Gap analysis for differentiation

(Deliverable - IO2)

Contact authors:
Demosthenes Stamatis (demos@ihu.gr)

Vagis Samathrakis (samavagi@gmail.com)

Contents

1. Introduction

There is no doubt that the recent increase in number of migrants and refugees in Europe (see figure 1 below), makes the issue of their integration in EU countries increasingly important both at the political/policy level and at the practice level as well. It is recognized that the entrance of immigrants and refugees to the labor market is one of the prerequisites of their successful social integration in local communities. This integration is also recognized as beneficial for the economy and the society of the host EU countries.
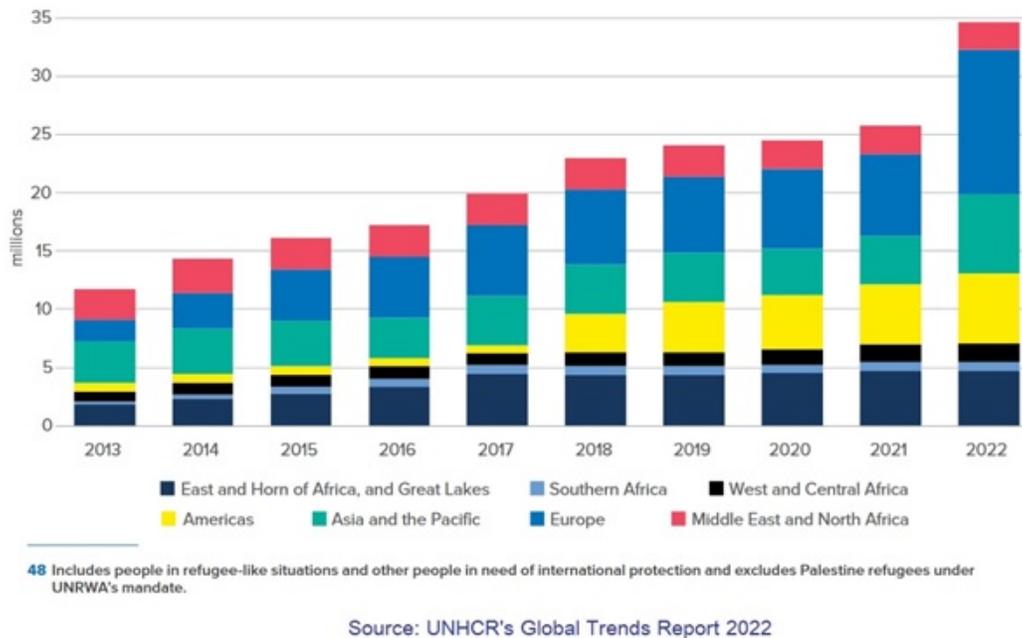
Figure 1: Refugees by region of asylum | 2013-2022

Integration of migrants and refugees into the labour market plays a central role with regards to the general policy of integration to local communities and is a key issue both internationally (ILO, 2017; UNCTAD, 2018; Rath, 2018) and in EU member states (CEDEFOP, 2014).

The integration of migrants/refugees to local communities is and should be among the central policies of EU. As it stated in the "EUROPEAN AGENDA ON MIGRATION", (EU Brussels, 13.5.2015 COM(2015) 240 final)*: "... Migrants who have been legally admitted by Member States should not be faced with reluctance and obstruction–they should be given every assistance to integrate in their new communities. This should be seen as central to the values Europeans should be proud of and should project to partners worldwide."*

Among the measures for social inclusion and integration to the host country's economic and social life, **supporting entrepreneurship** through the acquisition of entrepreneurial knowledge and skills is considered one of the gateways to the labour market and self-employment for migrants/refugees (EU-GuideBook,2016; EU-Migrant Entrepreneurs, 2020).

2. Identifying different levels of Competence in Migrant Entrepreneurship

It is generally recognised that in most cases migrants and refugees require more targeted support in the early stages of entrepreneurial activity. In this respect "*the establishment of entrepreneurship initiatives that are tailored to the particular needs of aspiring migrants and refugees is needed to connect them with the broader entrepreneurship ecosystem*" (UNSTAD, 2018). It is also very important to assess the personal competency level before engaging in a particular entrepreneurship training activity in order to know the weakness of the future trainees and adapt the course accordingly.

Piloting of the original 9 Conversations programme and other evidence and experience suggests that when a refugee has decided to start a business, he/she may want to act much more quickly than we might advise. Experience of the unknown on the refugee journey means that they are less afraid to face uncertainty in the matter of starting a business. Thus in the pilot we experienced one participant who had already created his business and was prepared to run it at a loss until it became established. He attended the 9 Conversations programme in order to gain more information and in fact succeeded in his main aim of finding out how to switch from expensive air freighting to cheaper sea freighting. He achieved this, not through the knowledge of the facilitator but through the gathering together of the participants which happened to include the relative of a person who had earlier worked for Maersk, the major shipping company. This example shows the successful operation of the main aim of the 9 Conversations programme, extending the professional network, but also shows the wide difference between potential participants and why it makes sense to find out these differences before the start of the programme, rather than during, as it currently stands.

The objective of Intellectual Output 1 (IO1) of our current project was to make the 9 Conversations programme and its facilitation procedure adaptive to the needs of the target groups, based on their previous knowledge and skills. For this purpose we had to find ways in the context of IO2 of differentiating the target group of the 9 Conversations programme to enable future participants of the course (refugees and migrants willing to acquire knowldge on how to start a personal or small business in our case) to better meet their needs in a seamless way simply by adapting course materials. This differentiation also applies to possible facilitators of the 9 Conversations course in that it will help them to better advise course participants on more adequate training paths.

A gap analysis was needed to discover which are the critical differences between target groups. The results of this gap analysis can then be applied to enhancing the 9 Conversations programme and the way in which the different target group levels can be accommodated and can be included as guidance in the facilitator training. The end result can be considered as a preliminary methodology or tool that facilitators apply to differentiate participants at the beginning of the enhanced 9 Conversations programme.

It was envisaged that the end result of differentiation will be a way of adapting the 9 Conversations programme to meet at least two levels of participant. These levels had also to be relevant to IO1 objectives at adapting the learning trajectory/training path using higher and lower levels of EntreComp skills. Furthermore Intellectual Outputs IO3 and IO4 implemented the differentiation at pedagogy and course level. The course facilitators are then able to apply this to meet the needs of their participants. They will need to be able to differentiate between their target groups in order to

be able to more easily deliver a programme that is useful to all the participants. Figure 2 depicts how this pre-course differentiation, by identifying previous entrepreneurial knowledge skills is integrated in the whole process of the Mastering 9 Conversations project scenario.
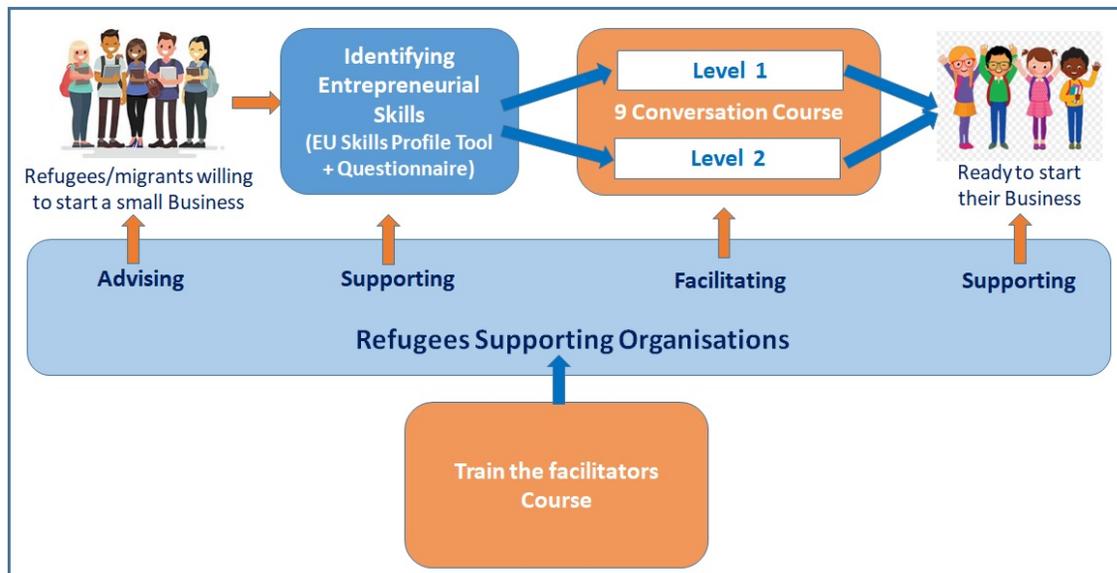
Figure 2: Pre-course identification of entrepreneurial knowledge and skills

The first step for conducting the knowledge and skills gap analysis was to decide on a specific set of entrepreneurial competences to measure for course participants.

The EntreComp framework (Bacigalupo et al. 2016) was used as a starting point for deciding on the competences that make a "good" entrepreneur. EntreComp proposes a shared definition of entrepreneurship as a set of competences and consists of 3 interrelated competence areas each one made up of five competences shown in parentheses below:

- **Ideas and opportunities** (1. Spotting opportunities, 2. Creativity, 3. Vision, 4. Valuing ideas, 5.Ethical and Sustainable thinking)
- **Resources** (1. Self-awareness and self-efficacy, 2. Motivation and perseverance, 3. Mobilizing resources, 4. Financial and economic literacy, 5. Mobilizing others)
- **Into action** (1. Taking the initiative, 2. Planning and management, 3. Coping with uncertainty, ambiguity and risk, 4. Working with others, 5. Learning through experience)

These 15 competences of the above areas are mapped through an 8-level progression model (with a total list of 442 learning abilities/outcomes):

- **Foundation** (Relying on support from others): Levels 1 and 2
- **Intermediate** (Building independence)): Levels 3 and 4
- **Advanced** (Taking responsibility): Levels 5 and 6
- **Expert** (Driving transformation, innovation and growth): Levels 7 and 8

In the context of this project and taking into consideration the target group of the 9 conversations course, we have decided to concentrate on the 6 first levels (excluding the two levels of expert).

Our decision to use EntreComp as a starting point is justified since this framework, nowdays, is used and tested in several occasions of entrepreneurship education and training as well as for supporting individuals to progress towards and participate in labour market activities or entrepreneurial ventures. McCallum et. al (McCallum et. al 2018; McCallum et. al 2020), for example, having evaluaetd 10 case studies of actual uses of EntreComp discuss the benefits of using it. Other studies present in the scientific bibliography were also considered in finalising the set of competences to be used for the idetification of entrepreneurial knowledge and skills.

Gianesini et. al. (2018) have evaluated and compared the EntreComp framework with two different competency taxonomies and models: The "13 Entrepreneurial Competences Model" (Morris et al., 2013) and "The Great Eight Model" (Bartram, 2005). They conclude that competences should be grouped into three clusters: personality, knowledge and skills. They identify five personality variables as crucial for entrepreneurship, which are underestimated (only 2 of them are common in the 3 models):

- Tenacity/perseverance,
- Creativity/ imaginativeness
- Self-efficacy,
- Adaptability, and
- Motivation

Ruiz et al. (2016) contacting a literature review identify that entrepreneurial factors can be grouped into personal, emotional, perceptual, cognitive, behavioral, and other. They suggests that organizing these factors into a framework can act as a basis for building a tool to measure the readiness for entrepreneurship.

Tountopoulou et. all, (2021) in the context of Horizon 2020 NADINE project (https://nadine-project.eu) present a Universal Skills Framework which could be a basis for tools and methods to assess migrants, asylum seekers and refugees' skills and for further interventions (training courses, matching skills to labour market needs and jobs) to boost migrants/refugees/asylum seekers integration. Based on this framework, which suggests 10 general categories of competences for skills identification, the following are considered of interest in our case of gap analysis:

- Organizational skills: Independent work, Organization, Work efficiency, Time management
- Cognitive/ Analytical skills: Decision making, Problem solving, Observational skills
- Personal skills: Adaptability, Reliability, Willingness to learn, Stress tolerance
- Entrepreneurial skills: Creativity, Initiative, Managerial skills, Risk tolerance,
- Leadership

Taking into consideration the above models/frameworks and suggestions as well as the caracteristcs of the target group for the 9 converstations course we have concluded with the following categories of entrepreneurial competencies (Table 1):

Category	Competences
General Characteristics	• Interest for the Business • Identifying business opportunities • Taking the Initiative • Capital (Investment)
General Skills-Abilities	• Knowledge and Skills • Communication • Taking Responsibility • Hard work
General Business Skills-Abilities	• Business Planning • Decision Making • Leadership Ability • Organization and Management
Financial Management Skills	• Interest and Performance in Marketing and Sales • Accounting • Finances • Outsourcing
Management Skills	• Persistence and Emotional Endurance • Organizational Ability • Assignment of Responsibilities
Self-knowledge-Creativity-Motivation-Perseverance	• Self-knowledge • Creativity • Motivation and Persistence
Risk Management-Troubleshooting	• Risk Management • Troubleshooting

Table 1: Categorising Entrepreneurial competences for M9C

In the following paragraphs we will describe how we can identify entrepreneurial knowledge and skills, based on the above selection of competences. This can be done:

- By adapting and using the EU Skills Profile Tool for 3rd Country Nationals
- By using a questionnaire developed for a more in depth gap analysis identification

3. The role of the EU Profile tool in Identifying Entrepreneurial Skills

In many occasions refugees and migrants do not possess the necessary documentary evidence of their previous formal, non-formal and informal learning and qualifications in general. Due to difficult conditions in their country of origin they may have lost their documents, they may had their education interrupted or may even had no opportunity to participate in formal education. Facilitating validation of their skills, recognising their qualifications or alternatively recommending ways for further training and up-skilling is crucial to ensure that refugees' skills are used to their full potential towards their integration to the labour market. For the above reasons the EU Skills profile Tool for Third Country Nationals (EU Profile Tool for short) provides the appropriate framework both for the identification of their skills and qualifications and for suggesting further steps to follow.

The EU profile tool can be used before the training process for entrepreneurial skills identification of the trainees and for initial guidance. At the end of the course trainees may complete/update the relevant sections of the tool as one way of measuring their progress. Additionally mentors/tutors can evaluate the effectiveness of the training module and suggest possible personalised adaptations in its future use.

The EU Skills Profile Tool for Third Country Nationals was developed by DG Employment, Social Affairs and Inclusion as part of the New Skills Agenda for Europe (EU-Skills, 2016), which was adopted by the Commission on June 2016. The tool is one out of the ten actions launched by the new Skills Agenda aiming to support the right training and efficient ways of acquiring skills for all people living in the EU. The tool complements other tools for skills transparency such as Europass and the European Qualifications Framework, which have both been revised under the New Skills Agenda to allow employers, education and training providers and relevant authorities to compare national qualifications across the EU and internationally.

The aim of the EU Skills Profile Tool is to facilitate the identification of skills of third country nationals (coming from non-EU countries: migrants, refugees and asylum seekers) and is available, free online, through the link below:

https://ec.europa.eu/migrantskills

A first version of the tool was presented in Brussels at a stakeholders' conference in June 2017 and after upgrades is now in a complete multilingual status, available in all EU languages (except Irish) as well as in Arabic, Farsi, Pashto, Sorani, Somali, Tigrinya and Turkish.

The tool can be used either:

- By individuals - third country nationals willing to record and present their formal and informal qualifications, skills and experiences and prepare a kind of professional profile or CV. The specifications of this profile/CV are well understood across the whole European Union which means that it can be very helpful for the contact of non-EU nationals with local authorities, education and training providers and for job seeking.
- By organisations offering assistance to third country nationals. These organasations include, at a first level, national authorities, reception centres for refugees and NGOs, and at a second level services for education and training guidance and employment assistance. The tool can be

used in an interview situation in order for an advisor to identify the personal status, the qualifications, skills, working experience and future needs of an individual migrant/refugee. The information collected can be used to for recommendations on next steps, such as advice for further training, recognition of qualifications in the absence of diplomas or certificates and suggestions for job-matching and ways to the labour market.

It has to be noted that the tool, itself, is not intended as a recognition or authentication tool.

The tool is friendly enough allowing an advisor and an individual refugee to see two languages at the same time on the screen, a fact that reduces possible language barriers in between them when completing the profile of the later. On-line help on demand is also integrated in the tool explaining how to answer questions and complete the relevant fields. A separate user's guide is also available in several languages from the tool's website.

It is possible to complete one's profile at a certain stage, save it and continue latter on by inserting information to the rest of the sections. To do so one can export the profile as an XML file and imported whenever needed.

Completed profiles are also exportable as PDF, Word or Excel files.

3.1. Existing Sections of the EU Skills Profile tool to identify Entrepreneurial Skills

Apart from recording personal data and general skills (e.g. educational qualifications and language skills) the EU Skills Profile Tool is flexible enough in order to help identify basic entrepreneurial skills and address mismatches between skills and jobs of non-EU nationals. A strong characteristic of the tool is its adaptability to different levels of qualifications, providing different paths for questions and answers through its relevant sections. For example it is possible to address both individuals with a higher level of education, who will need guidance to get their qualifications recognized, as well those with a low level of education who need further training to obtain the skills needed in the labour market.

The existing sections of the EU Skills Profile Tool which are pertinent both for identifying basic entrepreneurial knowledge and skills and for recommending next steps for training and for business development are:

- Expectations:
- Skills Identification
- Overall Appraisal and Recommended Next Steps

Under the expectations section of the tool the person who completes its profile (under guidance or not) is able to add a number of expectations. In figure 3 one can see the possibility of adding a new expectation, namely "my aim is to start a personal business".

Figure 3: Adding "Start a Personal Business" as an expectation

Regarding skills identification, through the relevant tool section and its sub-sections one can record both general skills (e.g. knowledge of languages) as well as skills having to do specifically with businesses and entrepreneurship by completing the sub-sections "Professional skills" or "Other basic and transversal skills".

Following the sub-sections of "Other basic and transversal skills" one can record his/her level of expertise by selecting one or more of the following statements and answering the relevant question:

- E1   I work independently
- E2   I make decisions independently
- E3   I work in a structured way
- E4   I have the ability to solve problems
- E5   I work with others / collaborate / network
- E6   I work with people from different cultures / backgrounds
- E7   I work with customers / clients
- E8   I work as a leader / manager / supervisor
- E9   I manage projects
- E10   I work in stressful conditions / under time pressure
- E11   I develop new ideas and turn them into action
- E12   I inspire and enthuse others
- E13   I take responsibility for my own learning / development

The level of expertise is characterised as "with guidance", "beginner", intermediate" or "expert". For example, Figure 4 depicts such an example where a refugee has selected the provided statement

"Develop new ideas and turn them into action" and has characterised himself as belonging at the intermediate level.
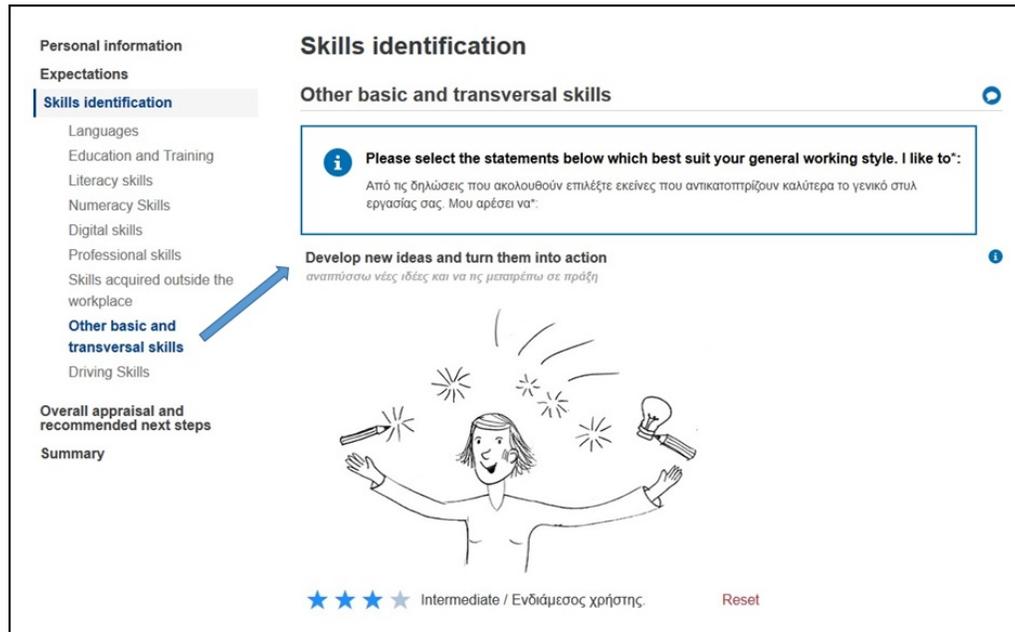

Figure 4: Skills identification relevant to Entrepreneurship

Based on the answers completed through the identification sections the tool is able to provide recommendations through the "Overall appraisal and recommended next steps" section. These recommendations may be exported automatically by the tool or it is under the responsibility of the authority or person providing guidance to the third country national to add them as free text advices. Figure 5 presents such an example.
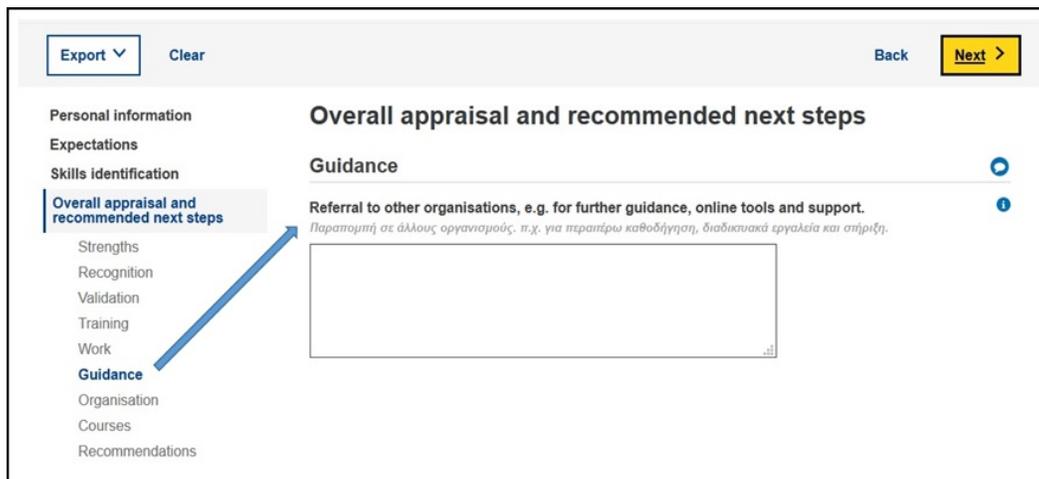

Figure 5: Recommending next steps regarding further guidance

Answering the mentioned 13 statements/questions of the EU Profile Tool can be considered as a first step of identifying basic entrepreneurial skills. Some of these questions are in compliance with

competences selected and presented in Table 1. For example questions E5 and E6 are relevant to "communication" in the "General Skills-Abilities" category, question E8 addresses "Leadership Ability" of the "General Business Skills-Abilities" and question E9 is relevant to "Organisation Ability" of the "Management Skills" category.

3.2. Customisation of the EU Skills Profile tool to identify more Entrepreneurial Skills

Apart from the above thirteen (13) statements/questions there is a need of extra statements/questions in order to identify more business knowledge and advanced skills, which are related to the processes needed to plan and start a small business.

Customisation of the EU Skills Profile tool is possible in its recent improved implementation, which allows for an organization (or person) to adapt it for their specific needs. This can be accomplished by an added configuration facility for adding or hiding questions or sections from the Tools questionnaire. In the configuration page, you can select sections and questions to hide from the tool and you can also add as many new questions as you like. Figure 6 presents such an example, where two new questions ("I am excited by the idea of having my own business" and "I have the ability to identify business opportunities") have been added to the "Skills Identification" section among the existing questions of the "Other basic and transversal skills" subsection. In this way one can add all the questions needed for its specific needs of skills identification (the needs of 9 Conversations course in our case).
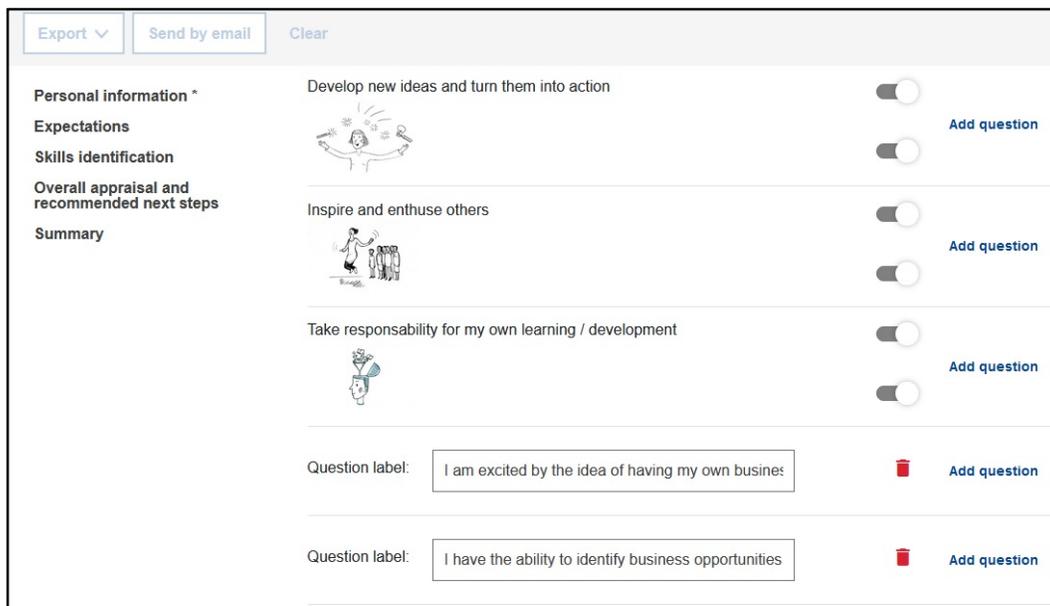

Figure 6: Adding questions by the use of the configuration facility

It has to be noted that in order to keep the new configuration of the questionnaire, one should save the configuration ('Export' it) on a local device and use the desired set up in a later stage by importing it.

Unfortunately the new added questions cannot have the same look and feel as well as the same functionality of the predefined questions, at least at current version of the tool. Figure 7 shows how the two added questions are presented at the user level after their configuration. In the predefined question "Take responsibility for my own learning/development" the user just selects its level on top of the stars, but for the new questions a text field appears where the user needs to type an answer. In this example the user was "clever" enough to imitate the relevant way of answering by typing a number of stars.

Figure 7: Answers to added questions are not compatible with predefined ones

Alternative ways of customisation are offered, but they may be difficult for a person or a refugee's support organisation:

- by modifying the Open Source Code of the tool available or
- by using the tool's built-in features of exported Excel or machine-readable XML files to combine them with another developed tool for the occasion.

4. The M9C Questionnaire

Based on the selected competences for entrepreneurship selected (Table 1), we have designed a questionnaire (let's call M9C questionnaire) as a tool for measuring knowledge and skills and decide on the level of the person who completes it.

The methodology of using the questionnaire is based on a different philosophy than that of the EU Skills Profile Tool, where the responder has to decide and select his/her level of competence with regards to a specific question (by choosing one of "with guidance", "beginner", intermediate" "expert" or no answer at all). In contrast to the explicit answers given above when completing the M9C questionnaire one has to choose one of the answers given for each question without knowing if one is actually better than another. He/she just selects the one which seems more close to his/her situation. Figure 8 shows one such question with the relevant answers.

Q3. Taking the Initiative
- ☐ A. I do not take initiatives easily, unless I feel confident about the task I am about to do.
- ☐ B. If someone helps me get started with a task, I can then cope on my own
- ☐ C. I take matters into my own hands. I do not need guidance from anyone.
- ☐ D. I start with careful steps. I do not get involved until I have to.
- ☐ E. Don't Know/No answer.

Figure 8: Example of a question with the relevant answers to select

For each question there is a score representing the level of knowledge and skills but those scores are not shown to the responders. They are advised that in order to have an objective picture of their profile, they should choose, with as much sincerity and accuracy as possible, the answer that expresses better their own feelings, attitude and behavior, as they are really are, and not as they would like them to be. The scores assigned to the answers of each question are as follows:

- 0 = Zero or Not at all
- 2 = Basic or Guided
- 3 = Adequate or Beginner
- 4 = Good or Intermediate
- 5 = Excellent or Experienced

The above scores have also a correspondence to the levels given as choices in the EU Skills Profile Tool for 3d Country Nationals as follows:

- 0 <-> No answer
- 2 <-> "guidance" (*)
- 3 <->"beginner" (**)
- 4 <-> "intermediate" (***)
- 5 <->"expert " (****)

For the development of the questionnaire the questions are grouped in seven (7) categories/sections and the number of questions of each category corresponds to the number of competences of Table 1. They are:

- Section 1: General Characteristics (4 questions)
- Section 2: General Skills-Abilities (4 questions)
- Section 3: General Business Skills-Abilities (4 questions)
- Section 4: Financial Management Skills (4 questions)
- Section 5: Management Skills (3 questions)
- Section 6: Self-knowledge-Creativity-Motivation-Perseverance (3 questions)
- Section 7: Risk Management-Troubleshooting (2 questions)

The questionnaire presented to the responders does not contain the headings of the sections so that the respondent is unsuspecting. So the responder has to go through and select answers for a total of 24 questions and those questions can be scattered (shuffled) at any order. In this way we try to evaluate the level of competence in an implicit way trying to have a result as close to the real situation as possible.

After answering the questionnaire, a total score is produced together with a classification of the respondent's level of knowledge and skills, his/her business profile (classification into categories of entrepreneur).

There are 6 categories/levels with their corresponding verbal description, which are based on the final total score, as follows:

- **Score equal to 120: Excellent:** You are a born businessman. If you do not have your own business now, start as soon as possible. Success awaits you.
- **Score 109-119: Very good:** You definitely have everything you need to succeed in your own business. Do not hesitate. Your success in the business world is guaranteed.
- **Score 88-108: Good:** You have the virtues of a successful entrepreneur, with some weaknesses. The analysis given as a "spider chart" will help you identify the points where you are lagging behind. There are two ways to bridge the gap: Entrepreneurial training or following the specific 9conversations program for this purpose.
- **Score 67-87: Sufficient:** While entrepreneurship may not be one of your strongest skills at this time, with some additional training and education, you could increase your chances of success. Remember to stay committed, seek guidance and mentorship, and continue to develop your skills and knowledge.
- **Score 46-66: Moderate:** As you contemplate entrepreneurship, there are several areas where you may face difficulties. However, with additional training and education, coupled with a strong work ethic, you could overcome these hurdles and improve your chances of success. Remember, entrepreneurship is a journey filled with ups and downs, but with the right mindset and dedication, you could make your dreams a reality.
- **Score below or equal to 45: Unsatisfactory:** As an aspiring entrepreneur, you have many areas that need improvement. While starting your own business may not be the best path for you at the moment, don't let that discourage you from exploring other avenues.

The questionnaire is available in two forms:

- An online version given as an excel file: In this form the refuge/migrant is able to complete the questionnaire in the "Quiz" worksheet. In this case the results concerning the level of knowledge and skills are presented automatically. The responder can see the level of his/her general competence in the "Score" worksheet. More specific information on entrepreneurial ability can be seen in the worksheet entitled "Strengths and Weaknesses" given in the form of a spider graph. This questionnaire is given in appendix 1 and is available on-line on the project's web page under the "Tools -> "Identifying Entrepreneurial Skills" sub-menu (https://m9c.idi.ntnu.no/index.php/self-evaluation-of-candidate-entrepreneur/)

- A paper based version given as a pdf file: The questionnaire should be given to the refuge/migrant willing to test his/her knowledge and skills. Then a person from the RSO helping the responder should evaluate the answers selected, based on the scores of the answers for each question (see paragraphs 4 and 5 – scores are not presented to responders). This questionnaire is given in appendix 2 and is also available on-line on the project's web page through the same link above.

In case of completing the on-line excel type of the questionnaire, after answering all twenty four (24) questions, one can open the next worksheet called "Score", where he can find the his/her final score and relevant explanatory remarks about the self-evaluation concerning his/her business profile, per category. Figure 9 shows an example of such an evaluation.

A	B	C	D	E
No	Categories for the Assessment of Entrepreneurship	Maximum possible score or best practice (A)	Your Entrepreneurial Aptitude Score (B)	Self Evaluation Score
1	General Characteristics	12	9	0.750
2	General Skills-Abilities	8	6	0.750
3	General Business Skills-Abilities	8	4	0.500
4	Financial Management Skills	12	4	0.333
5	Management Skills	8	5	0.625
6	Self-knowledge-Creativity-Motivation-Perseverance	8	5	0.625
7	Risk Management-Troubleshooting	8	2	0.250

Figure 9: Example of the self evaluation presented to the responder of the on-line questionnaire

Finally, the responder can open the worksheet called "Strengths and weaknesses" to have a pictured form in terms of his/her entrepreneurial ability" per category, based on the scores achieved. Figure 10 shows an example of such a 'scores' representation.

In the case that the responder completes a paper based pdf format of the questionnaire he/sh should return the completed questionnaire to an advisor who will evaluate the scores and present the results.

In any case it is recommended that the responder after completing the questionnaire should collaborate with the supporting organization or his/her course facilitator in the case he/she is willing to follow the 9 Conversations course, to get advice on the level of his/her entrepreneurial knowledge and skills and on what kind of training path can follow to improve them. There is a version of the questionnaire, which shows the scores of the answers and has guidelines for refuge support organizations and course facilitators given in appen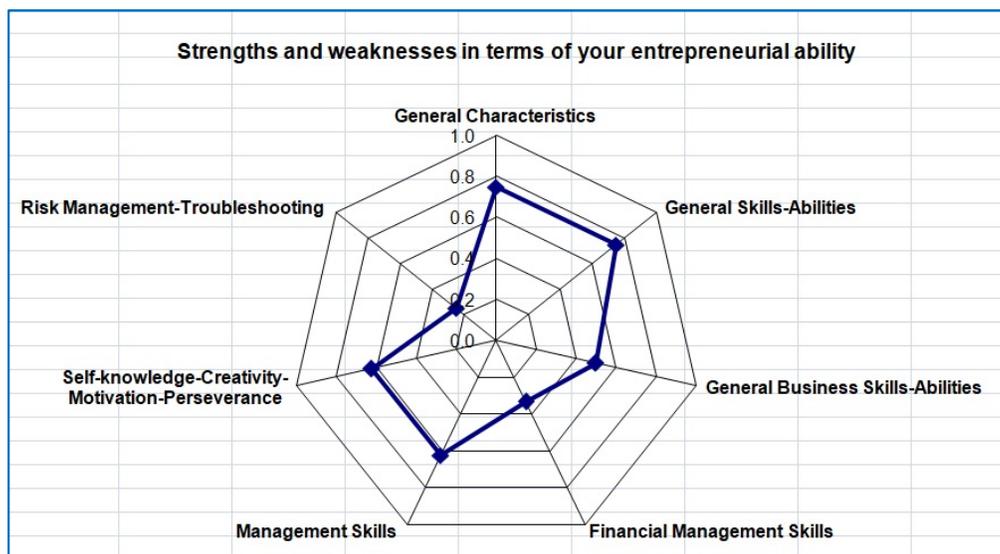dix 3 which is available on-line on the project's web page (https://m9c.idi.ntnu.no/index.php/instructions-for-support-organisations/)

Figure 10: Example of entrepreneurial ability of the responder in a "spider" graphics format.

5. Discussion - Conclusions

With the objective to make the 9 Conversations course programme and its facilitation procedure adaptive to the needs of the target groups, based on their previous knowledge and skills, we have proceeded, in the context of IO2 (Gap Analysis for Differentiation), in identifying the level of competence of the course participants.

We have initially selected 24 entrepreneurial competences grouped in to 7 categories to be the basis of measuring. This has been done by taking into consideration the EU EntreComp framework, as well as other models for entrepreneurship and their evaluation by studing the scientific bibliography on the specific domain.

Our methodology for differentiating the target group of the 9 Conversations programme can follow two paths. One can choose to follow one of these paths or both of them in parallel.

The first path is by using the EU Skills Profile Tool for 3rd Country Nationals. In this case we can take into considerations existing predefined questions present in the tool, that measure basic entrepreneurial skills (through the "Other basic and transversal skills" subsection. To those questions we can add others that cover some or all of the 24 competences above, by using its "Reconfiguration" facility. The advantage of using the EU tool is that in identifying entrepreneurial skills we stay in track with a well recognisable standard in EU for recording personal information and expectations of migrants/refugees/asylum seekers, and for identifying all types of their skills. The disadvantages are that the responder should decide explicitly on his/her level of knowledge and competence and also the way of answering added questions is not compatible with answering predefined ones.

The second path of our methodology is based on the use of the M9C questionnaire developed to measure entrepreneurial competences. The advantage of using the questionnaire is that we expect more accurate measures, since the responders reveal their level of competences in an implicit way, by choosing answers having a score they do not know. An additional advantage is that in completing the questionnaire the responders are able to know their level of entrepreneurial competence for each of the 7 different categories of the competences. There is also an advantage for course facilitators advising refugees willing to follow the M9C course. Based on the final score achieved by the responder of the questionnaire they can advise if he/she should follow level 1 or 2 of the course by taking into consideration the relevant course material/modules attached to each level. It has been decided that final scores of the completed questionnaire coresponding to levels "excellent". "very good" leed to level 2 ("beginer") path adaptation of the course , while the rest of levels "good", "sufficient" and "moderate" leed to level 1 ("featured") adaptation path of the course.

During the project period both the use of the EU Skills Profile tool and the use of the M9C questionnaire were presented, discussed and evaluated in the context of the Multiplier events and a mini Workshop organized specially for IO2. Valuable information and feedback was given by the partners of the project and especially by CreA, Italy and SPI, Lithuania who have tested with refugees a first version of the questionnaire. Valuable feedback on both paths of our methodology was gained through discussions with representatives from the Greek Refugees Support Organisations Albatros and SolidarityNow from Thessaloniki, OMNES from Kilkis and HumanRights360 from Athens.

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Appendix 1 The questionnaire for Migrants/Refugees (on-line excel form)
(Attached file)

Appendix 2 The questionnaire for Migrants/Refugees (paper based pdf form)
(Attached file)

Appendix 2 The questionnaire with guidelines for Refugees Support Organisations
(Attached file)