



ALMA METHODOLOGY (IO2)

Purpose of the methodology

As outlined in the ALMA application, the purpose of Intellectual Output 2 (IO2), the ALMA intercultural and linguistic methodology, is to provide the evidence to support the development of IO3 and IO4, the ALMA digital learning kit and the ALMA pocket guide. These will be material targeted to migrant entrepreneurs that will help them develop their intercultural and linguistic skills in the context of running a business in a host country.

Methodology development

The development of the ALMA methodology has been carried out in five stages:

Stage one: European desk top research

This stage involved desk top research on European intercultural entrepreneurship, foreign language learning for business in Europe and academic research on setting up a business in another country. This was mainly a rapid literature review on recent evidence and research in the field.

Stage two: Partner countries research

This stage involved specific desk top research on the business cultures of the six partner countries. This was a mix of online resources supported with targeted interviews (conducted by skype) with all partners to understand the local business cultures in each of the partner countries. These conversations facilitated better understanding of the differences and similarities among the six partner countries but also provided the opportunity to review with each of the partner the evidence gathered through their local surveys and questionnaires as part of IO1.

Stage three: Evidence collection

This stage involved the collection of all evidence to inform the production of the methodology report, which will be available in English only. This will be used as the base to develop the ALMA digital learning kit and the ALMA pocket guide.

Stage four: Didactic approach and validation

This stage involved characterizing the elements of the theoretical-methodological approach used for the development of the ALMA project's learning units and specifying the process of validation.



Stage five: Executive summary

An Executive summary of the methodology will be translated in all partner countries and disseminated to local partners.

Timetable

Stage 1- European desktop research	May and June 2020	JFdeK, UK	Completed
Stage 2- partner countries research	May 2020- interviews May and June 2020 – partner countries resources (academic, professional articles and any other online resource)	All partners	Completed
Stage 3- Evidence collection	July 2020 First draft of report	JFdeK, UK	Completed in June
Stage 4- Didactic approach	July 2020 First draft	UNISTRASI, IT	Completed in July
Stage 5 – Executive summary	Draft article in English and translations in all partner languages	All partners	Completed in September

Key findings of the evidence review

The current context of migrant entrepreneurship

The entrepreneurship sector has been badly hit by Covid-19. All current (May 2020) written literature about business, startups, entrepreneurship and the economy, focus inevitably on the impact of the pandemic. However, while a lot of the focus remains negative in terms of economic and socio-cultural impact, there is also the emergence of innovation in the sector.

Innovation in the entrepreneurial sector as a response to Covid-19 has included new infrastructure and products to support social distancing or public health such as:

- Plexiglas/plastic/wood industry for social distancing in the hospitality and retail sectors
- Digital technology to support online teaching, sales, meetings and events
- Smaller/flexible office furniture, to support working from home and remote working

Key issues that have been identified within the current context could be summarised to the impact of recession and deficit on businesses, political confrontation and increased unemployment, all of which



result in challenges with business continuity and business sustainability. Many countries in Europe and beyond have described the impact of Covid-19 to the economy and society a 'national crisis'. In Spain, the unemployment rate is expected to rise from 13% to 19% in just under nine months.¹

The state of emergency due to the pandemic, massive hit to the economy and impact on political life may mean that xenophobia is expected to rise in Europe and migrants may be targeted and impacted negatively as a result. This could have a negative effect on migrant entrepreneurship as well. The recent events following the tragic death of George Floyd in the USA and the Black Lives Matter movement is making debates on racism and xenophobia most relevant and prominent as well across Europe and the world. In some of the partner countries there are still many stereotypes related to religion or race. The situation was described as very 'political' in Bulgaria particularly in the context of minority groups, such as Roma.

In this context, migrants can be weary of embarking on an entrepreneurship venture. Many migrants are currently being discouraged to move and set up a business in another country. Secured employment in their own country or an employee status in another country seems a better and safer option.

The desktop research and interviews in the ALMA partner countries (Bulgaria, Italy, Netherlands, Spain, Sweden, UK) revealed that migrant entrepreneurs differ from country to country in terms of ethnicity, nationality, professional background and linguistic and intercultural competences. However, migrant entrepreneurs do present some common characteristics in terms of the type of personality (level of ambition and risk taking in particular), gender and professional group.

The typology of migrant entrepreneurs

There is not a straightforward answer to the typology of migrant entrepreneurs. Their nationality, ethnicity, home country, age group, gender, socio-economic background and profession all depend on a number of factors that are summarised below.

The ethnic/nationality type of the migrant entrepreneurs depends quite a lot on the geographical and historical context between the home and host country. The war and political situation in some countries and the socio-economic context for economic migrants seeking an improved standard of living are other important factors in the choice of host country.

The migrants' choice of the host country could be summarised to:

- Familiarity with the host country's culture and/or language (e.g. Latin Americans in Spain, Russians in Bulgaria)
- Economic situation and career prospects in the host country (e.g. Eastern Europeans in UK)
- Government and other support of the host country to migrant entrepreneurs (e.g. Sweden)
- Search for stability due to war and/or political situation in own country (e.g. Syrians in the Netherlands)
- Attractive taxation system (e.g. Italians in Bulgaria)



It is worth noting that while some migrants chose the host country as a longer term commitment for their work and life with family, others use it as a transit (this seems to be clearly the case in Bulgaria, who tends to send more people abroad than receiving).ⁱⁱ

In most countries in the ALMA partnership, linguistic competence and cultural understanding plays a significant part in the type of migrants, eg. in Spain many of the migrants come from Latin America due to language, while in Bulgaria and Italy migrants came from nearby Greece (in the case of Bulgaria) and Albania (in the case of Italy). In Bulgaria, there is also a significant number of migrants from Russia.

In all partner countries there was a rise in migrants from China and Syria while the highest number of European migrants came from Central and Eastern/South Eastern Europe.

In terms of gender, it seems that the large majority of migrants across the partner countries tend to be male, some arrive in the host country alone and some come with their families.

In terms of sectors the migrants work in, these tend to be mostly in hospitality and retail, particularly when it comes to ethnic/international/fusion restaurants and cafes. In Bulgaria it was noted that while Russians occupied some public/government posts, most of the other migrants were entrepreneurs in hospitality, beauty, tourism, manufacturing and trade. Arabic and Chinese entrepreneurs were also noted in most of the partner countries either in the form of small shops or stalls in open markets. In Italy, most migrants work as employees first before setting up their own business.

The educational background of migrant entrepreneurs is very variable. Many migrants are well educated and have gone to university. In Sweden, there has been a big wave of migrants from an engineering and pharma background. But equally there can be issues with literacy in some communities.

Migrants' language and intercultural skills

Irrespective of the typology of migrants and the context of each of the countries in the partnership, the role of language is always important in terms of successful entrepreneurship. People who are socially and culturally integrated in the host country, find it much easier to adapt to new situations, challenges and adapt their business accordingly.

Research from the Global Leaders report showed that the most important global competency for graduates (and in our case for migrant/global entrepreneurship) is the ability to work collaboratively with teams of people from a range of backgrounds and countries.ⁱⁱⁱ Possessing language and intercultural skills are crucial factors in achieving this competency. If you can communicate your ideas to team members of different nationalities, you are, in effect, the bridge between their languages and cultures.

The academic/theoretical context

The most useful academic theoretical context to migrant entrepreneurship stems from research associated with intercultural communication and cultural psychology. Many people in intercultural business communication argue that culture determines how individuals encode messages, what medium



they choose for transmitting them, and the way messages are interpreted. Intercultural communication is also referred to as the base for international businesses.

Identity and culture are also studied within the discipline of communication to analyse how globalisation influences ways of thinking, beliefs, values, and identity, within and between cultural environments. Intercultural communication scholars approach theory with a dynamic outlook and do not believe culture can be measured nor that cultures share universal attributes. Scholars acknowledge that culture and communication shift along with societal changes and theories should consider the constant shifting and nuances of society.

Geert Hofstede^{iv} described culture as the collective programming of the mind, presenting five dimensions to distinguish culture:

- Power distance
- Individualism versus collectivism
- Masculinity versus femininity
- Uncertainty avoidance
- Long-term orientation

In *large power-distance* cultures (e.g. Italy, Spain, Bulgaria in terms of our partnership and Latin America and Asia in terms of our migrant entrepreneurs) there is high respect of the elderly and authority. There are dependence relationships between young and old, parents and children, teachers and students. Social position and ownership of status is important. In cultures of *small power distance*, the idea of 'status' is different and so are relationships (e.g. UK, Netherlands, Sweden in terms of our partnership).

In *individualistic* cultures the focus is on a small unit, like the immediate family and privacy is important. By contrast, in *collectivistic* cultures the focus is much wider, and the idea of family is much more extended. People like to conform to the collective values whereas in individualistic cultures there is strength in independent thinking and action. Think of the idea of family and dependence/independence in Sweden versus Spain for instance or the UK versus India.

Masculinity is defined as a preference in society for achievement, heroism, assertiveness and material rewards for success. Its counterpart, *femininity*, represents a preference for cooperation, modesty, caring for the weak and quality of life. Women in the respective societies tend to display different values. In feminine societies, they share modest and caring views equally with men. In more masculine societies, women are somewhat assertive and competitive, but notably less than men. In other words, they still recognise a gap between male and female values. This dimension is frequently viewed as taboo in highly masculine societies.

The *uncertainty avoidance* index is defined as a society's tolerance for ambiguity, in which people embrace or avert an event of something unexpected, unknown, or away from the status quo. Societies that score a high degree in this index opt for stiff codes of behaviour, guidelines, laws, and generally rely on absolute truth, or the belief that one lone truth dictates everything, and people know what it is. A



lower degree in this index shows more acceptance of differing thoughts or ideas. Society tends to impose fewer regulations, ambiguity is more accustomed to, and the environment is more free flowing.

The *long-term orientation* dimension associates the connection of the past with the current and future actions/challenges. A higher degree of this index (long-term) indicates that traditions are honoured and kept, while steadfastness is valued. Societies with a low degree in this index (short-term) view adaptation and circumstantial, pragmatic problem-solving as a necessity. A poor country that is short-term oriented usually has little to no economic development, while long-term oriented countries continue to develop to a point.

How to apply Hofstede's theory to migrant entrepreneurs

Hofstede's theory sets the theoretical framework to help us understand the importance of the cultural context and the type of culture migrants find themselves in. The closer the migrant's culture is to the host country's culture, the easier it will be for the migrant to adapt and this could add to the effectiveness and success of the business venture.

Here are some examples to illustrate the importance of the cultural context:

Being punctual and right on time is a virtue only to some cultures e.g. USA, Germany, the Netherlands or Scandinavia. Speed networking, derived from its homologue speed dating, is an American invention. 'Nice networking with you... *next*' will not take you too far in countries that value personal relationship and genuine interaction over punctuality and quantitative networking.

How leadership is viewed in the host country is important. To what extent is it OK to talk so much about your accomplishments? To what extent it is OK to question authority, and if so, how is it done? Bragging about your amazingness in the Netherlands will not give you a good start. ('Who is this shameless braggart?' the Dutch will wonder.) The same will happen if you act modestly and quietly in New York or Silicon Valley, but for the opposite reason. ('This guy must be really incompetent!' the Americans will conclude.)

Intercultural/cultural competence

Intercultural competence is defined in a number of ways but generally, it is the ability to communicate and behave in appropriate ways with those who are culturally different — and to co-create shared spaces, teams, and organisations that are inclusive, effective, innovative, and satisfying. We could broadly refer to three dimensions of culture, relevant to entrepreneurship: the artifacts (performances of expression), the concepts (values, ethics and meaning of life) and the behaviours.

As part of cultural competence, the concepts of time and space are very important. A culture's concept of time is its philosophy towards the past, present and future. Most Western cultures think of time in linear terms whereas Latin American or African culture have a different concept of time that may give priority to what is happening at the instant. Understanding of the 'rules' of the use of space in a new



culture is crucial in being able to adapt to that new culture. People from Arabic and 'Latin' cultural backgrounds tend to be physically closer than those from Anglo Saxon or Nordic backgrounds.

Verbal and nonverbal interaction

Successful participation in intercultural communication requires that we understand culture's influence not only on verbal interaction but nonverbal as well. Body movements, postures, facial expressions, gestures, eye movements, physical appearance, the use and organisation of space, the structuring of time, vocal nuances, symbolic behaviours... all differ and often vary from culture to culture.^v This is clearly unconscious but important behaviour in understanding the cultural and entrepreneurship context for migrants moving to the new host country to set up their business. When we talk, we are obviously behaving; but when we wave, smile, frown, walk, shake our heads, or gesture, we are also behaving. And these behaviours become messages that we communicate to someone else.

It is important to note that in high context cultures (Arab, Spanish, Italian, Bulgarian) most of the information comes with body language where in medium or low context cultures (UK, Scandinavia, Germany, Netherlands) most of the information is contained in the verbal message.

The spirit of entrepreneurship

The entrepreneur is often seen as an independent, risk taking maverick, who boldly recognises the people and resources necessary for creating new business ventures. She/he is mostly described as adventurous and brave. Although there seem to be many iterations and type of entrepreneurs, there seem to be consensus on two key types: the older experienced entrepreneur, who balances risk cautiously and a younger, potentially more adventurous, spirit.

The key skills, characteristics and attributes that partners described as being part of the spirit of entrepreneurship included:

- Able to see and grasp opportunity
- Visionary and motivated
- Passionate and committed
- Hardworking
- Patient
- Excellent communicator
- Networker
- Resilience, the spirit of 'survival'
- Strategist and realist

Entrepreneurship across different cultures presents the additional opportunity and challenge to navigate through a variety of values and beliefs, ways of thinking and doing, business rules and processes and in most cases doing all of that in a new language. The migrant entrepreneur has therefore taken two big risks: the first one is setting up a business, and the second one is doing that in a new country.



The words most commonly associated with entrepreneurs are drive, self-confidence and ambition. Entrepreneurs are quick learners who make the most of their time and resources. They are good communicators who are careful with money, deal with problems head-on and like to be challenged. The best entrepreneurs are successful because they are passionate about what they do, and their enthusiasm spreads to their clients and their team. This helps because when things get difficult, it's easy for them to remember why they do what they do, and that pushes them to keep going.^{vi}

The best entrepreneurs are those who met the biggest challenges, learned and moved on from them. They are fighters and great at overcoming obstacles. They are both adaptable and resilient. And as things never go as planned, entrepreneurs must be able to change and be flexible.^{vii}

For most migrant entrepreneurs, survival is key. They have set up their business in the host country having come a long way from war or a difficult political regime in their home country. They must support their family and setting up their own business provides the opportunity to be independent as other jobs may be poorly paid. Being their own boss means they can work longer, be more flexible and earn more. They base their choice on pure realism and survival.^{viii}

Networking and integration in the host country

Migrant entrepreneurs are no different to any other entrepreneur when it comes to networking. They tend to be good communicators, networkers and enjoy socialising. However, migrants do not tend to join official and professional networks in the host country. For instance, a restaurant owner would not normally join the local or national organisation of restaurants or the chamber of commerce. They would rather network locally within their community and in most cases use word of mouth to promote their activity and business locally. Networks tend to be informal, based on trust and within a similar cultural context to that of their country of origin. This creates a 'neighbourhood' or village mentality.^{ix}

Depending on how different that culture is to that of the host country (see earlier Hofstede theory), integration will depend heavily on cultural understanding and acceptance. Socio cultural integration in the host country will depend a lot on the local population context. Migrants tend to stay mostly within their more familiar communities (other migrants from same country or similar culture of their own).

Government support can assist in better socio-cultural integration particularly in those host countries where programmes for migrants are compulsory. In the Netherlands, the government sets priorities on the integration of migrants from outside the EU who have been given permit to stay in the country. The government in the Netherlands offers support with housing, a monthly allowance, school and an initiation to Dutch language and culture, where language competence is compulsory and requires a diploma in order to be able to become financially independent in the country as soon as possible.

Competences and skills

Language skills

Language skills are very important and knowing the language of the country a migrant moves to always helps with their integration and business development. This is not only relevant in terms of interaction



with customers and suppliers or co-workers and employees, but very important in terms of liaising with local authorities, government bodies and administration.

Some migrants are fascinated and impressed by the host country culture and language. This seems to be the case in Italy where newcomers demonstrate an attraction to the Italian language, food and culture.^x

Language competence is a very important factor of success. It helps with being part of the local community and understanding the local culture of the host country. It helps with integration in the host country and with communication and networking, including promoting the business to locals.

Role models, mentors, coaching

Mentors are very important and useful to those who are new to the host country, new to entrepreneurship or both. Mentors can act as role models and can provide moral and professional support in terms of sharing best practice and offering valuable advice.

In most cases migrant entrepreneurs do not seem to seek a mentor from a similar profession to their own or indeed someone from the host country for support. They tend to seek moral and financial support from their extended family and friends, most of the time these coming from a similar culture to theirs if not from the same country of origin. As a result, migrant entrepreneurs may be missing out in learning about the cultural nuances, best practices and understanding the wider context in which their business operates. This is a very common issue across the ALMA partnership countries.^{xi}

Some migrant entrepreneurs are not used to seeking help from government because their own government in their home country did not support them. As a result, friends and family are approached to borrow money and seek advice and support. Although some countries have official support for the set up of businesses and for migrants, these incentives are not accessed by a large group of migrant entrepreneurs. In the Netherlands there is a coaching system with business CEOs having supported migrant entrepreneurs, but this has been limited in terms of the numbers involved.^{xii}

Lifelong learning, continuing professional development

Lifelong learning and continuing professional development are very important factors to the success of migrant entrepreneurs. This may be more obvious in some businesses because of regulation, legislation and the swift changes in technology. But keeping up to date with the market in which the business operates, is very important.

Our research found that the large majority of entrepreneurs do not focus on their ongoing learning and those who do, focus on the content of their business as opposed to themselves as individuals. Their behaviours, values and personal development as business leaders does not form part of their focus on growth of their business. Most migrants state that they are too busy to survive and have no time for training.



There is little evidence to suggest that migrant entrepreneurs use reflection and personal critique to develop their own style and support themselves in their learning and ongoing development. For those who do invest in their learning, they do so through online resources as they find it hard to attend formal courses. They usually refer to their development as 'learning by doing'.

Top tips

The following tips have emerged as part of the methodology research, the desktop review, and the partner interviews. They can be useful to support the development of ALMA material, notably the toolkit and training.

Ask for advice about common traps and problems

Engage with people who know the region/country where you run your business and ask their advice. Ask your co-workers what people commonly do that's just 'wrong', or what problems they have encountered, and learn from it. Listen carefully to their answers, including what they do not say, as this can tell you a lot.

Find a mentor, follow role models

It will help you enormously to identify a mentor within your professional and local community. This could be someone from your own country of origin who has been successful already in the host country, from your own profession or not. Or someone from a completely different background who can provide you with the professional support that members of your family and friends are not there for. A mentor is there both as a role model and a challenge and will help you identify your key strengths and areas of development and growth.

Adapt your behaviour, and do not always expect others to adapt to you

This includes not being offended if someone unwittingly does something that you find difficult to accept. You do not have to accept it, but it is best to explain politely why you find it hard.

Check your understanding and that of others

The best way to avoid misunderstandings is to listen carefully and check understanding regularly in the course of a conversation. Ask questions to make sure that you have understood and ask others to recap what you have said to ensure that they have understood you.

Do not be afraid to apologise

You can usually see quite quickly if you have caused offence. The fastest way to manage that is to apologise and ask what it was that you did. A confession of total ignorance will often go a long way to mitigate offence. Ignoring it will just offend further.



Use local media to learn about behavioural issues and norms

You would not want to rely on television as your only source of information as social media are becoming increasingly important. However, like with any source of media, it is important to always verify the source and look at independent and different perspectives.

Reflect on your experience

As with so many aspects of life, a little reflection about your experience can help you to put it in context, especially if you are able to discuss it with someone else in a similar position.

Work as an employee first before setting up your business

This should help enormously with learning the local business culture, understanding the cultural and socio-economic context of your business and the values of the country you have moved to.

DIDACTIC APPROACH

Hereafter are reported the characterizing elements of the theoretical-methodological approach used for the development of the ALMA project's learning units.

Type of audience and context: the target audience to which the ALMA project's learning units are addressed is composed of learners of foreign origin interested in improving their knowledge and linguistic-communicative and intercultural skills necessary to start a business in a foreign country. The reference domain is the professional one; the context is that of entrepreneurial activities.

Level of linguistic-communicative competence in the language of the host country: the level is between level B1 and level B2 of the CEFR. It is therefore the level of communicative autonomy in L2, which is adequate to handle the majority of communicative situations in the work context.

Objectives: the project aims at the development of linguistic-communicative skills (in addition to the familiarization with the intercultural aspects of the host country and those of their own) necessary to start and carry out entrepreneurial activities of various kinds.

Approach: an "integrated" approach is adopted, which includes both elements that can be traced back to the communicative approach and elements of the grammatical-translating approach.



Method: the method adopted in the individual learning units is of the "notional-functional" type, which gives the language a strong instrumental value. Therefore, the learning units refer to a language model that is strongly action-oriented.

Vocabulary: the learning units contain a general vocabulary and lexicon related to the reference context (in particular related to bureaucratic and business sectors).

THE CONTENTS AND THE STRUCTURE OF THE LEARNING UNITS *SIDACTIC APPROACH*

As shown below the units follow roughly the same structure.

1. **Shape your idea (Developing a business or product and service idea, Detecting market needs)**
 - Text (dialogue) related to a request for information at the relevant office (e.g. Chamber of commerce, and Agencies for consulting migrant entrepreneurs);
 - Activities: vocabulary activity (words and definition matching), listening comprehension activities (multiple choice), True/False activity, grammar activities (preposition cloze), written production activity (formal mail, information request), written role play activity;
 - Useful words glossary.

2. **Put your idea into action (Skills to set up: risk, location, name, being new to the market, registering)**
 - Text (dialogue) related to the renting of a shop;
 - Activities: vocabulary activity (words and definition matching), True/False activity, reading comprehension activity, multiple choice activity (verbs), writing production (opening business steps), writing role play.
 - Useful words glossary.

3. **Plan your business (Formal contact with an authority for business start-up)**
 - Text (dialogue) regarding the consultation about the business plan with a personal banking consultation;
 - Activities: lexical activities (words and definition matching, put market analysis in order), listening comprehension activities (multiple choice), grammar activities (pronouns cloze), written production activity (to complete a business plan for the business you want to start), written and oral production of role play activity;
 - Useful glossary.



4. Communicate your business (Marketing, communication, and building up a network)

- Text (dialogue) regarding the marketing of the new business activity (opening of a website/webpage, production of advertising flyers and posters at a graphic design studio etc.);
- Activities: lexical activity (words and definition matching), listening comprehension activities (True/False, and multiple choice), grammar activities (comparative/superlative adjectives cloze), written production activity (the importance of social networks and how to use it in advertising), written and oral production of role play activity;
- Useful glossary.

VALIDATION

As explained in detail in the didactic approach section, the learning units are addressed to a specific type of audience, that of migrants who intend to open their own business, with a linguistic competence equal to B1/B2 (CEFR 2001; Companion Volume 2018). It is our opinion that their validation can only take place after a piloting process. Therefore, once the piloting phase has been completed, which is useful for the collection of information to better calibrate the learning units and the proposals derived from them, it will be possible to establish to what extent the skills developed will enrich the linguistic and intercultural portfolio of users, encouraging them to integrate into the society of the host country and to use these skills to start their own business.

The validation will also require the linking of the knowledge and skills acquired at the end of the learning path with the descriptors of the Europass Portfolio, from which will derive the construction of the individual, personal portfolios of each user. Users will be able to include in their portfolio the knowledge and skills acquired through the project, through the reference to the Assessment Grid of the same Portfolio, knowledge and skills that will be added to their prior qualifications (EQF/NQFs' levels).

As already mentioned, the linguistic and intercultural knowledge and skills acquired through the learning path proposed by ALMA must be validated starting from the link with the descriptors contained in the following documents:

- Europass Portfolio for partial competences 2021
- Companion Volume: descriptors dedicated to mediation and intercultural competence



REFERENCES

Desktop review: Europe-wide resources

Academic

[Intercultural dimensions of entrepreneurship](#)

[Languages and entrepreneurship](#)

[Beyond Babel: Linguistic and intercultural skills for tomorrow](#)

[Language ability and entrepreneurship education: Necessary skills for Europe's start-ups?](#)

Policy

[Mapping report: language and intercultural needs of SMEs in the hospitality and leisure sectors in five European countries](#)

[Promoting entrepreneurship](#) EU action plan

[Entrepreneurship competence framework](#)

[Support for employers and entrepreneurs](#) (in Spanish)

Professional media

[5 Ways to Overcome Cultural Barriers at Work](#)

[6 Secrets to Navigating Cross-Cultural differences](#)

[Importance of intercultural communication in business](#)

[Ser emprendedor en Europa, ¿tarea fácil o difícil?](#)

Starting a business in Europe

[The top 10 European countries to start a business](#)

[Starting a business in Europe: what you need to know](#)

[The best country to start a business in Europe](#)



[Start a business together in Europe \(in Spanish\)](#)

[Professional counselling for entrepreneurship in Europe \(in Spanish\)](#)

Desktop review: resources specific to each of the partner countries

Bulgaria

[Etiquette](#)

[Infomreja](#)

[Karieri](#)

Italy

[Come avviare un'attività e fare impresa in Italia: guida pratica e consigli per innovare e crescere](#) (How to start a business and do business in Italy)

[Linee guida per "tutor d'impresa"](#) (Guidelines for "business mentors")

[Come fare impresa in Italia: una guida per stranieri](#) (How to do business in Italy: a guide for foreigners)

[Gli immigrati sempre più imprenditori](#) (Migrants and entrepreneurship)

[L'italiano per... avviare un'impresa](#) (Italian language for inclusion, work and citizenship)

Netherlands

[Government](#)

[Immigratie- en Naturalisatiedienst](#)

Buitenlandse investeerder

[Instantmagazine](#)

Scientific Research

[Etnisch Ondernemerschap](#) De Chinese horecasector in Nederland en in de Verenigde Staten van Amerika



[Etnisch Ondernemerschap](#)

De tijd dat migranten een miserabel slagerijtje of snackbar runden is voorbij. Jonge allochtone ondernemers springen handig in op de behoefte aan zakelijke en persoonlijke dienstverlening. Waarom wordt er dan toch zo tobberig gedaan over migranten? We zijn gewoon te ongeduldig, zegt Ewald Engelen in zijn oratie.

[Wat werkt voor ondernemende migranten](#)

In dit rapport komen 91 ondernemende migranten en Nederlanders met een migratie-achtergrond aan het woord. Denk aan een Poolse boekhouder, een Syrische kapster, een Amerikaanse yoga-instructrice, een Ghanees-Nederlandse fotograaf of een Marokkaanse Nederlander als Uber-chauffeur. Zij werken als zelfstandig ondernemer, of als zelfstandig ondernemer én in loondienst, om rond te komen, om vrij te zijn van discriminatie op de werkvloer, om ambities na te jagen, om een bijdrage te leveren aan de Nederlandse samenleving of, simpelweg omdat het voor hen de enige manier is om in Nederland een verblijfsvergunning te krijgen. Dit rapport gaat over de ervaringen van deze ondernemende migranten en vluchtelingen met recht en praktijk. Wat werkt, en wat werkt niet, voor ondernemende migranten?

[De Economische Potenties van het Immigranten-ondernemerschap in Amsterdam](#)

Spain

Academic and policy

[La importancia de los idiomas a la hora de emprender](#) (the importance of languages when starting a business)

[Competencias para el emprendimiento](#) (entrepreneurship skills)

[Formación en competencias emprendedoras: más práctica y desde edades tempranas](#)
(training in entrepreneurship competences)

[El fomento del espíritu emprendedor en el sistema educativo](#) (the promotion of the entrepreneurial spirit in the educational system)

[Guia informativa sobre politicas de emprendimiento para personas migrantes y refugiadas](#)

Professional media

[Tendencias emprendedores 2020](#) (trends for entrepreneurs in 2020)

[Obstaculos emocionales del emprendedor](#) (the emotional obstacles of the entrepreneur)

[La interculturalidad entre emprendedores](#) (interculturality between entrepreneurs)



[Emprendimiento en la Union Europea](#) (entrepreneurship in the EU)

Business in Spain

[Los siete pasos que deberías seguir para crear una empresa en España en 2020](#) (how to create a business in Spain in seven steps in 2020)

[Espana emprende](#) (training and guidance for the start-up of a business in Spain)

[ICO Empresas y emprendedores](#) (financial support for entrepreneurs in Spain)

[Ayudas para emprendedores](#) 2020 (guide of grants and subsidies to start a business in Spain in 2020)

[Cómo crear una empresa en España siendo extranjero](#) (how to start up a business in Spain being foreigner)

Sweden

[Migration, företagande och etablering](#)

This is a report from the state agency Tillväxtverket, which describes and discusses the conditions for migrants to start companies and be entrepreneurs in Sweden.

[Immigrant entrepreneurs in a changing institutional context](#)

This is a doctoral thesis on immigrants and entrepreneurship. It is based, among other things, on how companies are set up, developed and then wound up.

[Ensamkommande flickor på väg in i samhället](#)

This is a report from the liberal think tank Fores, which deals with the way unaccompanied girls manage to be a part of the Swedish society.

United Kingdom

[UK culture of business](#)

[Migrant-Run Businesses Are Running Much of Britain, But Where & In What Sectors?](#)

[Immigrant entrepreneurs behind fantastic UK businesses](#)

[English language use and proficiency of migrants in the UK](#)

[Migrant entrepreneurship in the UK](#) (report from the Institute of Directors)

[Migrant Entrepreneurs 'Breathtaking Contribution' To UK Economy - Report](#)

[Skills you Need](#)



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- ⁱ <https://tradingeconomics.com/> accessed in June 2020
 - ⁱⁱ Interview with partners from Bulgaria
 - ⁱⁱⁱ cihe.co.uk/global-graduates-into-global-leaders
 - ^{iv} <https://geerthofstede.com/> accessed in June 2020
 - ^v Larry A. Samovar, Richard E. Porter, Intercultural Communication. A Reader 1997.
 - ^{vi} Higher Education Academy UK, 2012.
 - ^{vii} Interview with partners from Spain
 - ^{viii} Interview with partners from Sweden
 - ^{ix} Interview with partners from Spain
 - ^x Interview with Italian partners
 - ^{xi} Interviews with all partners
 - ^{xii} Interview with partners from the Netherlands