coach is also active as trainer. The advisor/coach should lead the realisation of the training and coaching programme.

- Qualified assistants should be available for specific assistant functions for the trainers and advisors/coaches as well as for various support tasks for the participants.
- The lack of language skills can make it difficult to interact in the working world and communicate during the coaching sessions. Here, the advisor should focus on non-verbal communication in the form of images or activities. It can also be an advantage if, especially in the initial phase, the advisor/coach speaks the native language of the person seeking advice. It is also recommended to use translation programs to find clarity in the depth and diversity of the meaning of words in the different languages and cultures.
- Ultimately, it is important that the advisor/coach pays attention to certain issues. For example, the person seeking advice could suffer from trauma or racist experiences by individuals or entire societal structures. Attitudes marked by culture or previous experiences that do not correspond to those in the host country must be recognised and help for self-help should be provided without patronising the advice seeker.

Manual containing all project results and application notes

This manual is essential for the correct application and use of the project results. Also included are all results, concepts, curricula, module manuals, evaluation results and instructions for the use and the implementation.

Recommendations:

- Download the free version of the NEW ENTREPRENEUR book online and share it with your potential partners. <https://www.new-entrepreneurs.eu/products/>

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