



PLAN EINSTEIN UTRECHT REFUGEE LAUNCHPAD: MANUAL FOR ENTREPRENEURSHIP TRAINING

Hein Roelfsema, Utrecht University
Marit Schouten, Social Impact Factory



PLAN EINSTEIN: living, learning and working together

The city of Utrecht offers an innovative and inclusive approach to facilitate integration from day 1, involving asylum seekers and local residents into urban communities and social networks within the neighbourhood. Simultaneously Plan Einstein seeks a futureproof approach to the complex and insecure situation in which asylum seekers find themselves. Neighbourhood residents and refugees live, learn and work together in the U-RLP project: an Urban Innovative Action funded by the European Regional Development Fund during 2016-2019.

Creating a community

The concept and vision behind the Plan Einstein U-RLP project is based on the principle of activation from day 1, with opportunities for people to have meaningful encounters from the start. The Dutch Council for Refugees (VluchtelingenWerk) supports refugees, e.g. to identify their social, educational and professional background, skills, current interests and possible obstacles. Local (young) residents and refugees work on their future together: by participating in courses and activities such as business English and international entrepreneurship courses and through (individual) coaching and personal and professional development events. Creating a community has been central to this urban project's success. Spontaneous social initiatives have sprung from the project, such as the community radio station 'Radio Einstein'. Residents have started businesses, taken their studies further and contribute to society as a volunteer.

A positive example

The project illustrates Utrecht's wider refugee integration approach, in which volunteers, professionals and stakeholders work together within the inclusive Utrecht society. Lessons learned from the project contribute to the development of the central reception facility in the city as well as migration policy in Utrecht and elsewhere. The Plan Einstein partners University of Utrecht, Socius Wonen, City of Utrecht, Dutch Council for Refugees, Social Impact Factory and People's University of Utrecht are keen on sharing best practices, e.g. with municipalities, political leaders and sister organisations in the Netherlands and abroad. This is why the project partners wrote their own manuals in which they share their experiences, lessons learned and recommendations for the future. These manuals can be read alongside the independent research by Oxford University and University College London. Their expert researchers evaluated the 2016-2019 project from the start. These final results and manuals can be downloaded on UIA-initiative.eu. For more information about Plan Einstein, please visit www.plan-einstein.nl

Future

The Dutch government is currently researching the possibility to use U-RLP's integration model in all Dutch cities with refugee reception facilities. The project was also presented to representatives of other local authorities from the EUROCITIES Social Affairs Forum and Intercultural Cities Network as an example of how to strengthen social cohesion in cities.

Utrecht Municipality is proud to present you these manuals.
"Cities play a crucial role in the integration process of asylum seekers. The way we receive newcomers into our society has an impact on its future shape and prosperity."

Maarten van Ooijen, Deputy Mayor of Utrecht

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INTRODUCTION

Over the last four years, the team from Utrecht University has provided the entrepreneurship course for the Utrecht Refugee Launchpad. The team worked together closely with the Social Impact Factory who supplied the provision of the business coaching network, facilitated the organisation of the Start Your Own Business programme, organised entry-level workshops and provided the connections with the neighbourhood.

This manual is a reflection of our approach and also of the lessons we have learned over the past four years. The aim of the manual is to inspire and provide new initiatives a flying start using our approach and learnings. It is designed as an implementation plan for entrepreneurship education in which refugees are an important target group.

SETUP OF THE MANUAL FOR REFUGEE ENTREPRENEURSHIP TRAINING

It is best to read this manual with the following model in mind. It follows a clear structure in which we look at the context of refugees, why entrepreneurship education can make a contribution and then how this can be put into practice. Of course we make extensive use of the lessons of Plan Einstein.

1.

Context of refugees and why we may support them with entrepreneurship education.

The first part of the manual deals with the “why” question. This part facilitates that coaches have some insights to reflect on the background of refugees and therefore, their motives. In many cases, the coaches are also entrepreneurs who use the methods that will be worked out later. The first step in any entrepreneurship coaching manual: know your clients.

2.

Value proposition of entrepreneurship refugees.

A second question is what entrepreneurship education, training and coaching for refugees is trying to achieve in terms of value for the participants. These targets are often a major point of discussion. On the one hand, entrepreneurship education is often expected to (directly) generate new businesses and provide people with a living. Many coaches, on the other hand, have a focus on empowering an entrepreneurial attitude and mindset. Getting the mission right is also essential for clear accountability to stakeholders.

3.

The organization of entrepreneurship education.

If it is clear what is to be achieved through entrepreneurial education, the how question requires an organisation to be set up that fits in with these objectives. Entrepreneurship education often concerns adult education for participants with a very diverse background and interest, in terms of skills, language, culture and incentives. Such ex ante diversity requires a flexible but well thought out approach to entrepreneurship education, which may require an organic ecosystem of diverse partners to make the programme a success.

4.

Content of entrepreneurship programmes and implementation issues.

An entrepreneurship programme must be in line with the latest insights into entrepreneurship, but also in line with the expectations of the participants. Although the general core of entrepreneurship education is well developed, the choices made and the accents placed are related to the participants, the objectives and this context.

5.

Resources and capabilities of entrepreneurship trainers.

The success of education depends on the quality of the teachers. However, what are these qualities for such a diverse group of participants? And how should participants from different backgrounds be divided and connected, both between classes and within classes?

CONTEXT OF REFUGEE ENTREPRENEURSHIP

The public perception of the massive influx of mainly Syrian refugees in 2015 was substantially different from the previous refugee flows, such as those from the Balkans in the 1990s. A major difference was that in the 1990s, the European Union was still optimistic about making a difference in Central and Eastern Europe when it comes to strengthening social and political institutions (Ortega & Peri, 2014).

This was much less the case in the current crisis in which the conflict in the Middle East is often seen as a very long-term process for which perhaps no solution can be found at all. In general, the inhabitants of the European Union also felt sidelined in the Middle East in general, and the conflict between the United States, Russia and Arab countries is a bit of a distant reality for the rest of the world.

This is, of course, less the case for previous migrants in Europe, but for many native inhabitants, this did not make the conflict any closer to home. It goes without saying that this is also related to an emerging tradition of populism in which the local population has little in common with their Muslim fellow-residents, and certainly not if they see this population group rise sharply as a result of conflicts in that region. But there were also substantial differences in the economic field. The 1990s and the beginning of this century were, in a way, economically carefree, and the arrival of the euro led to solid growth in many areas of Europe.

The contrast with today's Europe, and particularly with the southern Member States, could not be stronger. The economic climate for the smooth reception of a large influx of refugees is considerably more difficult than in previous periods of the mass influx of refugees (Hatton, 2016).

The influx of refugees in 2015 also led to considerable uncertainty at the local level. When Plan Einstein was launched, there was a widespread feeling that there was no indication whatsoever as to when this influx of refugees would stop. In addition, refugees were also seen as culturally much further removed from national conventions, also in comparison with previous migration flows from Islamic countries.

This, of course, is also reinforced by populist movements in which Islam was strongly linked to terrorism, and a feeling of fear arose in the neighbourhood. In addition, there was a prejudice among the local population that the rights of women and girls are of inferior value in Islamic society, which in the event of a large influx of mainly young Islamic men pose a danger to the safety of women and girls in the neighbourhood. The feeling of insecurity was reinforced by the fact that there was no framework at national and European level within which the flow of refugees could be assessed and organised. Aspects such as the Dublin agreement only came into force later in response to the refugee crisis. But at the start of Plan Einstein, all these kinds of arrangements had not yet effectively taken off.

MAIN RECOMMENDATIONS

Be aware of the different backgrounds of refugees, which have a major influence on the residency status and the chances of obtaining residency status. This potentially has a strong influence on the motivation to participate actively in the entrepreneurship courses.

Do not underestimate the amount of work and stress involved in an asylum procedure. Often institutions that determine the lives of refugees are not very flexible, so participation in education can be a balancing act.

See mixed education as a means for the local population to connect with refugees and thus an opportunity to reduce prejudice and statistical discrimination.



THE VALUE OF FUTURE FREE ENTREPRENEURSHIP EDUCATION FOR REFUGEES

In the programme, educational programmes seen as a means to connect different groups as well as to introduce people to a new society. However, you might choose different subjects for this, and it is, therefore, vital to understand why entrepreneurship is the most suitable choice.

At the start of the programme, the expectation was that it would concern a group of refugees for whom it was unclear whether they would be granted refugee status in the Netherlands and on what terms this would happen. For this group, a long period of forced inactivity was expected. The idea is that people should want to invest in educating themselves because if they do not want to, the motivation to persevere until the end is too low.¹

¹ Due to legal restrictions, it was not possible to give people an introduction to Dutch society and language, because this would reflect that the refugees could remain in the Netherlands.

ENTREPRENEURSHIP TRAINING FOR REFUGEES: THE FUTURE-FREE CONCEPT

The first reason of going for entrepreneurship education comes from the idea that people with uncertainty under-invest in their future and is inspired by the insights on expatriate training investments in the international business knowledge base (*Dustmann & Görlach, 2016*).

Employees who are sent abroad often think that this is temporary on a rational basis and pay too little attention to the integration into their environment. They see that they have little incentive to do so because, in their perception, the stay is only temporary. This rational underinvestment in context-specific education, such as local integration is also a starting point for offering entrepreneurship education.

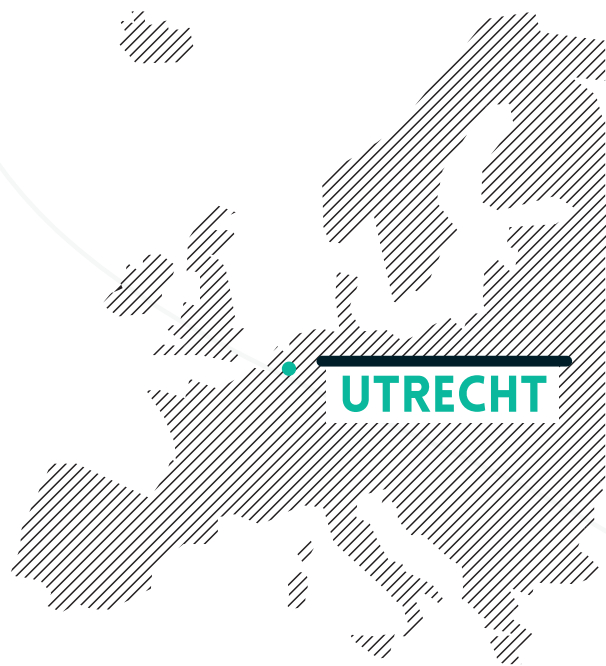
What would this future free concept imply in the Dutch context of the refugee influx of 2015? Entrepreneurship and English, in contrast to the Dutch language or Dutch culture, can be used anywhere in the world, even in the country of origin. This context-independent nature increases the incentive to invest in such education and improves participation and involvement. It can be argued that entrepreneurship and English are general skills that can be used anywhere and are not explicitly related to a temporary stay in the Netherlands.

The future-free education concept of entrepreneurship is not only attractive for refugees who are waiting for the decision on their residence permit. In many cases, the granting of a residence permit went much quicker when group recognition was introduced, which meant that the Syrian refugees, in particular, were fairly sure of a quick procedure for obtaining a residence permit. However, such a residence permit would by definition be temporary and no guarantee that one could stay in the Netherlands for a longer period of time, which means that in the course of the development of Plan Einstein, people with a temporary residence permit have

become an important target group. The expectation that, due to the sudden influx of many refugees, a large waiting list would be created in the Netherlands for the granting of refugee status was also indicated by statistics from the past for the period 2010 to 2014. If we compare the Netherlands with other European countries, it had in that period a low degree of granting as well as a low speed of the procedural processing of applications.

Countries like Belgium, Denmark and the United Kingdom were much faster in the procedure and also had a much higher granting rate than the Netherlands. Countries such as Austria and Germany were just as slow as the Netherlands in the procedure but did have a much higher granting rate for asylum applications. This leads to the justified expectation that many asylum seekers in the Netherlands would be in uncertainty for an extended period compared to other countries (*Dustmann, Fasani, Frattini, Minale, & Schönberg, 2017*).

Another difference is that, compared to neighbouring countries, the Netherlands has a fairly long period in which asylum seekers are not allowed to work. European legislation of 2013 indicates that countries must give asylum seekers access to the labour market after nine months. For the Netherlands, Belgium, Italy and Spain, this is six months after the reception of asylum applications. But for Germany, Austria and Finland it is much shorter, only three months. As a result, the Netherlands is relatively unattractive for refugees compared to a number of other European countries. An important detail is that the United Kingdom has a period of one year. It is therefore worth applying for asylum in other European countries and gaining access to the labour market to be able to travel on to the United Kingdom if desired. The expectation is that this will no longer be possible after Brexit.



Another disadvantage of the Netherlands is that, unlike the other European Member States, it still has a formal policy of distributing refugees throughout the country at the time of the Syrian crisis. As a result, many asylum seekers' centres were established in the province and it was difficult to establish a connection with large cities and therefore with the labour market. Contrary to what many people in the Nethland think, this leads to a relatively low influx of refugees into the Netherlands compared to the other Member States. Per 10.000 inhabitants, the applications in Denmark, Belgium and Norway, and especially in Sweden, were considerably higher. Due to the 'success' of the Balkan route, the number of applications per capita in Hungary and Austria was also considerably higher.

The second reason to focus on entrepreneurship education was the anticipation that many refugees have an entrepreneurial tradition in their country of origin. That would mean that through an entrepreneurship course they would be more tied to the skills they already have and the experience they bring with them. This connection would make entrepreneurship education a better bridge in restoring their broken narrative. For one of the students, this led to the remark that the most important thing about this course was that it reminded her of the fact that she had once been successful as an entrepreneur. In this way, an entrepreneurship course can also contribute to the self-esteem of refugees and support the coping process.

A third reason for offering an entrepreneurship course is that the programme aims to connect refugees to the neighbourhood, while simultaneously providing the people in the neighbourhood with an educational offer that is useful to them. In a deprived neighbourhood such as Overvecht, there are many people with a distance to the labour market or a more extended period of inactivity. Starting as an independent entrepreneur can be an apparent solution for breaking isolation. This labour market perspective means that offering an entrepreneurship course is the most obvious solution when it comes to providing added value to the neighbourhood. Another reason for connecting the refugees to the neighbourhood and actively involving the neighbourhood through education is to counteract the sentiment that refugees are deteriorating the living conditions at the bottom of the labour market. There is a lot of evidence that the influx of migrants reduces wages at the bottom of the

labour market (Borjas & Chiswick, 2019). Quite recent research shows that this is not only the case in developed countries but also, for example, in regions in Turkey where many Syrian refugees settle (Tumen, 2016). However, there is also a substantial literature that looks at the long-term wage development of natives that shows that complementarity of skills moves the natives to a higher segment of the wage scale: the ZZP carpenter can suddenly use cheap labour and therefore earn more money himself (Foged & Peri, 2016; Ottaviano & Peri, 2012).

The fourth reason to choose entrepreneurship education was that there is large evidence that entrepreneurship is quite an important channel for refugees to integrate into national economies (Betts, Bloom, Kaplan, & Omata, 2017; Betts, Omata, & Bloom, 2017; Rooth, 1999). In Europe, there have been several ways of forced migration and most notably the one from Bosnia is studied for many Scandinavian countries and northern Europe.

Also, there have been many studies on ethnic entrepreneurship of minority groups across Europe. Although refugees and ethnic minorities face several challenges in entrepreneurship, the overall conclusion of the literature is that entrepreneurship is a very promising route to social mobility.

The fifth reason to go for an entrepreneurship course is that this topic connects the neighbourhood and the refugees. For example, offering language courses often isolates refugees because these courses are not interesting to natives. In addition, there are many courses on entrepreneurship for high schooled individuals especially in universities and universities of Applied Sciences. On the lower side of the labour market there is

often less emphasis on entrepreneurship as a viable option for entering the labour market. In many cases, people enter with the idea that they can relatively easily find a job that suits their (high) level of education. However, they soon notice that this is unsatisfactory and, as one of the participants said: “The realisation is beginning to dawn on us that, despite our education, we are all going to end up a dishwasher”. To escape this future, it will often be necessary to set up one’s own business (Sak, Kaymaz, Kadkoy, & Kenanoglu, 2018). It is important that refugees start to realise that access to the labour market for longer stays in the Netherlands is often through entrepreneurship. The fact that such a company can start small with catering, cleaning, babysitting and other services does not alter the fact that there are many good examples of large and successful entrepreneurs in the Netherlands with an ethnic background who have started in the same way as entrepreneurs.

These reflections imply that in practice, there are three principal groups for entrepreneurship education.

The first group is people who have only recently arrived in the Netherlands, are waiting for a residence permit and are unable to take up other forms of education and integration.

A second group is people with refugee status who have been in the Netherlands for some time and who are coming to the conclusion that self-employment is perhaps the only way to enter the Dutch labour market effectively.

A third important group is people living in the neighbourhood who have often spent some time with ideas for starting their own business, but who have never taken the necessary steps to do so. For the later, it may also be important that they come into contact with refugees through entrepreneurship education, in which they have considerable intrinsic interest. When it comes to participant self-management in education - called andragogy and explained in more detail below - these three groups have different needs.

For refugees who have just arrived in the Netherlands, entrepreneurship education can be a way to restore the broken narratives and to give traumatic experiences a better place through an entrepreneurial attitude. For people who have been in the Netherlands for some time and currently have refugee status, entrepreneurship education may be a way to gain access to the labour market. These participants will be looking more for the means to actually start a business.



DIFFERENT NEEDS

The local residents generally have the same need but are often already a step ahead when it comes to thinking about setting up a business and knowledge of the local context. However, for local residents, there may be different needs when setting up a business, for example enterprises with a stronger social entrepreneurship focus. It is important that entrepreneurship education can be an environment for local residents and refugees to get in touch in a legitimate way in their neighbourhood.

WHAT DO WE KNOW ABOUT THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION

A starting question for entrepreneurship education is, of course, whether you can ‘make’ an entrepreneur or whether you ‘are’ an entrepreneur in the sense that you are born as an entrepreneur.

Much has been written about the nature versus nurture debate of entrepreneurship. But a glance out the window already provides perspective: entrepreneurs come in all shapes and sizes; therefore that it is innate does not seem to be very likely. Of course, for top sports such as Steve Jobs, Mark Zuckerberg and John de Mol, you will need specific talents, but that is not our point of reference. Besides, the question is more specific: can you make people better entrepreneurs through education? Suppose, for example, that a not very entrepreneurial type is forced into self-employment. Entrepreneurship education is probably very useful for such a person. In any case, what we know is that education by seasoned entrepreneurs is not very conducive to the motivation of participants to become entrepreneurs (Oosterbeek, Van Praag, & IJsselstein, 2010). An important follow-up question for the motivation for giving entrepreneurship education then is, of course, whether it has any effect. Contrary to what many people believe, this question has been extensively researched.

Scientifically, there is complexity on at least five levels.

First, there is a great diversity in forms of entrepreneurship education, so a question about the effectiveness of entrepreneurship education depends on what is meant by entrepreneurship education - and even broader, entrepreneurship itself. Entrepreneurship education can be capabilities oriented or knowledge or skills transfer oriented; it can be a few weeks or a few years; it can be general or subject-specific.

Secondly, it is not immediately clear how to measure the effects of entrepreneurship education. Are these metrics more number of startups, the success of those startups, or intention for entrepreneurship and an entrepreneurial attitude?

A third level is that we are not only interested in whether entrepreneurship education is effective, but why and in the underlying mechanisms. Does it make people aware and self-confident, does it give them specific skills, does it give them access to mentors and networks?

A fourth level is to what extent the effectiveness of entrepreneurship education is contextual on culture, labour market environment, family background etc.

Finally, there is a fundamental problem in measuring effectiveness: the non-random selection in entrepreneurship education. If some people have reasons to participate in entrepreneurship education and others do not, and we ask participants afterwards if they want to become entrepreneurs, then it is quite logical that we get more ‘yes’ answers than in a control group that has not participated in this education. However, the econometric elimination of such selection effects is not easy.

From the meta-studies on the effectiveness of entrepreneurship education (Bae, Qian, Miao, & Fiet, 2014; Duval-Couetil, 2013; Martin, McNally, & Kay, 2013), **several observations emerge.**

First, there is a consensus that there is an effect of entrepreneurship education, but that this effect is not too substantial in the short term. There is more evidence that the impact on long-term success is more significant as a result of developing specific entrepreneurial skills that are complementary to human capital accumulation.

Secondly, there is a broad consensus that this effect is much higher if entrepreneurship education is more exploratively focused on mindset and conceptual thinking through attention to business models than if it is specific in terms of 'communication, accounting and law'.

Thirdly, there is little evidence that the form and duration of entrepreneurship education has a significant effect on the degree of nascent entrepreneurship, in the sense that participants indicated afterwards that they are considering entrepreneurship.

However, we need to zoom in to the important results of recent studies on the contextual effects of entrepreneurship education (Walter & Block, 2016). Although there are not many comparative studies of the effectiveness of entrepreneurship across countries, these show that the institutional environment matters: entrepreneurship education is more effective in countries with weak institutions such as high levels of corruption and low legal certainty.

And entrepreneurship education and support are especially effective in deprived circumstances (De la Chaux & Haugh, 2014, 2014). An important reason is that people are not aware of the opportunities for entrepreneurship and

also have low expectations of it. It is precisely in this case that attending entrepreneurship education can make people aware of the opportunities offered by an entrepreneurial future and encourage them to engage in entrepreneurship.

The literature on the effectiveness of entrepreneurship education gives us several guidelines for providing such education for refugees.

First of all, we should not have too high expectations that education will immediately lead to more desires to start a business. As a result, you have to be careful with the 'panting in the neck' of people who have followed entrepreneurial education before starting a business; it all has to sink in and ripen first. In most cases, it is a seed that has been planted and that only comes to fruition (much) later.

Secondly, entrepreneurship education is about conceptual thinking and not so much about learning specific entrepreneurship skills. It is, therefore, about the way of thinking and the shaping of behaviour.

Also, thirdly, training people in entrepreneurship can be effective because it opens their eyes to an opportunity they had not noticed before. This can also happen in combination with the other lessons. It may well be that refugees who participate in entrepreneurship education, especially if they are higher educated and have only recently arrived in the Netherlands, still have a positive expectation of their chances in the labour market. It may well be that the effects of entrepreneurship education only become visible in the event of little prospect on the labour market. This may not be the conclusion that many teachers would like to hear, but it may be realistic.

ENTREPRENEURIAL CAPABILITIES AND COMPETENCY-BASED LEARNING

Since entrepreneurship education aims at the participation of participants in the labour market and is only to a small extent a knowledge area, there is a frequent reference to entrepreneurial competencies that support the goal of entrepreneurship

(Kuratko, 2005; Morris, Kuratko, & Pryor, 2014).

In the design of education, it is not always clear from the outset what is meant by competence and where it is different from a skill or is different from a capacity-to-act. In many cases, the terms are used interchangeably, but when designing entrepreneurship education and especially practice-oriented, it is wise to make a clear distinction that follows the literature. A handy division comes from the definitions of business administration, where entrepreneurship is seen as a dynamic capability for individuals and organisations (Teece, Pisano, & Shuen, 1997). Dynamic is the sense that the underlying skills and their build-up can change over time.

With regard to entrepreneurship, the following division into skills, capabilities and competences is effective:

Skills

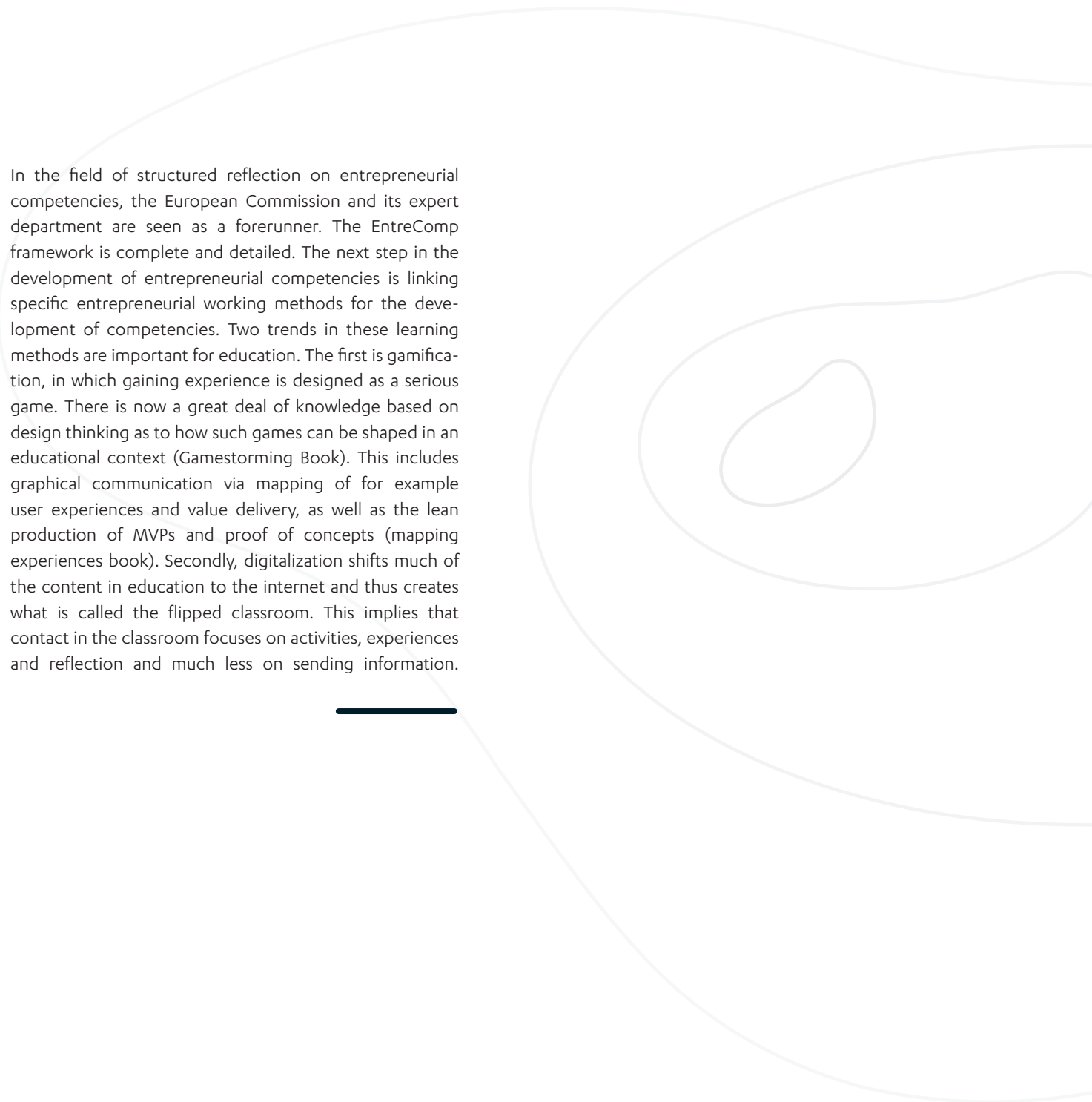
Attributes to perform a specific task that is necessary for entrepreneurial activities involving the command of entrepreneurial knowledge, domain knowledge and entrepreneurial behaviour. Examples are guerrilla marketing techniques, unit costs (entrepreneurial knowledge); web design, algorithms, big data analysis (domain knowledge in for example IT startups), and negotiation and pitching (entrepreneurial behaviour).

Competencies

Sets of skills that are mastered to support a specific orientation of entrepreneurship. One can think of recognizing opportunities and designing a business model as entrepreneurial competencies which combine knowledge and behaviour. The mechanism for mastering skills to form competences is through experience and reflection. Some experience generating mechanisms, such as working together in a diverse team to support social learning, can be considered more entrepreneurial than others (such as writing a diary on your learnings).

Capabilities

In the case of capabilities, competencies become efficient routines that deliver a predictable and constant outcome of action. Entrepreneurial capabilities are thus seen as bundles of competencies and resources that are organized into a clear approach to achieve explorative outcomes. Capabilities thus have clear incentives and metrics enabling measurement of results.



In the field of structured reflection on entrepreneurial competencies, the European Commission and its expert department are seen as a forerunner. The EntreComp framework is complete and detailed. The next step in the development of entrepreneurial competencies is linking specific entrepreneurial working methods for the development of competencies. Two trends in these learning methods are important for education. The first is gamification, in which gaining experience is designed as a serious game. There is now a great deal of knowledge based on design thinking as to how such games can be shaped in an educational context (Gamestorming Book). This includes graphical communication via mapping of for example user experiences and value delivery, as well as the lean production of MVPs and proof of concepts (mapping experiences book). Secondly, digitalization shifts much of the content in education to the internet and thus creates what is called the flipped classroom. This implies that contact in the classroom focuses on activities, experiences and reflection and much less on sending information.

ENTREPRENEURIAL EDUCATION CONTENT RESOURCES

Steve Blank famously commented that a startup is a temporary organization in search of a business model. In the vast majority of entrepreneurship courses, education will, therefore, revolve around a simulation of the creation of a business model or a business plan. Entrepreneurship is in this regard about having the skills to set up a business, not so much to run a small business.

With that in mind, skills and competencies can be defined as those needed to set up the organization needed to create a viable business model. The point is that when it comes to issues like marketing and finance in entrepreneurship education, this focus is placed on the context of what is needed for setting up a business, not for managing an already established small business.

Two examples can clarify this point. In the first instance, Entrepreneurial Marketing is about finding out what potential customers, whose identity is not yet known, want. This feeds into the most important characteristics of a value proposition that has not yet been put on the market. This is different from finding out how an existing product or service can be sold to existing and known customers. Entrepreneurial Finance is about convincing financiers without the entrepreneur being able to submit figures that show profit or loss. It is about mapping future revenues in terms of customer lifetime value through the conversion of free services to paid customers. This is related to the costs of customer acquisition. Every startup sees the cost being higher than revenues for a long period of time, so that cash flows to pay off debts are an important metric, not to pay out to founders and employees.

ENTREPRENEURSHIP POPULAR LITERATURE

The Big Three	Pigneur, Y., & Osterwalder, A. (2010). <i>Business Model Generation A Handbook for Visionaries, Game Changers, and Challengers</i> , Hoboken.
	Ries, E. (2011). <i>The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses</i> . Crown Books.
	Blank, S. (2013). <i>The four steps to the epiphany: successful strategies for products that win</i> . BookBaby.
Customer Segments	Aulet, B. (2013). <i>Disciplined entrepreneurship: 24 steps to a successful startup</i> . John Wiley & Sons.
Value Proposition	Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). <i>Value proposition design: How to create products and services customers want</i> . John Wiley & Sons.
Customer Relations	Eyal, N. (2014). <i>Hooked: How to build habit-forming products</i> . Penguin.
Channels	Ellis, S. (2012). <i>Lean Startup Marketing: Agile Product Development, Business Model Design, Web Analytics, and Other Keys to Rapid Growth: A step-by-step guide to successful startup marketing</i> . Hyperink Inc.
Activities	Wickman, G. (2012). <i>Traction: Get a grip on your business</i> . BenBella Books, Inc..
Revenue Model	Gassmann, O., Frankenberger, K., & Csik, M. (2014). <i>The business model navigator: 55 models that will revolutionise your business</i> . Pearson UK.
Resources	Wasserman, N. (2012). <i>The founder's dilemmas: Anticipating and avoiding the pitfalls that can sink a startup</i> . Princeton University Press.
	Page, S. E. (2017). <i>The diversity bonus: How great teams pay off in the knowledge economy</i> . Princeton University Press.
Key Partners	Hwang, V. W., & Horowitz, G. (2012). <i>The rainforest. Los Altos Hills: Regenwald</i> .
Cost Structure	Rogers, S., & Makonnen, R. (2008). <i>Entrepreneurial finance</i> . McGraw-Hill Professional Publishing.
Teaching Entrepreneurship	Jones C. (2019), <i>How to teach entrepreneurship?</i> Edward Elgar

MAIN RECOMMENDATIONS

Make sure that the education does not depend on where refugees eventually end up, this is the gain of the future free concept.

See entrepreneurship as a way of life and not as setting up a business.

Pay attention to the tension that arises when refugees want to connect with their immediate surroundings, but also start to realise that those surroundings are often not going to be their final station in life.

Be aware that refugees have very different expectations of their chances on the labour market. Highly educated asylum seekers may have high expectations but are often confronted with the restrictions in the first phase. Low skilled asylum seekers often see a lot in entrepreneurship might have a large language and culture barrier that makes it difficult to connect with the local community.

Be sure to create a programme that clearly distinguishes between capabilities, competences and skills.

Timing is important in entrepreneurship education. Initially, many refugees arrive without an explicit goal to become entrepreneurs. For some in is just time away from the emptiness of the asylum seekers' centre, for others the connection with the outside world is important, yet others see a certificate as an important signal to civic integration organisations.

Only a limited number of them expect to start a business in the short term. There is often a gap between the means of entrepreneurship education (setting up a business) and the purpose of participants. In practice, the material needs considerable reworking to fit the context of entrepreneurship of this group.

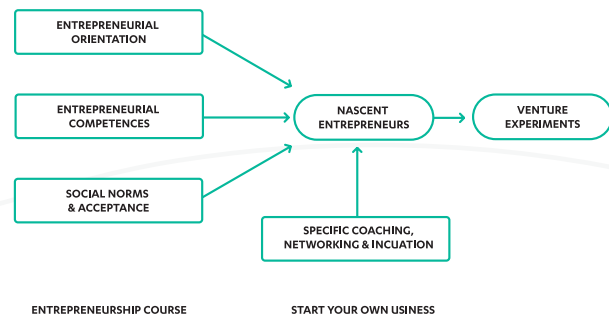
EDUCATION THAT CREATES AN ENTREPRENEURIAL ORIENTATION AMONG REFUGEES


If an entrepreneurial attitude is the objective of an entrepreneurship education programme - which in a narrow sense can mean that people understand the concept of starting a business - then it is vital to have a good understanding of how people achieve such an attitude.

The Theory of Planned Behaviour takes up a central position within the social sciences. **This theory states that practices such as setting up one's own business stems from three factors: an entrepreneurial orientation, social norms that support entrepreneurship and the feeling of control over one's actions.** Initially, these three factors lead to a belief that one should be able to start one's own business, what we call nascent entrepreneurship. As soon as this emerging entrepreneurship is supported by an environment that enables people to launch a business effectively, people will start a business.

The first part of the Theory of Planned Behaviour is developing an entrepreneurial orientation (Krueger, Reilly, & Carsrud, 2000). An entrepreneurial orientation consists of 5 parts (Covin & Slevin, 1989, 1991). The first three are identified in almost all the literature on the subject and consist of a proactive attitude, the search for innovative solutions and a relaxed attitude towards taking risks. Added to this is the appreciation of one's autonomy and in some cases 's ompetitive behaviour. Of course, there has been much popular debate about 'being an entrepreneur' especially in the spirit of whether it is innate or whether it can be learned.

The generally accepted opinion is that much can be acquired for an entrepreneurial attitude and to a lesser extent is innate. However, it is true that experiences from the past can have a significant influence on an entrepreneurial mindset today. There is also an overlap between differences in entrepreneurial attitude, the way in which education is experienced and what the current family situation is. In general, the literature agrees that there is much evidence that an entrepreneurial attitude can be stimulated.





The extent to which one feels comfortable with entrepreneurial behaviour also depends on the degree to which one has control over one's own actions. Such control depends on whether you have the competencies to make entrepreneurial behaviour successful. In most cases, we assume that these competencies can be developed through experience and reflection and that an entrepreneurial practice must, therefore, be created in education in order to accumulate these competencies.

The European Union has a leading position in this area with the **EntreComp** project in which various experts have provided input on the core competencies of entrepreneurship education. In a broad sense, these competencies revolve around the identification of ideas and opportunities, the use of resources, and taking action. These competencies include proactivity, risk assessment, the development of autonomy and, in a broad sense, the development of 21 Century skills. These competencies must be developed in a combination of experience and reflection. Much has been written in recent years about this process-oriented approach to the development of entrepreneurship, and a practice-oriented curriculum is often a combination of the Lean Launchpad method.

The third element is the degree of social acceptance of entrepreneurial behaviour, meaning whether entrepreneurship is considered desirable. It turns out that there is a high degree of path dependency on entrepreneurship within families in such that the most important predictor for entrepreneurship is whether the parents were or are self-employed.

However, there are also cultural factors that can be of great importance. Some regions are much more dependent on self-employment and entrepreneurship is therefore much more readily accepted. Also, some cultures are more supportive of entrepreneurship. Many case studies show how culture in Arab countries and also Judaism influence young people's career choices through future orientation on entrepreneurship. However, in Europe, too, a Calvinistic background is often linked to self-employment (*Schilling, 1983*).

The first steps in entrepreneurship education in Plan Einstein are in line with this first phase of the Theory of Planned Behavior. The aim is to make students discover that they are more entrepreneurial than they think and thus to "awaken" their orientation. Also, it is essential to teach students the competencies that give them sufficient confidence in an entrepreneurial future.

And last but not least, participation in a group that is interested in entrepreneurship is necessary to build up the social capital and social acceptance that you need in order to get started with being an independent entrepreneur seriously. In the next phase, it is important that if you start thinking seriously about starting your own business and get an idea that there are sufficient facilities to make this possible.

This is also the connection between the entrepreneurship course on the one hand and the incubation program on the other hand. The incubation program Start Your Own Business begins with people who have a concrete business idea they want to pursue and therefore have a significant degree of nascent entrepreneurship.

APPROACHES TO TRANSFORMATIVE ENTREPRENEURSHIP EDUCATION

Most entrepreneurship education is a blend between the transactional (setting up a new venture) and transformational approach (stimulating the entrepreneurial mindset), calling for a mixture of teaching styles and organization.

In education, there are basically three configurations of how the instructor deals with the students. The pedagogical setting is that the teacher provides information to the students and organizes the curriculum in such a way that students can engage in experiential learning. In early learning experiences, the initiative of transmission of knowledge is in the hands of the teacher. In addition, it should be noted that in some countries of which the refugees originate from such hierarchical settings in education are quite common.

For transformative entrepreneurial learning, the more andragogical approach is often used, especially in the context of adult students and professionals (Neck & Corbett, 2018). For refugee entrepreneurship education, we need to be aware that many of the students are mature and require a different approach to learning that is more self-directed. In such an approach, the teacher acts more as a coach than as an instructor. This means that there is a delicate balance between instruction and the move towards self-directed coaching.

Adult students must understand the difference between the more pedagogical and transactional approach to entrepreneurship education as opposed to the more transformative and andragogical approach. In practice, it takes time to make students aware of the fact that self-direction requires proactivity from the students and that the teacher is more of a curator of ideas than a teacher in the more traditional sense.

The approach to education must take into account the fact that there is a great diversity of student profiles. This is already the case in traditional education, as some students are more self-managing than others, so we can expect that the different educational approaches also have different complementarities with the student profiles. This entails the highest level of educational approach in the so-called academic setting of entrepreneurship education. Here the teacher acts as a transforming leader who is aware of the challenges of diversity and tries to offer different educational styles to different target groups at the same time.

The teacher is aware that diversity has substantial advantages in terms of providing better and more complete solutions to complex problems. However, the costs of diversity are higher in terms of communication and also higher in terms of diversity in pupils' learning approaches. In the context of refugees, this diversity is even more significant because of differences in language and culture. In addition, entrepreneurship education for refugees is given to people from different academic backgrounds. Not only with regard to the academic content but also the differences in educational level.

The academic way of designing entrepreneurship education also requires an entrepreneurial attitude on the part of the teachers themselves. The core of the entrepreneurial method, as explained in more detail below, states that you do not have to plan everything from the beginning to the details but that you have to envisage many elements as an experiment. It is core to document these experiments well in advance and to provide them with expectations regarding the outcome, as well as to pivot quickly based on the actual results and to improve the curriculum.

This becomes of greater importance if there is a gap in knowledge about capacities and backgrounds between the teachers on the one hand and the students on the other hand. When setting up a program for entrepreneurship for refugees, the most important thing is to realize that we do not know everything that will work or what will not work for this group and in what setting it will be.

There is a large degree of diversity of refugees, and it is, therefore, difficult to generalize what the educational needs are. In addition to differences in language and culture, refugees also have diversity in educational level. As a result, they come to the Netherlands with different expectations.

We often hear that highly educated refugees quickly become disillusioned in the Netherlands because they think that with a residence permit they can get to work fairly quickly, but that this is, in fact, disappointing in practice. As one of the participants said, the greatest danger for an entrepreneurship course is the leading opinion among highly educated refugees that whatever they do, they will eventually be washing plates in the kitchen. Low educated refugees may have lower expectations regarding the labour market, and they may, therefore, be more inclined to see entrepreneurship as an important means to integrate into Dutch society.

However, these groups are aware that competition in these markets will be fierce and that they will have to start at the back of the queue.

For these people, joining existing small businesses run by people with similar cultural backgrounds is often a credible alternative to starting one's own business. For all refugees, it may be more important to use entrepreneurship education to look for the opportunities offered by Dutch society than it is actually to start a business in the short term.



MUCH DIVERSITY

Since there is so much diversity between refugees, it is essential before you start making groups and the fine-tuning of the course content is done to determine to what extent diversity plays a role in the making of different classifications. You can also say that you experience the diversity in a group as a positive aspect and by transforming leadership will ensure that everyone in the group can choose their own path. It may well be that this process is so complex that it can be different for each cohort and also strongly depends on the context in which the education is given.

In the case of Plan Einstein, this context includes the participation of neighbourhood residents who also have a substantial diversity in education. On the one hand, there are local residents who have only been educated up to primary school level, while on the other hand there are students with a very high level of education living in the Overvecht neighbourhood. While some local residents already have (had) a business or are self-employed.

Then there is the difference between people who want to do social business or who want to set up a commercial enterprise. In short, coaching refugees in the context of Entrepreneurial Education in the neighbourhood has even more significant forms of diversity and complexity than just providing Entrepreneurial Education to refugees.



LEADERSHIP STYLES



TEACHING STYLES



STUDENT ATTITUDE



TEACHER ROLES

Transactional	Supply	Dependent	Expose to new possibilities of self-fulfillment.
Paternalistic	Demand	Interested	Seek to build relationships of mutual trust.
Laissez faire	Arm's Length	Independent	Facilitates self-organisation.
Transformational	Competence building	Involved	Helps to exploit own experiences.
		Self-directed	Helps to apply new learning.

THE PLAN EINSTEIN ENTREPRENEURSHIP COURSES CURRICULUM MAIN FOCUS

In creating a curriculum for entrepreneurship education that can benefit a diverse population of participants, the first step is to build up competences in the field of entrepreneurship.

When setting up a curriculum for entrepreneurship, it is essential to adequately choose the first approach based on the target group. In essence, there are two approaches that both have a long tradition in business administration.

The first starting point is that a successful company is better able than other companies to identify the problems of its customers: The core of competitiveness is that you understand your customers better than your competitors.

A second approach (which does not need to be rival) is that a successful company must have the competencies to provide better solutions to customers' problems than the competition.

In practice, of course, both are important: You have to know what your customers want on the one hand and pay a lot of attention to providing the right solution on the other hand. Your customers must be satisfied with a so-called 'Customer Experience' when purchasing and using your products and services. However, it is also vital that you are better able than other companies to create such value based on the competencies you have.

A complete business model must be a combination of why you understand the customer better and why you have the skills to create the best value for your customers. These two principles are reflected in the two leading methods for starting with entrepreneurship education.

The first approach in which the customer is central is the characteristic of the Lean Launchpad and Design Thinking, which are discussed in more detail below. The second approach the Effectuation method places the focus on putting capacities first to be able to deliver value. In this method, participants start to look at what resources they already have in terms of network competencies and social capital and how they can use these to set up a company. When they feel comfortable with their so-called resource base, they see if they can find a problem where they can use this resource base.

When it comes to entrepreneurship education for refugees, both methods can be useful, yet can serve different purposes. When focusing on customers, the first thing you have to do is look into Dutch society and to do so, you have to make contact with the people around you. When it comes to effectuation, you can initially stay close to yourself and perhaps stay close to your fellow group members. We have chosen to start by looking at Dutch society and what its wishes and needs are, and only then, in step 2, to look at what your competencies are that can deliver value.

PRACTICAL IMPLEMENTATION

The development of Plan Einstein has been implemented under the banner of the UIA under the name Utrecht Refugee Launchpad (U-RLP).

With the efforts of many different parties, including the Municipality of Utrecht, Socius, the Refugee council, Utrecht University and the Social Impact Factory, a program has been set up in which living together, learning together and working together between neighborhood residents and refugees is central.

Core of Plan Einstein is:

1. Future Free: meaning the program is built around skills and competencies which are valuable wherever a participants might have their future. For Plan Einstein this translated into English classes and Entrepreneurship (WPS, which we are discussing here);

2. From Day 1: due to legal restrictions, refugees who are waiting for their status cannot participate in activities outside of the asylum seeker or refugee center since many of these activities focus on the Dutch language and culture and it is unclear whether they are allowed to stay. With the average waitlist for refugees reaching 18 months, this inevitably leads to boredom and frustration. Within Plan Einstein we choose to forgo these restriction based on the before mentioned core values, Future Free, meaning refugees can participate in Future Free activities from Day 1.



3. Residents & refugees together: With the migration debate hardening and populist parties on the rise across Europe, we choose an approach which would stimulate contact and mutual learning and understanding between refugees and residents. In addition, many refugee centers are located in relatively deprived neighborhood for whom the activities of Plan Einstein could be beneficial.

TRANSFERABILITY OF PLAN EINSTEIN

The success and transferability of Plan Einstein was reflected in the relocation of the Einsteindreef to the Joseph Haydnlaan October 2018.

Where the original development of the program on the Einsteindreef amounted to more than a year before successes were achieved and students, local residents and refugee center residents were able to find Plan Einstein, a positive trend was already started on the Joseph Haydnlaan after six months.

For example, after six months at the new location Plan Einstein Haydn, more than 100 participants were taking English lessons with over one-fourth participants coming from the surrounding neighborhoods, and the largest group of the incubation program **Start Your Own Business** was running.



WP 5 ACTIVITIES

REFUGEE COUNCIL
LEGAL ISSUES
GUIDANCE
REFERRALS

SOCIAL ACTIVITIES

VOLUNTEER ACTIVITIES – CONTINUOUS ACTIVITIES
DEPENDS! – WELKOM IN UTRECHT / WELCOME IN UTRECHT

RADIO EINSTEIN
WEEKLY

NEIGHBOURHOOD ACTIVITIES – CONTINUOUS ACTIVITIES
DEPENDS! – NEIGHBOURHOOD COUNCIL & MUNICIPALITY

THEATER WORKSHOPS
WEEKLY – NEW DUTCH CONNECTIONS

CHALLENGES
4 WEEKS – EVERYONE!

CHALLENGES
4 WEEKS – EVERYONE!

PROFESSIONAL DEVELOPMENT ACTIVITIES

WORKSHOPS
& TRAINING
+/- 2 HOURS
- SIF

WORKSHOPS
& TRAINING
+/- 2 HOURS
- SIF

WORKSHOPS
& TRAINING
+/- 2 HOURS
- SIF

WORKSHOPS
& TRAINING
+/- 2 HOURS
- SIF

ENTREPRENEURSHIP COURSE
8 WEEKS – UU

ENTREPRENEURSHIP COURSE
8 WEEKS – UU

INCUBATION SYOB
3 MONTHS – SIF

ENGLISH CLASSES (BASIC, ADVANCED, CAMBRIDGE)
2 MONTHS – VOLKSUNIVERSITEIT

WP 5

Workpackage 5 Entrepreneurship (WP5) has been a joined effort of the Utrecht Center of Entrepreneurship, part of Utrecht University, the Social Impact Factory, a platform to promote social entrepreneurship.

WP5 is a set of several activities, designed to attract different target groups with diverse levels of learning, which strengthen each other and can function as a full program for ambitious participants aiming to gain the fullest values of everything Plan Einstein has to offer.

WORKSHOPS AND TRAINING

Provide entry-level workshops and training on professional development for participants. Based on the needs of the target group(s) and where necessary in collaboration with our partners.

Workshops have included topics such as Networking, LinkedIn, Through the eyes of the recruiter, and Powerful Pitching. One of the most successful workshops of the workshop curriculum is the LinkedIn workshop. Due to its popularity, we have repeated this workshop several times. During the workshop, participants learn the basics of LinkedIn and start their own LinkedIn profile. Moreover, they can have their picture taken by a professional photographer. Some participants enjoy this workshop so much, they visit it regularly to keep their knowledge up to date and work on their LinkedIn profile with our help. The execution was done by Social Impact Factory, in collaboration with experts and partners.

COACHING

Offering coaching to participants who have a specific question related to their professional development or development of their business.

Main channel of candidates are from the incubation program, through other involved parties such as the Refugee Council or through our own connections with participants. Include intake, matching, monitoring progress and evaluation. A local resident who participated in the incubation program wanted to start his own business as a handyman.

During the incubation program, he wrote a business plan, looked for investors and prepared his elevator pitch. However, at the end of the incubator program, he, like many other participants of the incubator program, needed additional coaching to get started with his own business. We matched him with a business consultant from our network, who coached him for a few months. At the end of the coaching period, his business was ready for registration at the Chamber of Commerce, and he went from social welfare to self-employment. The execution was done by the Social Impact Factory, with the use of a large network of coaches.

NETWORK

Matching participants to people from our the Plan Einstein, Utrecht University or Social Impact Factory network through one-to-one matching based on a specific wish or through plenary network meetings about specific sectors of interest.

Including intake, matching and evaluation. One of the refugee center's residents wanted to learn more about Facebook advertising so she could promote her company online. We have connected her with an online marketer from the network. In their initial meeting she got some useful tips on Facebook advertising. After that, they had a couple of follow up meetings where the online marketer coached her through the process of setting up a good online campaign. So the initial network match that started with providing a few tips over a cup of coffee ultimately became a series of meetups that resulted in an online strategy for her new company. The execution is done by the Social Impact Factory, with the use of a large network of professionals and businesses.

CHALLENGES

Local residents and refugees can work together with the different partners from Plan Einstein to address an issue, need or opportunity they see in the neighborhood.

Core of a challenge is that it's a way for participants to showcase their project management skills and give something back to the neighborhood. In the Einstein's Coffee of the World challenge a group of fifteen refugees, local residents and several entrepreneurs from the neighborhood turned the incubator space at Plan Einstein into a lively meeting space. Using the design thinking method, they came up with the idea of Einstein's Coffee

of the World: a place where different cultures come together through coffee and tea from all over the world.

And with success! The challenge got local media coverage and over seventy guests attended the re-opening of the incubator space. The execution is done by Local residents and refugees together with Plan Einstein partners, coordinated by the Social Impact Factory if needed.

INCUBATION PROGRAM START YOUR OWN BUSINESS:

Three month (pre-)incubation program focusing on moving from business ideas to first implementation in setting up a business.

One participant entered Start Your Own Business twice! He first joined the incubation course as a pre-incubation program to work on his idea to start his own shoe line from his home country. After receiving his status, he was able to travel back to a region close to his country of origin to find suppliers and create samples. He re-joined the next batch of the incubation program to strengthen his business and get it off the ground. The execution is done by Marcellien's Good Company, hired through Social Impact Factory

ENTREPRENEURSHIP COURSE:

Eight week entrepreneurship course based on Design Thinking, Lean Launchpad and Business Model Canvas methods.

The execution was done by the Utrecht Center of Entrepreneurship, Utrecht University.

MAIN RECOMMENDATIONS

Make sure that the participants quickly start to appreciate the teacher in his or her coaching role.

It is important to focus on how people will perceive the plan to become entrepreneurial and the phase when they will actually do so.

Make sure that the development of capabilities goes hand in hand with building up a network.

The success of the program offered by the Social Impact Factory and Utrecht University is strongly related to each other. The workshops are low-barrier, entry-level activities giving interested participants a first taste of learning together at the center. If they are motivated, and want to learn, there are additional activities for them to grow into, including the Entrepreneurship Course.

All partners of Plan Einstein were equal partners in the collaboration. On the one hand this led to some long discussion and debate, on the other hand it enabled each partner to participate to the fullest degree of their abilities and knowledge-area.

It was always clear in communications what the required language level for entry was. This enabled motivated participants to arrange their own translator if the activity was not given in a language they mastered. Most activities were given in both Dutch and English, with the occasional activity given in Arabic, or with other translator present.

ENTREPRENEURSHIP COURSES AT PLAN EINSTEIN: METHODS USED

METHOD 1

ENTREPRENEURSHIP COURSES AT PLAN EINSTEIN: METHODS USED

Although refugee education is a very specific context, when it comes to entrepreneurship at Plan Einstein the curriculum is founded on the 'holy trinity': design thinking, lean launchpad, and canvas. As the lean launchpad is the central organising principle, the project itself is called 'Utrecht Refugee Launchpad'.

METHOD 1: DESIGN THINKING

Creative processes for entrepreneurship and innovation often start with the design thinking method.

Design thinking is a structured way of thinking about customers' problems before moving to solutions. The most important mental shift that students make when using the design thinking method is that they start from the perspective of other people and not from their own perspective. This opens the mind that entrepreneurship often does not start with having a brilliant idea, but is the result of knowing the problems of customers and finding a way to solve them.

In addition, design thinking is a powerful way to bring people together in groups, because it is an open dialogue that puts much emphasis on approaching a problem from different angles. In this way, the capabilities of the various group members are utilized and it 'forces' them to interact with and listen to each other. In this way, design thinking can also serve as an effective Icebreaker method in the first two sessions of an entrepreneurship course.

It is clear that in mixed groups of refugees and locals, design thinking opens up to a wide range of inputs and can also change the refugees' perspective on the needs of Dutch society and the problems that people face. On the other hand, as many of the business ideas of the groups will later focus on the needs of the refugees, this will enable the local residents of the course to gain a better understanding of the problems and needs of the refugees.

Design thinking is probably one of the best-documented approaches in entrepreneurship and business and therefore has a very varied set of workshop setups, which are easily found in the literature (Game Storming Book).

Design thinking also uses playful methods of analysis, such as role-play and sketching on large pieces of paper. This makes it possible to have a high level of interaction and a flat hierarchy in the workshops at the start of the entrepreneurship course, which directly determines the activation and coaching orientation of the course.

An essential element of these first weeks is that non-business skills such as acting and sketching have a certain premium so that people who feel insecure about their business skills are comforted when attending the course. A side effect is that for refugees who have only been in the Netherlands for a short period of time, the culture shock of this type of education can be intense and gives refugees an experience of the egalitarian context of Dutch society - something they may not have experienced when dealing with refugee organisations and civil servants.

The design thinking method introduces the two main mechanisms for learning.

The first element of learning is that people do so by experiencing the results of their actions, also known as experiential learning.

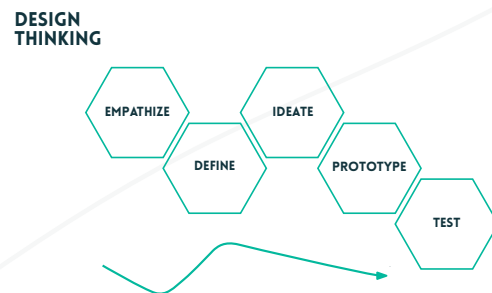
The second element of learning is that people reflect on the results - and not just look ahead. This moves people away from an action-driven mindset to a more strategic learning and reflection-oriented mindset. So at the end of each phase of design thinking, it is important to reflect on what happened in the previous phase and what the expectations are at the beginning of the next phase.

In a sense, this is close to making a validated hypothesis about what will happen based on past experiences. In addition, an important achievement of design thinking is that it works well for people who are more visually oriented. It is fun to have people draw in these kinds of sessions and, above all, to have them reflect on what they have designed. In many cases, design thinking can also function as a game.

Another advantage of the design thinking method is that it is a natural way to introduce the Lean Launchpad method in the next phase. The Lean Launchpad starts with Customer Discovery, and the best way to do this is to begin by describing customer empathy. Because Lean Launchpad is the most critical process for entrepreneurship education, we can naturally incorporate design thinking methods into the start of the course.

DESIGN THINKING

Although there are quite some different approaches to the design thinking process, the common denominator is discussed in the graph below. Design thinking consists of five phases that creative processes have to follow:



1. EMPATHISE. In this first phase, the group emphasizes with the problems of customers and comes up with all kinds of ways to mitigate these problems. This state of affairs is a brainstorming session about the customer problem.

2. DEFINE. The group narrows down the customer's problems in order to arrive at a specific problem definition.

3. IDEATE. With a clear problem definition, the group thinks about the ideal solution to the problem from the customer's perspective.

4. PROTOTYPE. Your group captures the main ingredients of a solution in a prototype, which can be very basic in the form of a graph or a set of questions to the customer.

5. TEST. The customer's reaction to the prototype is investigated, and there is feedback.

METHOD 2

METHOD 2: THE LEAN LAUNCHPAD

The Lean Launchpad method states that students must take at least three steps to achieve a good value proposition on which a company can be built, so-called customer development (Blank, 2013).

The first step is what is called Customer Discovery and consists of identifying the problems of a potential customer first. An important insight is that successful entrepreneurs do not initially have a good business idea, but mainly understand the issues of others. From here, they think how they may create value for which they can charge a fee. Entrepreneurship thus is first and foremost the understanding of others. For this first discovery step, the so-called design thinking method is often used, which starts with empathy for other people's challenges and seeing how a creative solution can be found.

The second phase is customer validation, in which 'getting out of the building' is an essential aspect of entrepreneurship education. People need to be supported to make contact with people who can potentially help them and who are possibly the customers for the solution they have in mind. These potential customers can show whether they are interested in the product, but they may find other features important to which the value proposition has to be adjusted accordingly. An excellent exercise is the so-called MOM test, where you interview your own mother about your business idea. This phase is scientifically exciting because it is close to conducting qualitative research. An additional advantage of this phase is that the students have to find a connection from their education towards the neighbourhood. In this way, entrepreneurship education can also contribute to the bond with the neighbourhood.

The third phase consists of Customer Creation and is often more for entrepreneurship education that aims at creating new businesses. The main goal is to see if the entrepreneur will be able to find someone who will be paying for what the new company has to offer. In a narrow sense, this phase is mainly about finding the right price or the way in which customers are going to pay. In the traditional lean launchpad method, a fourth-stage is introduced which focuses on getting an existing company off the ground in the most efficient way and thus allow it to grow. This fourth stage has not been implemented at Plan Einstein as part of Entrepreneurship Education.

The philosophy of the method is also reflected in the structure of entrepreneurship education within Plan Einstein.

The first 2 phases (discovery and validation) are covered in eight weeks by the entrepreneurship course. The incubation programme Start Your Own Business starts with ideas that are developed during the Entrepreneurship Course or that are already developed in professional practice in order to continue in a more practical way with customer creation and perhaps company building.

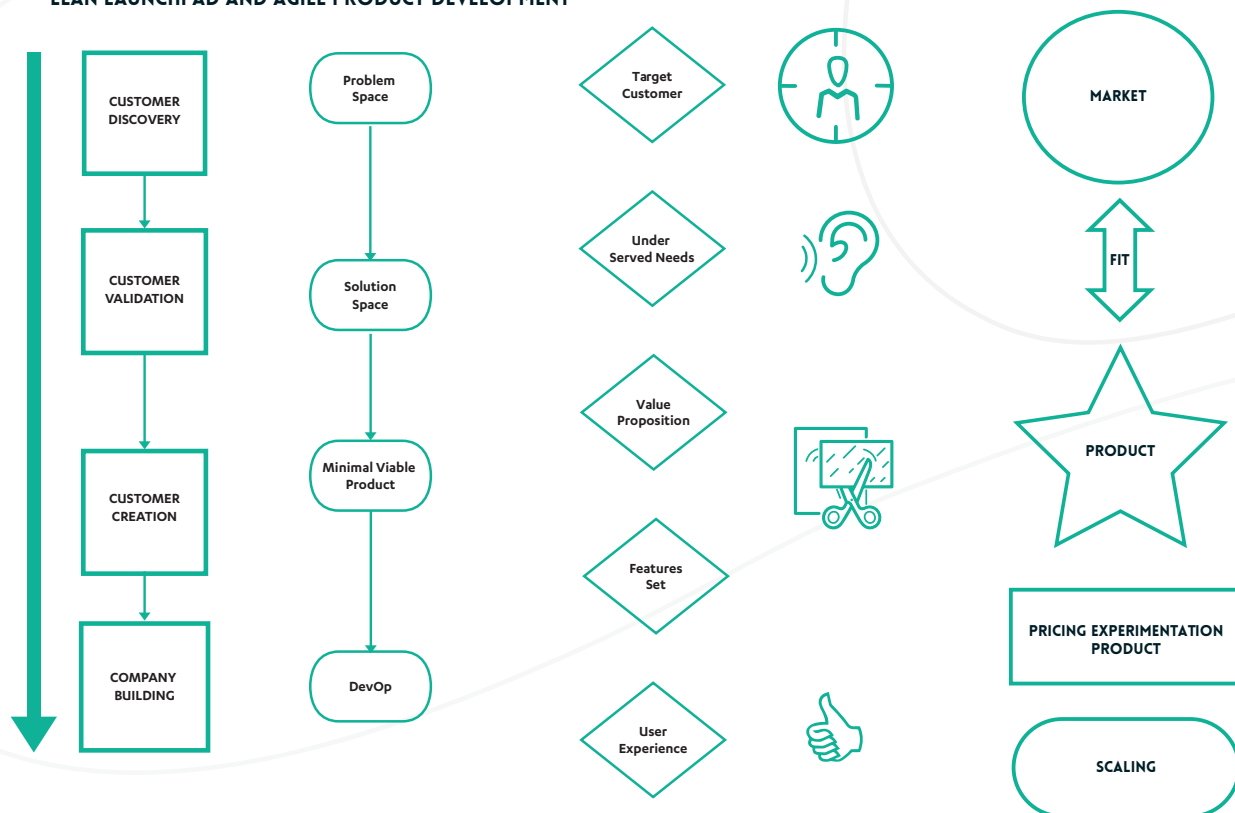
LEAN LAUNCHPAD

When teaching entrepreneurship, the Lean Launchpad method is one of the most important conceptual tools. The figure shows the steps of this method and makes a connection with concepts from Design Thinking and Marketing.

The first step of Customer Discovery can be linked to what we call a Problem Space in which the problem is analysed systematically.

Design Thinking, empathising with the problems of others and looking for innovative solutions is an important part of this (the Solution Space). This can include making a Customer Journey to find out what steps a potential customer takes before a product or service is purchased. The third element of discovery is an exercise based on what we call the MOM Test. Here the participants are asked to interview an acquaintance on the basis of three open questions.

LEAN LAUNCHPAD AND AGILE PRODUCT DEVELOPMENT



The phases of Customer Validation often involve making a Minimum Viable Product (MVP). An MVP is a test version of the final product or service. This is a straightforward version where the most essential characteristics of the value proposition are already visible. In very simple cases it is about making a schematic visual example of the service someone wants to provide or of a prototype of the product. The most important benefit of such an MVP is that it can be shown to customers and that feedback can be given in a structured way on the desirability of certain characteristics of the value proposition.

The ultimate goal of this phase may be to create a so-called Product-Market Fit in which it is clear that the characteristics of the value proposition could solve the problems of the people in the market. The third phase is Customer Creation, which means that the value proposition and the MVP are sold to the first customer. This is only possible if the product has a price and is not given away. So although there must always be a product-market fit based on customer validation,

in practice, it is often difficult to sell the product commercially. The ultimate goal of this phase must be to acquire the first paying customer.

Only when these three phases have been completed can it be assumed that an investment in setting up the company can pay off. The change in thinking that this method entails is that you don't have to organise everything in advance and, for example, apply for a Chamber of Commerce number and open a bank account before you know whether there is someone who will buy your product.

An important evaluation question of entrepreneurship education via this method is not whether your company is going to be successful or whether you have built a great business model, but more what you have learned in a more structured way in the process of the Lean Launchpad.

METHOD 3

METHOD 3: BUSINESS MODEL CANVAS

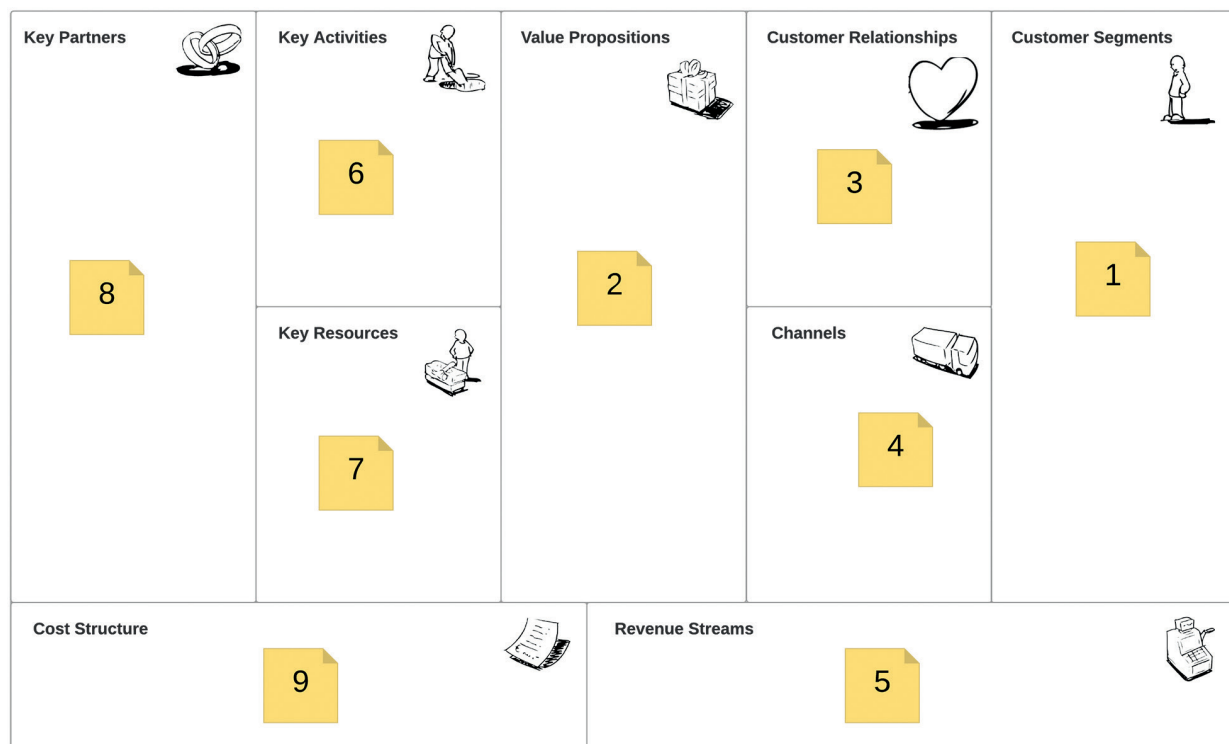
The third ingredient of entrepreneurship education is the use of the business model canvas (Osterwalder & Pigneur, 2010).

It is often believed that making a business plan is only something for when you are setting up a business. However, for entrepreneurship education, it is often used to further conceptual thinking. In that case, you should not start from a business plan but from a more condensed version in terms of a business model which could contribute to a solution of a problem.

The business model canvas (BMC) is the most commonly used method for creating a business model in a structured way. BMC starts on the demand side with the wishes of customers, then proceeds to find a value proposition, after which it examines how a value proposition can be offered efficiently and which competencies are needed to generate this value proposition. It is crucial for the BMC method that students start to realise that they do not have all the competencies they need and that they have to work together with many stakeholders in order to achieve successful entrepreneurship.

BMC ORDERING

Hein Roelffsema | September 8, 2018



This method thus stimulates participants to go outside to look for partners and to get feedback and help on their ideas. As a conclusion of the method, it can be said that BMC differs significantly from the image that some people have of entrepreneurship education being mainly about how you run a business. Modern entrepreneurship education is not about running a 'store' or a small business and the tools needed to do so, but more about how to set up a viable ambitious company.

The reality of modern entrepreneurship is that many new companies start in services and can, therefore, have a place almost immediately in the digital world and social media. Over time Plan Einstein showed that the participants of the entrepreneurship course lack much of the competencies of the modern internet age, especially for the business use thereof. This mainly concerns the creation of a website for your company and the best possible use of social media strategy. Because of this, we decided to link a web design course to the entrepreneurship course so that students can also give their company a virtual reality in practice.

MAIN RECOMMENDATIONS

As course designer use a well validated entrepreneurship approach and less 'the world according to me' mindset.

Make sure that participants can use their creativity by using the flipped classroom techniques and gamification.

Be sure that trainers truly understand and appreciate the deeper theoretical foundations of entrepreneurial methods and do not treat them as a trick.

HUMAN RESOURCE CAPABILITIES FOR REFUGEE ENTREPRENEURSHIP TRAINING

The organisation of entrepreneurship education for refugees relies on the quality of the teachers.

This applies not only to the knowledge of transformative entrepreneurship education but also to the ability to communicate effectively with the target groups. This communication is a complex issue as education is self-directed. Two things are of importance. Firstly, little use is made of direct translation from the instructor to the students, because most working methods used involved students proactively working themselves. Rather than interpreters explaining once again what is used in a particular working method, the interpreter must not so much be able to translate, but above all understand the assignment in terms of content. It is all-important that the interpreter understands what the students mean, and it is less important that the interpreter translates accurately what the instructor is saying.

This leads to the conclusion that an interpreter who is able to make a contribution only in terms of language content, will only be able to work to a limited extent. Therefore it may be better to look for someone who speaks the language and who is also strong in terms of content rather than being trained as an interpreter.

Within Plan Einstein, we were fortunate to have a large university behind us, where people with diverse cultural backgrounds close to the target group work and who are also connected in terms of content to the subject of entrepreneurship.

A frequently asked question in entrepreneurship education is whether the teacher should be an entrepreneur. After all, if knowledge is the result of experience, it would help if the instructor had that experience himself. Having and anticipating an answer to this often implicit question and addressing it proactively is recommended for every instructor. If the instructor has a rich history as both instructor and entrepreneur, this should work out.

Yet many participants still have the question: if you have been so successful as an entrepreneur, why are you standing here?

To be seen as a failed entrepreneur is sometimes worse than to be seen as a teacher with little entrepreneurial experience. An answer from older teachers with entrepreneurial experience often is that the time has come to share the knowledge.

In an environment of a top MBA and verifiable successes, this can be a strategy. However, in a classroom close to the refugee center in a deprived area, participants may have mixed feelings of entrepreneurial success sharing. A better strategy is to enter into the discussion in terms of content.

A step is that a successful entrepreneur is not necessarily a good teacher. By emphasizing one's role as a coach and provider of concepts, together with naming the coaching of many entrepreneurs, this can be made implicit. A successful entrepreneur often has only one story ('the world according to him') which is interesting, but rather for a guest performance and not for an entire course. Indicate that teaching is a profession for which you mainly need experience in teaching and conceptual knowledge about your subject. Since there are many different businesses and many different types of entrepreneurs, it is better to have someone who is more transcendent than someone with specific knowledge.

In fact, if you are very successful as an entrepreneur and as a lecturer, it may not be a good idea to share this, as it will result in a more significant distance with the participants. Find the balance, and include entrepreneurs as guest speakers.

DEALING WITH CULTURAL DIFFERENCES IN THE CLASSROOM

European teachers and participants with a refugee background have potentially a large cultural gap.

Much has been written about cultural differences in general (*Hofstede, 2001*); the art is to make these differences

context-specific (*Meyer, 2014*). So, in our case, the context of education and entrepreneurship. However, every discourse and also a discussion of cultural differences should start with the observation that the diversity between people within each culture is greater than between cultures. Teachers should be aware that without this beginning, any form of dialogue can be experienced as stigmatizing by participants. In addition, teachers should be fully aware that the cultural differences within, for example, the Arab world may be considerably larger than in Europe. As entrepreneurship lecturers, we do not want to make a judgement on this, except for the observation that cultural sensitivity is often emphasized, but that, unfortunately, interpreting culture is not easy.

The aspect of *power distance* a la Hofstede is probably the most striking when it comes to identifying cultural differences that affect relations in the classroom. People with a non-Northern European background are used to recognizing teacher-pupil relationships as a power relationship in which there is a gap between teacher and pupil. And often they have experienced education in their country of origin as such. These participants will generally experience the teacher-pupil relationship in entrepreneurship education as too close in comparison to what one is used to. The danger is that the relationship does not meet expectations and is therefore judged to be inferior ('this is not a real teacher'). This risk can be mitigated by starting with more lecturing and moving to coaching and mentoring over time.

A useful way to address hierarchy issues in the classroom is to link them to the European business environment. Many participants will appreciate learning more about European culture to function better in a European business environment. The teacher-student relationship as a power relationship can then serve as a proxy for the manager-employee relationship. In practice, the way of communicating is often the most important part of the power perception differences.

TWO EXAMPLES THAT CAN BE DISCUSSED.

IN SOME COUNTRIES, public questions to the instructor are often seen as a form of criticism of what the instructor says (there is apparently something to question) and thus as a lack of respect.

IN NORTHERN EUROPE, not asking the instructor questions in public is often perceived as disinterest and therefore as a lack of respect.

In the first culture, open discussion with the instructor or manager is not done and a sign of lack of respect. In the latter, you can have a discussion with your boss if addressed from a place of openness and respect. Open discussion with your boss or lecturer up to a certain level is often seen by the boss or lecturer as a form of showing interest and respect. The other example is that questions in the first culture are not asked in public, but face-to-face. It can be frustrating for teachers in the West that all issues come up when they want to drink coffee, as well as missing the opportunity to address unclarity or different opinions with the full group.

Accepting that this is how it works and drinking coffee together, as well as re-opening the class with the questions asked in the break, can then work well. The degree of collectivism versus individualism is another important cultural difference where the culture of Northern Europe is seen as individualistic and the cultures of the countries of origin of many of the refugees is more collectivist. In first instance, one would say that collectivism is fine since there is a lot of working with groups within entrepreneurship education. But there is a great danger: within a classroom, there may be cultures that not so long ago (in terms of months....) were on the battlefield against each other.

A tip is to allow course participants to create their own groups. Collectivism is not just groups, but groups of like-minded people. The power distance and collectivism issues may be difficult in practice, but not as complex as gender and paternalism in which one is asked to determine a position. Many highly educated refugees are familiar with the gender perspective in Europe and there are large differences between them in how they deal with it. This makes it unpredictable, so female teachers may have a more difficult task than their male colleagues. It is also contingent on the type of education.

TIP
Allow course participants to create their own groups.

Many refugees will have been taught by a female teacher in their country of origin, in that context, she does not have a role as a mentor and coach, in which individual attention and the perception of a power relationship can play a role. Especially since many of the refugees are young men who often have been living in isolation for some time, it is important for the mental safety of employees not to run an unnecessary risk.

Within our organisation, we always teach in teams of 2, and we have chosen never to let that be two women. In addition to the cultural differences as described by Hofstede, in the context of education it is useful to translate these into what they mean for leadership (Avolio, Bass, & Jung, 1999). Different cultures value characteristics of leaders (in this case teachers) differently.

Although there are intricate differences even geographically within countries (Lin, Li, & Roelfsema, 2018), in the West the dominant leadership styles are those of transactional leadership and transformative leadership. Transactional leadership focuses primarily on the agency relationships between leader and follower (the academic terminology for workers, students, etc.), using traditional agency tools such as incentives and control to dominate the follower's activities.

In transformative leadership, the leader focuses on influencing the preferences of the follower, for example by setting a good example and making routines discussable. In many countries of origin of refugees paternalistic leadership predominates. Here the leader is mainly responsible for the happiness of his followers and must ensure that they feel good both at work and at home. This provides a complex set of direction in the sense of transactional leadership as well as service to followers in what is in itself an art of balancing.

In the practice of working with refugees, these aspects are closely related to building relationships between the teacher as a leader and the participants as followers.

Teachers with a Western background will instinctively avoid social contacts where a hierarchical relationship is present because this is seen as an intrusion in the private situation of the follower and that this can only be done when there is equality within the transformative relationship. For more transactional situations, the feeling of favouritism soon arises, which is not experienced as productive.

Refugees from a paternalistic leadership background often have strong suspicions towards leaders who do not enter their private world and therefore do not focus on their holistic well-being. It is important for teachers to be able to identify these feelings and also to consider whether they are able to adequately fulfil a role within paternalistic leadership.

DEALING WITH DIVERSE SKILLS AND LANGUAGES OF PARTICIPANTS

The many different languages of refugees are, of course, a challenge. But also here there are gradations.

Given the origin of many refugees from Syria, it is essential that teachers can communicate with this target group in one way or another. But it is vital to know in advance who will be coming, especially if there are also participants from countries that speak a different language than English, Dutch or Arabic.

In many cases, people from Iraq, for example, and sometimes from Iran, can make themselves understood, or at least understand what that group means to the teacher. In exceptional cases, such as with a large number of Eritreans, it may be advisable to hire a specific interpreter for this group. This fits in intending to make more out of diversity. Finally, it should not be underestimated that when working in groups, the participants themselves are sometimes able to bridge the language barrier better than the teacher or the interpreter.

The practical tip is that in many of the countries of origin, social media and also messenger apps have become much more important than communication via email. It is therefore essential to make quick use of these social media in reaching and retaining students. **A WhatsApp group works wonders.**

With all this diversity of refugees but also residents, it is not immediately obvious what the best group structure is.

In addition, it is not entirely clear on which variables this grouping should be made. For example, as a paradox, it could be that especially for people who cannot express themselves in English, there is a very serious threat of social isolation, so they are best mixed with locals. On the other hand, we should not immediately see the relevance of entrepreneurship as a course for local residents as the main reason why they participate in Plan Einstein. We have noticed that many people, and certainly the low-skilled find it difficult to be helpful in one way or another for weaker members in society, especially for refugees.

These local residents see on television how difficult it is for refugees not only in their country of origin, but also in the Netherlands, and can imagine the uncertainty and misery that these people must feel. They are looking for a way to get in touch and to be able to do and mean something for these people. This may well be the most important goal for this target group, and we have noticed that when local residents do not get enough contact with refugees through education, they will consider this to be negative.

It is also possible that locals may have less in common with highly educated single asylum seekers, and more in common with the refugee families. It is important when organising courses for refugees as well as locals to remember that the diversity is large without falling into generalizing groups of people and that people are so different that you perhaps do not have to pay so much attention to fine-tune this.

Within Plan Einstein, we have tried a number of configurations of groups for the eight week entrepreneurship courses.

We started without a classification by making two groups in which the highly educated and the less educated and local residents were placed at random in a group. We were well aware at the beginning of the course that we had no idea which processes would play and that perhaps it would be better to observe and iteratively see what would work.

The same goes for the use of interpreters: maybe start with one and see to what extent the one with one interpreter would come out as a learning opportunity for what the sequel would be for other languages. We learned that this constellation was an unsatisfactory outcome, especially for the group of highly educated refugees. We soon noticed that the homogeneity in this highly educated group was quite high and that there was also a strong click with the local youngsters who lived in Plan Einstein but did not participate in the course for the time being. This group of residents had difficulty integrating with the low-skilled asylum seekers who did not speak the language and, in a way, with the first participants from the Overvecht neighbourhood.

Secondly, there were people in the group of local residents who expected more from setting up an actual business and who cared less about the contact with the refugees than we had initially thought. At that moment the incubation programme had not yet started because of the gradual filling of the pipeline. The second configuration of groups was one in which all the refugees were sitting together, and all the local residents were in a group.

As a result, the effectiveness of the education on offer increased considerably, weighing them down to a minimum of communication costs, but the intrinsic satisfaction left much to be desired. On the one hand, there was an important group of refugees who now had no contact at all with the Dutch part of the district and who were also less able to find connections with highly educated refugees. In addition, we notice in the second batch of neighbourhood residents there were many more people who had become interested in the ups and downs of the asylum seekers who had now arrived in much larger sizes.

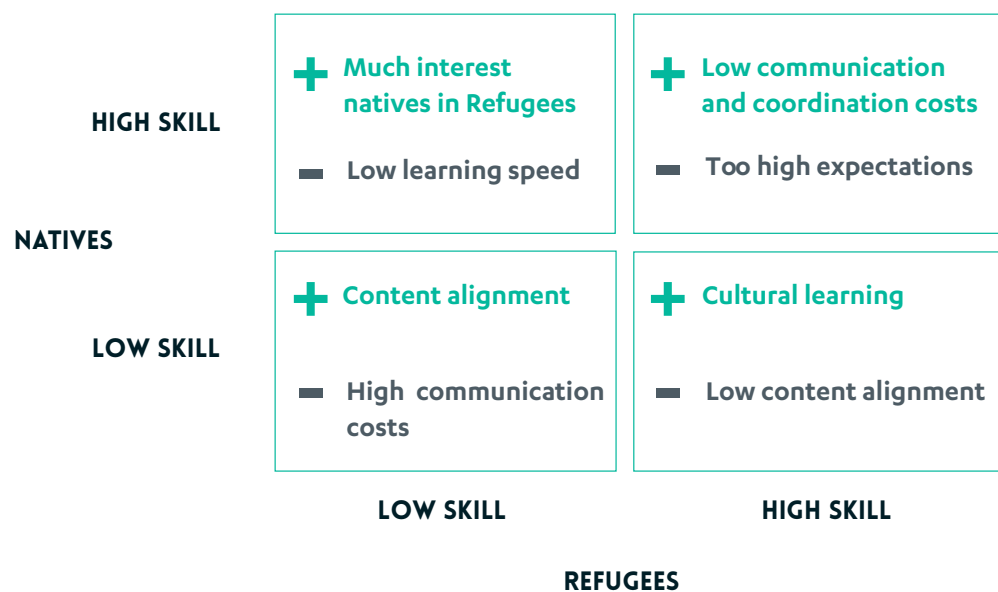
In the third batch, we tried to bring the highly educated asylum seekers together with the local residents and to create a separate group for low-skilled asylum seekers who were unable to speak English. The requirement for highly educated asylum seekers was that they speak English so that the group of neighbourhood residents and highly educated asylum seekers could be served entirely in English.

For this group, it was decided to focus on the traditional subjects of entrepreneurship education close to starting a business. For the other group of low-skilled asylum seekers, learning was used much more transformative as a connection to Dutch society and finding direction. Although we do not want to assume that we have knowledge of refugee problems, we felt that the group that did not have a good command of the English language, the bridge to Dutch society was bigger, making it more difficult to bridge the broken narrative. The strategy was to give this group a lot of attention with two trainers and to bring them into contact with Dutch society actively.

For example, we connected to local residents and to alumni of the programme, not only in an educational context but in the field of social activities. This process was reinforced by the fact that the teachers with a cultural background from the conflict areas could be fully deployed on this group, who had a lot of experience with the complex offering of entrepreneurship education that is more about entrepreneurial attitude and less about the actual setting up of an actual business. This constellation then continued until the end of the project.

Another important aspect that arose from this division was to organise a joint large-scale final event for all groups in which the ideas were presented and in which both the co-residents of the refugee center and the young people who had found a place in Plan Einstein were present, as well as neighbourhood residents and municipal officials. By now, we also had caterers who came from the group of entrepreneurs and therefore we could serve as a leading customer.

It was very important that the participants in the course were awarded a certificate. It also plays a role that the certificate was issued by Utrecht University, which is a top 100 institution in the world. Participants were not only proud of their course but obviously also pleased that they could invite their families to this final event.



In comparison to the eight week Entrepreneurship Course, the entry-level workshops given at Plan Einstein as well as the incubation programme often consisted of smaller groups due to mandatory basic Dutch or English language proficiency and for the incubation programme even a concrete business idea.

Within the incubation programme Start Your Own Business, groups would have a maximum of fifteen participants with in the third year a forty/sixty division between local residents and refugees. It included self-chosen peer review where participants mixed freely. This organic approach to group configuration was chosen based on the assumption that participants would focus more on the concrete business ideas then on each other's backgrounds. In addition, it allowed for a natural approach to group-leadership. We learned that the high group diversity helped strengthen the business ideas and natural group leaders would inspire the rest to take action on their business ideas.

It was very important that the participants in the course were awarded a certificate.

ENTREPRENEURSHIP EDUCATION AND FLEXIBLE WORKSPACE

The last aspect of the organisation of entrepreneurship education is that it requires a lot from the location.

It is important that there are enough workplaces where groups can work and that these groups are not too close to each other. We were blessed by the incubator space of Plan Einstein. Although the instruction room was somewhat limited, in many cases, we had access to the common room and an extra room. This allowed the groups to work on their own without losing the overview. For self-activation, it also helps enormously if people can just get a cup of tea if they want to, or wait until the break can go to the toilet. In short, entrepreneurship education can best be designed in a flexible space where people can walk around.

Another critical aspect of entrepreneurship education and activating people is that it can also be seen and accessed from outside. Here, too, Plan Einstein is ideal because the communal space and the incubation space are visible from the entrance to the refugee center. As a result, many residents of the refugee center just came to have a look at what was happening on the other side of the street, which led to one of the most important intake channels for the classes offered at Plan Einstein.

An important lesson for entrepreneurship education is that it must take place in open spaces where people can actually follow and feel the creative and empathic process.

In order to set up an entrepreneurship course for a target group that is in itself very diverse and of which we do not yet know much in terms of preferences and learning strategies, it is very important for the teaching team to take an entrepreneurial attitude.

It is important to have a number of starting points such as what you are trying to achieve with the course and to have an idea about how many people are going to come. Other than that, you start quickly and learn from the things you do and don't try to put everything in boxes and strategic plans in advance. It is the entrepreneurial method applied on making courses and policy.

An important question is what the ultimate goal of entrepreneurship education should be for these target groups. We have already indicated that an entrepreneurial attitude and an active search for opportunities within the Dutch society is the most important goal. It is less about whether people will actually start a business but starting a business can be the goal to make integration in Dutch society possible.

MAIN RECOMMENDATIONS

Make sure that there are translators who are proficient in multiple languages but who are able to lead a group in terms of content and who are coached by the instructor than the interpreter.

Be aware that participants may be excellent translators themselves.

Be confident with trainers who are not entrepreneurs themselves. But do involve entrepreneurs as guest participants and context contributors to the core capabilities programme.

There are no definite solutions for grouping, but the most important concerns are perhaps that highly educated refugees continue to see sufficient challenges and that local residents can come into contact with refugees through education.

Do not make too many assumptions but be flexible and iterative in group formation.

Make sure that the working space is visible, flexible and open so that forms of work are also experienced as creative and enterprising.



CONCLUDING COMMENTS AND CREDITS

The past 3 years we have trained more than 800 people in entrepreneurship, of which the large majority refugees. We have benefited greatly from the diversity of the team. Team diversity is very important when looking for solutions to complex challenges, where everyone can contribute his or her expertise from a different angle. Of course, teams with a high diversity will always have a communication problem, but it is a challenge for an entrepreneurial team to turn the trade-off for the better of a nuanced approach.

Utrecht University worked with a stable team that provided education from start to finish. Nils de Witte and Leendert de Bell were the leading teachers. Rebean al Silefaanee was the linchpin that brought entrepreneurship, context and language together (and in the meantime obtained a PhD at the UU on entrepreneurship in conflict areas).

As an entrepreneur, Erik van Vulpen provided practical tips and tricks. From the Social Impact Factory, Oscar van der Ende was the coach for the participants who wanted to continue with entrepreneurship and Marcellien Breedveld was the connecting factor between the courses. Over the years, Maaïke de Wit played an important role in building the network of supporters and the connection with the neighbourhood. Niene Oepkes fed us, as a specialist on refugees at the Municipality of Utrecht, with relevant policy contexts and inspired us by her involvement in the fate of refugees.

This manual will probably be read in the first instance by people with the same background as we have: people in knowledge institutions and organisations that are close to it. Why is a programme like Plan Einstein so important to us? Certainly we see the role of knowledge institutions increasingly in making a direct contribution to global challenges and SDGs.

The role is not only to create the knowledge that can be used by others for that contribution, but through the emphasis on knowledge valorisation we are also progressively doing it directly ourselves. In addition, we are increasingly discovering that we need other forms of research methods and that we need to have better command over them.

We are pleased with the social contribution we have been able to make, but also very grateful for the accumulation of knowledge in the area of the complex issue of refugees, entrepreneurship and integration that we have been able to build up through Plan Einstein.

University of Utrecht

Dr. Hein Roelfsema

h.j.roelfsema@uu.nl

www.uu.nl/medewerkers/hjroelfsema

Social Impact Factory

Marit Schouten

einstein@socialimpactfactory.nl

socialimpactfactory.com

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PARTNERS

The innovative approach to reception and integration, the Utrecht Refugee Launch Pad (URLP), was developed by the municipality of Utrecht together with the housing corporation for young People SOCIUS, the Utrecht Center for Entrepreneurship (Utrecht University), the Utrecht Council for Refugees, the Utrecht People's University and the Social Impact Factory. The Universities of Oxford University and University College London are responsible for the research and evaluation of the impact and results of the project on the district, its participants and the city. Wherever beneficial, the municipality also involves other district parties in the implementation of Plan Einstein.



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