German National Report

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1.1. Entrepreneurship in Germany

We must open up opportunities for all parts of the population and enable a fair participation in our acquired prosperity.

Brigitte Zypries, Federal Minister of Economy and Energy

Since reunification Germany has seen its role in the international community in growing steadily, as one of the world’s leading importers and exporters: In 2016, the German economy grew by 1.9 percent. The country’s population is primarily constituted of Germans, Turks and other Europeans being significant minority populations. In 2014 78% of the employees were German. The global economic environment, the arrival of refugees and the demographic ageing are creating great challenges for government, commerce and society. The German government is strengthening private-sector and public-sector investment in Germany and Europe. Furthermore, it is assisting the federal states to cope with the refugee situation. In the context of its investment strategy, the Germany also tried to boost investment activity with measures to reduce bureaucracy, to improve the policy environment for venture capital and start-ups and to induce promotional programs for young businesses.

The immigration of skilled workers and the integration of refugees into the labour market can only lessen the consequences of demographic change. Therefore the ministry of economic affairs has launched measures which can give refugees better training opportunities.

According to the Global Entrepreneurship & Development Index, the strength of the German economy, "lies on the entrepreneurial aspirations as the efforts of early stage entrepreneurs to introduce new products and services, develop new production processes, penetrate foreign markets, hire employees, and finance new growth through formal or informal venture capital."

Therefore the Ministry of Economics launched various measures for entrepreneurship. Particularly they are focusing on youth entrepreneurship - with attention on recognizing and supporting entrepreneurs who have started their own companies or want to start a business with good financial conditions, lighter bureaucracy and legislation. Besides they create a nationwide network to promote the entrepreneurial spirit. In order to facilitate entrepreneurship, senior mentoring is promoted and people are brought together in youth competitions, entrepreneurship fairs like the "Gründerwoche Deutschland" (Startup Week Germany), or start-up-days. Programs like Exist and Invest are set up and new funding instruments like the Coparion venture capital fund have been expanded.

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1 Source: eurostat - ec.europa.eu
2 Source: https://wwwf.imperial.ac.uk/business-school/research/innovation-and-entrepreneurship/ie-research/research-initiatives-and-themes/gedi/
3 See also the German Global Entrepreneurship Week supported by the RKW Competence Center.
1.2. NEETs and senior entrepreneurs: the intergenerational learning paradigm for boosting entrepreneurship in Germany

Employment in the EU is on the rise, and overall unemployment continues to decline. In February 2017 the unemployment rate was 8.0 per cent. In addition, the unemployment rate in the EU is still declining overall. In February 2017, about 3.9 million young people were unemployed. NEETS, young people not in employment, education and training, build a substantial population in Europe. The NEET rate, which takes into account the differences in the education systems of the individual countries by comparing the share of young people who were neither employed, nor in education, to their age-group, stands in 2015 (most current value) at 12.0 percent.\(^4\)

The EU unemployment rate for young people in February 2017 was 17.3 percent (previous year: 19.3 percent). In the majority of countries it has declined. In Germany it is 6.6 percent. The so-called NEET quota is very low in countries with an apprenticeship system (for example, Germany and Austria), as young people in apprenticeships count as employed. Germany showed a NEET rate of 6.2 percent.

NEETs build the first target group of the EU Project Be The Change. The reason is that a very high number of young Europeans are growing up to a problem rather than a resource, the major risk is of becoming socially excluded – individuals with income below the poverty-line and lacking the skills to improve their economic situation.

In Germany a considerable part of young people does not start work, after completing their highest level of education or training. The article „Eurostat, statistics explained“ notices that in recent years young people „combine education with a job“ and that „the transition to employment and settlement has become more prolonged and more and more unpredictable.“ The situation of „young people switching jobs more frequently and taking a long time to become established in the labour market“ broadens. More and more is likely to find „tertiary education students taking part-time or seasonal work to supplement their income,“ or, on the other side, when they are employed, they go back in training and formal education with the aim to improve their qualifications. The transition between education and work has become less clear: a large amount of students are also working and a rising proportion of people in employment also studying (for example, apprentices are generally considered to be employed and in formal education).

In Germany and Austria the rate of NEETS is falling, nevertheless it is still significant. In Germany the highest NEET rate among young people was recorded for „those living in towns and suburbs“. Also in Germany young people „aged 20–24 with a low level of education systematically recorded higher NEET rates than those with an intermediate level of education.“\(^5\)

In addition to the rate of youth unemployment, the NEET rate is an


\(^5\) Source: Eurostat (edat_ifse_29)
important indicator for the success and failure of the entry into the labor market. The reasons for this should be seriously analysed and considered in a solution strategy.⁶

The second target group of the EU Project Be The Change is comprised by elderly people over 50 with a background in entrepreneurial and managerial roles and positions, the persons in this group developed through their life a significant experience in business with hard and soft skills. This group is characterised by a growing life expectancy - by 2025 more than 20% of Europeans will be 65 or over - with a particularly rapid increase in the number of over 80s.

In the last few years the behavior of older people on the labor market in Germany has changed significantly. The participation rate of the 60- to 64-year-olds has nearly doubled as compared to no other age group (from 28% in 2005 to 53% in 2014). There are several reasons for this. As society grows older, in some areas successors are missing. Companies are increasingly less likely to abandon older workers. Early retirement was also restricted.

The level of education has continued to grow over the years and higher educational qualifications are associated with a prolonged participation in working life. The occupational rate of the 60 to 64-year-olds was 67% higher than that of the low-skilled (37%). The group of self-employed entrepreneurs, which is relevant to us, has no period of limitation. That is why this form of employment gains importance with increasing age. About 39% of 65- to 69-year-olds were self-employed or assisting family members in 2014.⁷

We found that in Germany elderly people over 60 offer services as mentors to new business owners. In every state of Germany it is possible to find organizations and associations of elderly entrepreneurs who offer advice with a minimum of charge. They are specialized in different business sectors and disciplines, and able to work as a consultant in a new or settled business.

Intergenerational Learning is an established didactic strategy in Germany and for over 20 years produced several methods of learning.⁸ Promoted and studied in a variety of social, economic, cultural and industrial settings, intergenerational learning is a useful strategy for bringing people together in solidarity and democracy.⁹ The focus of our project is on a

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⁶ Sources: Organisation for Economic Co-operation and Development (OECD); Not in Education, Employment or Training: Europe's lost NEET generation, www.guardian.co.uk/data
business-relevant topic. The term "generation change" also means "transfer of responsibility from the older generation to the younger generation"; in family businesses, this affects both the company management and the workforce. Since this transfer is associated with major economic risks and the loss of jobs and know-how, this subject is thoroughly dealt with and very much relevant and discussed both by the state and associations, therefore the results of our project will also be useful in this context.\textsuperscript{10}

In Germany intergenerational learning has been very vast discussed and studied. Models of intergenerational learning are actually used in formal and non-formal or informal education in mainly in three ways:
1. From old to young, like in a business employees learn from each other. The older generation builds the expert-group, the younger-generation the learners-group. The differences between generations have an indirect influence on the process but are not the focus of the content or didactic method.
2. Learning together: Members of different generations work together in groups about one Theme. The different knowledge between generations builds the basic condition for learning but like in learning from old to young it is not the main focus.
3. About each other learning. Different generations with their experiences, knowhow and opinions become the subject matter, where not only the theme is the argument, but also the disclosure of different perspectives on the argument. The subject matter is both the generations and the understanding of them.\textsuperscript{11}

In summary also in business and entrepreneurial activities elderly people represent a very important source of know-how and experience gained through their working as well as personal life, which is worth to be shared with younger generations. The aim is to valorise this know-how and not waste it, since it represents the starting point for the positive improvement and possibility to find employment for the NEETs, or „Learners“ or „Youngster“ (for we decided in the Be The Change project to call the group in a more optimistic, encouraging way, since the Acronym „NEET“ sounds rather dejecting and negative).

\textbf{1.3. Aims of the project and expected outcomes at national level}

On the basis of the described objectives and situation, the \textit{Be The Change Project} wants to create a methodology and tools capable to connect elderly managers and entrepreneurs and young people not employed and not in training to facilitate the exchange of experiences that can help both groups in their personal and working life. To better stimulate creativity, engagement and starting a business, it is important to provide, through

\textsuperscript{11} See: IGELE „InterGEnerationellesLEmen“ igele.info (http://igele.info/).
non formal and informal education, helpful tools for identifying, acquiring and passing on the necessary skills and build a reference framework of what young learner have gained through the training. For the elders the Be The Change-training would easily become a peer-learning experience that can be replicated.

AWO Germany, representing Continental Europe, aims at achieving „community cohesion, based on democracy, mutual understanding, respect for diversity and active citizenship“, as well as essential tools for ‘personal fulfilment and happiness’\textsuperscript{12} of people of German descent, as well as immigrants living in Germany.

In this project we work with the principles of intergenerational, informal and non-formal learning with the purpose of training competences and passing on experiences and know-how between mentors and young learners through creative courses, digital tools and practical learning.

In the first phase of the project (IO1, M1-M12) we analyzed the state of the art of intergenerational learning, collecting existing materials. After this we made a field-analysis of the target groups’ main characteristics, based on the project aims, and made research in experienced intergenerational learning programs in business and enterprise by selecting and analyzing good practices. Furthermore we established a first contact with the target groups and interviewed them. The interviews are based on the Be the Change - analysis framework, we also made transcriptions and thematic analyses of their contents.

Principal aim of the analysis is the definition of the training plan and the development of the training contents directed to the transferring of entrepreneurial skills and spirit.\textsuperscript{13} In particular AWO-Germany looks for training gaps and topics that should be strengthened, as well as non-formal education practices and techniques needed.

\begin{footnotesize}
\begin{enumerate}
\item “Entrepreneurship” is a transversal competence useful to all individuals along the whole life span. It is therefore crucial to find concrete ways to promote an innovative culture of work and an independent and resourceful spirit of initiative, along the lines indicated by the principles of the "Oslo Agenda for Entrepreneurship Education in Europe" (2006). See also: Tessaro F., Baschiera B., Tanti Burlo’ E.: Entrepreneurial skills (2016)
\end{enumerate}
\end{footnotesize}
2. Data reporting

2.1. Aims of the specific study (Sara Santini)

The framework analysis aim is twofold. On one side, it wants to analyze in depth the already existing initiatives of intergenerational education to entrepreneurship in the four European countries participating to the project and, on the other, to identify the main characteristics regarding the project target groups (i.e. older entrepreneurs and young unemployed people) for the development of tailored and useful training courses (Intellectual Output 2). In order to meet these goals, each project consortium organization gathered information through the collection of 3 Good Practices of intergenerational learning carried out at public and enterprise level as well; 15 face to face qualitative interviews and questionnaires to 50+ entrepreneurs and 2 focus-groups with 15 young people 18-29 years old not employed or in formal education pathways (“NEETs”) and individual questionnaires. The data collection tools will be described in the paragraph 2.2.2.

In Italy the Ca’ Foscari University was responsible for the collection of 2 Good Practices and 15 interviews with seniors; INRCA dealt with 1 Good Practice and 2 focus-groups with 15 youngsters.

2.2. Methodology (INRCA)
Selection criteria and recruitment strategy (Sara Santini)

The framework analysis was developed through the study of Good Practices and the direct contact with the project targets, i.e. older entrepreneurs and NEETs.

In this paragraph we describe the criteria followed for selecting initiatives and recruiting individuals to interview.

Good practices selection criteria
Each country identified three training initiatives that were selected on the basis of the subject of the educational program, i.e. the entrepreneurship, and on the adopted method, i.e. the intergenerational learning approach. Data were collected by surfing the internet and through face to face interviews with persons responsible for the initiative. Indicators of “goodness” are the capability of creating new start-ups and jobs, helping know-how handover and recognition of skills by young people, giving value to older people’s expertise and enhancing active ageing.

Inclusion criteria for Seniors and Youngsters
The study follows a qualitative methodology mainly, thus the sample was selected through a non-probability technique: subjects were intentionally selected to represent the condition of Italian older entrepreneurs (“seniors” hereafter) and NEETs (“youngsters” hereafter). Thus, were selected entrepreneurs more than 50 years old, working or active in any business sector (social sector included). Partners agreed to exclude entrepreneurs who inherited the enterprise by parents and did not change or better it, with the aim of seeking
and fully emphasise those skills who characterise an entrepreneur, e.g. spirit of initiative, grit, self-esteem, courage, motivation to succeed, risk taking. Inclusion criteria for NEETs were age, i.e. between 18 and 29, and being out of any working and educational pathway.

2.3. Inclusion criteria for Seniors and Youngsters (Elisabetta Abbondanza)

The Be the Change consortium mainly follows a qualitative methodology, thus the sample was selected through a non-probability technique: subjects were intentionally selected to represent the condition of German older entrepreneurs (“seniors” hereafter) and NEETs (“youngsters” hereafter). Thus, were selected entrepreneurs more than 50 years old, working or active in any business sector (social sector included). Partners agreed to exclude entrepreneurs who inherited the enterprise by parents and did not change or better it, with the aim of seeking and fully emphasize those skills who characterize an entrepreneur, e.g. spirit of initiative, creativity, self-esteem, courage, motivation to succeed, planning competence.

Inclusion criteria for NEETs were age, i.e. between 18 and 29, being out of any working and educational pathway and being interested in the project.

Entrepreneurs were recruited in the Berlin region through AWO-institutional contacts, personal and internet research, personal contacts and thanks to a previous project involving artisan entrepreneurs (TRAME project). There were no refusals (Tab. 1)

<table>
<thead>
<tr>
<th>Recruitment channel</th>
<th>Number of older entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWO-Contacts</td>
<td>2</td>
</tr>
<tr>
<td>Trame Project</td>
<td>1</td>
</tr>
<tr>
<td>Internet and personal acquisition</td>
<td>6</td>
</tr>
<tr>
<td>Personal Contacts</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

*Tab. 1: Older entrepreneurs’ recruitment channels involved in the study of AWO*

Youngsters were recruited in the urban area of Berlin, through in the youth organisation „Alte Feuerwache“, Facebook/word of mouth, thanks to a previous projects involving Syrian and African refugees (Märchenfilm-Project, Ipso E-Care-Project) and personal contacts, (Tab. 2). There were no refusals, but some youngsters did not come to the first focus group, therefore we invited a bigger number of youngsters to the second focus group. We could see that in the youngsters group there is a lack of interest and reliability.
Recruitment channel | Number of youngsters
--- | ---
Märchenfilm Project | 1
Ipso E-care | 2
Word of mouth | 5
Facebook | 2
Personal contacts | 2
Alte Feuerwache | 3
Total | 15

Tab. 2: Recruitment channels/persons involved in the study of AWO

Interviews with seniors were administered face to face and were 1 hour and half long. The first focus-groups with youngsters took place in the headquarters of the Alte Feuerwache-Youth Organization, the second Focus-group took place in the headquarters to the Begegnungszentrum der AWO BERLIN SPREE-WUHLE-Berlin: 8 persons attended the first discussion and 7 the second. Each focus-group was about 2 hours long and was moderated by the researcher, an assistant was the observer.

All individuals were informed about the aim of the project and the modality of interviews and they signed the consent letter where all rights for the safeguard of the privacy were guaranteed according with the National Law (Legislative Decree n. 196 of 30th June 2003-Personal data protection code). They were asked also to approve the use of images such as photographs, through the signature of a disclosure, in order to publish some pictures on the project website if it would be needed.

2.4. Tools used for data collection: Interviews, focus groups and good practice case studies (Marco Socci)

In activities carried out in Intellectual Output 1, and in particular in Action 1 (Methodology for the framework analysis) partners finalized and used three data collection tools:
- the template for the collection of Good Practices (D1) (see template 1 in the Annex);
- the topic-guide of the interviews to seniors (D2) (see template 2 in the Annex);
- the topic-guide of the focus-groups to NEETs (D2) (see template 3 in the Annex).

The first tool has been developed with the aim of collecting, at national level, key-information and characteristics about 3 good practices and initiatives of intergenerational learning in the field of entrepreneurship. The selection of the good practices to analyse have been made through in-depth literature review of reports and scientific papers, enabling us to choose interesting initiatives implemented in Italy in the field of
intergenerational learning. According to the template, the good practices have been analyzed using different sources (e.g. web search, secondary analyses of papers and reports, direct contacts with key-informants, etc.), retrieving and collecting: a) general information about the practice (e.g. leading organization implementing the initiative, contact details, website, etc.); b) more specific information articulated in 12 items (e.g. aims and objectives, key success factors and key performance indicators, target groups, strength and weaknesses of the initiative, etc.).

Both the topic-guide of the interviews to seniors and the topic-guide of the focus-groups to NEETs were articulated in two parts: a quantitative and a qualitative one. In detail, the data collection tool to seniors was mainly aimed at analyzing the professional experiences of entrepreneurs/business people 50+ and their availability on passing on their experiences to young people, for example investigating if and how they (as “mentor”) could help a young person to become a “learner” for starting an entrepreneurial career. The first part of the template contained a questionnaire with 8 mandatory questions and 3 optional questions. The mandatory questions were about socio-demographic characteristics of seniors involved in this stage of the project (e.g. gender, age, level of qualification, employment status, i.e. retired or not), as well as about characteristics of seniors’ business experience (i.e. size and type of company in which they work/worked and implement/implemented their entrepreneurial skills). In the last mandatory question, focused on entrepreneurial skills, seniors were asked to list, in order of importance, key entrepreneurial skills and to choose the abilities they feel confident with teaching others. In the second part of the template there was a structured topic-guide articulated in 12 questions, aimed at collecting qualitative information through face-to-face interviews. For example, some questions, related to professional experience of seniors interviewed, were aimed to collect their opinions about motivations, competencies, characteristics (e.g. personal, relational, technical) important for an entrepreneur and (also key steps) for starting a business. Other qualitative questions were focused on tools used and episodes in which seniors interviewed overcome challenges and turned weaknesses into strengths. Some of the last questions were more directly aimed at collecting opinions of seniors on their availability on and potential ways to support and motivate young people in identifying business opportunities and/or to start a business and to acquire entrepreneurial skills.

As mentioned above, even the topic-guide of the focus-groups to “NEETs” contained a first part with a questionnaire and a second part with open questions useful for the discussion among young people during the focus groups. Some of the questions included in the first part (with 13 mandatory questions and 1 optional question) were the same contained in the template for seniors (i.e. those aimed at collecting socio-demographic information, level of qualification, plus one concerning duration of unemployment). Other questions were focused in asking opinions of young people about their possible interests in starting a business, investigating the positive aspects perceived as positive linked to this option, as well as their interest in receiving support and learning from an experienced entrepreneur/business person to potentially start a business. The last mandatory “close” question had the goal of collecting information for “deducting” which entrepreneurial skills young people thought to have or not. The 7 qualitative open questions for the focus groups aimed at gather opinions of young people (among other things) about their possible
willingness and motivations for starting a business, as well as about what being a business person mean, and about how might an experienced entrepreneur/mentor help them to start a business. By answering to those questions and through the discussion in the focus-groups, and the following data analyses, the research team had the aim of collecting useful insights to share with project partners in order to design contents and methods of an intergenerational learning programme/course supporting young people to develop entrepreneurial skills and (even potentially) to start a business.

2.5. Data analysis technique: the Thematic Analysis (Sara Santini)

Qualitative data from interviews to entrepreneurs and focus-groups with NEETs were digitally recorded and transcribed verbatim. Textual data were analyzed through the Thematic Analysis technique (Braun & Clarke, 2006: 79; Vaismoradi et al., 2013). It was chosen as recommended for studies approaching under investigated phenomena for which there are still no many established theories, as in our case. Through this method patterns in the data were identified, analyzed and interpreted and common threads along the textual material were found (De Santis & Noel Ugarriza, 2000). Researchers familiarized with interviews texts and they identified repeated themes through the data set and gave them a code. In a second phase codes were combined and different codes were sorted into potential themes and sub-themes. Finally, researchers identified the “essence” of each theme for the final interpretation.

Themes and sub-themes were systematized in a matrix. In the following paragraphs main themes will be reported and supported by quotations extracted from the interviews and focus-groups texts.

Data from 15 interviews to seniors were analysed with the support of software for the management of textual data, i.e. Max Qda11. Data from focus-group did not need the use of the software due to the small amount of data, thus data were systematized in the tables treated by the use of past and copy system of chunks of text (Guest, McQueen, & Namey, 2012, p. 224).

Given the qualitative nature of the study and the consequent short number of participants to the survey, quantitative data were analyzed just for the description of demographic characteristics of the targets at national level, without any ambition of statistical power. They are described in the following section.
3. Quantitative data reporting

3.1. Data from questionnaire: Youth participating in the focus groups

A total of 15 young people have attended the 2 focus groups in Berlin, as planned by the project: 7 to the first and 8 to the second focus group organized by AWO (AWO-Youngsters hereafter). According to the low number of focus groups participants, the results of the analysis of the quantitative data showed below offer a general intercultural picture of what emerged from the answers to questionnaire provided by young people coming from Germany (6), Syria (5), Gambia (2), Turkey (1) and Italy (1) living in Berlin involved in this phase of the projects.

Q3-Q4

The AWO-Youngsters sample of young people participating in the focus-groups is composed mainly by men (men=11; women: 4). Respondents are aged between 18 (6,7 % of the respondents) and 29 years (6,7 %). The majority of those who filled in the questionnaire reported to have between 22 and 26 years (60.3%); the highest proportion of respondents is aged 25; i.e. 20%.

Q5

The sample of AWO-Youngsters has a medium level of qualification. Indeed, 11 respondents (73,3%) has completed the secondary school. Their provenience is Syria, Gambia and Germany. Furthermore, the older respondents (coming from Germany and Italy): 2 of them (13,3%) obtained a master degree, 1 of them the first degree and 1 of
them (coming from Syria) a vocational qualification. Thus the older young people with german provenience have a higher level of human capital not adequately “valued” in the labour market; the younger people of german and migrative provenience and the refugees have completed the secondary school and are waiting for acceptance in university, vocational qualification or occupation in the labour market.

Q2
The majority of the sample reported to be unemployed for 2 years or more (8 people, 7 of them are refugees). The other 6 respondents are outside the labour market for more than 1 year (3 people), less than 3 months (2 people) at least 1 year (1 person). The majority defined as long-term unemployed is comprised by refugees who want to learn, study and work with a high motivation.
Q6
In this context is fairly interesting and important to notice that 14 young people out of 15 (93.3%) declared to be interested in starting a business, considered as a way to change the status of unemployed and to enter the labour market.

Q7(Q7.1 in Google Drive)

Among those young people open to the possibility of starting a business, the job aspects most appreciated and viewed as positive by them are the following: “to utilize my abilities and talent in my work”, (10 preferences) „independent working“, „to be successful” and the “possibility to do what interest me”, (9 preferences each; it was possible to express more preferences). These aspects follow the aspirations of young people interested in using personal abilities and talents for working as in doing what they really want, being independent and successful. Other aspects appreciated by respondents are the possibility to work at flexible working hours (6 preferences) and to create new things (4 preferences).
Q8
Young people participating in the survey underlined that the most important sentences nearest to their idea for starting a business were the following: 11. “I would like to work freely without interference” (chosen as the most important item by 6 people) and at the second position: “I would like to be my own boss” (5), “I am able to recognise new market possibilities” (chosen by 4 people).
Autonomy, freely work and market knowledge are key elements underlined by the respondents. At the end young people underlined following sentences: „I think that it is too risky to start a business nowadays”, “I would not start a business alone”, „I would not start a business alone without partners” and „I would be pleased to take part in entrepreneurial training activities“ as the least important (by 2 respondents each).

Q9, Q10, Q11 and Q12
15 young people declared to be willing to attend a course about starting a business. Except of 1 person all respondents are open to listen and receive help from experienced entrepreneurs and/or mentors for starting a business or for receiving useful advices for the integration in the labor market. It is very important to notice that in our focus groups young people show interest and openness to be flanked and supported by experienced entrepreneurs, or senior mentors in a possible process aimed at starting a business.

Q13, Q14
In these questions young people were also asked to answer “yes” or “no” (or “I don’t know”) to a list of sentences related to entrepreneurial skills, in order to understand which of those skills were or were not perceived as “owned” by the same respondents. In detail, young people answered in majority “yes” to many sentences, and in doing so, it could be supposed that they indirectly perceived to have some kind of entrepreneurial skill. 14 people underlined: „I am able to finish projects the I start“. This is a good sign of self-confidence. Additionally they answered “yes” to the following sentences about creativity, workability and project working: „I can work on a project“ (13), “I can set challenging goals for myself“ (12), „I am not afraid to try new things“ (12), „I can think about of the box“ (12); „I can build a team“ (12) then „I can generate alternatives and opportunities” (11), “I can create new ways of doing things” and 10 respondents answered yes to “I can generate creative ideas”, „I can take decisions“. All in all these are rather good signs of a confidence and optimism in relation to entrepreneurial skills.

The most selected competencies according to the self-evaluation of the participants are related to social and personal competencies typical to young people: Flexibility (13); Self-reliance, tolerance, openness, listening skills (12); Development ability, personal development, ability of maintaining relations (11), communication skills (10). More uncertainty is to find in the „method competencies“ and some particular „social competencies“ like rivalry ability (1), ability of efficient asking, receptivity, numerical thinking, debugging (3), management skills, resilience, organisational skills (5). From these answers we can deduce that the respondents believe to possess some of these
entrepreneurial skills. This “mix” offers a first general overview about the issues that have been discussed more in depth through the qualitative discussions during the focus groups.

3.2. Data from the individual questionnaire administered to Seniors

A total of 15 people over 50 have attended the interviews in Berlin, as planned by the project. According to the low number of the participants, the results of the analysis of the quantitative data showed below offer a general image of what emerged from the answers to the questionnaire originally coming from Germany (10), Turkey (2), Austria (1) Korea (1) and USA (1) now living and working in Berlin involved in this phase of the project.

Q3, Q4

3. How old are you?

The sample of elderly people participating is composed mainly by men (men: 9; women: 6). Respondents are aged between 50 (40 % of the respondents) and 69 years (20 %). The majority of those who filled in the questionnaire reported to be between 50 and 54 years old (40 %).

Most of the interviewees have a high level of qualification with a master degree (54,4 %). Furthermore, 20% respondents have a PhD and 26 % a first degree.

Q5, Q6, Q7, Q9.1

All participants except for 1 participant are active. Their businesses and enterprises are mixed in type, size and sector: From micro (53,3 %: 8 Persons) to Small (26,7%: 4 Persons), from Medium (13,3 %: 2 Pers.) to No Enterprise (the retired person). In the interview group there are a sole trader and public limited company managers (both 26,7 %, 4 Pers.), a partnership (20%, 3 Pers.), social enterprise (13,3 % 2 Pers.), limited liability company and others (both 1 Person). We decided to interview a retired School Director, because he could give good information about working with both target groups and
teaching.
According to Q 9.1. the business sectors were education, engineering, building, printing, industry, informatics, fashion, catering and social services.

Q11
As motivation for the foundation of their enterprise the most interviewees selected: I wanted to utilize my education and expertise within the frameworks of an enterprise (8 Pers.), and: I wanted to be independent and free, I wanted to realise my ideas, my dreams. (7 Pers.)
I noticed a new market demand, which I thought I could meet if I act in time./ I was fed up with my previous work and I wanted to change. (6 Pers.)
It was possible to select more options, once more here it is possible to see that for most of the entrepreneurs academic studies the base to create a business, together with an independent character with calculation and planning skills. Through such conditions it is possible to improve upon a previously unsatisfying situation. For a youngster looking for a working opportunity this could be very encouraging.

Q8.1
Among the entrepreneurial skills listed by the seniors in order of importance, the skills more appreciated and viewed as positive are the following: Most important for 5-7,5 %: h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities, m) The ability to recognize and value one’s own talents, c) The ability to implement and modify a project; important for 7,5- 8 %: d) Planning skills (transforming an idea into a project analyzing its feasibility and obstacles); Medium important to 7-8 %: e) The ability to identify and acquire resources of any kind (human, financial, etc.), t) The ability to identify roles and tasks on the basis of an individual’s characteristics; least important to 7-8 %: g) The ability to re-define and think out of the box, l) The ability to transform obstacles into resources, u) The ability to identify pro-positive elements (for improvement).
These aspects seem to be related to the experience of senior managers involved in business.

Q8.21-25
Among the abilities that the seniors feel confident with teaching others, the most chosen in the Group A is the ability b) The ability to produce new and unusual ideas (80%) in Group B the ability f) The ability to take new paths and to develop new methods(60%) in Group C the abilities m) The ability to recognize and value one’s own talents (60%) and k) The ability to deliver one’s goals through personal effort (53,3%) in Group D the ability q) The ability to build a team (73 %) in Group E the abilities v) The ability to remain on task until its completion(53%) and w) The ability to choose and decide for oneself (60%) This indicates a clear tendency to strengthen creative abilities with personal endurance and social skills.
The seniors felt less confident with teaching: e) The ability to identify and acquire resources, i) The ability to transfer one’s own expectations to other contexts and l) The ability to transform obstacles into resources (13.3%); They felt more confident with teaching a) The ability to set challenging goals, r) The ability to delegate, o) The ability to recognize one’s own limitations (20%) or c) The ability to implement and modify a project, d) Planning skills (transforming an idea into a project by analyzing its feasibility and obstacles) h) The ability to read the complexity of reality and what it may offer… j) The ability to generate alternatives and opportunities, n) The capacity of having a positive vision of the future, t) The ability to identify roles and tasks on the basis of individual’s characteristics, u) The ability to identify pro-positives elements, x) The ability to face uncertainty and manage the risk involved, y) The ability to pursue one’s goals over time, without giving up (26.7%, 4 Pers.).

Q10.1-10.3
When selecting their competencies in self-evaluation, the most chosen entrepreneurial personal competencies have been: organisational skills (12), risk taking (11) and decision making / flexibility (9); the most chosen social competencies: management and communication skills (11); networking and tolerance (10), ability of maintaining relations and conflict resolution skills (8). At last the method competencies: readiness to try new ideas and planning skills (12), receptivity and logic thinking, problem solving and openness (9).

Once more the answers in the quantitative questionnaire demonstrate the well known character and skills of an entrepreneur, with strong vision, decision making, planning, calculating and communication competencies and the necessary creativity for new ideas, solutions, new partners and conflict resolution.
4. Qualitative data reporting

4.1. Reporting of the Good Practices case studies

According to the research we found so many interesting documents of intergenerational learning with mentors that we selected 5 good practices.

The good practices show how many areas of intergenerational learning are didactically effective and can save companies from failing. Thus, various elements of the practices mentioned can also be adapted and applied to the learning tools of the Be the Change project.

The selection was intended to highlight different areas of intergenerational learning and, in particular, to emphasise the transfer of skills from experienced senior experts to younger entrepreneurs and workers.

Important is the practice of mentoring seniors, which has been introduced and organised for years. The Bundesagentur für Arbeit (German Association for Employment) and all the organisations distributed throughout the whole of Germany, such as "Senioren der Wirtschaft", "Aktivsenioren" or "Für Gründer", are just a few examples. However, help is only offered to those who actively ask for it and already have an academic base. In this sense, in our project the mentoring course should provide young job-seekers with the ability of active questioning and searching.

It should also be noted that in Germany intergenerational learning is being deepened and applied from the younger to the older side. Here however we did not have the space to introduce this new exciting area.

In the collected good practices from Germany the evidence of the positive impact of intergenerational learning was registered on the individuals, on educational institutions, and on the economy and society.

The good practices demonstrated that enterprise education strengthened the young people’s confidence, for changing perspectives as a learning process, building up their abilities and developing new visions for intergenerational work as a teamwork.

As template for the good practices collection we used the one created by Prof. Fiorino Tessaro and Dr. Barbara Baschiera (University of Venice) on the basis of their Intergenerational and Entrepreneurial Performance Management Systems’ model and according to the partnership’s suggestions.
CO2 Neutral Ice Cream

<table>
<thead>
<tr>
<th>Leader organisation(s)</th>
<th>Florida Eis Manufaktur GmbH / Florida ICE Manufacture PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact details</td>
<td>Olaf Höhn, Am Zeppelinpark 53, 13591 Berlin, Telefon: +49 30 364 03 55-0 E-Mail: <a href="mailto:kontakt@floridaeis.de">kontakt@floridaeis.de</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.floridaeis.de">http://www.floridaeis.de</a></td>
</tr>
<tr>
<td>Date of data collection</td>
<td>21.3.2017</td>
</tr>
<tr>
<td>Operation</td>
<td>New sustainable construction of the factory building and Refrigeration System.</td>
</tr>
</tbody>
</table>

ABSTRACT

Höhn Junior has studied geology and is committed to the basic principles of ecology and sustainability. Höhn Senior, owner of the ice cream factory, which he has taken over from his father in 1985, brings in the know-how of a mechanical engineer. Together they develop a new and consistent CO2-neutral cooling technology and cooling transport. The new cooling technology is implemented by means of measures at the factory building (use of glass foam pots, permafrost floor under the freezer cell so that no underfloor cooling is required), photovoltaics, solar thermal energy, heat recovery and pellet heating and a closed circuit system for the air-conditioning of the production rooms, modernized plate cooling for storage and transport, as well as electric cars). Since commissioning, the production has emitted 680 tons less of CO2.

1 Organization Structure

The family company (PLC) was founded 1927. Industrial sector: Ice-Production. The company is managed by owner Olaf Höhn (born 1950), mechanical engineer and the operational manager Henrike Schulz (born 1987). The son Björn Höhn (born 1983) is an employee of the company's marketing department. The ice cream recipe and production are overseen by the head cook, Simone Gürgen (born in 1963) and reviewed by Olaf Höhn. On several levels the work is carried out intergenerationally. Employees: 240. Business Volume 2015: 9 Millions Euro

Organization Structure

Höhn Junior has studied geology and is committed to the basic principles of ecology and sustainability. Höhn Senior contributes his know-how as a mechanical engineer. As the owner of the ice cream factory, he and his son worked out CO2-neutral cooling technology and refrigerated transportation. Everyone has his job, says Höhn Senior, but we are talking constantly and discussing the steps of the different departments together. We do not always agree, but the discussion continues.
| 3 | Context | After the ice cream factory had grown rapidly in the 1980s, production had to be rebuilt. Father and son took advantage of this opportunity to develop a genuine CO2-neutral production by using new methods of cooling technology. Through the division of tasks and continuous dialogue between the father, son and management, and the willingness to take risks of the main investor (senior), it not only became possible to save energy during production, but also to communicate. Thereby the CO2 neutral ice cream production and transportation are used for the company's advertising and marketing strategy and Florida Eis received the official designation as a „Klimaschutzunternehmen“ (climate protecting company) |
| 4 | Objectives | Everyone worked towards the common goals, which were to increase the ice cream production to 2000 tons annually by 2018 and save energy, as well as CO2 emissions, thus sustainability. The environmentally friendly production pays itself through the saving of 1/4 of the normal electrical costs. The first investment of one million € is refinanced in 6-8 years. |
| 5 | Key success factors | Profit maximization, communication, additional quantity and quality in production, sustainable production, state recognition, development of sustainable technology |
| 6 | Key performance indicators | "We make ice cream out of sunshine": We really managed to produce our ice cream in a Co2-neutral way. |
| 7 | Beneficiaries | The company (energy cost savings, state recognition), the environment, the clients (who consume sustainably) |
| 8 | Benefits | Success and being a pioneer in the sustainability of the production. The development of innovative cooling technologies, the new eutectic cooling, which is more environmentally friendly than previous cooling technologies, plus the weight reduction, which contributes to lower fuel consumption. The company gets certifications for sustainable production and great social recognition. This is also reflected in the growing numbers of large orders. |
| 9 | Strength and weakness | Strengths: New technology, courageous investment, also further development of the technologies for use in electric motors is being planned with the Technical University of Berlin. Strong leadership with great coordination and division of tasks. Good communication internally and externally. Good investment in marketing and advertising. Weakness: The owner Höhn senior is very much in the foreground, giving the son a limited field of work, does not trust him completely. |
| 10 | Network | State recognition, contacts with large manufacturers (Kölln) and trade chains (Rewe, Edeka), large orders Germany-wide. |
| 11 | Sustainability | The technical development can also be applied to vehicles and other cooling systems. |
| Unintended impact and results | Everything is planned as it is realized. Advertising campaign included. From errors that have occurred the technology will be improved. |

| Changing Perspective |
| Leader organisation(s) | Natur- und Abenteuerschule GmbH & Co. |
| Other organisations | Interessengemeinschaft SENIOREN BERATEN DIE WIRTSCHAFT Josef Billen, August-Storm-Str. 11, 51491 Overath Tel. 02206 83004 Fax 02206 868678 Kontakt: j_billen@sbdw.de |
| Contact details | Robert Spessert, Klaus Bunse, Combüchen 1 · 51465 Bergisch Gladbach Telefon: 02202-28516-0 E-Mail: kontakt@nuas.de |
| Website | www.nuas.de |
| Date of data collection | 23.03.2017 |
| Operation | Development leap due to increased demand: Within just two years, employees grow from 5 to 15. Management needs consulting in the fields of calculation, controlling, software, medium and long-term financial planning as well as profitability. |

**ABSTRACT**

The two managing directors asked for help at the network "Senior citizens advise the economy". Within a few days, a consultant was ready, who also helped to provide further contacts, for example to the Chamber of Industry and Commerce and to a consulting neutral banker. In particular, his help with the introduction of a new, needs-based software with which the increased requirements for calculation and controlling can be fulfilled is crucial.

This consulting activity enables management to use feedback on planned decisions, as well as a reflection and possible correction of the company's development.
<table>
<thead>
<tr>
<th>1</th>
<th>Organization Structure</th>
<th>Nature and adventure school, NUAS, since 1992 it plans and builds nature play areas for kindergartens, school yards and youth welfare facilities together with volunteer employees. 17 employees. The concept of supported self-help in the first few years is still an integral part of the NUAS and has been further developed into a social action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Realization</td>
<td>The perspective was directed to the calculation and control of the work processes. In addition, help came through the contact to the Chamber of Industry and Commerce and to a consulting neutral banker. A crucial contribution in the introduction of a new, needs-based software, through which the increased requirements for calculation and controlling could be met. Use of feedback on planned decisions, as well as a reflection and possible correction of the company's development.</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>The Natur- und Abenteuerschule GmbH &amp; Co KG, on the basis of knowledge of pedagogy, medicine, psychology, neurobiology and security technology (natural), develops playing areas on school yards and kindergardens' outdoor areas. The planning and design of the outdoor areas was carried out in close coordination with the ever-growing customer base. The recruitment of many new employees from the fields of gardening and landscaping, wood processing as well as from commercial and pedagogical professions had to be planned, supported and financed.</td>
</tr>
<tr>
<td>4</td>
<td>Objectives</td>
<td>At that time, the company management was not aware of the consequences of this development for the areas of calculation, controlling, software, medium and long-term financial planning as well as profitability.</td>
</tr>
<tr>
<td>5</td>
<td>Key Success Factors</td>
<td>Introduction and training with a new, needs-oriented software with which the increased requirements for calculation and controlling could be fulfilled.</td>
</tr>
<tr>
<td>6</td>
<td>Key performance indicators</td>
<td>Strengthening the position in the market above all through innovation, reliability and high quality, but also, and precisely, concerning the introduction of very young children to child day care centers.</td>
</tr>
<tr>
<td>7</td>
<td>Beneficiaries</td>
<td>Entrepreneurs and employees (securing jobs), customers, children as users of the play landscapes.</td>
</tr>
<tr>
<td>8</td>
<td>Benefits</td>
<td>Qualification in calculation and controlling, reduction of the psychological burden of the managing directors and employees. With the process support, teaching and coaching the participants were supported in the implementation of their operational focus in both practical and pedagogic matters.</td>
</tr>
<tr>
<td>9</td>
<td>Strength and weakness</td>
<td>Indicate what are the main points of strength and weakness of the method of realization of the good practice. [max. 200 characters excluding spaces] Quick advice, contact chamber of industry and commerce and neutral banker, help with the introduction of the new software for calculation and controlling, feedback regarding planned decisions and possible correction of company development.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>10</td>
<td>Networks</td>
<td>Contact with chamber of industry and commerce, neutral banker, and various environmental enterprises.</td>
</tr>
<tr>
<td>11</td>
<td>Sustainability</td>
<td>The stability of the company, which already operates in the sector of sustainability and cooperates with sustainable partners, with the aim of reducing energy consumption, CO2 emissions and noise pollution.</td>
</tr>
<tr>
<td>12</td>
<td>Unintended impact and results</td>
<td>Change of perspective as a learning process.</td>
</tr>
</tbody>
</table>

**A critical view from outside**

<table>
<thead>
<tr>
<th>Leader organisation(s)</th>
<th>SuK Kunststofftechnik GmbH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other organisations</td>
<td>Senioren Beraten Die Wirtschaft (SBDW)- Josef Billen August-Storm-Str. 11 - 51491 Overath - Tel.: 02206 83004 Email: j.billen (at) sbdw.de Internet: <a href="http://www.senioren-beraten-wirtschaft.de">www.senioren-beraten-wirtschaft.de</a></td>
</tr>
<tr>
<td>Contact details</td>
<td>Martin Witulski, Geschäftsführer Am Funkenhof 10</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.suk-gmbh.de">www.suk-gmbh.de</a></td>
</tr>
<tr>
<td>Date of data collection</td>
<td>23.03.2017</td>
</tr>
<tr>
<td>Operation</td>
<td>Highlighting of the manufacturing process with partners of the organization SBDW. Planning of the improvement of the procedures in a 2-day workshop. Factory simulation for initial experience on &quot;Lean Manufacturing&quot;. Support on the objectives and key figure system for production.</td>
</tr>
</tbody>
</table>
ABSTRACT

Due to a very complex project from a supplier for locking systems, a further development of the processes in this area was urgently required. Therefore two partners from SBDW advise on "Sales" and "Project Management". The aim is to make the processes more efficient for the entire program, in order to then deliver the required product variations and volumes and deliver them in the required time and quality. A 2-day workshop with executives examining topics such as waste, added value, 5S workplace organization, rapid machine setup, total productivity maintenance (TPM), meeting structures and working with key figures. This was followed by subsequent factory simulation. Afterwards there were regular analysis of the processes in working teams and further development by the employees.

<table>
<thead>
<tr>
<th>1. Organization</th>
<th>The SuK Kunststofftechnik company was founded in 1973 in Bergneustadt by Schürtrumpf &amp; Kückelhaus GmbH. As a medium-sized company, SuK produces plastic parts for the automotive industry, the electrical industry, medical technology and machine and plant technology in 3-shift-work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Realization</td>
<td>Economy seniors advise on the topics &quot;sales&quot; and &quot;project management&quot; in the further development of the processes of a very complex project of a system supplier for locking systems. Another important component was the introduction of a key-figure-system for production. It focuses on 10 key figures, which are used to control the productivity of the entire production process and are discussed consistently in a weekly meeting.</td>
</tr>
<tr>
<td>3. Context</td>
<td>The task was: How can we achieve a stabilization and a sustainable development of the rapidly growing company together with the help of external consultants? Together with the production team, improvements should be planned and designed on the basis of a strength / weakness analysis.</td>
</tr>
<tr>
<td>4. Objectives</td>
<td>In the period of the fastest growth in corporate history between 2013 and 2015 (+ 40%), we were informed about the SBDW network through a recommendation from our tax consultant and asked for support in addressing the new requirements.</td>
</tr>
<tr>
<td>5. Key Success Factors</td>
<td>Targeted advice on clearly formulated needs, involvement of employees and managing directors, 2-day workshop with all company executives, simulation, weekly meetings, assistance with implementation. Acceptance of the support from all sides.</td>
</tr>
<tr>
<td>6. Key performance indicators</td>
<td>The workflows for the entire program are made more efficient in order to, in a further phase, deliver the requested product variations and volumes in a timely manner and the required quality.</td>
</tr>
<tr>
<td>7</td>
<td>Beneficiaries</td>
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<tr>
<td>8</td>
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<td>9</td>
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<tr>
<td>11</td>
<td>Sustainability</td>
</tr>
<tr>
<td>12</td>
<td>Unintended impact</td>
</tr>
</tbody>
</table>

Generations learn together: Sustainability

<table>
<thead>
<tr>
<th>Leader organisation(s)</th>
<th>Katholische Erwachsenenbildung Deutschland / Catholic Adult Education Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other organisations</td>
<td>Seelsorgeamt im Bistum Freiburg, Arbeitsgemeinschaft katholisch-sozialer Bildungswerke, Friedrich-Alexander-Universität Erlangen-Nürnberg, Bildungswerk der Diözese Mainz, BDKJ Diözesanverband Köln</td>
</tr>
<tr>
<td>Contact details</td>
<td>Katholische Erwachsenenbildung Deutschland - Bundesarbeitsgemeinschaft e.V. Rheinweg 34 53113 Bonn Tel.: 0228 902470 E-Mail: <a href="mailto:keb@keb-deutschland.de">keb@keb-deutschland.de</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.keb-deutschland.de">www.keb-deutschland.de</a></td>
</tr>
</tbody>
</table>
ABSTRACT

Essential for the Project is an advanced Training for multiplicators. Focal points are: a) the didactic exploitation of quotations and offers for learning in intergenerational education for a sustainable development through Qualification of consultants and instructors in adult education; b) the Opening of the educational institutions with regard to intergenerational formation for expansion of sustainability and consistency in configuration of educational environment; c) Changing of programs of adult education institutions by the aspect of Intergenerational Education in themes like: Dialogue between young and old people for reduction of tensions and overcoming discrimination and prejudice.

1 Organization Structure

The educational trainings:
Qualification in Theory and Practice of intergenerational Education to Sustainability [1.1.~31.5.2007]
Practice with projects in different Schools for adult education in Germany, with an open event for information exchange. [1.6.2007~31.1.2008]
Evaluation and Publication of Results [1.2.~30.6.2008]

2 Realization

Trainings have been realised in different german locations. Topics: Potentials of Dialogue between old and young people, Reduction of tensions, discrimination and prejudice. Generations-comprehensive Sustainability, Practices of education in Solidarity and Equity between generations in long terms, Forms of motivated generational Engagement.

3 Context

Traditional intergenerational Learning processes, especially in Families, lose more of their self-evidence. Age comprehensive Contacts and learning are not only for single persons essential, they are also necessary for the development of a solidary, kind and benign society.
In sense of a global/Comprehensive Solidarity between generations it is essential to depict new paths with young and old people supported by intergenerational learning.
<table>
<thead>
<tr>
<th>4</th>
<th>Objectives</th>
<th>The Training focusses on sustainability in learning opportunities. The aims are: Intergenerational Learning and Education in sustainable development. The Evaluation of the Project contributes to scientific knowledge about intergenerational Learning which happens implicitly in families, but can be made useful also in Institutions of adult education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Key success factors</td>
<td>Observance of different Orientations (of Biography, Social Space, Action, Campaign, Interaction, Participation Exchange of Experiences) is important in the success of intergenerational educational Processes in Context of Globalisation and Sustainability.</td>
</tr>
<tr>
<td>6</td>
<td>Key performance indicators</td>
<td>Positive Results in the orientation of Biography, Social Space, Action, Campaign, Interaction, Participation, Exchange of Experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Beneficiaries</td>
<td>Multipliers in the adult education of different ages.</td>
</tr>
<tr>
<td>8</td>
<td>Benefits</td>
<td>In all practices the intergenerational Sustainability was a generative Theme, which could be interpreted and developed in many different ways as the combination with different social spaces allowed. It was possible to work and develop together new facilities and biographical themes between generations and to work on continuity and future interchange.</td>
</tr>
<tr>
<td>9</td>
<td>Strength and weakness</td>
<td>Points of strength: Boosting intergenerational Interaction, collective Knowledge, Participation, and generation-specific perspectives came out in the choosing-processes, learning justice and solidarity between generations with a perspective to the future and sustainability. Points os weakness: Abstraction of the notions Sustainability and Global learning. Awareness raising is necessary as a part of the didactic modules</td>
</tr>
<tr>
<td>10</td>
<td>Network</td>
<td>Networks with Universities, Catholic Education Institutes, Dioceses, sustainanble industry: Gepa, Fairtrade, Oeko-fair</td>
</tr>
</tbody>
</table>
12
Unintended impact and results

The personal interest and participation which came naturally through pantomimics, improvisional technics, dialogue exercises and physical exercises like they are used in theater. The participants of this group showed after the exercises more self-engagement than other groups which visited fabrics or touristic attractions. They brought after it self written texts, poetry, stories, and articles to the meetings.

<table>
<thead>
<tr>
<th>Learning between Generations</th>
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</thead>
<tbody>
<tr>
<td><strong>Leader organisation(s)</strong></td>
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<tr>
<td><strong>Other organisations</strong></td>
</tr>
<tr>
<td><strong>Contact details</strong></td>
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<tr>
<td><strong>Website</strong></td>
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<tr>
<td><strong>Date of data collection</strong></td>
</tr>
<tr>
<td><strong>Operation</strong></td>
</tr>
</tbody>
</table>

**ABSTRACT**

In the presence phase of didactics and methodology, various methods of intergenerational learning were tested: exercises on prejudices fostered mutual understanding; the social analysis of the environment served to record the interactions between the generations. Collegial counseling was suitable for the joint work.

The didactic models and schematically played out methods fostered engaged discussions with regard to the own company structures. At the same time, it became clear that the
companies have to shape their specific challenges, which do not correspond to any model situation.

The company-specific training of entry-level employees is very important. This is why the participants in the ZwiGL project concentrated on the transfer of experience and knowledge between younger and older employees in the assembly sector.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>With the process support and the coaching the participants were supported in the implementation of their operational focus in both practical and pedagogic questions. The participants in the ZwiGL project concentrated on sharing experience and knowledge between younger and older service staff.</td>
<td></td>
</tr>
</tbody>
</table>

| **2** | **Realisation** |
| The specialization of the employees and the resulting long working hours are at the heart of the company's project at ThyssenKrupp Aufzüge Deutschland GmbH, Stuttgart branch. In order to secure the experience of retiring employees in the company and at the same time to provide their successors with a good start after their training, they will be introduced, among other things, to learning tandems and a knowledge database. |

| **3** | **Context** |
| Demographic change has for many years been characterized by an increase in the share of older workers and the fall in the share of younger employees. For companies that want to be economically successful, the greatest risk is not to shape demographic change within the company. ThyssenKrupp Aufzüge GmbH wants to adapt itself to this by means of a clever work organization, an increasingly better qualification of all employees and a more systematic succession planning than before. |

| **4** | **Objectives** |
| The specialization of the employees and the resulting long working hours are the focus of ThyssenKrupp Aufzüge at the center of the company's project. The objectives of the qualification project on intergenerational teaching and learning processes were to: Secure the experience of retiring employees in the company and, at the same time, to give their successors a good start after their training. |

| **5** | **Key Success Factors** |
| Good Communication. |
| The experience and competence of older workers was combined with the knowledge of the new employees. |

<p>| <strong>6</strong> | <strong>Key performance indicators</strong> |
| The operational project ZwiGL enabled new learning experiences and the emergence of a company-oriented continuing education culture. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Beneficiaries</th>
<th>8 Benefits</th>
<th>9 Strength and weakness</th>
<th>10 Network</th>
<th>11 Sustainability</th>
<th>12 Unintended impact and results</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Throughout the project entrepreneurs, works council, staff and science. In the example the mechanics - In the study the reader and scientifically the exploration of intergenerational learning.</td>
<td>With the increasing qualification of both groups of employees, the motivation and work results are improved for all, while at the same time the reduction of the psychological stress is striven for. With the process support and the coaching the participants were supported in the implementation of their operational focus in both practical and pedagogic questions. The high personal commitment of all involved persons allowed the successful realization of the company's projects.</td>
<td>In addition to the company's individual projects, there have been learning-experiences at various levels: • between older and younger worker, works council and personnel department, management and workers.</td>
<td>Between management, works council and personnel department; between different establishments; between Academy for Continuing Education, Federal Agency for Labor and various companies.</td>
<td>The tested transfer of knowledge between different generations, solidarity and democracy. Documentation of new learning experiences and the emerging of a company training culture.</td>
<td>Solidarity between different Entrepreneurial Sectors and Working People, and between Science/Research and Enterprise/Establishment.</td>
</tr>
</tbody>
</table>
4.2. Emerging themes from the Interviews with Seniors

With the seniors as well, open questions interviews were made, they have been audio recorded, then transcribed and translated in English. The answers have been collected only for this study purpose. The focus of the interviews is the working experience of entrepreneurs and their thinking about competences, needs and skills of an entrepreneur to have.

About themselves the entrepreneurs showed generally, that they are very individual persons. Each of them had a peculiarity, was self-confident and spoke about its merits. So this is what they have all in common: they are able to praise themselves.

Another common ground: they all are have a passion: their business. Some of them love it so much, that it means for them not really to work. Why this? In their job they find success and the satisfaction of being creative - as an interviewee said - that success by being creative means more than family and more than money, too.

Some of them even work on Sundays.

Not even statistics, but also the project interviews tell us, that a big problem is the compatibility of job and family, another reality is that a large group of senior entrepreneurs don't leave their job. Why this? An entrepreneur told in the interview frankly, that his son will not be able to lead the business like him. He is worried, that his enterprises maybe perish when he will have to leave. Until then, he will fight, for his business naturally.

These are only some samples, but the fact, that entrepreneurs are passionate and fight for their business was common opinion.

What these goal-oriented persons have learned in their working life - and find it still essential and necessary - is: to take active part in the social world basically for their goals, that mean a) to work with partners, nowadays called teamwork, b) to collaborate with a big group of business friends, called social networking and to serve their customers, called target group.

Most interviewed entrepreneurs considered it very important: to be brilliant and alert in one's own sector, and to have a good structure both in market analysis and in planning.

From a gender-perspective some differences could be observed:
Business-man spoke about autonomy/being free and teamwork, responsibility and risk taking, concurrence and competition, product design and strategy.
Business-women spoke about creativity and good contact with staff, colleagues and clients, openness and chances, readiness to learn, passion and also about fight, when necessary.

Referring to the characteristics of a good mentor both business-men and -women told that he should be a good observer and listener and that trust is the most important quality for mentoring.

Another point of the interviews was the willingness to become mentor for young people interested in starting a business in the Be The Change project: Six persons accepted to take part on training for mentors and learners, the others offered a one-day participation, internships, network or addresses of institutions for mentoring.
In the following pages I refer about the emerging themes and sub-themes according to the transcriptions of the Senior Entrepreneurs in Berlin from the answers of the interviewees. In the first position are the most given answers. In the footsteps some quotations.

- Q1 As a person with entrepreneurial skills, what do you think are the key steps to starting a business? - Q6 Can you identify one key aspect that you considered in starting your business?

**THEME 1: KEY STEPS AND ASPECTS FOR STARTING A BUSINESS**

Sub themes/Codes

Personal Engagement: passion, competence, readiness to learn, desire to assume responsibility, endurance, audacity, take the chance, optimism, is convinced about the product.

Business Steps: business idea, communication ability, marketing, market analysis, business Plan, risk-calculation, good network.

- Q2 What was the motivation that drove you to open your business? - Q3 Could you tell me about a significant business occurrence coming from your professional life?

**THEME 2: MOTIVATION FOR STARTING A BUSINESS**

Sub themes/Codes

Success
Acknowledgment/satisfaction of customers
Creativity
Autonomy
Self confidence
Academic studies
Take advantage from new chances
Consultancy
Really want

14 „Enthusiasm and passion and love of the business you want to do“ (M5); „To have an idea of what you want to to. To be willingly to go your way with endurance. That needs to make inquiries, get informations, to have a clue (what kind of establishment and sector), personal exchange with other people, calculating the risks, all in all you need a realistic image and to know, that you have to put a lot of work inside.“ (M7)

15 „I wanted to shape my own professional world, in the content and by choosing my partners. That is the almost significant thing. Independents meet each other in a different way, it has to work. Good Network. When you are alone you can't reach anything.“ (M10); „We wanted to realise our Ideas. Take the chance.“ (M11); „The independence drives me. I want to determine the rhythm by myself, like an artist. With my ideas.“ (M14)
- Q7 What gave you the confidence to start a business?

THEME 3: CONFIDENCE FOR STARTING A BUSINESS\(^{16}\)

Sub themes/Codes

psychological aspects: creativity, acceptance, trust of others, self-confidence, individual fulfilment, openness for the assignment, the example of a good friend.

objective aspects: success, research, experience, training, money, good network.

- Q4 What are the most important competencies for an entrepreneur?

THEME 4: COMPETENCIES OF A BUSINESS MAN/WOMAN\(^{17}\)

Sub themes/Codes

Organizational steps: structure, to finish, discipline, to implement, to transfer.

Mental competencies: observation, ability to reflect/connect capacity, creativity, self-consistency, to have humor, kindness, optimism, respect.

Communication: contact with the customers, network, teamwork, delegation competence.

Sector competencies: competitiveness, master the subject, reliability, entrepreneurial and economic thinking, decision making ability, persuasion skills:

Development competence: stabilisation, professionalism, management, office, problem solving, distress-ability.

- Q5 What are the most important characteristics (e.g. personal, relational, technical) for an entrepreneur to have?

THEME 5: CHARACTERISTICS OF A BUSINESS MAN/WOMAN\(^{18}\)

\(^{16}\) „Acceptance and positive feed back. To get involved, to allow, to want it really. Positive Examples of others, who succeeded, so I thought, I can do it too. Comparison with others, Sense of reality, Sense of feasibility.“ (M15); „I wanted to do it, Openness for the task/assignment, the confidence it would run, I was a little doubtful if I have the right competencies for it, but they grew up by experiencing.“ (M7)

\(^{17}\) „To observe, to trust, peace of mind, to find a personal (not only functional) relation to the staff and the customers (so you can work in harmony), discipline, kindness with the attendance, to play the game, to stand to the rules. You don't need to be afraid making Errors. Then so is possible to learn.“ (M4); „The ability of professional development is very important for starting a real business, you have to organise, to manage, to get people/employees, you need a structure, an office, to make one's mark, to stabilise. With regard to contents, more then the establishment.“ (M 11)

\(^{18}\) „Courageousness in taking risk, ability to embedding people. Technically to feel up to the mark. Ability of team working. Being a struggler, a player, to be persistent, to respond to different
Sub themes/Codes

Personal characteristics: will power, patience, discipline, result oriented, flexibility, ready to assume risk, work with intuition, a clear view, technically to feel up to the mark, a player, reflection, verification, persistence and resilience, audacity, strong character, humorous, authenticity, strength of purpose, curiosity, be alert, trust, big ego, self confidence.

Relational qualities: teamwork ability, dialogue competence, friendliness, ethical values, attentive, able to listen, openness to other people, ability to embedding people, give-and-take.

- Q8 a) Can you identify one stumbling block that you came across in your business life?

THEME 6: CRISIS IN A BUSINESS

Sub themes/Codes

Dealing with staff: responsibility for staff, trust the wrong person, problems with an employee, personnel fluctuation.

Financial risk: lot of obstacles, financial risk, taxes, insolvency, liability for damages, money lack by big deals.

Dealing with customers: Orders collapse, opposition, antagonism, resistance by people who are very critical, Counterpart doesn't understand what I want and not succeeds, lack of trust.

Dealing with public administration: bureaucracy.

Individual errors: in handling the first success, lack of risk taking, by stress.

Incompatibilities of business/private life: conflict with my family.

- Q8 b) What were the most important tools that you used to overcome the challenge/Stumbling block? - Q9 Could you tell an episode in which you turned a weakness into a strength? - Q10 Could you give me an example of how you managed business risk?

THEME 7: RISK- AND CRISIS-MANAGEMENT IN A BUSINESS

situations, always to new situations. To act with the kicking leg as good as with the supporting leg.” (M11); „Courage. Deciding in short time, guiding the personnel, in every aspect, in financial issue too. Delegate fields of work to experts. Let people work autonomous. The team should feel well. Teamwork is very important. I made this experience. The entrepreneur decides. He also takes the risk. He also has to give the feeling, that all are working together. It is important to have layback, so that is possible to invest (for example in new technics),“ (M8); „Networking is all.“ (M14)

19 “There are always stumbling blocks. Analysis helps” (M11)

20 „I had to extemporize, and carry on” (M10); „Patience, stay calm, not let you drive crazy, remain communicative and become more and more open, generate exchange. Communicate fair and polite, transparent, without making false promises. Not antagonize. Observe for a long time, in
Sub themes/Codes

Staff management: talk things out, confidence, to be consistent, calmness, transparency.

Financial management: gather resources and information, analysis, plans to manage the risk, good calculation, recognize problems early, courage, personal financial efforts, learn more about, work with experts, to be serious and strategic, stop it, analyse the risk (best/worst case), basic evaluation in the planning, help from outside (managers, lawyers consultants), regulatory plan, teamwork for finding weakness, manage the risk by sharing it, find investors, who brings networks, bootstrapping: without borrowed/with extern capital

Customer management (also by public administration as a customer): observe for a long time, analysis, patience, always attentive, soft skills, the vision was very important, work with experts, go along, carry on, listen to others/customers, generate exchange, to convince or to let go, Transparence, do a good job, press relations, go along with acquisition.

Network management: maintain relations, transform enemies in friends, remain communicative, I learned to ask, meetings with the competitors, transparency, avoid antagonizing.

Individual solutions: to stand up/decision, to wait, take a holiday, little steps, be strong, no doubts, help from with experts

- Q11 What skills and attitudes would you consider important for helping a young person who wants to be an entrepreneur? - Q12 From your perspective as an entrepreneur what type of person makes a good business mentor?

THEME 8: CHARACTERISTICS OF A BUSINESS-MENTOR

Sub themes/Codes

Social attitudes: patience, is severe and lovely, brings time, friendliness, alertness, gives praise and approval, is not dismissive, is on a level playing field, humour, curiosity, is respectful and responsible, diligence, courage, ability to solve problems, is able in handling with people.

conferences or meetings, listen more then showcase oneself." ; „Analyse the risk: what happens, what can happen? Best/Worst Case. From the Breakdown you extract the measures of handling. In a building project you have to calculate with probabilities, consequences, acceptable or avoidable risks. Additional Safeguard. Basic evaluation in the planning phase. Experience is the key. And not to have stress in your mind.” (M15)

21 „To make experiences accessible. Well charged. More consultative, mentoring. By didactic preparation. To take the time. To be available for questions. To give the possibility of networking. To challenge things positively. Use surveys of professional forecasters. Empathy for persons and processes.“ (M15); „Someone who is experienced, thus you can pass experiences. Such a mature and competent person of a certain age (and level) will be more accepted then someone who is reading a paper.” (M12); „The mentor must not be subject-specific. He should have didactic abilities, pleasure in it, psychological empathy.” (M11)
Professional tools: Experience, is professional, works seriously, gives structure, a realistic planning, has experience with the risk, has an overview and knowledge of the market, works with SMART criteria, has a business, reached his goals, is satisfied, pays attention on good communication, is a book keeper and a visionary, builds a good team, gives the possibility of networking, can calculate, storytelling.

Mentoring skills: Empathy, listening skill, didactic competence, instinct, able to withdraw, looks how it runs, modelling, interest in young people and new ideas, has a good preparation, gives feedback, is available for questions, is able to filter the skills of the others, has pleasure in it.

- Q13 In which ways can an entrepreneur or an ex-entrepreneur help a young man/woman so that he/she can follow in his/her footsteps and become an entrepreneur? - Q14 As a person with entrepreneurial skills, would you be willing to help young people in starting their own business? If yes, why? - Q15 How would you go about helping a young person identify a good business opportunity? - Q16 How would you go about supporting a prospective young entrepreneur in starting a business?

THEME 9: SUPPORT IN STARTING A BUSINESS

Sub themes/Codes

Practical advices: supporting in the field, showing structures work, negotiation, performance, about money, planning together, speaking about problems, market analysis, customers, Positioning, Marketing, with network, helping about difficulties, with examples, brainstorming, observing how he works and communicates, how he implements things, how he sets a goal, how he develops, help consolidating, helping being transparent, with instructions to delegate, with practical issues, taxes, calculations to show, or looking together,

Passing on knowledge and experience: narrations about going into business, personal development, with answering questions, without competition, with courtesy, charisma, handling themes, taking him/her to talks, negotiations, like a son, and let him/her decide.

Training of self-confidence: encouraging to go and remain on his way, by listening, giving feedback, by talking, speaking about his biography, by finding out what they like, go a long for a while, respecting structural weakness, not forcing him.

Practical training: Learning by doing, with contacts, partners to talk with, offering him a job or internship.

---

22 “I like to help. It would be a pity when I retain my knowledge to myself. And I would be happy about the success of my mentee.”; With counseling, guidance, talks, speaking about Problems. There is no fatal problem at all. In Germany you can clear every debt. I would support also with contacts, networking, help”(M1)
The screenshot of the analysis table (see below) provides an overview of the identification of the main themes and sub-themes after the transcription of the interviews: in bold are the often repeated words, underlined and with an exclamation mark are the most repeated words.

<table>
<thead>
<tr>
<th>Theme 9: Support in Starting a Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13 In which ways can an entrepreneur or an ex-entrepreneur help a young man/woman so that he/she can follow in his/her footsteps and become an entrepreneur?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 10: Ways of Helping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q14 As a person with entrepreneurial skills, would you be willing to help young people in starting their own business? If yes, why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 11: How would you go about helping a young person identify a good business opportunity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15 How would you go about supporting a prospective young entrepreneur in starting a business?</td>
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</table>

<table>
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<tr>
<th>Theme 12: Learning in the Front Line</th>
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<tbody>
<tr>
<td>Q16 How would you go about supporting a prospective young entrepreneur in starting a business?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ways of Helping:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell, narrate, listen, feedback with network, help about difficulties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples, Brainstorming, concrete Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>How he implements things, we discussed previously, how he sets a goal, how he develops helping being transparent</td>
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</tbody>
</table>

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<tr>
<th>Help consolidating respecting structural weaknesses, instruct to delegate</th>
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</thead>
<tbody>
<tr>
<td>Learning in the front line, No competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1: Analysis of Themes</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>M7) To tell, narrate, listen, help about difficulties, go a long for a while, observing: his appearance and his ability to communicate well, also how he speaks, how he implements things, we discussed previously, how he sets a goal, how he draws the line at work. To be transparent and to maintain this profile.</td>
<td></td>
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</tr>
</tbody>
</table>

| M8) 14: I would help. Young people think, that it’s easy to start an enterprise. They love risk. But by buy and sell, there is a lot running behind. Bills, tax account, save and handling receipts – that is the business behind. I could help taking him/her to talks, conversations, proceedings, negotiations, like a son, and let him/her decide. Also to say, when something is not ok. To realise: what interest is on him? What focus: Open speaking. Collecting experiences, he has to know the matter, and to know his weakness. Careful, to listen what he is doing. To say the own opinion. The decisions remain with him. |

| M9) Yes I would help, because I am a fine person. I like it. I am open for questions and answers. Important: Contacts, partners to talk with, to point to the problems and see and solve them early. By debugging. To be a partner in talking and debates. |

| M10) By passing knowledges, that is what I do, then to fish out the right persons, able to observe and discover and use the ability and competence of the others. Helping young people: Well this is what I do as a Prof. with my students and assistant. Why? Because I know and estimate them and I want to support them. I have a lot of contacts with young formed persons. I can give some he wants to to is individual, he ought to find out. I can help him to find out. He should have the good idea... What can I do? He has to do it. It is his job. |

| M11) By supporting in the field, showing how structures work, negotiation, performance, entrance, to work independent until the others do accept you as a professional), speak about money: undertaking to negotiate (self esteem) By asking him what he likes to do, then to think, what he can do with it. By offering him a job or a trainee. By giving him a chance to have a look, to come inside. I would do it, because a piece of respon... |
4.3. Emerging themes from focus groups with youth

Like the Italian partners we made a table for an overview of the main themes and sub-themes identified through the analysis of focus groups discussion according to the open questions.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Themes</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 - Could you tell an episode in which you turned a weakness into a strength?</td>
<td>Management of difficulties &lt;br&gt; Changing life &lt;br&gt; Experiments in order to solve a problem</td>
<td>Difficulties at work &lt;br&gt; Difficulties at school/training/ &lt;br&gt; Illness/psychological difficulties &lt;br&gt; Danger and loss by civil war</td>
</tr>
<tr>
<td>Q2 - Have you never thought about the possibility of starting a business? Would you like to do it?</td>
<td>Will to start a business &lt;br&gt; Lack of interest in starting a business</td>
<td>Drivers to start a business: Curiosity to start something new, ideas, desire to do something, desire to earn money &lt;br&gt; Barriers: lack of interest, fear of the economic risk, scepticism, lack of self esteem, political criticism.</td>
</tr>
<tr>
<td>Q3 - Why would you want to start a business?</td>
<td>Lack of interest in starting a business</td>
<td>Practical steps &lt;br&gt; Funding &lt;br&gt; Imagination/Creativity &lt;br&gt; Personal and relational abilities</td>
</tr>
<tr>
<td>Q4 - What do you think are the key steps to start a business?</td>
<td>Key steps for starting a business</td>
<td>Personal and relational characteristics of a good business man/woman &lt;br&gt; Technical competencies of a good business</td>
</tr>
<tr>
<td>Q5 - What do you think being a good business person means?</td>
<td>Characteristics of a business man &lt;br&gt; Competencies of a business man</td>
<td>Success and ability to make money &lt;br&gt; Social engagement</td>
</tr>
<tr>
<td>Q6 - Think of one person who was successful in business,</td>
<td>What makes a Successful Entrepreneur</td>
<td>Success and ability to make money &lt;br&gt; Social engagement</td>
</tr>
</tbody>
</table>
what do you admire about him/her?  
Transformation  
Solving Problems  
Professionalism  
Control and Self-control  
Self-confidence  
Independence  
Decision making

Q7 - How could an experienced entrepreneur help you to start a business?  
Mentoring tools  
Practical help in starting a business  
Advices  
Observation at work  
Motivation  
Balancing with reality  
Discuss themes  
Informations about business  
Personal support  
Experience

Tab. Overview of main themes and sub-themes per questions

The first important theme identified in the data collected through the discussion with young people concerns the will for starting a business.
The answers of the Syrian and African refugees were all positive: they are all interested in learning about starting a business, or at least curious to take part in a training. They are all searching for a job and interested in learning.
By answering the first question, about transforming a weakness into strength all spoke about the risks and difficulties that they had in the past, and about the strong wish to live in peace, security and to earn money for their families and friends who live in risk and big needs. This question was for the beginning of both focus groups an interesting way of going into personal tools to overcome barriers and offered the possibility to learn more about changing and taking constructively part in the group.
In the German, Turkish and Italian group, with the exception of two very interested young men, who already had some ideas for business, and wanted to take part in the training, there was more skepticism and a sort of lack of trust in business, as if it were a not accessible goal.

By answering and discussing the third question emerged also the criticism and lack of interest for starting a business, the second important theme of both focus groups.
Some motivations for criticism and interest in business were told:
The Italian participant answered: „I would like to put in practice my knowledge and my skills to help solving problems. I also like to be independent; starting your own business gives you this freedom. Often businesses can help to solve challenges and this is the direction I want to take.“

Another young man: „I would like to learn to have my own business, maybe ...“

A young woman: „I don’t want to start a business. My mom runs a restaurant and had never time for me. That was enough business already...“

The especially interested participant spoke of his idea to create a business as a „work-opportunity for disabled people and sustainable tourism, the social aspect is important for me...“

After his explanations a young man was interested to know more about „good business“ which „could be creative“.

Two other young people spoke about business as a real „work-opportunity“ and their big desire of „making money“. In the first focus group the wish „to earn money and be independent“ or „to help my family“ were more present.

Also a lot of questions came out: „I don’t have enough money for a business“, „business is something for rich people“, „business is too big and too risky for me“.

Fear of economic risk is there, and a political motivated criticism against arrogant and ambitious people who run big global companies. Nevertheless the information, that at first a business can also be a small one, as a participant said, was well accepted and in the participants grew the interest for learning more about planning skills and tools for starting a business.

By answering and discussing the fourth question emerged the theme of the key steps for starting a business. The majority of the participants seemed to be well informed about this matter and the importance „to have ideas“, „to have a plan“, „to be well organised“, „to create connections“, „to be flexible“ and „to take a risk“. „The financial aspect“ was also told as a big issue.

Other themes: „quality“, „decision making“, „commitment“, „product-planning“, „to know what you want, ambition“, „to give a good product“, „to draw profit“. The very interested young man was also well prepared: „If you are starting your own business first you need to check what are your own capabilities, what can you do by yourself? If you have very low budget, hiring it is going to be hard. Second you need to make a market research on the field you plan to start your business. You need to find competitors and other actors who are operating in the same area where you wanna work. This will help you to develop a realistic business plan with real figures from the sector. Than you should start looking for clients, once you have found your first clients you should formalize your business and register it at the authority.“

The themes of the discussion of question 5 and 6 are the real or admired profile of a business man and it is very interesting to notice, that in the discussion some criticism about the arrogance of business men could be distracted, with the result of more openness and interest of the most participants in a business-career. For the half of the
participants, a business man „works hard and draws profit“, „has to be successful, to achieve goals in business“, „is somebody that has good abilities in different fields, if you are running your own company you have to be good at doing almost everything.“ Other collected statements: a good business man „can take decisions, can create a „hot product“, „has to be always updated about new trends of the market and always be vigilant on all sort of news.“ „A good business man might also be aware of the social impact that his business project might have.“ A good business man should be „empathic and independent, but also responsive to people“ - The social engagement of the very shy participant who told this, gave some positive input into the discussion, but could not convince the two critical persons, who remained in their position.

The tools and character of a good mentor is the theme of question 7. The participants were very fond of this question and spoke actively in both groups. To learn how to draw a business plan and make a market analysis was asked by the most participants. Personal mentoring was also needed „with advices, with observing me at work“, „he could teach me to organize and the decision making ability“, also the „conflict resolution skills“ were interesting for more than two participants. Another participant was interested in „learning more about management skills, networking, communication“, others wanted „to get to know more about the establishment“. „Economic thinking, economic view“, „speak about business-ideas, to learn what to avoid, to balance ideas with reality“, another „numerical thinking“, to notice is also a very specific need: „I would like to learn to deal with investors and social society actors.“ Last but not least, the business-critical participant thought that a mentor could help her „to learn to take initiative and decision making.“ All in all there was a genuine interest in a possible training or helping by mentors in training courses.
5.1. Discussion

The young people involved in the described study came from different places and experiences - some of them have lost their homes in Syria and Gambia and want to start a new life, but not all have the possibility to start studying or to find a job, because of their situation without certifications or by reasons of their traumatic experiences. Some of them are still learning German. But they all showed a real interest in the training courses. The German, Turkish or Italian participants who live in Berlin have studied, but don't know at the moment what to do. The other group of participants of the focus groups is living without a school or academic degree or earning money, observing the working society critically and often in a position of isolation. The main problem, at the moment, is not poverty, but social exclusion and lack of self-esteem.

Staying in the focus groups I noticed interest and adaptability and I am sure, that a good communication with attentive mentors and trainings in a group could help them and other participants to learn more about themselves and to take and give information, empathy, and initiative in a social context.

In this sense, the framework analysis provides many elements that could help define potential profiles of older persons to be involved in the piloting phase and the design of trainings for older entrepreneurs and NEETs in Germany, foreseen by the Intellectual Output n. 2 of our project.

For adjusting the training plan we would like to refer to the position paper by Prof. Russel Smith, Be The Change-Project-Partner from Malta: „Mentoring skills can be broken down into three areas across the business life cycle: starting a business, running a business and growing a business.“ For our project I agree with his expected outcome: „It is likely that this project will require a heavy focus on the early business phase."

I also agree with the statements made by Prof. Smith: „A good mentor could be able to help a NEET to identify perhaps three to five skills/ideas that the NEET could turn into revenue. For this reason I think that the focus of mentoring for seniors and NEETs should include: 1. An assessment of skills and ideas that a NEET might possess which could be turned into products and/or services, and 2. training in the key steps needed to plan and launch an enterprise.“

To recapitulate, the Position Paper will be very useful for creating a ground for self-employment and business-start competencies by youngsters. The courses should cover theoretical knowledge and the practical capabilities that the formal education system is not always able to give and also give hands-on training of organizing, leading, planning, making decisions and calculating risk.
But there is another need, for which we should offer exercises and tools also for those youngsters who already have an academic base: to promote the self-confidence, creativity and self esteem of the youngsters.\textsuperscript{23} In this other sort of exercises the youngsters would learn and train best in a group competencies of teamwork, endurance, trust in their ideas and public presentation of ideas.

Training in groups has become especially important for German and European businesses. Decision making is increasingly done in teams and project groups.\textsuperscript{24}

For this purpose at the beginning and for every section of the Business-Competence-tools i suggest to set informal group learning tools like self narration, learning by doing, creative and biographical writing and presentation.

By remembering that in business, like in every other sector of life, help is given only those who actively ask for it, in our project the mentoring course should provide young job-seekers with the ability of active questioning and research.

5.2. Conclusion

To conclude, trainings for young people in Germany should offer them empathetic and optimistic mentors, as well as a peer group for making experiences in teamwork, trying new perspectives, identifying their own role in the society and in business as a group, learning more about their skills and personality and communicating them in a simple not dismissive way.

The mentors participating to the Be The Change training in Germany should calibrate the training on their existing knowledge, narrate about their experience and be open to non-formal and informal methods to teach - based on experience, listening, going along with the mentees, motivating and giving courage.

\textsuperscript{23} That the course should offer modules on self-esteem and resilience is also the wish of the italian Project partners Sara Santini and Marco Socci, in Be The Change Project - Italian National Report 2017, p. 45.

\textsuperscript{24} Prof. Dr. Dirk Lippold, Wie Start-ups unser Führungsverhalten verändern, 14. 2. 2014 in: Favoriten der Redaktion, Job & Karriere, linkedin.com