

# Forskole/Startup Preschool

An examination of a program for migrant entrepreneurship in Norway

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entrepreneurship in Norway**

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Universitetet i Sørøst-Norge  
Porsgrunn, 2022

Skriftserien fra Universitetet i Sørøst-Norge nr. 86

ISSN: 2535-5325 (online)

ISBN: 978-82-7206-653-5 (online)



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# Forord

*Forskole/Startup Preschool* er et tiltak som drives av *Startup Migrants AS* med mål om å understøtte migranters entreprenørskap i Norge. *Startup Migrants AS* har en opplevelse av at økosystemet for entreprenørskap generelt og fort migrantentreprenørskap generelt, har forbedringspotensialer. På bakgrunn av et samarbeid med USN på flere områder, gikk vi sammen om å søke Innovasjon Norge om et tilskudd til en nærmere studie av hvordan *Forskole/Startup Preschool* passer inn i migrant-deltakernes situasjon, mht. modenhet for å skaffe sin første kunde, deres egen motivasjon for å starte opp og deres opplevelse av det norske støttesystemet for entreprenørskap generelt.

Arbeidet er i hovedsak gjennomført av stipendiat *Dimitris Polychronopoulos* ved SESAM. Hans morspråk er gresk og engelsk (med en rekke andre språk som andre og tredjespråk. Norsk skriftlig kommer nok foreløpig et stykke ned på den listen, derfor er rapporten skrevet på engelsk. Dersom det oppfattes som en terskel, er vi nok flere som har grunn til å glede oss over at den ikke er skrevet på gresk. Vi takker både lærere og deltakere på de *Forskole/Startup Preschool*-klassene hvor vi har vært til stede for åpenhet og sporty innstilling til både å bli tallet og observert.

Porsgrunn, 1. april 2022

Lars U. Kobro

Prosjektleder/seniorforsker

## Summary

This report is a study of a particular program under the auspices of Startup Migrants AS, called Forskole/Startup Preschool. The name difference reflects in which language the event is conducted. The study is limited to a data collection from the *Forskole/Startup Preschool* participants through *Nettskjema*, supplemented by direct observation from several *Forskole/Startup Preschool-sessions*.

*The report is to answer the following research questions:*

1. What is the most important hindrance for migrant entrepreneurs in obtaining their first customer?
2. To what extent does the Norwegian environment hinder the formation of new business for those with a non-western background?
3. What is the effect of public support programs, such as *Norsk Arbeids- og velferdsetaten* (NAV) on the participant's ability to start a business?

The report is based on the researcher's presence at six different *Forskole/Startup Preschool* between September 2021 and February 2022. Five of them in Oslo and the Oslofjord-region, one in Bergen, including survey responses from 32 participants in a survey via *Nettskjema*. The median response for this took four minutes and 45 seconds to complete.

Based on the outcome of the research activity conducted, the apparent answers to the above research questions are as follows:

1. Understanding the rules and bureaucracy and getting through it, is noted as the number one reported difficulty for migrant entrepreneurs in starting a business in Norway. It is of merit to share that it appears to be statistical significance for those without co-founders or team members, in citing the main difficulty as finding good advisors (rather than sorting out the rules and bureaucracy). Most of the *Forskole/Startup Preschool* participants, had not established a company yet. 27 of 32 respondents (more than 84%) had not registered a company, and were therefore not yet eligible to have paying customers.
2. As a migrant's length of time in Norway increases, so does the likelihood the individual will be satisfied with the Norwegian system with regards to establishing a business. There is no evidence from the results that those with a non-western background are facing an extra hindrance in this area. It is rather a more important factor in whether a migrant entrepreneur is satisfied with the support received from the Norwegian system, how long they have been living in in Norway. Those who have spent less time in Norway are more likely to be dissatisfied by the support they receive from Norwegian support systems.
3. There is no evidence of an effect from NAV on migrant entrepreneurs' abilities to start a business. Of the 32 respondents, only one was receiving money from NAV to attend *Forskole/Startup Preschool*. The satisfaction levels with the Norwegian support system for starting a business are relatively high, with nearly 50% of the participants expressing satisfaction and fewer than 25% expressing dissatisfaction.

Further details regarding the research and other insights gathered from the research appear in the text below.

Regarding the research question of hindrance for migrant entrepreneurs in Norway, we have followed this up by this research question: **What can *Forskole/Startup Preschool* do to improve so that participants can increase their chances at acquiring their first customers?**

The research shows that 29 of 32 respondents (more than 90%) for a long time have wanted to establish their own company. When combining this with the evidence that most of the participants still have not established any company, it would probably make sense to have a *follow-up Forskole/Startup Preschool* for those who complete the three-day weekend course to offer a *customer-development workshop*. While customer development is covered in the *Forskole/Startup Preschool* course to some extent, the timing seems not perfect for this item, for most participants. They may find themselves overwhelmed by the intensity of the three-day course and unable to follow up easily on the customer development issues after having established their business.

As it happens, the researcher came across some of the previous *Forskole/Startup Preschool* participants in contexts of more extensive entrepreneurship training programs that last six to eight weeks, and we registered what is commented above as one of the things mentioned by this previous *Forskole/Startup Preschool* participants. Another possibility for *Forskole/Startup Preschool* could be to tie closer into the ecosystem and recommend alumni to participate or link up with more extensive customer development training from other ecosystem actors. We are uncertain whether this already may be the case.

We find it also interesting to mention the participants' motivations to attend *Forskole/Startup Preschool*. More than 33% (11 of 32) say it was to gain practical information about *how* to get started with establishing a business in Norway. For those who share deeper feelings about their motivations, 25% want to *earn a living* from their business; to support themselves and their families. More than 18% (6 of 32) want to use their *creative skills* and more than 15% (5 of 32) want to *give back* something to society. These motivations are not mutually exclusive, see quotes from the participants further down in the report.

Since *Forskole/Startup Preschool* sessions already have a strong emphasis on motivation, through use of the *five why technique* (Serrat, 2017) future *Forskole/Startup Preschool* probably could gain in going deeper into tying these insights from the participants' motivations for becoming entrepreneurs into the customer development processes.

## Table of Contents

<b>1.</b>	<b>INTRODUCTION.....</b>	<b>1</b>
1.1.	Relevance and impact .....	1
<b>2.</b>	<b>THEORETICAL FRAMEWORK .....</b>	<b>3</b>
<b>3.</b>	<b>METHODS .....</b>	<b>5</b>
3.1.	Scientific positioning .....	5
3.2.	Research design.....	5
3.3.	Data collection.....	6
3.4.	Data Collection from Survey ( <i>see also appendix</i> ) .....	8
3.5.	SPSS .....	14
3.6.	Strengths and weaknesses of the research design.....	16
3.7.	Ensuring the quality of the study: generalizability, reliability, validity .....	16
3.8.	Post-analysis comments on the theory .....	17
<b>4.</b>	<b>COMMENTS AND RECOMMENDATIONS .....</b>	<b>18</b>
<b>6.</b>	<b>REFERENCES.....</b>	<b>19</b>

# 1. INTRODUCTION

This research aims to make a practical contribution by first gaining insights about the participants in *Forskole/Startup Preschool*, a three-day entrepreneurial support program run by Startup Migrants AS, funded in part by Innovation Norway (Strøm-Olsen, 2021); and by second, providing recommendations to the management team and organizers of *Forskole/Startup Preschool* as a knowledge base for improvement of their entrepreneurial support programs, aimed at an audience in Norway with migrant backgrounds (Polychronopoulos, 2021).

The key stakeholder in this research is Startup Migrants AS, which received funding to offer the *Forskole/Startup Preschool* programs in several locations throughout Norway (Polychronopoulos, 2021). USN's SESAM (*Senter for sosialt entreprenørskap og samskapende sosial innovasjon*) in collaboration with Startup Migrants, has received a grant from Innovation Norway to investigate which challenges the participants face in acquiring their first customers and the managing team behind the *Forskole/Startup Preschool* program would like to improve their training programs to address those specific challenges that the participants are (eventually) facing (Polychronopoulos, 2021; Strøm-Olsen, 2021).

As for the research questions, the next sections will state the main concerns as well as further context behind the choice of research questions.

## Main research question

*What are the challenges that participants in **Forskole/Startup Preschool** are facing in acquiring their first customers?*

## Secondary research question

*What can **Forskole/Startup Preschool** do to improve so that participants can increase their chances at acquiring their first customers?*

### 1.1. Relevance and impact

The goal of the two research questions serves for Startup Migrants to improve their *Forskole/Startup Preschool* programs so that they become more effective at helping their participants to succeed (Polychronopoulos, 2021). It can be a broader implication as well since the outcome can help improve other migrant entrepreneurship programs (Polychronopoulos, 2021). So far, little is known about the Norwegian context (Polychronopoulos, 2021; Strøm-Olsen, 2021). Davidavičienė and Lolat (2016) included Norway in their overview of support policies from 12 different European countries and note that there are support policies in place for the country. Nonetheless, they specify two areas that are particularly challenging for migrant entrepreneurs in Norway, namely language and finance (Davidavičienė & Lolat, 2016). In addition, Vinogradov (2008) published a PhD thesis titled *Immigrant entrepreneurship in Norway*, concluding a positive relationship between educational



attainment and self-employment for immigrants in Norway. In addition, a literature review on Nordic migrant entrepreneurship, by Webster and Kontkanen (2021), notes that roughly half the literature tends to focus on the national level, and roughly a quarter on the rural level. In the context of *Forskole/Startup Preschool*, the participants are primarily centered in the largest towns and cities of Norway (Polychronopoulos, 2021). Webster and Kontkanen (2021) see urban contexts as relevant because they are where large numbers of migrants concentrate and the needs of migrant entrepreneurs differ by rural vs. urban settings.

According to the leadership of Startup Migrants AS, additional research of interest is available about migrant entrepreneurship in Germany and Sweden (Strøm-Olsen, 2021), not so much in Norway (Polychronopoulos, 2021). As an example, Startup Migrants operates in Berlin where Rashid and Cepeda-García (2021) conducted research using the in-group/out-group theory (Polychronopoulos, 2021). They conclude by profiling the existence of European in-groups and migrant out-groups (Rashid & Cepeda-García, 2021). In the Swedish context, Backman, Lopez, and Rowe (2021) examine migrant entrepreneurship under factors which entail cohorts of “*forced migration*”. Their empirical design starts by measuring individual career sequence dissimilarity, followed by cluster career sequences and the determination of factors of career sequences (Backman et al., 2021). The nature of this research can also be of interest for Startup Migrants *Forskole/Startup Preschool* concept because future research could include questions about whether the migrant is a ‘forced migrant’ and enquire about the informants’ career experience in their country of origin prior to migration, as well as their career experience in Norway. In this way we may gain insights into differences between so called forced migrants and others, regarding career sequence (Polychronopoulos, 2021). However, it is important to note that such information is considered sensitive by the Norwegian Centre for Research Data (NSD) and therefore would require a longer time for approval and would necessitate secure data handling techniques (NSD, 2021a).

## 2. THEORETICAL FRAMEWORK

(Yin, 1989) stresses the importance of theoretical foundations prior to gathering data and in this section. The aim of this paper is not to build a new theory, but rather to contribute to the existing ‘push-pull’ theories alongside with two specific concepts: entrepreneurship and network.

The ‘push-pull’ theory is, in short, where ‘push’ represents necessity and ‘pull’ represents opportunity (Kariv, 2011). Under the lens of “push-pull” theory, international migration is the result of poverty, as labor flows to more economically advanced nations. It is based on assimilation theory, which stems from sociology research (Portes & Böröcz, 1989). Portes and Böröcz (1989) see limitations in “push-pull” theory’s ability to explain in sheer terms of supply-demand theories because the model is not a perfect fit to the realities of international migration (Polychronopoulos, 2021). In addition to providing a theory of migration, ‘push-pull’ theory can also explain the motivations of entrepreneurs. (Ojiaku, Nkamnebe, & Nwaizugbo, 2018).

While considering the merits and limitations of *push-pull theory*, the initial research plan was to incorporate the work of Chen and Tan (2009) on a specific group of immigrant entrepreneurs they call transnational: connecting the country of origin with the host country (Polychronopoulos, 2021). Chen and Tan (2009) postulate that network is a salient consideration for migrant entrepreneur success, especially if the business involves both the country of origin and the host country. The appendix of their article presents ‘The Position Generator’ where researchers can grasp details about informants’ social relations related to the country of origin and the host country by asking whether they personally know people in 18 specific areas of the workforce (Chen & Tan, 2009). However, we did not receive an approval from the NSD to incorporate ‘The Position Generator’ to the study of *Forskole/Startup Preschool* participants. Nonetheless, the research includes some network theory (Chell & Baines, 2000) particularly by including access to good advisors as a factor and challenge in starting up a business in Norway.

In addition, one aim for this research is to fill in a specific set of gaps relating to immigration and entrepreneurship within the Norwegian context. This entails an understanding of whether immigrants have a ‘push’ motivation for migrant entrepreneurship, that is led by factors such as intercultural challenges that may include discrimination, job dissatisfaction and/or unemployment (Masurel, Nijkamp, Tastan, & Vindigni, 2002). Another part of this research is to gain insights into the ‘pull’ motivation for migrant entrepreneurship, which includes the desire for autonomy, the need for achievement, desire for financial progress, and the continuation of a family business (Masurel et al., 2002).

In terms of the broader context of entrepreneurship, discussions in the core literature frequently revolve around motivation and entrepreneurial opportunities (Shane, Locke, & Collins, 2003). In more recent research, Toscher, Dahle, and Steinert (2020) developed a framework to understand entrepreneurial motivation by explaining that entrepreneurs conform to four, non-mutually-exclusive motivational categories, where, via entrepreneurship, they seek to 1) **Get** (earn money and have success); 2) **Give** (to return something back to society); 3) **Make** (to use one’s own creativity and/or skills), or; 4) **Live** (to earn for a living and/or support one’s family), with an acronym of GGML

(Toscher et al., 2020). Through these four dimensions, their framework goes beyond the previous lens of necessity/opportunity to explain somebody's motivation to engage in entrepreneurship. This research aims to understand *Forskole/Startup Preschool* participants under the GGML framework because it allows for a deeper insight into participants motivations, which in turn can be helpful for the research project (Polychronopoulos, 2021).

## 3. METHODS

### 3.1. Scientific positioning

Our research falls under the *pragmatism school*, which Creswell and Poth (2016) see as a way to find solutions to actual problems (Polychronopoulos, 2021). Creswell and Poth (2016) add that pragmatism allows the researcher a range of data collection and analytical approaches which are relevant for the research contexts themselves. The pragmatism school itself is appealing for this research because it allows one to address the research question via the methods that the researcher deems most appropriate (Polychronopoulos, 2021).

Creswell and Poth (2016) emphasize that a researcher following pragmatism can consider reality as known through research tools that reflect both deductive (objective) and inductive (subjective) evidence (Polychronopoulos, 2021). Creswell and Poth (2016) also point out that pragmatism reflects both the researcher and the participants. In addition, Creswell and Poth (2016) see the research process in this context as involving both qualitative and quantitative approaches to data collection and analysis. Indeed, this project engages in both (Polychronopoulos, 2021).

### 3.2. Research design

Our research chose a case study approach applying both qualitative and quantitative methods. Yin (1989) explains that case studies are appropriate when the focus is contemporary phenomena within a real-life context. Bradbury-Jones et al. (2017) describe a case study as the development of an in-depth analysis of a single or multiple cases, via use of documents, records, interviews, observations, and artefacts – to establish patterns of categories, direct interpretation and to develop valid generalizations. This fits well within our project because of the blend of sources at disposal, as well as the opportunity to either view *Forskole/Startup Preschool* participants as a group; a single case, or to divide the research into multiple cases (Polychronopoulos, 2021) by categorizing *Forskole/Startup Preschool* based on criteria such as location of participation or via specialized issues, such as the *Mat Forskole/Startup Preschool* in January 2022 in (for those interesting in starting a business related to food in some sense) (Forskole/Startup Preschool.no, 2021) vs. general participants, alternatively breaking down by the language in which the *Forskole/Startup Preschool* is delivered: English or Norwegian.

While Creswell and Poth (2016) point out that an inductive approach is typical of a case study, they also mention that pragmatism, which is the line that we followed, is both deductive and inductive. This matches Tjora (2020) who recommends both deductive and inductive approaches to strengthen the research outcome (Polychronopoulos, 2021). To the extent that we impose the existing framework of GGML by Toscher et al. (2020) we primarily use a deductive approach through an open coding process. Bradbury-Jones et al. (2017) place open coding under the grounded theory approach, rather than under the case study approach. However, it can be relevant for case studies as well, given the inductive nature of open coding. Creswell and Poth (2016) see case studies as conducive to inductive

methods. Moreover, open coding allows flexibility to move beyond the framework of GGML to detect further details from data that may not fit within the framework itself (Polychronopoulos, 2021).

By following Creswell and Poth (2016) with a proven research design, this research builds upon the contributions of previous researchers and in turn, this potentially makes it easier to approach the tasks at hand to contribute to the field of immigrant entrepreneurship, both on an academic and a practitioner level (Polychronopoulos, 2021).

### 3.3. Data collection

Our intention was to focus on a single concept; migrant entrepreneurs who are attending *Forskole/Startup Preschool* training from Startup Migrants (Polychronopoulos, 2021). Creswell and Poth (2016) advise the creation of a summary to display the forms of data gathered, as well as to include details about the specific amount of time spent in the field (Creswell & Poth, 2016). This section includes a list of the *Forskole/Startup Preschool* where we were present. The researcher stayed overnight in Fredrikstad (Friday) and Bergen (Saturday), being based in Oslo, the researcher was able to attend the *Mat Forskole/Startup Preschool* in Stovner on two days: Friday and Saturday.

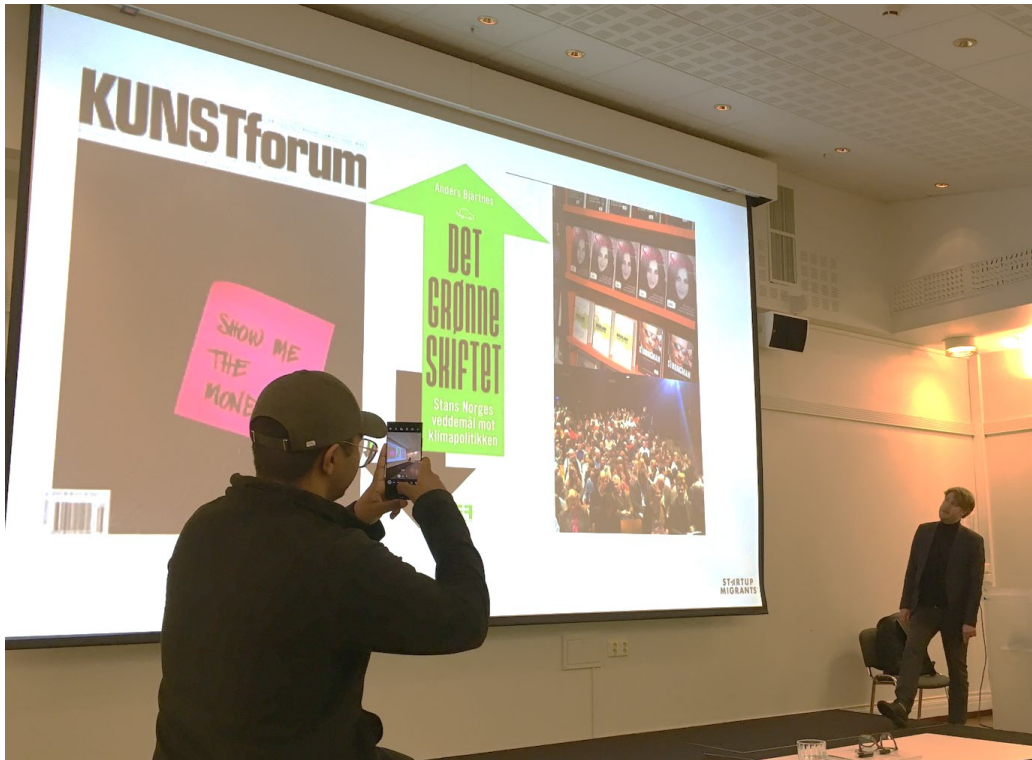
It is a weak spot of the study that only four people from the Bergen preschool answered the survey. The Bergen course is reported to be one of the most successful preschools, from Startup Migrants point of view. It resulted in 3 new AS Startups, one of which came in second place in an hackerton competition in Bergen, with a prize at 30.000 NOK. The majority of the participants at this particular preschool had been in Norway for a short time, several of them were students.

It may also be tilting the results of the study that most of the sessions we visited were in Oslo. Oslo is the area where the preschool has the lowest educational level among the *Forskole* participants and it a fact that all the events in Oslo are being held in Norwegian. In contrary, at the Trondheim preschool sessions in September, always all the participants have higher education.

Due to tight time limits, the research had to attend the “food” preschool in February. This was a pilot; a test with a high degree of uncertainty if the concept will be developed any further. Quite some of the open answers in the surveys came from this preschool-participants and this might tilt the results more towards founders motivated by *necessity*, who have lived in Norway for quite a while. This actual preschool also had a high number of participants with Somali background, due to one partner organisation (Digna) promoting the course heavily through their channels

All’n all, this may bring the results from the study in a specific direction as the answers from Oslo in sum have a quite strong weight, while Bergen gets a lower weighing.

FIGURE I – Pira and Nicolai from Startup Migrants at a Forskole/Startup Preschool-session in Bergen



The initial plan was to audio-record interviews and to transcribe them for coding. However, due to limitations with approval of data handling from the *Norsk Senter for Forskningsdata* (NSD, 2021b), regarding the gathering of sensitive information (ethnic background) and that voice recordings are identifiable to specific individuals, this research does not incorporate this level of qualitative data. This means that this research does not cover details from Backman et al. (2021) with regard to forced migration and career experience in country of origin and in the host country (Norway), which were originally intended to become a part of the project. Instead, this research instead uses survey research (*Nettskjema*) from selected *Forskole/Startup Preschool* from the autumn of 2021 until February of 2022. Within the survey, only one of the questions is open, and it relates to Toscher et al. (2020) with regard to motivation (GGML).

The original proposal was to interview 30 *Forskole/Startup Preschool* participants (Polychronopoulos, 2021), which is the top of the 20-30 range suggested by Bradbury-Jones et al. (2017). However due to the restrictions with NSD, this research includes a total of 32 survey responses from *Forskole/Startup Preschool* participants from the following cohorts:

- Bergen (November 2021)
- Fredrikstad (January 2022)
- Mat Forskole/Startup Preschool Stovner (February 2022)
- Stovner (Autumn 2021 and February 2022)

In addition, we include the results of field notes, observations and contact with the participants from the above *Forskole/Startup Preschool*, as well as from the one in Sandefjord in September 2021. Creswell and Poth (2016) and Bradbury-Jones et al. (2017) advise researchers in case studies to draw on multiple data sources. (Bansal & Corley, 2009) recommend, for example, narratives, photos, organizational artifacts, and non-verbal interactions.

Although the survey results from *Nettskjema* are the most prominent part of the data collection, this project also uses some content analysis from the website [Forskole/Startup Preschool.no](http://Forskole/Startup_Preschool.no), some photographs taken at some sessions, field notes, observation, discussions with the *Forskole/Startup Preschool* leadership team, and other notes from six different *Forskole/Startup Preschool* sessions that the researcher partially attended.

Where the sessions took place in Norwegian, we shared a link to the survey in Norwegian, as where the sessions took place in English, we shared the link to the survey in English. All the *Forskole/Startup Preschool* the researcher attended in Stovner (Oslo) took place in Norwegian, whereas all of them outside Oslo, took place in English. In Bergen, we offered a choice of language for the survey; three completed the survey in English and one completed it in Norwegian.

There is a sharp increase in the participation rate in completing the survey via *Nettskjema* when the researcher was present from start of the first session on Fridays at 16:00. When we were present from the beginning and stayed until the afternoon on Saturday, and we allowed the participants a dedicated slot of ten minutes on Saturday afternoon to complete the optional survey via *Nettskjema*, the participation rate increased dramatically to the 80 to 90% range. This was the case for the *Forskole/Startup Preschool* in Fredrikstad and the *Mat Forskole/Startup Preschool* in Stovner. On the other cohorts, the researcher was not available on Friday and the survey participation rates became significantly lower. We announced that the survey would take maximum ten minutes to complete, the median time to complete it was under five minutes.

### 3.4. Data Collection from Survey (*see also appendix*)

In addition to this report, USN/SESAM has an Excel file with detailed results from the survey in *Nettskjema* including tabs and graphs. The total number of participants who completed the survey were 32 from four different *Forskole/Startup Preschool*, see Table I.

Most of those who completed the survey were in the age range of age 21 to 40, with the group of 21-30 with 14 responses and the group of 31-40 containing 12 responses.

Most of those who completed the survey were women: 21. Ten respondents were men, and one respondent did not say. Based on observation, we think that women were more likely to complete the survey than men, as the participation at *Forskole/Startup Preschool* appeared to be a more even ratio of gender. The results of the survey may therefore be slanted toward the responses of the women.

TABLE I – *Origins of the Surveys completed in Nettskjema*

<i>Forskole/Startup Preschool</i>	<i>Number surveys complete in Nettskjema</i>
<b>Mat-Forskole/Startup Preschool Oslo</b>	9
<b>Bergen</b>	4
<b>Fredrikstad</b>	8
<b>Stovner</b>	11

In terms of regions of origin, the top three groups were South Asia / East Asia with 10 participants, followed by Sub-Saharan Africa with 8 respondents, and Western Europe/European Union with 7 respondents. West Asia / North Africa had 3 respondents, while Central/South America had 2, while ‘other’ had 2.

Most of the participants have spent more than 10 years living in Norway (19 responses) and 5-10 years was the second most common response (5 responses). Most of the participants responded that they were working at least 50% or more full time (12 respondents) with a combination of work and studies (10 responses) being the second most common answer.

When asked whether NAV pays for them to attend *Forskole/Startup Preschool*, only 1 of 32 answered that it was the case.

When asked about how the participants learned about *Forskole/Startup Preschool*, the respondents could provide more than one answer. The most common answer was from social media (17 responses), followed by from friends/contacts (12 responses), whereas voluntary organization (1 response) and municipalities (1 response) were rare. In other words, social networks are the most important way to find out about *Forskole/Startup Preschool*. 53,1% of the respondents learned about it via social media. It would be worth further studies to see the extent that *Forskole/Startup Preschool* has attempted to spread the word via NAV, municipalities and volunteer organizations. To the extent that this effort is large, it would show that such efforts are non-effective.

When asked about the most important reason to attend *Forskole/Startup Preschool*, by far the most common response was ‘C’: *Because I’ve always wanted to establish my own company* (29 responses). Only two respondents chose B: *Encouragement from family, friends, or personal network*, and only one respondent chose A: *Encouragement from NAV, Innovation Norway, or a public support program*. This shows a high degree of self-motivation from the participants, which also demonstrates that most of the *Forskole/Startup Preschool* participants feel a ‘pull’ toward entrepreneurship, as mentioned in the push-pull theory for entrepreneurial contexts (Kariv, 2011; Ojiaku et al., 2018).

On question 8 ‘*Why do you want to learn more about starting your own business?*’ for those who answered C above, the responses require coding. Many of these motivations are guided by Toscher et al. (2020), into the framework of GGML. In addition, coding allows us to gain an overview of our



data, generate new and deeper insights and facilitates categorization of the data (Johannessen, Rafoss, & Rasmussen, 2019). For primary categorization, there are four non-mutually exclusive categories from Toscher et al. (2020) which will guide the coding where appropriate:

- **Get:** Become wealthy
- **Give:** Contribute to society
- **Make:** Be creative
- **Live:** Earn a living

It is of merit to note that in the study by Toscher et al. (2020), 76 percent of the entrepreneurs studied had more than one of the above objectives.

In the Appendix section of this report is the full list of answers from the participants to the question, “*Why do you want to learn more about starting your own business?*”

From the answers, we see that not all the responses fit into the *Give, Get, Make, Live* framework. That is where grounded theory, with open coding can be helpful (Bradbury-Jones et al., 2017). In this way we can look for themes that emerge while keeping in mind different concepts for motivation (GGML). This is in line with Braun and Clarke (2006) and Belk, Fischer, and Kozinets (2013) who suggest searching for themes after generating initial codes. In our case, due to the small amount of data gathered from the open questions, the research will stop at the generation of the initial codes, which is the key activity in the process.

The output can help reach conclusions and make recommendations to Startup Migrants, to help them improve their *Forskole/Startup Preschool* programs. Eisenhardt (1989) provides examples of how inductive coding is a process that can lead to outputs that can help researchers make recommendations, link different parts of organizations, and build models, frameworks and contribute to theory advancement. The aim behind the use of inductive coding is to allow themes to emerge and then to reflect on existing theories, such as ‘push-pull’ theory (Kariv, 2011), the GGML framework (Toscher et al., 2020) and network theory (Chell & Baines, 2000; Chen & Tan, 2009) in the context of migrant entrepreneurship to gain insights into *Forskole/Startup Preschool* participants’ struggles with succeeding at securing their first customers, to make Startup Migrants more aware of these struggles, so that they can better tailor their programs to address the needs of the participants.

As we look at the open question, we start by categorizing the answers into the GGML framework. If an answer does not fit the framework, we save it for later analysis via open coding. Since GGML is not mutually exclusive, some answers may provide more than one category. To start with, we focus on responses which fall into only one category.

GET: The respondents provided no answers exclusively within this category

GIVE: The respondents provided no answers exclusively within this category

MAKE: Two answers:

“*Fordi det er relevant for skoleprosjektet mitt innenfor Arkitektur*”

*“Jeg vi ha få en ide.”*

LIVE: Two answers:

*“It is my way to have a financial stability in Norway. Finding a job is very difficult and there are not many opportunities, therefore, having a business will create the opportunity for myself and, if successful, for others.”*

*“Fordi det var vanskelig å finne fast jobb, og ønsker å bli økonomisk frihet.”*

Answers that combine categories:

GET & LIVE:

*“Financial freedom”*

GIVE & LIVE:

*“I like to earn my own money and contribute more to my society”*

GIVE & MAKE: (Two answers)

*“Det virker veldig spennende og meningsfylt”*

*“Because I know I have the skills, the stamina and the social purpose to make it happen.”*

LIVE & MAKE

*“Har alltid hat ønske med å støtte mine næremste og bekjente i min nær område men fant ikke ut hvordan jeg skulle gjøre det. Så klikket det for meg at Art er en måte å nå menneskes hjerte på. derved vil jeg bygge et virkesomhet som kan oppnå det, via Art”*

GET, GIVE & LIVE

*“I want to diverse my income and push myself out of my comfort zone to explore new things. In order to do that, I need to prepare myself knowledge. Also, it makes my life feel more alive when I am thinking about creating something for others and getting profit out of it.”*

## LIVE, GIVE &amp; MAKE

“Jeg tror det er store muligheter til å starte eget men det finnes for lite informasjon og veiledning rundt det. Jeg ønsker å bli økonomisk fri og være min egen sjef i fremtiden. Jeg føler også at jeg har noe å tilby som det er mangel på, som jeg skulle ønske jeg hadde.”

Table II sums up the total number of appearances for each category in the above quotes.

From the below, we can see that by far, ‘Live’ is the most frequent motivation for *Forskole/Startup Preschool* participants to learn about starting their own business. From the open coding process, we can also see that the desire for practical information about figuring out *how* to get started is the main explanation for enrolling in *Forskole/Startup Preschool*.

A total of 11 respondents gave answers falling into the code I created about learning practical information about starting a business in Norway. See Appendix 2 for the full quotes from the respondents. Upon further asking about motivation, these participants could also have fit the GGML framework.

Other codes that emerged are independence, personal development, family background, and team & funding. Structure/information appeared 12 times, Independence appeared twice, while the other codes only appeared once. See Appendix 3 for which quotes were coded accordingly.

TABLE II – *Appearances after Coding for GGML in the open question of the survey*

Category	Number of Appearances
Get	2
Give	5
Make	6
Live	7

As for the level of satisfaction with the Norwegian system, regarding plans for establishing a business, Table III shows that half of the respondents are satisfied.

From the choices regarding what is most difficult about starting a business, 17 respondents chose rules/bureaucracy as the most difficult part, whereas 11 chose finding a good advisor to help them along. It is worth noting, however, that this category jumps to the top position when considering whether the founders are working with others or are on their own. Indeed, of those respondents who are alone, 11 chose finding a good advisor, whereas seven chose rules/bureaucracy as the main challenge in getting their businesses started. Table IV shows the detailed results.

TABLE III – *Satisfaction Levels with the Norwegian system, regarding business establishment*

Satisfaction Level	Count
Very satisfied	4
Satisfied	11
Indifferent	7
Dissatisfied	5
Very dissatisfied	2
Not in a position to respond to the question	3

TABLE IV – *Most difficult part about starting a business in Norway*

Reason noted for difficulty	Count
Rules and bureaucracy	17
Finding good advisors	11
Lack of money	1
Deciding on a business idea	3

As for whether respondents had already started a business, 27 said ‘no’ and 5 said ‘yes’. Of those who have already started a business, two founded an *aksjeselskap*, two founded an *enkelpersonsforetak*, and one did not know. Details are below in Table V.

TABLE V – *Type of Business to Found (not yet established)*

Type of Business	Count
<i>Aksjeselskap</i>	13
<b>Do not know</b>	7
<i>Frivillig organisasjon</i>	3
<i>Enkelpersonsforetak</i>	2
<i>Samvirkeforetak</i>	1
<i>Stiftelse</i>	1

When asked whether they were working on their business alone or with others, 19 respondents said they were alone, 13 said they were with others. For those who are working with others, 12 of the 13 responded to the question to describe their team; two-thirds of those were working on a team with at least one ethnic Norwegian on board. Details appear below in Table VI.

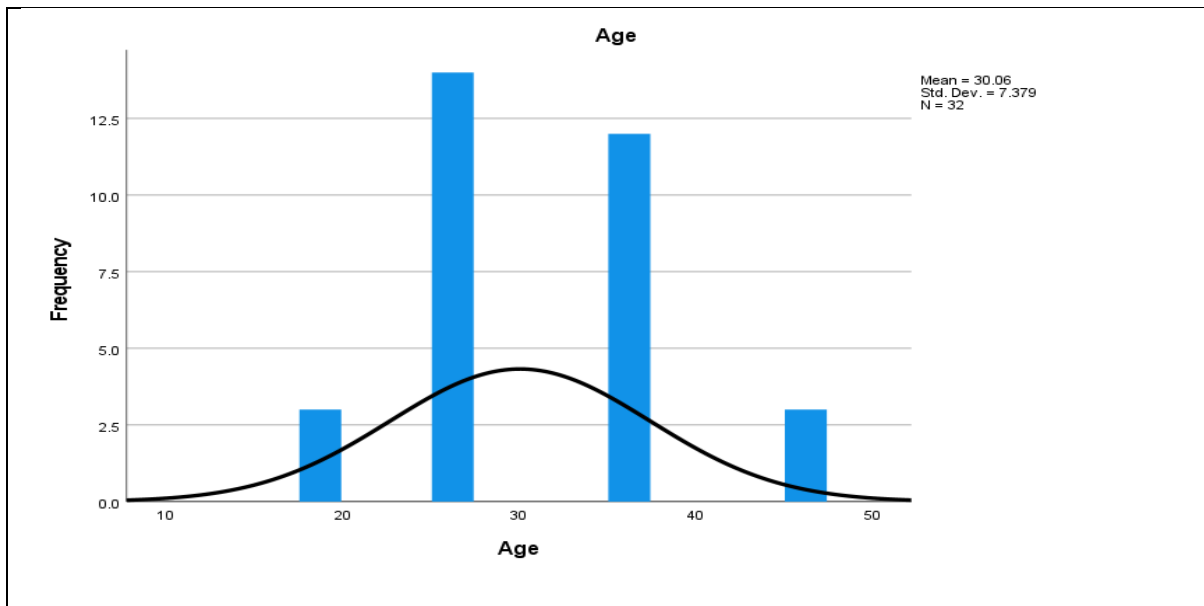
TABLE VI – *Team Descriptions for Those Working with others*

Description of Team	Count
Same ethnic background as self	1
Different ethnic backgrounds, including one or more with ethnic Norwegian background	8
Different ethnic backgrounds, none with ethnic Norwegian background	3
No answer	1

### 3.5. SPSS

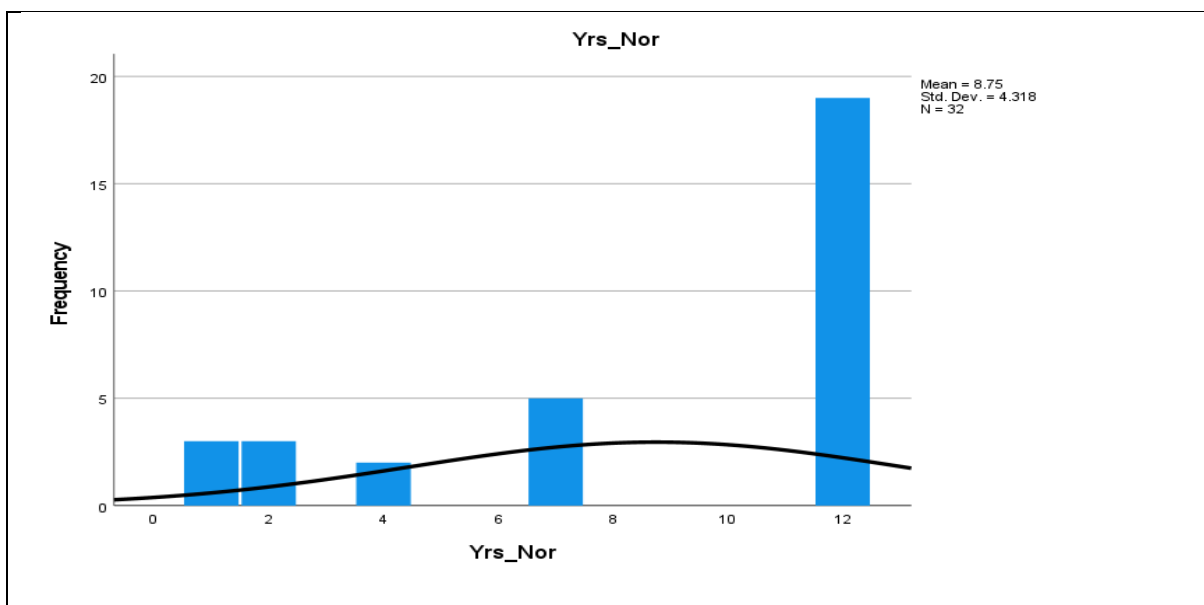
The next part of the paper will focus on statistical output that comes after running the survey results through an Excel file and coding the results for use in IBM SPSS statistical software program. SPSS can help us look for any potential correlations, as well as can help us visualize the data.

FIGURE III – Age of Forskole/Startup Preschool participants



In the study we did convert the data on time in Norway to a numerical form, by changing up to one year to 1, from 1 to 3 years to 2, from 3 to 5 years to 4, from 5 to 10 years to 7, and 10 years or more to 12. Figure II shows the output, with a mean of nearly nine years and a standard deviation of about four years, meaning that about 2/3 of the participants have been in Norway between 5 and 13 years. Getting the exact number of years of Norway rather than a range would help understand the participants better.

FIGURE IV – Years living in Norway of Forskole/Startup Preschool participants



When running an analysis of variance (ANOVA) for the effect of years in Norway on whether the participants experience with the Norwegian system with regards to starting a business, we showed

results to be significant, with a level of 0,013. This means there is a risk of 1,3% of making the wrong conclusion by saying that years in Norway increases the positive outlook for participants regarding the helpfulness of the Norwegian system in establishing a business. Since this was not a hypothesis that we planned to test prior to conducting the research, such research would need to take place with a formal academic study to be worthy of publication in an academic journal. There is no other detail of statistical significance to report regarding the demographics or responses of the participants.

### 3.6. Strengths and weaknesses of the research design

According to Creswell and Poth (2016), the strengths of this research design include the ability to establish patterns of categories, to conduct direct interpretation and to develop naturalistic generalizations (Polychronopoulos, 2021) .

According to Belk et al. (2013) the weaknesses of this research design is that the researcher did not work as a team on this project and missed out on opportunities to discuss observations with colleagues and to engage in features of team research such as ‘memoing’ and debriefing, where the team shares their thoughts on their interpretations and hunches (Polychronopoulos, 2021). Another weakness is the switch from the original qualitative design with interviews to one with the use of a survey via *Nettskjema*. In addition, the number of participants completing the survey was often low. In some cases, as low as 15% participation rate. As mentioned earlier, the best practice for a high participation rate is for the researcher to be present on Friday at 16:00 and to stay until Saturday afternoon, to build rapport and trust with the participants, and for the participants to have a dedicated 10-minute slot where they could complete the optional survey. In the two *Forskole/Startup Preschool* where this was the case, the participation rate was in the range of 80 to 90%.

### 3.7. Ensuring the quality of the study: generalizability, reliability, validity

There are clear limitations regarding the generalizability of this research, considering that it is related to a specific audience, namely the leadership of *Forskole/Startup Preschool/Startup Migrants AS* (Polychronopoulos, 2021). Considered in a greater context, the research might be of interest to support programs in Norway such as those offered by NAV and other stakeholders in the greater entrepreneurial ecosystem (RCN, 2022). In this regard, it is of merit to understand the extent of generalizability of the research. Therefore, similar research would be advised in another context, for example with a different group of entrepreneurial founders from a different program. For scaling and relevance beyond Norway, similar research would also be advised in a different country (Polychronopoulos, 2021). We could then compare the results to understand further takeaways and possibly adjust the research design.

Regarding the reliability of our study, Kvale and Brinkmann (2009) see reliability as the degree to which we can place confidence in the data that we are using for the research; our registration of the project with NSD is a part of this as well (Polychronopoulos, 2021).

Tjora (2020) explains that validity is about making sure that the questions we ask address the research aims (Polychronopoulos, 2021). The first step in this has been a review process with the Project Leader of SESAM of USN and with Nicolai Strøm-Olsen; Co-Founder of Startup Migrants. In addition, Theodoraki, Messeghem, and Rice (2017) recommend strengthening validity through the use of a variety of sources. Along these lines, we used documents, the *Forskole/Startup Preschool* website, speaking to the organizers, and observation at *Forskole/Startup Preschool* sessions, all of which can all be considered as way to strength the validity of the project (Theodoraki et al., 2017).

### 3.8. Post-analysis comments on the theory

The motivations of *Forskole/Startup Preschool* participants bear evidence to the *Get Give Make Live* framework (Toscher et al., 2020), with ‘live’ being the predominant motivation, followed by ‘make’ and ‘give’. Only two participants are motivated by the opportunity to ‘get rich’; the factor ‘Get’. We found some support for network theory (Chell & Baines, 2000; Chen & Tan, 2009), particularly in the importance of access to good advisors for *Forskole/Startup Preschool* participants who are still working on their business idea alone, and the source of information into the program. Finally, we also see clear traces of push-pull theory (Kariv, 2011; Ojiaku et al., 2018) showing the ‘pull’ factor to be predominant, with more than 90% of *Forskole/Startup Preschool* respondents noting that they have always wanted to start their own business.



## 4. COMMENTS AND RECOMMENDATIONS

As far as we are concerned, this report provides some interesting insight regarding the research questions that it set out to answer.

- Most *Forskole/Startup Preschool* participants have not yet registered a business and need help sorting through the bureaucracy and rules of establishing a business prior to acquiring their first paying customers. Whereas those who are still working alone find it difficult to find good advisors.
- There is no evidence that a non-western background is a specific hindrance. It is rather the length of living in Norway that has a greater impact. Those who are relatively new to Norway are more likely to be displeased by the Norwegian support systems in registering a business, whereas those who have spent a longer time living in Norway are more likely to be satisfied.
- There is no evidence of any effect from NAV on migrant entrepreneurs' abilities to start a business – nor the opposite. Of the 32 respondents in *Nettskjema*, only one was receiving money from NAV to attend *Forskole/Startup Preschool*. The satisfaction levels with the Norwegian support system for starting a business are overall relatively high, with nearly 50% of the participants expressing satisfaction and fewer than 25% expressing dissatisfaction.

We followed the main questions asking ***What improvement Forskole/Startup Preschool can do, so that participants can increase their chances at acquiring their first customers?***

The research shows a high level of self-motivation among participants to start their own companies, while the major hindrances seem to be sorting through the rules and routines of the Norwegian bureaucracy. For those who are working alone it seems also that finding good advisors is a problem.

It would make sense for *Forskole/Startup Preschool* to focus on these areas for further development. *Forskole/Startup Preschool* already suggests *lean startup* techniques for customer development, such as the Dropbox introductory video to accumulate an email list of prospects and Zappos founder Tony Hsieh's landing page for ordering shoes online (with the manual purchase of shoes from a local shoe store and shipping them to the customer), etc.; it could be an idea to expand these techniques and skills in a set of online customer development workshops for *Forskole/Startup Preschool* alumni. In addition, some kind of 'speed-dating' sessions for founders who are alone could possibly also help establishing potential teams with both entrepreneurs and suitable advisors, business-partners, and so forth.

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## APPENDIX

### Appendix 1

**The contents of the survey include the following questions/information:**

1. *Gender: Man/Woman/No Answer*
2. *Age in Years: Up to 20, 21-30, 31-40, 41-50, 51-60, 61+*
3. *Region of Birth:*

*It is worth noting that after receiving feedback from one of the participants in Fredrikstad about the categories, I updated it to include Western Europe/EU and Former Soviet Union (non-EU), because the individual felt obliged to use the ‘other’ category.*

*Originally, that survey had the category ‘Eastern Europe’, before we split it up into the first two groupings below:*

- Western Europe/EU
- Former Soviet Union (non-EU)
- West Asia/North Africa
- Africa (not North Africa)
- Central or South America
- South or East Asia

#### **4. Length of time in Norway:**

- Less than one year
- From 1 to 3 years
- From 3 to 5 years
- From 5 to 10 years
- More than 10 years

#### **5. Current Status:**

- Employed, 50% or less
- Employed, more than 50%
- Combined work and study
- Not working, only studying
- Neither working nor studying

#### **6. Does NAV pay you benefits to attend *Forskole/Startup Preschool*?**

- Yes
- No
- Unsure

**7. How did you learn about *Forskole/Startup Preschool* (more than one answer allowed)**

- From friends or contacts
- From NAV
- From social media
- From business-assistance offices, chamber of commerce or the municipality
- From college, university, or business school
- From a voluntary organization
- Other

**8. The most important reason to attend *Forskole/Startup Preschool***

- Encouragement from NAV, Innovation Norway, or a public support program
- Encouragement from a family, friends, or personal network
- Because I've always wanted to establish my own company

**9. For only those who answered 'C' above, the survey poses an open question: 'Why do you want to learn more about starting your own business?'**

Of the data collected in *Nettskjema*, there are only two open questions. The other one is at the end of the survey, to provide more details about the team if the options in the survey are not a match. Open questions require a coding procedure and since the question relates to the motivations guided by Toscher et al. (2020), framed as GGML. The researcher coded the responses accordingly, as described later in this report.

**10. Experience with the Norwegian system regarding desires or plans to start your own business.**

- Very satisfied
- Satisfied
- Indifferent
- Dissatisfied
- Very dissatisfied
- Not in a position to respond to the question

**11. What would you say is the MOST difficult thing about starting a company?**

- All the rules and bureaucratic procedures that I need to be aware of
- To find good advisors to help me
- Lack of money
- To decide which business concept to focus on

**12. Have you already started a business?**

- Yes
- No

**13. If yes, what sort?**

- Corporation
- Volunteer organization
- Cooperative
- Sole Proprietorship
- Foundation
- Do not know

**14. If no, what organizational form are you thinking of establishing?**

- Corporation
- Volunteer organization
- Cooperative
- Sole Proprietorship
- Foundation
- Do not know

**15. Are you alone in the organization / in planning to start your organization?**

- Yes
- No

**16. If not alone, describe the professional partners / team.**

- Various backgrounds, none being ethnic Norwegian
- Various backgrounds, including some ethnic Norwegians
- Same ethnic background as me
- None of the above

**17. If none of the above, describe the team's background**

## Appendix 2 – Full answers to open question

Full answers to the open question in *Nettskjema* for those who answered C to the question: **‘Why do you want to learn more about starting your own business?’**

- Fordi det er relevant for skoleprosjektet mitt innenfor Arkitektur.
- For å bistå nær familien til å bli økonomisk selvstendige.
- Fordi det ikke fins så mange steder man kan hente informasjon , og som utledning er det enda tøffere å forstå hvordan man skal gå frem, hvis man skal starte en bedrift.
- Ønsker fleksibilitet i hverdagen. Jeg liker ikke å stå opp tidlig til å gå på jobb. Liker ikke press på arbeidsliv.
- Fordi jeg vil utvikle meg personlig
- Jeg vill start eget firma
- Vil få en idé.
- Financial freedom
- Because i should have the knowledge of how everything works and also to network with people
- It is my way to have a financial stability in Norway. Finding a job is very difficult and there are not many opportunities, therefore, having a business will create the opportunity for myself and, if successful, for others.
- Fordi det var vanskelig å finne fast jobb, og ønsker å bli økonomisk frihet.
- I like to earn my own money and contribute more to my society
- Because I know I have the skills, the stamina and the social purpose to make it happen.
- I grew up in an environment where my father was an entrepreneur. I bleive in taking risks.
- I want to diverse my income and push myself out of my comfort zone to explore new things. In order to do that, I need to prepare myself knowledge. Also, it makes my life feel more alive when I am thinking about creating something for others and getting profit out of it.
- To find network and team. How to find the funding and how to apply.
- In order to follow Norwegian rules, and have an opportunity as entrepreneur, I need to know all the available information.
- Det virker veldig spennende og meningsfylt
- Fordi jeg vil etablere meg min egen froms og være min egen leder
- Har alltid hat ønske med å støtte mine nærmeste og bekjente i min nær område men fant ikke ut hvordan jeg skulle gjøre det. Så klikket det for meg at Art er en måte å nå menneskes hjerte på. derved vil jeg bygge et virksomhet som kan oppnå det, via Art
- Har lyst til å starte min egen bedrift, og trenger mer kunnskap.
- Fordi jeg har planer om å starte noe eget.
- For jeg vil etablere bedrift på en ryddig og strukturert måte.

- Jeg vil først og fremst lære noe korrekt av eksperter og de som har erfaring. Viktig at jeg gjør det mest riktig i begynnelsen. Samtidig høre på hva andre har gjort i deres startup fase.
- og få litt boost for å få realisert min drøm. Og siden jeg vet at det å drive bedrift er ikke et enkelt sak i Norge, og jeg er strukturert og følger lover og regler, vil jeg helst gjøre det innenfor regler og lover.
- Fordi jeg skal starte en bedrift.
- Jeg tror det er store muligheter til å starte mitt eget, men det finnes for lite informasjon og veiledning rundt det. Jeg ønsker å bli økonomisk fri og være min egen sjef i fremtiden. Jeg føler også at jeg har noe å tilby som det er mangel på, som jeg skulle ønske jeg hadde.
- For det kan virke krevende og overveldende å starte for seg selv.
- Fordi jeg har en forretningside som jeg ønsker å realisere, men trenger verktøy og kunnskap for å foreta meg de første stegene.

### Appendix 3

Remaining statements that did not fit into preset codes

<p>Independence:</p> <p><i>“Ønsker fleksibilitet i hverdagen. Jeg liker ikke å stå opp tidlig til å gå på jobb. Liker ikke press på arbeidsliv.”</i></p> <p><i>“Fordi jeg vil etablere meg min egen frams og være min egen leder”</i></p>
<p>Personal Development:</p> <p><i>“Fordi jeg vil utvikle meg personlig”</i></p>
<p>Family Background:</p> <p><i>“I grew up in an environment where my father was an entrepreneur. I bleive in taking risks”.</i></p>
<p>Team &amp; Funding:</p> <p><i>To find network and team. How to find the funding and how to apply.</i></p>



Skriftserien nr 86  
2022

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ISBN 978-82-7206-653-5  
ISSN 2535-5325

usn.no

