

Report on results and outputs of relevant Erasmus+ project approved from 2016 to 2019

(Deliverable 1 - IO1 - Report)



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1. Introduction

This report on results and outputs of relevant Erasmus+ project approved from 2016 to 2019 is delivery number 1, from intellectual output number 1 (IO1), in the M9C project. In the rest of this document, we use the term M9C which also mean *Mastering 9 Conversations: Helping refugee entrepreneurs extend their network and tell their business story*. The M9C project has financial support from the European Union, it belongs to the Erasmus + and the subprogram named KA204 – Strategic Partnerships for adult education. More information about the M9C project is available on the project official website (M9C, 2023).

The aim of intellectual outputs number 1-1 (IO 1-1) in the M9C project is to review the results and outputs of relevant Erasmus+ project approved from 2016 to 2019 to find relevant results that may be incorporated into the enhanced 9 Conversations program. This means that we will look at projects that we have found to see if they have resources that we can use in our new version of the 9 Conversation course. We may also do findings that will inspire our work in other parts of the project, but our focus is on finding results and resources that can be reused in the course as relevant learnings objects.

2. The search

In the beginning of the project, we decided that the Norwegian and the Greek partners should do separate searches to find previous projects that may be relevant for our project and the new version of the 9 Conversations course.

The Norwegian partners (TISIP and NTNU) focused their search on the project catalog at DIKU (Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education) (EDIKU, 2023). We used the following search criteria:

- Year: 2016 to 2019
- Country: All
- Program: EPLUS – Erasmus +
- Announcements for programs: Strategic Partnerships for adult education
- Institutions: All
- Subject areas: All

This search resulted in a list of 17 projects.

The next thing we did was to get an overview of the 17 projects. Our goal was to find out which of these projects that might be relevant for our project and if any of the former projects could contain elements that we could reuse in our course.

The Greek partner focused their search on the EU Erasmus+ Data Base of projects, using as criteria “Migrant entrepreneurship” and “Entrepreneurial”. This search resulted in a list with more than 100 projects extracted in an excel form (a facility available through the EU Data Base). This list was filtered, mainly going through the websites of the projects, to end up with 7 projects that we have commented more upon.

Further in this document we have presented the summaries/brief descriptions of the different projects and commented on their relevance for our project, and if we have found any results or outputs that we could use in our course.

3. The projects and their relevance

In this section of the report, we will say something about the projects we have found and to which degree they are relevant for our project and if they could contribute with learning resources to our course in the M9C project.

To make this document more useful and readable we have divided the projects in three categories: Highly relevant projects, Relevant projects and less relevant projects. In this document we put most effort into commenting on the Highly relevant projects.

3.1 Projects found by the Norwegian and Greek Partners

In the search in the project catalogue at DIKU (EDIKU, 2023) we found 17 projects and the search on the EU Erasmus+ Data Base of projects, using as criteria “Migrant entrepreneurship” and “Entrepreneurial” we end up with 7 projects. In total we look at 24 projects. Below you will find a short description of each project.

3.1.1 Highly relevant projects

In this section we have discussed "highly relevant project" from our search. On these projects, we have also chosen to go into more detail about the deliverables in the projects to see if we could find relevant learning resources.

9 Conversations: Network building for self-employment of refugees - Project ID: 2018-1-NO01-KA204-038824

Topic(s):

- Integration of refugees
- Migrants' issues
- Entrepreneurial learning - entrepreneurship education

Description of the project: The aim of this project is to recognise that a significant minority of the refugees already have experience of running their own business and to help them to set up their own business in the host country by providing awareness raising that takes account both, of the specific national requirements for running your own business and the general principles of setting up and running a small business. The project also recognises the entrepreneurial skills that were needed by the refugees to arrive at their destination in Europe. Where participants already have experience of running a business, this experience will be used as a valuable contribution to the course. Research (by Betts at Oxford for example) supports the conclusion that the level of entrepreneurship is higher in the refugee population than in the general population and therefore this project supports an existing tendency. However cultural differences will play an important part. For example, it is not acceptable in the early stages of a business, to fail to report zero VAT liabilities. Someone who is used to a laxer regulatory regime may be shocked to find themselves paying a fine for non-reporting of VAT even when they have had no VAT-able transactions yet. A set of materials that anticipates such gaps in knowledge and experience could help to smooth the path to self-employment in a new context.

Comments and findings relevant to the M9C project:

The M9C project is built upon much of the work we did in the 9C project. We will not spend more time on describing the 9C project since it is the basis for the entire M9C project.

TREND – Training Refugees in Entrepreneurial skills using digital devices – Project ID: 2017-1-NO01-KA204-034214

Topic(s):

- Economic and financial affairs (incl. funding issues)
- Enterprise, industry and SMEs (incl. entrepreneurship)
- Access for disadvantaged

Description of the project: The project aims to foster entrepreneurial competences of refugees and people with a migration background in order to strengthen the perspective of starting a business. By making self-employment a viable option, chances for a successful integration to the labour market are raised.

The "TREND" project wishes to raise awareness for the great potential of people coming to Europe. In some cases, their skills and potential remain unused due to bureaucratic hurdles, inefficiencies of the political and the economic system and complicated processes for entering and persisting in the labour market.

The TREND project is aimed at making Self-employment a viable option for refugees and migrants in Europe by training entrepreneurial trainers and using digital educational devices for refugees & migrants.

Comments and findings relevant to the M9C project:

One of the deliverables in this project is that each of the partner countries (Norway, Germany, Greece, Belgium and Ireland) has written a national report describing "**Refugee & migrant entrepreneurship**" in each country. In addition to each national report, it is also written a "Summary Report" (TREND 1, 2023). This research report aims to give an overview of the situation of migrants and refugees in five different Member States: Norway, Belgium, Greece, Germany, and Ireland; related to a particular aspect of the integration of newcomers into the host societies, namely the access to employment and self-employment. This report also included a description of "EU skills profile". This topic is very relevant for our M9C project since we will also use this tool to assess the skills of the refugee. All these reports will be very relevant for our project group to investigate to see if we can learn something from this project. Each national report can be found here (TREND 2, 2023).

In the TREND project the partners have also built an **educational web-based tools** (TREND 3, 2023). To use this tool, you must "sign up".

You can sign up to the platform as a new entrepreneur or as a coach. If you signed up as a "New Entrepreneur" you will find the following - Modules – beginner:

Who am I? The module focuses on topics of individual development and personal skills.

Me as an Entrepreneur: This module will introduce you to what entrepreneurship is. It will also show which skills and characteristics are needed to become a successful entrepreneur.

Dealing with money: In this module you will have the opportunity to: Learn the different aspects that are to be taken into consideration when dealing with money when running a business. Learn about steps that are needed to make budgets and accounts for your business and how to involve a

bookkeeper to help. Learn how to treat invoices and keep track of your money matters. Find out about the first steps you need to do to deal with financial issues related to your business.

Understanding Markets: In this module you will learn to understand customers' needs and market challenges. How will you attract customers? You will also learn about forces that drive market changes. These changes include demographic and technology trends, rules and regulations, the economic environment, customer needs, competition, and even uncertainties.

Tips for adult learners: Gaining new skills sounds appealing, but as an adult learner you most likely have to deal with the constraints of your daily responsibilities and the demands of a family. The odds of achieving might seem so small that you could easily consider giving up.

Modules – advanced:

Business planning: This module presents an overview and practical steps for how you can put your business idea into practice. The module consists of 4 sessions that will help you create your business model and business plan. Each step has questions that you will need to answer when you start your business.

Financing Your Business: This module aims to present different options of funding that are accessible to people who want to start a new business.

Presentation & Communication: This module presents an overview of communication practices that will help you promote your business.

Understanding legal issues: For most small or new businesses dealing with legal issues may be a challenge. To hire a lawyer may be very expensive and may not be the first priority of a newly started business. However, the legal issues that you have to deal with may cost you a lot if you do not consider them properly from the start. This module intends to bring up some of the issues that you might need to consider. It is meant to give you just some ideas of what to think about - it will not give you all the answers, but at least maybe you will think about your choices in a way that may make you ask for advice before signing important contracts.

Cultural issues: Intercultural communication: This module contains 6 parts, Communication styles, Professional dress code and punctuality, Gender equality, Negotiation, bribes and corruption, Leadership styles and You want to know more?

If you signed up as a "Coach" you will find the same modules as in the courses for the "New Entrepreneur", but each modules give the coach good advice as how they should be good coaches for refugees.

In addition to tools for use in training entrepreneurs and coaches, they also have examples of refugees who have become entrepreneurs in their new home countries.

In summary, this project is very relevant to our M9C project. The tools for training new entrepreneur and coaches are comparable and relevant to our courses. The same applies to the examples of refugees who have succeeded in starting a new business in their new home country.

One challenge with using learning resources from the website for this project TREND is that you must "sign up" to get access to the learning resources. If you want access to the learning resources for both "New entrepreneur" and "Coach", you must "sign up" with two different email addresses.

Reuse of learning resources from Erasmus projects would be easier if you did not have to create your own users to read the learning material.

Although it is difficult to get hold of the teaching material in the TREND project, we think it is very relevant and want to create a link to the tool and recommend that those who are going to take the M9C course use this teaching material as supporting literature.

Entrepreneurship for immigrants - Project ID: 2018-1-NO01-KA204-038863

Topic(s):

- Entrepreneurial learning - entrepreneurship education
- Integration of refugees
- New innovative curricula/educational methods/development of training courses

Description of the project: The project will develop a curriculum for tailor-made entrepreneurship and language training for immigrants, supported by new training methods and an online platform that not only provides opportunities for exchange between teachers, tutors and participants, but includes training modules so tutors and trainers can develop their methods online. Furthermore, the project will develop a custom "Digital Business Simulator", tailored for immigrants to score their idea. This tool will help both immigrants and mentors, coaches and other people who support the development of the immigrant's business idea. The method involves aspects of traditional and creative formal training methods, as well as informal training methods. The experiences will be summarized in a "best practice handbook".

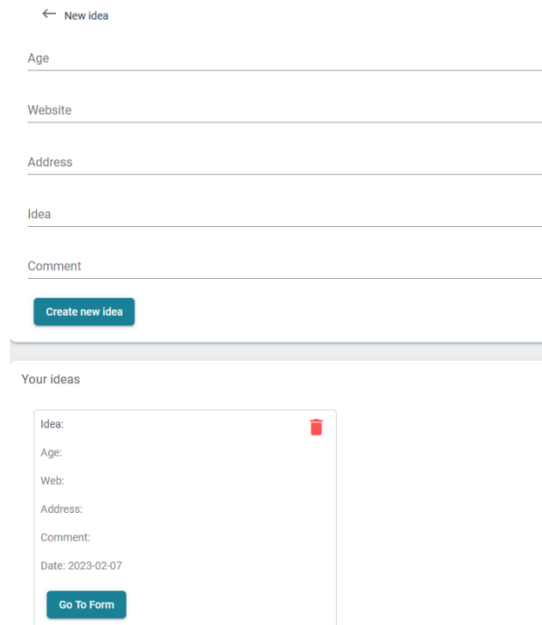
Each partner will conduct a pilot among motivated immigrants, where the developed methods and guidelines in tailor-made language training and / or entrepreneurship training will be tested in all countries.

As a result of the project, some of the participating immigrants will become self-employed and many more will have increased awareness of the opportunities that exist for such tailor-made training. The positive effects of training are likely to motivate local and regional authorities to provide this opportunity so that even more immigrants can carry out training. For instructors and supervisors, the project will help them improve their methods in planning and working with entrepreneurship training and follow-up.

Comments and findings relevant to the M9C project:

In this project one of the deliveries was the "**Handbook on best practice methods for Entrepreneurship training to migrants and refugees**" (Handbook for Immigrants, 2023). This handbook has a lot of good advice on how to become a good entrepreneur. This handbook is also available on an open website, and it is easy to access the contents of the book. Easy access makes it easier for us to use previously developed material in our project. We believe that this handbook is very relevant to our project and will link it together with our learning resources so that the refugees can use this as supporting literature. The Handbook is available in Danish, English, German, Greek, Italian, Norwegian and Spanish. Our project also has partners and potential refugees who will take our courses in Greece, Norway, and Italy. This means that supplementary learning material can be in languages that those who will take the courses know.

In this project they have also developed a "**Business simulator**". You find a short description of how to use the simulator on YouTube (Entrepreneurship for immigrants, 2023). To access the simulator, you must use your email address. You also get an access code that you can use to access the page several times.



The image shows a web interface for creating a new idea. At the top, there is a back arrow and the text "New Idea". Below this are several input fields: "Age", "Website", "Address", "Idea", and "Comment". A blue button labeled "Create new idea" is positioned below the "Comment" field. A horizontal line separates this form from a section titled "Your ideas". Under "Your ideas", there is a preview card for a saved idea. The card contains the following text: "Idea:", "Age:", "Web:", "Address:", "Comment:", and "Date: 2023-02-07". A red trash icon is in the top right corner of the card, and a blue button labeled "Go To Form" is at the bottom.

Figure 1: Shows which information you must enter before starting the simulation.

The simulator includes the category product, market, partners, economy, and organization. For each category you will find subcategories with questions for each of them. For category "Product" and subcategories "Production" you will find the questions below as an example.

Figure 2: Shows category "product " and subcategory "Production".

This simulator is very relevant to our project and can be used as a tool to clarify relevant questions in key areas when starting your own business.

FAMET - Fostering Adult Migrant Entrepreneurial Training and Qualification - Project ID: 2019-1-DK01-KA204-060186

Topic(s):

- Integration of refugees
- Access for disadvantaged
- Entrepreneurial learning

Project website: FAMET,1 (2023)

Description of the project: *The project is focused on adult education and lifelong learning excluding discrimination barriers and obstacles through educational and training provision. The importance on creating, developing and enhancing knowledge, skills, competencies and capacity to disadvantaged and marginalized groups such as migrants the main goal of the project. The present project focuses on assessing the existing skills and capacities of these target groups providing a personalized training path that is based on their individual needs and learning "gaps" which need to be enhanced. Furthermore, personalized training paths based on preferences and personal assessment are to be provided. This innovative method of training is based on distance learning providing the opportunity of engagement through modular or part-time learning. The mentoring parameter is inserted so as to guide and provide added value to the enhancement and empowerment of the target group.*

Comments and findings relevant to the M9C project:

The FAMET project aims and objectives have a lot in common with the M9C project:

- Target groups of the project are migrants who wish to set up a business or have done so the recently. The project also addresses Refugees Support Organisations (RSOs) including policy makers, associations, employment centres, centres working with migrants, regional authorities, and voluntary organizations.
- Tools were developed for the self-assessment of adult migrants' skills and competencies with the aim to offer customized training paths based on each individual's needs.
- The training program developed is based on 12 modules and is customized in two basic categories. For those willing to start a new business the training program includes modules for
 1. Spotting opportunities
 2. Self-awareness
 3. Creativity
 4. Motivation
 5. Taking the initiative
 6. Uncertainty and risk

while those who already have started their own business (the last 3 years) the training program differentiates and includes the following modules:

7. Financial management
8. Problem Solving
9. Planning management
10. Communication
11. Teamwork and working with others
12. Sustainable thinking

There is also a useful guide on entrepreneurship, called "**Career Kit**" available at FAMET 2, (2023).

Through this guide one can download general course material on general knowledge on how to start a business.

The table of contents of all the above twelve modules are available at FAMET 3, (2023), but to follow the course training one needs to enrols, which is not possible directly from the FAMET web site.

Additionally, very interesting **country studies for migrants'** inclusion and for their entrepreneurial training needs have been contacted and there are reports available for download for Denmark, Italy, Greece, Spain and Poland at FAMET 4, (2023).

**EVA - A European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities -
Project ID: 2016-1-DK01-KA202-022320**

Topic(s):

- Open and distance learning
- Migrants' issues
- Entrepreneurial learning - entrepreneurship education

Project website: EVA (2023)

Description of the project: *The addresses the need for integrating the rising numbers of migrants and refugees across the EU socially and financially. Ethnic minorities represent an important pool of potential entrepreneurs that can contribute effectively to the EU economy. The percentage of ethnic minority entrepreneurs are often higher than the percentage in other groups, but they often face difficulties and have lower success rates with their businesses survival. To help promote and support entrepreneurship among migrants and refugees in Europe the EVA projects aims to assess, develop and recognize the entrepreneurship competences and skills of this group. This was done by introducing an online platform developed by involving researches, developers and staff from the partner organisations and relevant stakeholder organisations working in migration and entrepreneurship.*

Comments and findings relevant to the M9C project:

The EVA project aims and objectives have a lot in common with the M9C project, since they both include tools for the identification of migrants' entrepreneurial knowledge and skills and an entrepreneurship training program for those willing to start a business:

- In order to identify one's **enterprise skills** a screening tool was developed to "see if you have what it takes to become an entrepreneur". There are questions to be answered by the responder which aim to give individualized feedback on multiple areas of enterprise competences. In this way the responder can have a kind of advice on which skills need to work and improve through training.
- The **Entrepreneurship Training Program** aims to develop Enterprise skills focusing on the following competences, which formed the basis for five training modules:
 1. Business Creation
 2. Starting Your Business
 3. Access to Finance
 4. Sales & Marketing and
 5. Culture, Language, Communication and Networking
- An Enterprise Simulator was also developed which can be used to test one's Enterprise Skills. This is a 3D Virtual Reality simulation environment (VR) that trains the user by reproducing real situations in a purely virtual environment. It accommodates 5 typical situations for new entrepreneurs accompanied by 5 relevant individual tests. The user can apply his/her

knowledge to real life situations. The tests are connected with a certification system based on digital badges which are issued when responder passes the tests.

All the above constitute an integrated framework and are offered as a platform to be used by educational and training institutions, and organisations to support migrants in entrepreneurial training and in general in their labor market integration. There are guides both for migrants willing to follow the training guides for trainers/training organisations, as well as guides for policy makers. At the time of writing this report only the contents of the training modules were available, but one could not enroll to the training. The same applies for the use of the Enterprise Simulator.

3.1.2 Relevant projects

In this section we discuss briefly "relevant projects" from our search. Projects in the category "relevant projects" are projects that have topics such as "integration of refugees", but which largely have a more general approach to refugees than what we have in our project, where the focus is to teach refugees entrepreneurship so that they can start their own business. Although these projects are not highly relevant to our project, we would like to give a brief description of them since it may be relevant to use the projects as motivation for the work in our project group.

Inverted Classroom Online Project ID: 2016-1-NO01-KA204-022064

Topic(s):

- New innovative curricula/educational methods/development of training courses
- ICT - new technologies - digital competences
- Integration of refugees

Description of the project: "The project has several concrete and tangible goals. We will create a community and a common blog for communication, sharing of ideas, questions, and results among the teachers during the project. Further, we are going to look at the need for technical equipment to get a technical quality that is "good enough", we have to decide what kind of cameras/equipment and software we might use for this purpose. We will then produce a MOOC containing training resource consisting of 9 videos on "how to do educational videos" based upon the common pedagogical framework agreed upon. The teachers will carry out this training program; make use of the pedagogical principles established in the framework and learn to use the appropriate software and technical equipment, as well as edit, produce and deliver tutorial videos of high quality. These videos will be studied and evaluated jointly by all partners. After each video of this course, there will be discussion tasks, practical exercises, and questions. Thus, the MOOC will present a complete training package which enables the involved teachers to revise and strengthen their professional profile. A combination of theoretical analysis and learning by doing will give the teachers confidence in their further work and extending their competence regarding effective use of IT in adult learning. The final goal of the project is to let the teachers produce their own teaching videos and implement the flipped classroom methodology in their everyday practice. Before the teachers start to implement the flipped classroom methodology, we will offer our students/learners training in the necessary basic computer skills and abilities and ensure that the learners master these essential skills to take full advantage of the inverted classroom/flipped classroom methodology. We think that all kind of students will benefit from additional tool inverted classroom offers. Regarding adult education, we can in general say that our offer is often directed at people who have dropped out of traditional schooling, or who need to scale up their basic skills and important key competence to start at an

ordinary school career. These groups will surely benefit from the more personalized guidance inverted classroom offers”.

Comments and findings relevant to the M9C project:

The topics mentioned “integration of refugees”, but the description focuses on the flipped classroom and how to provide more personal guidance when using it. What we can learn from this project are tips on how to choose the right pedagogy and tools in our courses. Based on that, the project is not highly relevant, but may be relevant to use as motivation for how we set up our courses. We will not use resources developed in this course in our courses.

Improving Basic Skills and Methodologies for the 21st Century - Project ID: 2016-1-NO01-KA204-022089

Topic(s):

- Integration of refugees
- New innovative curricula/educational methods/development of training courses
- Teaching and learning of foreign languages.

Description of the project: This project focus on how to integrate refugees in the school and in the society. In the description we found these: We need to revise or begin with basic alphabet skills, then spelling and numeracy before joining all this together with basic computer skills to help prepare students for work outside. Working together on resumés is one example of how we have found a way to couple newly won abilities with self-awareness of those and other talents which then helps the individual student to see what really matters and how they can begin to take ownership of their own education and personal development. By concentrating on recent positive experiences, students build confidence to think, speak and write for and about themselves.

Comments and findings relevant to the M9C project:

This project focuses on how to integrate refugees in school and in society. The project also has a focus on teaching and learning foreign languages. Based on these topics the project has more focus on how to integrate the refugees in a general way. This means that we cannot reuse materials from this project in our courses, but several of the topics discussed in this project may be relevant for our project group to see as motivation for developing deliverables in our own project.

Advenus - Project ID: 2016-1-NO01-KA204-022090

Topic(s):

- Integration of refugees
- ICT - new technologies - digital competences
- Key Competences (incl. mathematics and literacy) - basic skills

Description of the project: The introduction to the Advenus courses aims to help you understand the contextual background of the Advenus project, and the need for culturally sensitive open access learning resources. It also presents you with an overview of the courses, learning outcomes and content.

How to write a CV

Aims: To improve reading comprehensions skills and writing organizational skills linked to the CV preparation.

Using the internet to find a job and to learn

Aims: To develop key information processing skills in technological rich environments

Dealing with money – Private economy

Aims: To improve numeracy skills and get a better understanding of private economy, and to learn about the culture in the host country.

Saving the world from my neighbourhood

Aims: To improve literacy skills such as to locate and retrieve information, make lexical and semantic inferences, understand the global meaning of a text, integrate and interpret. In addition to this, there is the aim to gain knowledge about how to be a more conscious and active citizen regarding daily actions towards reduction of waste.

Let's eat – Consumer awareness about food

Aims: To develop key literacy skills and problem solving in technology rich environments skills. In addition to this, learn how to use, acquire and evaluate information about food.

Comments and findings relevant to the M9C project:

In this project, they focus, among other things, on how refugees should write their own CV and be able to use this to apply for a job. This topic is also relevant in IO2 in our M9C project where the title is "Gap analysis of differentiation". In this work, mapping of the EU Skills Profile is also relevant. Despite that, in IO1 the focus is mostly on learning resources related to training in entrepreneurship we can use this project as motivation specially for IO2.

Improving Basic Skills for People in Employment - Project ID: 2017-1-NO01-KA204-034132

Topic(s):

- New innovative curricula/educational methods/development of training courses
- ICT - new technologies - digital competences
- Key Competences (incl. mathematics and literacy) - basic skills

Description of the project: In this project each partner will conduct a pilot of basic skills training with a company, where the developed methods and guidelines will be tested in all countries. The partners will cover various professional aspects of basic skills training (ex ICT, media literacy, numeracy) which overall cover a multitude of opportunities.

As a result of the project, the employees in need to improve their basic skills will have an increased awareness of the opportunities that exist to tailor training. The positive effects of training will likely motivate more companies and employees to undertake training. For trainers and teachers, the project will help them to improve their methods in planning and working with basic skill lessons.

To achieve longer term benefits, the project's methodology is centred around a close cooperation with all stakeholders, such as governmental education institutions, employer and employee organizations and business sector. The professional network of the project partners aims to create a network where one reaches as many potential companies/participants/students as possible in each region and show how it is possible to work together in order to improve basic skills at the workplace.

Comments and findings relevant to the M9C project:

This project focuses on development of training courses, digital competences, and basic skills. Even if there is no special focus on entrepreneurship in this project, it will be relevant to use the results from the project as motivation for work in our M9C project. Both training courses, digital competences and basic work separate also is important to learn about regarding our courses.

Inclusive communities through interactive language innovation - Project ID: 2018-1-NO01-KA204-038830

Topic(s):

- Integration of refugees
- Intercultural/intergenerational education and (lifelong)learning
- Cooperation between educational institutions and business

Description of the project: In this project there are two main goals in the project: to promote integration through positive interactions between immigrants and the host society and to remove barriers to using the language in the refugees' new homeland.

Comments and findings relevant to the M9C project:

Since this project focuses on integrating refugees by having them learn the language and be able to communicate in their new home country, it will have some relevance for our project. We will use this project as a motivation for our projects.

Inclusive communities through interactive language innovation - Project ID: 2018-1-NO01-KA204-038830

Topic(s):

- Integration of refugees
- Intercultural/intergenerational education and (lifelong)learning
- Cooperation between educational institutions and business

Description of the project: In this project there are two main goals in the project: to promote integration through positive interactions between immigrants and the host society and to remove barriers to using the language in the refugees' new homeland.

Comments and findings relevant to the M9C project:

Since this project focuses on integrating refugees by having them learn the language and be able to communicate in their new home country, it will have some relevance for our project. We will use this project as a motivation for our projects.

Pathways to Teaching Identities - Project ID: 2019-1-NO01-KA204-060270

Topic(s):

- EU Citizenship, EU awareness and Democracy
- Integration of refugees

Description of the project: The project seeks to address the challenges to the lack of low-level of interpersonal skills among adult educators by fostering their empowerment through training and teaching activities based on practical and dynamic approaches: participatory learning methods as means for capacity strengthening and interpersonal skills development. The project overall goal is to strengthen the capacity of adult educators in face-to-face training-teaching process, supplemented with mentorship components to facilitate adult learners' empowerment. Thus, the project overall objective is to foster interpersonal skills development among adult educators by:

(1) Producing a handbook based on results of national open-ended consultations on the challenges to interpersonal skills development among adult educators.

(2) Producing a guide to Interpersonal Skills Development and Interpersonal Skills Self-Assessment in adult education.

(3) Developing training and mentorship material for educators as means to facilitate adult learners Interpersonal Skills Development and Self-Assessment.

(4) Creating a guide to Interpersonal Skills Awareness-raising through advocacy campaigns and blogging.

Comments and findings relevant to the M9C project:

This project focus on how to build interpersonal skills among adult educators. This is not a core area for our project, but since interpersonal skills are also relevant to becoming a good entrepreneur, it may be relevant for our project group to take a closer look at this project.

From Exclusion to Inclusion - A model towards upskilling and integration - Project ID: 2019-1-NO01-KA204-060276

Topic(s):

- Integration of refugees
- Intercultural/intergenerational education and (lifelong)learning
- Key Competences (incl. mathematics and literacy) - basic skills

Description of the project: Internationally, lifelong learning has come higher on the political agenda since the mid-1990s. There is now a broad consensus on the importance of adult learning taking place in many arenas, not least of these being in the workplace. At the same time, immigration and social exclusion is a challenge, which many EU countries must address. European research on labour migration over the same timeframe has shown us that immigrants have so far been over-represented in the lower-level labour market, in uncertain and low-paid positions, and with limited income mobility. Many therefore can feel excluded from their new societies when the need for them to be included in society and the workplace has never been higher. The consortiums own experiences suggest that in the majority of cases, the participants skill set does not match the current needs of the labour market. There are many factors, which contribute to their "social exclusion". Some suffer from lack of primary and/or secondary education, whilst others have little and/or no work experience. Many have poor language skills, and many show a lack of understanding of how their new countries function both socially and economically. The consortiums idea is based on a three-stage plan.

We will begin with a local needs study and immediately assess our findings. We will look at existing learning offers available to immigrants and migrants in specific areas and see if they can be incorporated into our model.

The second part of the plan will then lead to each participant taking a conscious and informed decision as to whether they choose to take a vocational trade (with the possibility for further linguistic tuition which will be customised to their chosen trade in the workplace and work placement) or the opportunity to stay in the classroom and attempt to reach the B1 level aided by the introduction of digital software and digital learning. Those choosing vocation will also receive some form of linguistic education whilst they are onsite/ in the workplace, whilst crucially upskilling.

The third part of the plan will involve following up of each participant and publishing a Best Practices Guide. Research has shown us that some immigrants can be exposed to the risks of dropping out in periods of uncertainty and/or transition. We have therefore planned to optimise the following up of the participants in this period, as well as prioritising assisting those who wish to apply for further education wherever needed.

Comments and findings relevant to the M9C project:

This project focuses on better integration for immigrants/migrants, social inclusion, better skills mapping; career advice, upskilling and employability. In this project, they focus on the integration of refugees, but the main focus is on social integration and not on skills related to entrepreneurship. This is not a core area for our project, but it may be relevant for our project group to take a closer look at this project.

MOOCs in Basic Skills Training - Project ID: 2019-1-NO01-KA204-060313

Topic(s):

- New innovative curricula/educational methods/development of training courses
- Cooperation between educational institutions and business
- Intercultural/intergenerational education and (lifelong)learning

Description of the project: The project MOOCs IN BASIC SKILLS TRAINING will work in three phases that each are covered and defined by an Intellectual Output:

IO1 First we will create concrete curriculums for training courses based on the results from our previous Erasmus+ project. We have a lot of materials since we already explored and developed this with practical training and pilots in each partner country, as well as a Teacher-Training-Event in Portugal in 2017.

IO2 Secondly, based on the curriculums we will produce digital learning maps in accordance with each curriculum for employees with low basic skills. The learning maps will both function as individual “skill checkers” and important motivation tools as well as concrete learning material for online courses.

IO3 At last – and as the major output from this project - we will produce three different Massive Open Online Courses (MOOCs) to support the online training.

The main outcome of this project is practical focusing on producing minimum three MOOCs that can be presented and distributed on many different platforms throughout the partner countries.

Comments and findings relevant to the M9C project:

As you can see from the description above, this project focuses on basic skills training. Since this project does not focus on entrepreneurship, it is not highly relevant for our project, but it could be interesting for our group to use this project as a motivation for our project in general.

**EXPRESS - Exchange of Practices for Refugees and migrants' Self-entrepreneurship Solutions -
Project ID: 2019-2-SE02-KA205-002578**

Topic(s):

- Migrants' issues
- Inclusion – equity
- Entrepreneurial learning - entrepreneurship education

Project website: EXPRESS 1 (2023)

Description of the project: *EXPRESS Europe is an initiative promoting exchange of best practices allowing for the integration of young migrants through (self-)entrepreneurship. The project identified the need of improving the level of key competences and skills of young people, specifically migrants and refugees, as well as to promote their participation in democratic life in Europe and the labour market and social inclusion, through self-entrepreneurship. In this respect it is fundamental for the organisations in the field to have prepared staff that could support migrants build their own enterprise. The project wanted to implement an exchange of good practices built around the concept of EMPOWERMENT meant as the set of measures designed to increase the degree of autonomy and self-determination in people and in communities to enable them to represent their interests in a responsible and self-determined way.*

Comments and findings relevant to the M9C project:

The EXPRESS project is of interest to the M9C project, mainly due to the repository of good practices collected, see EXPRESS 2 (2023). This repository (56 best practices) accommodates the collection of practices shared among partners of the project that cover self- entrepreneurship schemes across Europe and include:

- *competence assessment of young migrants/refugees*
- *training on self-entrepreneurship*
- *mentoring scheme*
- *networking activities*
- *support to access financing/social financing.*

There is also information on how to start a business in some EU countries.

My HandScraft - Migrants Hands and Skills to Create a Future Track - Project ID: 2018-1-IT02-KA204-048434

Topic(s):

- New innovative curricula/educational methods/development of training courses
- Cultural heritage/European Year of Cultural Heritage
- Migrants' issues

Project website: My HandScraft 1, (2023)

Description of the project: *My HandScraft aims to develop & test an innovative education & training programme addressed to low-skilled adults with migrant background (especially newly-arrived migrants, asylum seekers and refugees) to support their social and economic integration into*

society and labour market. The general aim of the project is to improve and extend the supply of high-quality learning opportunities adapted to low-skilled or low-qualified adults' needs and, alongside, to extend and develop educators' competences, all this by valorising artistic competences and cultural heritage in order to increase and create synergies between educational and cultural fields. The specific aim of the project is to develop a training programme to increase opportunities for the economic and social integration of adult migrants, in particular newly-arrived migrants, refugees and asylum seekers, into society and the labour market, encouraging the sharing of skills and craft traditions between migrants and local handcrafters, leading to a process of mutual exchange, enrichment and enhancement of intercultural and entrepreneurial skills of migrant and local handcrafters.

Comments and findings relevant to the M9C project:

The My HandCraft project can be considered having some relevance to M9C, since its objective was to develop training packages for migrants, refugees and asylum seekers to improve their skills and key competences in the handicraft field. Although the project through the training has the aim of providing better opportunities for people to integrate in local societies and find a job and does not aim directly at those willing to start a business, the domain of handicraft is an interesting case to promote entrepreneurial initiative towards economic integration.

Lessons learned in developing the “My HandCraft” e-educational program are of great value to the M9C project in improving migrants' basic skills and increasing their opportunities for social & economic integration, see My HandCraft 2, (2023).

IEUME - Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education - Project ID: 2018-1-PT01-KA204-047387

Topic(s):

- Migrants' issues
- EU Citizenship, EU awareness and Democracy
- Integration of refugees

Project website: IEUME (2023)

Description of the project: *IEUME wishes to support, via innovative educational tools, the integration process of people with a migrant background (refugees, asylum seekers and economic migrants). Said tools will help them gain access to information and a better understanding of some of the most important – and pertinent to them – EU-related issues, including the rights and obligations they have in their host EU states. The project designed and developed an inclusive, interactive and user-friendly digital toolkit which feature gamified modules covering European socio-cultural, political and economic issues. The educational resources developed and made available cover the fields of EU Institutions, Access to Rights, Political Culture and Civic Participation, Employability and Cultural Heritage.*

Comments and findings relevant to the M9C project:

The IEUME Project has some relevance to the M9C project regarding the training program developed. Although the training modules do not directly cover entrepreneurship, they support

relevant issues and offer important skills and knowledge that will help migrants and refugees in their integration process and can increase their employability possibilities. The IEUME training supports trainees to develop skills such as collaboration, engagement, information management, evaluation and interpretation, experimentation, problem solving and decision making which constitute, among others, basic attributes of entrepreneurship.

Unfortunately, currently it is not possible to enroll through the project website and have access to course material.

2.1.3 Less relevant projects

In this section, we have listed the projects in our search that we believe are "Less relevant projects". Since we consider these projects to be less relevant, we have chosen not to describe them further.

Reducing the Educational Gap for migrants and refugees in EU countries with highly relevant e-learning resources offering strong social belonging - Project ID: 2017-1-NO01-KA204-034182

Topic(s):

- Access for disadvantaged
- Gender equality / equal opportunities
- Integration of refugees

Description of the project: The ReGap project aims to extend high quality culturally sensitive open access learning resources to adult migrants and refugees of both genders in EU countries. The project promotes the Erasmus+ principles of equity and inclusion, social belonging and acquiring the knowledge skills necessary to take part in employment, health, social security and schooling on an equal footing with EU citizens.

Comments and findings relevant to the M9C project:

This project focuses on total integration of refugees in the society and is less relevant for our project.

Community Support for Migrant Informal Carers - Project ID: 2018-1-NO01-KA204-038801

Topic(s):

- Migrants' issues
- Inclusion - equity
- New innovative curricula/educational methods/development of training courses

Description of the project: Due to increasing migration flows it is now common to find carers across Europe who have a migrant background (CWMB). The CO.S.M.I.C. project will develop and test methods and tools to support CWMB and professionals working with them, in order to: increase recognition and self-identification, support access to available services and improving the attention to cultural diversity in existing services. The project will adopt a user-led approach with CWMB directly involved as contributors and reviewers in every stage of the process, to make sure that the outcomes developed are actually respondent to the needs of the final beneficiaries (themselves).

Comments and findings relevant to the M9C project:

This project focus om how to increase recognition and self-identification for refugees and is less relevant for our project.

Internationalisation for Social and Innovative Start Up's and Entrepreneurs - Project ID: 2019-1-NO01-KA204-060263

Topic(s):

- Entrepreneurial learning - entrepreneurship education
- ICT - new technologies - digital competences
- New innovative curricula/educational methods/development of training courses

Description of the project: "ISSA, Internationalisation for Social and Innovative Start Ups and Entrepreneurs" is designed to identify core and innovative learning methods that encourage success in international activities for Social Start-ups and entrepreneurs. The project is based on previous projects (SUC, start-up communities; SUI, Start-up Internationalisation) but it goes one step further promoting international expansion and development of social start-ups and entrepreneurs. Our main objectives are focused on developing quality and practical Life Long Learning support, with a strategic use of Information and Communication technologies (ICT). We realize the need of improving the internationalization perspectives for Social Start-Ups companies at a local level. The project main target group will be social entrepreneurs and potential social entrepreneurs interested in boosting social entrepreneurship and development of social start-ups.

Comments and findings relevant to the M9C project:

This project focuses on Innovative Start Ups and entrepreneurs but does not focus on the dimension of how to teach refugees entrepreneurship. Based on that, we believe that this project is less relevant to our project.

ReEntry – Supports for Refugee Entrepreneurs to Create Normality in a Difficult Surrounding

Project Reference: 2016-1-IE01-KA202-016863

Topic(s):

- Migrants' issues
- Entrepreneurial learning - entrepreneurship education
- EU Citizenship, EU awareness and Democracy
- Integration of refugees

Description of the project: *The ReEntry project aimed to support refugees and migrants living across Europe into self-employment by developing an online catalogue where VET staff and career advisors could access a list of quality best practices and innovative solutions aimed at encouraging migrant entrepreneurship. This project was conceived by the partner organisations involved based on the premise that supporting migrant entrepreneurs in Europe is an effective means of improving their social and economic integration; by providing them with equal opportunities to become economically self-sufficient in their host countries and therefore creating a more secure life for them and their families. The main target groups addressed by the ReEntry project included (a) Vocational Education and Training (VET) and Adult Education organisations and professionals working to support the socio-*

economic integration of migrants. (b) Career guidance counsellors and job coaches working directly with migrants to improve their access to employment.

Comments and findings relevant to the M9C project:

The ReEntry project is addressing the information gap for migrants who would like to start their own business in their host country, but the project ended in February 2018 and the results are not available through their website.

Vet opportunities for migrants and refugees

Project Reference: 2017-1-DK01-KA202-034224

Topic(s):

- Entrepreneurial learning - entrepreneurship education
- Migrants' issues
- Inclusion - equity

This project has followed what the EC indicated as different recommendations to include also migrants in the European economy: 1. reinforce skills in ICT and in innovations 2. increase abilities in management, language, marketing and in all the soft skills (the basic business skills of migrant and ethnic minority entrepreneurs need to be developed) 3. have coaches and trainers from among ethnic minorities and migrant communities (it helps a lot the increasing of awareness of these groups) 4. promote the exchange of good practices in the promotion of ethnic minority and migrant businesses (it can create new opportunities) 5. create options for a better integration. The project addressed the needs of migrants by providing training in the necessary sectors, promoting social cohesion and the integration of migrants to develop new start-ups.

Basic skills training as strategy for vocational training in companies - Project ID: 2016-1-NO01-KA204-022071. Topic(s):

- Overcoming skills mismatches (basic/transversal)
- ICT - new technologies - digital competences
- International cooperation, international relations, development cooperation

Innovative Aquaculture quality VET professional program for development and sharing of Skills, Knowledge and Best Practice within fish farming companies - Project ID: 2018-1-NO01-KA204-038849. Topic(s):

- Cooperation between educational institutions and business
- New innovative curricula/educational methods/development of training courses
- ICT - new technologies - digital competences

Career Guidance in a Changing Labour Market - Project ID: 2018-1-NO01-KA204-038870. Topic(s):

- International cooperation, international relations, development cooperation
- Overcoming skills mismatches (basic/transversal)
- Labour market issues incl. career guidance / youth unemployment

Since these four last projects are less relevant to our M9C project due to their topics, we chose not to look further into these projects.

4. Summary

The overview below shows a list of relevant resources for our M9C project. We have also linked to these resources in our M9C course:

Educational web-based tools: <https://trendproject.eu/>

Handbook on best practice methods for Entrepreneurship training to migrants and refugees:
<https://me-project.org/outputs>

Business simulator: <https://me-project.org/outputs>

Career Kit: https://famet.erasmus.site/wp-content/uploads/2022/03/IO3_Career-Kit_Modules-Summary_FINAL_EN.pdf

A screening tool to identify one's enterprise skills: <https://eva-project.ludusxr.com/>

Entrepreneurship Training Program: <https://eva-project.ludusxr.com/>

5. References

- EVA (2023): <https://eva-project.ludusxr.com/> (01.02.23)
- EDIKU (2023): <https://espresso.diku.no/projects/?1> (01.02.23)
- Entrepreneurship for immigrants (2023): <https://me-project.org/outputs> (07.02.23)
- EXPRESS 1 (2023) : <http://expresseurope.eu/> (01.02.23)
- EXPRESS 2 (2023): <http://expresseurope.eu/best-practices-start/> (01.02.23)
- FAMET 1 (2023): <https://famet.erasmus.site/> (01.02.2023)
- FAMET 2 (2023): https://famet.erasmus.site/wp-content/uploads/2022/03/IO3_Career-Kit_Modules-Summary_FINAL_EN.pdf (01.02.2023)
- FAMET 3 (2023): <https://famet.erasmus.site/famet-course/> (01.02.23)
- FAMET4 (2023): <https://famet.erasmus.site/national-case-studies-the-migrants-and-refugees-needs/>
(01.02.23)
- Handbook for Immigrants (2023): <https://anyflip.com/whhx/uxvh/> (01.02.2023)
- IEUME (2023): <https://www.ieume.com/en/> (01.02.2023)
- M9C (2023): <https://m9c.idi.ntnu.no/> (01.02.2023)
- My HandScraft 1 (2023): <http://myhandscraft.eu/> (01.02.23)
- My HandScraft 2 (2023): <http://myhandscraft.eu/elearn/> (01.02.23)
- TREND 1 (2023):
http://trend.credinfo.eu/resources/pagecontent/reports/trend_summary_report.pdf
(07.02.23)
- TREND 2 (2023): <http://trend.credinfo.eu/> (01.02.2023)
- TREND 3 (2023): <https://trendproject.eu/> (07.02.2023)