Training Needs Analysis

Final report for
starting entrepreneurs &
disadvantaged groups

April - 2014
Copyright

© Copyright 2013 Bridging The Gap consortium

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the Bridging The Gap Consortium. In addition an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.

This document may change without notice.

The Bridging The Gap Consortium:

Bridging To The Future (United Kingdom)
Business Development Friesland (The Netherlands)
Academy of Entrepreneurship (Greece)
Business Incubator Gotse Delchev (Bulgaria)
Merseyside Expanding Horizons (United Kingdom)
Everis (Spain)

Co-financed by:

The project Bridging the Gap has been funded with support from the European Commission. This report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Control Sheet

<table>
<thead>
<tr>
<th>Title</th>
<th>Training Needs Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Corrie Ponne</td>
</tr>
<tr>
<td>Version</td>
<td>1</td>
</tr>
<tr>
<td>Checked by:</td>
<td></td>
</tr>
<tr>
<td>Approved by</td>
<td></td>
</tr>
</tbody>
</table>

Change’s Control

<table>
<thead>
<tr>
<th>Version</th>
<th>Change’s cause</th>
<th>Change’s responsible</th>
<th>Change’s date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distribution’s Control

<table>
<thead>
<tr>
<th>Provided to</th>
<th>Area / Department</th>
<th>Nº Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Index

1. Introduction ............................................................................................................. 6

2. Methodology ........................................................................................................... 7
   2.1 Introduction .......................................................................................................... 7
   2.2 Data Collection Methodology ............................................................................... 7
      2.2.1 Desk Research .............................................................................................. 8
      2.2.2 Field Research .............................................................................................. 8
   2.3 Data Comparison Methodology ........................................................................... 10

3. Analysis country comparison .................................................................................. 12
   3.1 Entrepreneurial support systems: ...................................................................... 12
   3.2 Entrepreneurial support System in VETs ............................................................. 15
   3.3 Summary of Interviews ...................................................................................... 18
   3.4 Conclusions from the TNA reports .................................................................... 25
      3.4.1 Entrepreneurial support systems ................................................................ 25
      3.4.2 Entrepreneurial VET Systems ..................................................................... 26
   3.5 Conclusions from the Interviews ...................................................................... 27
   3.6 Overall Conclusions ......................................................................................... 28

Annex A: Results from desk research in Bulgaria ....................................................... 31
   A 1. General Country Information .......................................................................... 31
   A 2. Available support programmes for entrepreneurs ............................................... 38
   A 3. Literature study ................................................................................................. 41
   A 4. Interview Summary .......................................................................................... 45

Annex B: Results from desk research in United Kingdom ............................................ 53
   B.1 General country information ............................................................................. 53
   B 2. Available support programmes .......................................................................... 56
   B.3 Literature Study ................................................................................................. 58
   B.4 Interview Summary .......................................................................................... 60

Annex C: Results from desk research in Greece .......................................................... 64
   C.1 General country information ............................................................................. 64
   C 2. Available support programmes for entrepreneurs .............................................. 67
   C.3 Literature study .................................................................................................. 70
   C.4 Interview Summary .......................................................................................... 70
1. Introduction

This report examines the current entrepreneurial situation and the current entrepreneurial supporting systems in the respective partner countries in order to adapt the Bridge model to suit them in the best manner.

The Bridging the Gap TNA report is the final outcome of the work package 2 and is divided into 3 main parts:

- **Chapter 2 Methodology**
  
  In this part of the report we take a closer look at the tools and methods used to collect the information necessary for the TNA.

- **Chapter 3 Analysis Country Comparison**
  
  Here the entrepreneurial situation of all countries is compared and the interviews, online as well as individual, are taken into account and form the basis for the overall conclusion that is given at the end of this chapter.

- **Chapter 4 Results from the desk research per country**
  
  These appendixes represent the respective country reports. Every partner country was required to write a country report based on shared categories / topics. By adding them to the final needs analysis report we can guarantee that every partner has a full understanding of the economic, cultural, social and entrepreneurial situation in the partner countries. This is necessary to make sure that we will deliver an end product that will meet the needs of each of the participating countries.
2. Methodology

2.1 Introduction

The research being executed by each of the partners is necessary in order to understand the existing entrepreneurial support systems and to identify the needs in this sector. It is part of the Work Package (WP) 2 of the Bridging the Gap Project.

WP2’s aim is to fully understand the characteristics and variety of the micro-entrepreneur ecosystem across the EU as the foundation for the Transfer of Innovation and what and how it needs to be adapted to meet the needs of each of the participating countries. This aim will be achieved by:

- All partners identifying national issues, objections, policies & systems that exist in their own country with relation to developing entrepreneurs & establishing new enterprises. This involves a specific focus on methods and approaches to training entrepreneurs.

- Ensuring all partners are aware of the 'state of entrepreneur training' in each other's countries, amongst their beneficiaries and in the EU as a wider context. This will ensure the needs of all target groups and countries are fully considered in the development of the Bridge Model Europe and the final product addresses all needs.

To have a uniform methodology, which is applied by all partners in order to gather information, it not only makes the results better to compare but it also provides a solid method to attain relevant information in the interested areas. Furthermore, this Methodology makes the results more replicable in case a similar or the same research would be necessary.

The Methodology is divided into two main parts, the first being the Data Collection Methodology and the second one being the Data Comparison Methodology.

2.2 Data Collection Methodology

There are two main methods of how to attain the information needed. The first is the desk research method and the other one is the field research method. This research contains both qualitative and quantitative research.

The quantitative research is the desk research insofar as the data collected for the demographics are regarded as being census data. Certain data in the paragraphs of the economic situation and the start-up culture are also regarded as quantitative data.

The qualitative data on the other hand is mainly used for describing the paragraphs of the education, the culture and the additional literature review as well as for conducting the interviews.
2.2.1 Desk Research

The first step was to create a Country Report template, so that the content of the information gathered is comparable for the different countries. This method is considered secondary data collection as you collect data, which already exists. In order to find the information the common method internet search will be used. Well known websites where information can be retrieved are Cedefop and Eurostat. Furthermore the Global Entrepreneurship Monitor website contains valuable insights into the entrepreneurship activities in the countries in question. Additionally, information on entrepreneurship could be found on the governmental websites of the partner’s countries.

Every partner researched then on the basis of this template. The template was divided into the following categories:

**General Country Information**

- Demographics
- Economic Situation
- Education
- Culture
- Start-up Culture (Age/Sector)

**Available Support Programmes**

- National issues, objections, policies and systems for supporting entrepreneurial skills
- Entrepreneurial support and training organised within the VET schools

**Additional Information on Topic / Methodology**

- Additional methodologies & materials
- Articles relevant to the topic

2.2.2 Field Research

The field research consists of two sets of questionnaires, which are a form of primary research.

**Sample & Justification**

The first questionnaire was online and every partner country should at least receive 20 respondents. The online questionnaire mainly consists out of closed questions, which sometimes offer the possibility to add a comment. The online questionnaire is easier to access for the respondents and thus can be in the form of a greater sample size. Since the answers are already given, the possibility of the respondents to add their own opinion or suggestions are limited but is also makes comparison between different respondents easier.

The stakeholders interview consists of 13 questions dealing with the general entrepreneurial start-up support, the verification of the literature and questions regarding the Bridge Model.
For the stakeholders interview 5 respondents per country are the minimum respondents amount. For this kind of interview (highly qualitative) it is good to focus on a small sample, but retrieve an in-depth perception of those.

The semi-structured interview questions were used in order to get a better insight into the target group. The questions are asked in an “open-question” way in order to stimulate the interviewee to answer in a more insightful and comprehensive way. This enables to receive a more in depth view of the current situation and let the respondent suggest ideas and other solutions themselves.

**Theory used**

The stakeholder interviews follow a theoretical approach of the constructivism theory. Constructivism, as a perspective in education, is based on experimental learning through real life experience to construct and conditionize knowledge. In the case of BTG it is the designing of a questionnaire on real life learning experiences.

The following interview structure was used and will be mentioned in the methodology, so that third parties will understand the structure as well as to be able to reproduce the interview if needed.

**Target group and structure**

Both questionnaires target directly at the target group and since every partner is experienced in this field in their respective country it is up to every individual partner to send out the questionnaires / invitations to the correct target group.

**Interview (Questionnaire) for the stakeholders**

First the interviewee needs to be categorized in an occupational area.

The person being interviewed falls into the category of: (Please choose one of the following)

- Teacher from a VET school
- Entrepreneur who recently started his/her own business (within the last 3 years)
- Representative from disadvantaged groups (unemployed, disabled, learning disability etc.)
- Trainer/coach of entrepreneurs
- Learner/person who wants to start his/her own company

Then the interviewee needs to answer these semi-structured interview questions:

**General questions relating to entrepreneurial or start-up support**

1. What is your relationship to the entrepreneurial world of start-ups in your work?

2. What measures that you know of are already being taken to stimulate entrepreneurship in your region?

3. What is your opinion of these measures? Do they reach your target group?
4. Are these measures or structures easily accessible?

5. What would you like to improve regarding these measures?

Questions for verifying your literature study

6. Did you know these support mechanisms existed? If not, have you searched for support mechanisms like this? Please comment on why/why not?

7. Do you feel they are useful and fulfilling a need in the market at the moment? Please comment.

8. Do you feel they are actively trying to encourage start-ups? Please comment.

9. Did you know about the best practices or other materials that were just indicated? Do you this can also be useful for other start-ups? Why (not)?

Questions regarding the Bridge model

10. Now that you have an impression of how the model is being used on the website, how would you evaluate the model?

11. How would you evaluate the attractiveness of the model for start-up companies? Please comment.

12. Do you thing the model encourages (student) start-up encouragement? Why (not)? Please comment.

13. Do you feel the Bridge model can be useful for all people who want to start a business or do you find it more useful for a certain group? (For example only for students/young people?) Please comment on how it can be useful for different groups.

2.3 Data Comparison Methodology

Since both, the desk research as well as the field research (interviews) are considered qualitative measures, a qualitative method for comparing those data is necessary.

In this section of the report it is shown, which qualitative methodology is used and how to apply it widely for every partner.

The qualitative 5 step method as explained in Ellen Taylor-Powell & Marcus Renner ´Analyzing Qualitative Data´ (2003) will be used in order to form a Methodology framework tailored to the needs of the ´Bridging the Gap´ Project.

The following section of the Methodology is divided into 5 easy applicable steps, that can be used for the analysing of the questionnaires as well as the desk research.

Step 1 - Reading:

Read the outcomes of the data collection first.
Since the answers in both cases (desk research/ field research) are written down, the first step is to read the outcome and re-read it again. The first impression can be written down, which came up during the initial readings. Then comes identifying a few key questions that the analysis needs to answer.

**Step 2 - Categorizing:**

*The next step is to find categories and subcategories.*

The desk research is already categorized, for evaluation purposes it is useful to find subcategories within these categories and then the next step would be to find similarities / differences and patterns as mentioned in the next step.

In regards to the field research, one can find categories within the questions and within the answers. In the case the answers of the questionnaire show similarities with the categories of the questionnaire, one can merge those results into a greater category.

**Step 3 - Similarities and Patterns:**

These steps included searching for similarities and patterns within the categories and in general.

After having found categories, the next step is to look for similarities and patterns in the responses, within those categories. Similarities and differences that stick out can be written in the respective category. For instance if many partner countries found out that the most common way of entrepreneurial training are incubators, then the results (similarities / differences) can be written down in the category support systems (Incubators).

**Step 4 - Relationships:**

*This step answers the question: (how) does it all relate to each other?*

If some themes occur more often within the categories, then there might be a relationship, some cause and effect relationships might be found or other types of relationships. In case those found, one could describe them in more detail. An example could be that if a country uses the entrepreneurial support system Incubator more than other countries and the failure rate of the entrepreneurs in general is lower, one might conclude a cause and effect relationship.

**Step 5 - Interpretation:**

*The last step is the interpretation of the data.*

Now that all the data is categorised and that the similarities, differences and the relationships are apparent, it is time to understand the findings on the overall level. What are the key points and how do they change or underpin previous assumptions?

What do the findings mean and on which aspect of the project do they have implications and how? The Interpretation part is part of the conclusions.
3. Analysis country comparison

The first step of the Training and Needs Analysis of the WP2 was to undertake research in the entrepreneurial support sector for the respective partner countries. These individual researches will function as a base for the comparison analysis and thus helps to gain a deep understanding of the current status quo of the supporting material for entrepreneurs in the individual countries as well.

In the end of this chapter, a more comprehensive and holistic view of the entrepreneurial sector in the participating partner countries will be presented.

This chapter will compare the country reports of the entrepreneurial support systems and is structured into the following paragraphs:

- Entrepreneurial Support Systems
- Entrepreneurial Support Systems for VET Institutions
- Summary of Interviews
- Conclusions from the TNA reports
- Conclusions from the Interviews
- Overall Conclusions

In the end of this chapter the summarized information will be compared and an overall conclusion will be drawn.

3.1 Entrepreneurial support systems:

In this section of the TNA Comparison, the entrepreneurial support system and the most common start-up sectors of each partner's country will be examined and summarized from the original TNA Analysis of the respective country report.

**United Kingdom:**

In recent years in the UK, the government has placed a real emphasis on enabling young people to start up their own businesses. In 2012, David Cameron announced a £82million loan scheme whereby 18-24 year can apply for a loan of £2500, which must be repaid within 5 years and charged at 3% interest.

Another major initiative currently being rolled out by the Government is called ‘Small business: GREAT ambition’. The scheme responds to feedback from small business about how the government can help at different stages of the life of a business. Different stages include:

- Finance business growth
- Hire people
- Develop new ideas
- Break into new markets
• Find the right support at the right time
• Get on with doing business

Another initiative supported by the UK Government is called The Start Up Loans Company, which provides financial support in the form of a combination of a loan and mentor for new entrepreneurs in England and Northern Ireland. The idea of the initiative is to provide people who have a basic feasible business idea, but no easily accessible source of finance.

In the UK, and amongst entrepreneurial training organisations, there is not a coherent and universal entrepreneurship ‘syllabus’ and therefore teaching approach. There are, however, many common tools and methodologies used by these organisations. These common methodologies include a focus on developing basic business skills, fostering a liberal approach to risk, the involvement of mentors and the utilisation of games and role-play to simulate a real environment.

**The Netherlands:**

In the Netherlands, the first point of contact for the entrepreneur is usually always the chamber of commerce (Kamer van Koophandel/KvK). The Dutch chamber of commerce (Kamer van Koophandel / KvK) is also active in providing entrepreneurial training mostly in the form of seminars. In those seminars, the starting entrepreneur will get information about mostly administrative procedures such as how to provide the correct fiscal information to the tax office (Belastingdienst) and what for certificates are necessary in order to run a business. However, sometimes those seminars also cover the subject of entrepreneurial skills and competencies. In the Netherlands most companies are started up in the facility sector, followed by the consultancy sector.

**Bulgaria:**

There are measures for implementation of entrepreneurship education in secondary schools, the expansion of this training in universities, support for entrepreneurship education in enterprises, the creation of advisory services for SMEs, support for new entrepreneurs, including special initiatives to promote entrepreneurship among women, ethnic minorities and others. Another important document is the Innovation Strategy of the Republic of Bulgaria, which pays special attention to the creation of entrepreneurial companies in Technical universities to support young entrepreneurs and start-up companies to improve management and marketing skills of the students of these universities.

The National Youth Strategy (2010-2020) is oriented towards building and implementing a unified, consistent and sustainable youth policy in Bulgaria, based on multisectoral approach, intersectoral collaboration and joint management with young people at national, regional, provincial, municipal level. It is oriented to young people aged 15 to 29 years, according to international and European standards for youth work.

**Sectors where most start-ups take place**

The start-up SMEs, established in 2011, are mostly in the sectors: 1. Retail trade - with 10 608 start-ups; 2. Wholesale trade – 3 540; 3. Restaurants – 3 070; 4. Real Estate – 2 537; 5. Transport – 1 893; 6. Car trade – 1 228 (National Strategy SBA). A disadvantage for the
Bulgarian enterprises is the sector structure which is significantly different from that in the EU countries.

<table>
<thead>
<tr>
<th></th>
<th>Bulgaria</th>
<th>EU-6$^1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-tech production$^2$:</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Low-tech production:</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Knowledge-intensive services:</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Low level of knowledge services:</td>
<td>68%</td>
<td>51%</td>
</tr>
<tr>
<td>Other sectors:</td>
<td>7%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Greece:**

New, simplified procedures for establishing new companies were introduced in April 2011 by the Ministry of Development, Competitiveness and Shipping. Under the new procedures, lasting only one hour, a company can be set up within one day. Although the method seems to work well in many cases, the required period is higher for entrepreneurs without a clear tax or social security status. Furthermore, in April 2011 a law simplifying the procedures for the licensing of business activities, involving both companies and technical professions, was introduced. The new law changes the existing principle ‘audit before the licence’ to a new approach where, for low-polluting activities, the licence is given prior to any audit. Furthermore, the authority for granting licences has been extended to the Chambers of Commerce, in addition to the existing offices in the regional authorities.

In the context of building a more responsive administration, the General Secretariat of Industry is supporting the new digital platform, StartUp Greece (www.startupgreece.gov.gr), an online tool to promote entrepreneurship. This platform has created an entrepreneurial community whose main objectives are to disseminate information, provide a networking forum for young entrepreneurs and, ultimately, change the perceptions of entrepreneurship. In Greece the sector where most start-ups take place is the food service industry with restaurants, bars and catering and food retail outlets. The second biggest sector is the clothes and shoes-selling shops. Accounting/business consulting services are following on the third place.

**Spain:**

According to some research, the Spanish population has no real perception for business opportunities, competitiveness is low and, generally speaking, there is not much social

---

$^1$ Sweden, Finland, Denmark, Austria, Hungary and Slovakia - the six EU countries closest to Bulgaria by population

$^2$ Eurostat classification of technological intensity is used. In this part of the analysis high-tech production means high and medium production, and low-tech: low and medium-low industrial production.
support to entrepreneurs. Due to all that, not many business opportunities are being transformed into proper businesses.

All public administrations (European, National, Regional and Local) are working closely to provide some assistance to entrepreneurs, with assistance of foundations, private institutions and social networks at all levels. Information centres for entrepreneurs are being created in many cities and towns by Regional authorities and with support from national and European governments. Trainings on entrepreneurship generally integrate full curricula dedicated to it, giving basic knowledge on marketing, finance or management skills plus practical cases and experiences. This kind of training is always close at hand and in many cases they are paid by the government or there are programs covering the cost or offering grants.

Finance assistance, is offered either by public institutions with programs for entrepreneurs or by financial institutions, especially foundations supported by private banks. Administrations are trying to simplify all necessary formalities needed to create a company. Nowadays, different administration levels are working together to make the process as simple and easy as possible.

Special programs for disadvantaged groups are available, either through local authorities or by regional employments services. All these trainings are financed by the national programs for training working population and/or the unemployed included in collectives with special needs. Generally speaking, the main areas of success for entrepreneurial activities in Spain are:

- Processing industry.
- Service provider to industries.
- Technology-based sectors.
- Innovative services.

3.2 Entrepreneurial support System in VETs

United Kingdom:

Since 2004 there has been a statutory requirement for schools in the UK to ensure there is suitable provision for work-related learning for all pupils (Cuddy and Leney, 2005). Part of this provision includes developing enterprise and employability skills of pupils.

The UK government and other governments worldwide have increase investment in enterprise coaching and education in recent years. The European Commission and the Organisation for Economic Co-operations and Development see enterprise training in schools, FE and HE institutes as a “key way of boosting innovation, sustaining social progress and ensuring economic recovery” (young-enterprise.org.uk).

An example of this is partnerships with the UK based charity Young Enterprise who are an enterprise education charity who help 250,000 young people every year learn about business. The programmes they offer are threefold:

1. Primary Programmes
2. Secondary Programmes
3. University Programmes

The principle of Young Enterprise is to enable primary, secondary and HE students the ability to be creative, innovative and adaptable in this highly competitive job market. They hope that the students will then “acquire skills, attitudes and behaviors to boost their employability and enterprise” (young-enterprise.org.uk).

**The Netherlands:**

Jong Ondernemen\(^3\) is a non-profit organisation, which aims to help as many young people as possible (pupils and students) become aware of entrepreneurship and develop an entrepreneurial attitude as well as putting these skills into practice, learning about both the opportunities and challenges of running a business, during their study.

Learning by doing is the method of choice at Jong Ondernemen. This is the most effective means to let the participants develop their entrepreneurial skills. Jong Ondernemen has therefore chosen for a form applicable to all the differing educational levels in the Netherlands. A concept whereby the students set up and manage a company or a comply academic year.

**Bulgaria:**

There is an interesting form of practical education in entrepreneurship - virtual company. Virtual (educational-training) company has proven over the years as a successful form of practical guidance and training in entrepreneurship for vocational secondary schools. This company is virtual copy of a real company and simulates work as a real company. It has business contacts with other similar companies in Bulgaria and abroad. The manager and employees are actually high school students in the last class. They should simulate supplies and sales, make management decisions, depending on the market situation, pay taxes, contact with governmental bodies (Commercial registry Agency, statistics, tax office which are simulated by a Centre of the virtual (educational-training) companies in the Ministry of Education). There is a monitoring teacher that guides this.

**Spain:**

An ‘entrepreneurship culture’ is being included slowly in curricula. Many regional authorities, in charge of vocational education, are including the topic as compulsory in many programs, but it is still in the very first steps. Generally speaking, some regional authorities are considering including the topic in university curricula, and even secondary education. However, it is still work in progress.

**Greece:**

Youth in Greece, as in the other southern European Countries (Italy, Spain, Portugal) face particular difficulties when trying to enter the labor market. In this context VET system plays a marginal role. It is largely school-based, with only 4 percent of those in vocational upper-

---

\(^3\) http://www.jongondernemen.nl/english-version.html
secondary education combining school-and work-based training, in sharp contrast with the 74 percent share in Germany, where dual VET is most prominent (Cedefop 2010). The relatively marginal role of VET can be explained by a limited interest of employers in more formal VET (owing to the dual employment structure), and also by strong expectations of the upward social mobility on behalf of young people and their families, thus creating strong preference in favour of academic training. There is only a marginal to no role for entrepreneurship teaching at VET institutions.
3.3 Summary of Interviews

Since there were two main interview methods, the one being online by using the SurveyMonkey questionnaire tool and the other being personal interviews, this section of the report discusses both forms of interviews.

Online survey Monkey results:

For this questionnaire method, a questionnaire with 22 questions was set up in English on the online Platform SurveyMonkey. Participants received a link to the online survey and each partner country was supposed to deliver 20 filled out questionnaires. In total this amount was slightly exceeded with 124 respondents. The online survey consisted of 22 questions, for overview purposes, these were summarized into categories.

Personal Background (Q1, 2)

Spain had the most participants, followed by Bulgaria and the Netherlands. Most respondents can be categorized as entrepreneurs or coach / trainer of entrepreneurs. The disadvantaged people were in the minority but this is also because sometimes people fall into 2 categories, for example a disabled student can be mentioned here as a student.

How would you best categorise yourself if the following options are available?

---

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee of a VET School</td>
<td>12%</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>28%</td>
</tr>
<tr>
<td>Student</td>
<td>5%</td>
</tr>
<tr>
<td>Starting entrepreneur</td>
<td>5%</td>
</tr>
<tr>
<td>Coach/trainer of...</td>
<td>25%</td>
</tr>
<tr>
<td>Unemployed person</td>
<td>0%</td>
</tr>
<tr>
<td>Disadvantaged person...</td>
<td>0%</td>
</tr>
<tr>
<td>Other, please explain</td>
<td>0%</td>
</tr>
</tbody>
</table>

Beantwoord: 122   Overslagen: 2
Entrepreneurial Motivation (Q3)

As can be clearly seen in the illustration below, the two main motivations to start up a business are the freedom to make your own choices and to create something good for the world.

What was/would be the most important reason for you to become an entrepreneur?

Support mechanisms (Q4–Q9)

The majority of the respondents do not think that there are sufficient supporting mechanisms in their country to support the entrepreneurs, young people / students, or disadvantaged people (>60%).

Do you feel there are enough support mechanisms in place for disadvantaged people (unemployed, disabled, ill, etc.) who want to become an entrepreneur?

This does differ greatly between the countries in the questionnaire. In the Netherlands and the UK the people answering the questionnaire were reasonably positive about the kind of support systems their countries have and the opportunities this offers to start-ups. In Greece, Spain and Bulgaria the people in the questionnaire found there are absolutely no sufficient support mechanisms for people who want to become entrepreneurs.
The existing support systems for the entrepreneurs are regarded as too bureaucratic (62%), old fashioned (34%) and difficult to access (35%).

If the respondents could change the current support mechanisms in their country they would change (in this order):

1) simplify the procedures and decrease the bureaucracy for receiving support
2) make the supporting mechanisms such as funding more and easier accessible
3) Involve real entrepreneurs, which can share knowledge, inspire and support the new start-ups
4) Learn rather by doing than through paper work
5) Start early in the education to make students aware of entrepreneurship
6) Relief in taxes especially in the first years for the start up

Most of the respondents (43,1%) feel that there need to be more good practices about the topic of disadvantaged people in entrepreneurship to support them and that cooperation between representatives of this group and VET institutions should be strengthened.

**How do you feel the entrepreneurial support for this group (disadvantaged people) could be improved?**

![Bar chart showing the responses to the question](chart.png)

These are things that we can take into account when starting to pilot test the Bridge Model in the partner countries. When we also involve people from a disadvantaged background (be it disabled, long term unemployed, learning disability etc.) then we can also make good practices of these efforts. This way we can show how entrepreneurship can also be a good option when you come from a disadvantaged background.
Opportunities & barriers for entrepreneurship (ease of starting up) (Q10,11)

Unfortunately, the mindset that everybody in the partner countries can become an entrepreneur is rather negative as 67% of the respondents think that not everybody who wants to become an entrepreneur is able to become one. This is different for the Netherlands though, most likely because the local and national government are actively trying to support people to create their own jobs.

The reason for this mostly negative mind-set is based on a bad banking system, that it is hard to access financial support system (loans, credit etc) and the highly bureaucratic system behind the available support systems.

Bridging the Gap Model (Q12-Q18)

On the first impression of the respondents (87,1%), the Bridge Model appears to be a good model for prospective entrepreneurs.

When asked if the surveyed person feels if this model is very different from the entrepreneurial support in their countries 40% responded with “yes”. Over 10% also indicated that they did not know if the model is different than the usual system in their country. It is striking that over 65% of the UK respondents indicated that they do not know if this is different. The respondents from the Netherlands did not feel the Bridge Model is that much different from the current methodology. Spain, Bulgaria and Greece had mostly mixed answers where the majority indicated that it was different than in their own country.

The Bridge Model differs in the sense that it offers a more practical approach, clearer and more detailed steps. Many participants additionally mentioned that it covers all aspects of starting ones business until even growing and existing business. Many respondents indicated that the model is very detailed and also covers many steps that do not receive any attention in entrepreneurship coaching in their country. They see this model as being a positive contributor to the current systems. The concern that was most raised was the applicability to the kind of business, for instance technological businesses and “their special needs”. Does the project also work for this type of company?

The majority of the surveyed people find the Bridge Model very attractive and interesting. The respondents also claim that they would like to get a sort of an answer for the questions raised in the Bridge Model. They feel like the steps are all necessary to go through, but how does the discussion of the answers go?

In question no. 16 it was asked if there would be steps in the first bridge (have an Idea-have a new business), which could be left out in the process. The answer to that question was clear: the majority thinks the model is good and they would not leave anything out. As a suggestion it was named to maybe merge “managing a business” and “leading a business” together. The model appears for most participants as a whole approach, which does not miss any step.
Do you feel that somebody who want to start a business can do this based on the information given by the Model on the website?

Beantwoord: 87   Overgeslagen: 37

As can be seen in the graph above, slightly more than half of the participants share the opinion that the entrepreneur would need a couch to help him/her through these steps. This might also be due to the fact there is no detailed information available on the website of the Bridge Model at the moment. Perhaps if there were a detailed guide about the steps that need to be taken, people could use the model without a trainer.

**Topics for starting entrepreneurs (Q19)**

As can be seen in the graph here, the business plan was named as the number one focus for supporting a starting entrepreneur. Sales, networking, financials and marketing were indicated as being important topics. There were no significant differences between the participating countries concerning this question except for Greece, where every interviewee indicated that administration was a very important topic. In the Netherlands, nobody indicated that administration was a topic that you should coach entrepreneurs in.
Disadvantaged groups (Q20, 21)

From the question no. 20 it becomes apparent that most people think it is not necessary that disadvantaged people will work on different topics than the already existing Bridge Model. It was indicated that disadvantaged people might need more time in guidance and perhaps more encouragement if they have been unemployed for a long time. The respondents do not feel there needs to be a specific programme for this category or that the steps should be changed in the Bridge Model. This can be left up to the coach or trainer to see if somebody needs special attention or focus.

Adjustments for this model for countries (Q22)

The cooperation with existing support mechanisms and the adaptation of the legislation in partner countries would be the most important steps to make this model work in the respective partner countries as can be seen below. There were not many people that indicated that the model could be transferred without adjusting to local circumstances.

What would be the most important steps to take for this model to work in your country?

Beantwoord: 82   Overgeslagen: 42

![Chart]

- Cooperation with existing support mechanisms (for example a Chamber of Commerce)
- Adaptation of the legislation to make start-ups easier
- Integration in the VET system
- Nothing, it will work like this

Individual personal interviews

In order to obtain more qualitative results a personal interview with at least 5 respondents per partner country was conducted. The personal stakeholder interview reveals that there are shared barriers for starting entrepreneurs in Greece and Spain. Those barriers are mainly bureaucratic and financial.

For both Spanish as well as Greek Entrepreneurs the taxation is high and was regarded as not fair. Additionally the administrative burdens are found to be another barrier as the entrepreneur needs to fill out too many documents even if the current regulations in Greece aim to decrease the administrative work for the entrepreneurs, but the practice proofs the opposite. Again the majority of interviewees mentioned that there are programs available, but
poorly structured and only focusing on the start up phase and beyond this there is no further support. Moreover, for the Spanish have a age restriction for these programs. Spanish entrepreneurs interested in such programs need to be under 35 years of age. A comparable situation applies to Greece, but the maximum age for those programs is 28 years and people are only allowed to apply once. Many respondents mentioned that it is not easy to find all the necessary information and that the online presence of supporting authorities is rather limited.

The Spanish interviews revealed that support to entrepreneurs in seems as very poor. They highlighted how complicated building a start-up in Spain is, especially due to the high taxes for entrepreneurs and the complicated paperwork to be filled out. There are some forms of support for entrepreneurs in coaching but there is next to no money available for giving the entrepreneurs a push in the first year. This makes it very difficult to succesfully start your own company. All the interviewees got a really positivity view on the model, especially because it includes the whole lifecycle of a company, going beyond the creation and first steps, including growth and consolidation which is often the most difficult phase. They found really positive how easy is to find where you are and the path you have to take, and very accurate the steps to be done to successfully keep your business running. It was mentioned that it would be good to include a phase or steps where entrepreneurs can learn from other starting entrepreneurs about what they have encountered.

Almost all respondents from Greece and Spain really appreciated the BTG model and stated that it would be applicable for entrepreneurs in their country, even though some changes in attitude and legislation would be necessary in the future.

In The Netherlands, the opportunities to become entrepreneurs are regarded as much better. The access to support mechanisms is seen as easy and often free of charge or inexpensive. The most common support mechanism in the Netherlands for entrepreneurial support is the Chamber of Commerce (CoC). The biggest objective of this support system is that the people working for the CoC are employees of the government and are not entrepreneurs themselves. How then would they be able to teach about entrepreneurship if they have not undertaken this themselves? Learning from people in the same situation and who have experienced the same problem are much more useful to learn from. The Bridge seems easily applicable in the Netherlands since legislation etc. will not be a problem to implement this. The system does not differ all that much from the activities being undertaken in the Netherlands but they do add extra improvements to this methodology.

For Bulgaria, most of the topics and steps of the Bridge Model are similar to those the BI-GD has in its training in Entrepreneurship. The Model looks effective and simple. It is attractive. The model is personalized and leads a potential entrepreneur through all the necessary steps and the coaching is also very important. It is definitely useful for students and young people as well as for different entrepreneurs. The model looks practical and for minorities should be kept simple. The Government should improve the legislation for micro businesses and provide opportunity for young people and potential entrepreneurs to develop their ideas into business. It could be useful if there is a complexity: training/coaching+ easier access to credit/low interest + better environment for micro-business.
3.4 Conclusions from the TNA reports

The following two main paragraphs 3.4.1 Entrepreneurial support systems and 3.4.2 Entrepreneurial support systems in VETs will give a main conclusion of the existing support systems for entrepreneurs.

3.4.1 Entrepreneurial support systems

In the Netherlands there are two main well structured entrepreneurial support systems being the Dutch Chamber of Commerce and many incubators. Most Dutch entrepreneurs start up a company in the facility sector, followed by the consultancy sector.

The British initiative at governmental level ‘Small business: GREAT ambition’ supports the starting entrepreneur through all the different stages of the business lifecycle.

Young entrepreneurs are the main focus for the Bulgarian government, partly because the young Entrepreneurial rate is comparatively low to other countries. The main sector in which business are set up is the retail trade sector.

In Greece the focus lies on making it easier for entrepreneurs to set up a company. This is done by decreasing the complexity of the bureaucratic and administrative barriers. There are local and regional support programs in Greece, but they don’t redistribute resources efficiently due to the unclear criteria of assignment and the authority of corrupted local offices and they do not fulfill their expectations nor their upper age limit of 28 for applicants. Furthermore, these measures are not easily accessible because of bureaucratic problems and very strict income limits based on family not on individual income. They require a lot of costs in term of time, information, documentation and so on. Generally speaking, the existent measures are useful due to economic depression, income reduction and sharp taxation measures. These measures don’t encourage new start-ups but only give a boost to started start-ups which have already their fixed costs covered and the basic parameters of running an entrepreneur solved. The food industry brings forward the most start-ups in Greece.

Spain has a variety of entrepreneurial support system covering all areas. However, due to the high level of companies failing, the overall performance is rather poor compared to other countries. The most companies start up in the processing industry.

In order to make the entrepreneurial situation in the partner countries more comparable, a common denominator was found. This denominator is called Total Early Stage Entrepreneurial Activity.(TEA), which assess the percent of working age population both about to start an entrepreneurial activity, and that have started one from a maximum of 3 years and half. Another reason to use the TEA as a comparison denominator is that there was no literature found, which gave insights in the entrepreneurial spirit of a particular country.

The following graph illustrates and compares the TEA rates of certain European Countries for the year 2012.
As the TNA analysis already indicated, this illustration indeed underlies that Spain and Greece have a low TEA and The UK and the Netherlands have a comparatively high TEA. Although the Global Entrepreneurship Monitor has not survey Bulgaria in its reports, the country may be projected to have a Total Entrepreneurial Activity (TEA) rate somewhere in the bounds of cultural and geographic neighbors, such as Hungary (4.3%) and Greece (5.8%). The reasons for the low entrepreneurial activity amongst young people in Bulgaria are the lack of skills in this field, experience and the lack of resources to start their own business.

### 3.4.2 Entrepreneurial VET Systems

In the United Kingdom, there is a so called `Young Charity´ system covering primary, secondary and university programs. Although these programs primarily seem to have the objective to increase the employability, the charity also hopes to stimulate the entrepreneurial drive.

JongOndernemen is a concept in the Netherlands amongst VETs that enables the student to run their very own real company, first under the umbrella of the non-profit organisation JongOndernemen and if the students choose to further pursue their business idea, they can simply register their business with the Dutch chamber of commerce. This program is becoming more popular and more students use this program.
In Bulgaria the Virtual Company approach becomes more and more popular with the VET institutions. Here, students can virtually set up a company and need to operate it successfully by themselves and with guidance from the school. This is a engaged way of learning and comes close to the reality.

In Spain, an ‘entrepreneurship culture’ is being included slowly in curricula. Many regional authorities, in charge of vocational education, are including the topic as compulsory in many programs, but it is still in the very first steps.

All in all we can see that there are various entrepreneurial systems that are used for a variety of different educational or entrepreneurial levels. There definitely are great differences between the level of commitment between the governments of the partner countries to entrepreneurship training. In Greece, this plays a very marginal (if any) role in the VET institutions while in Bulgaria and the Netherlands the focus on entrepreneurship is rather large. The UK and Spain take a middle position between these two.

It is clear that there do exist certain forms of entrepreneurship support. The Bridge model can be used together with existing initiatives when proven successful in the partner countries.

### 3.5 Conclusions from the Interviews

From the Interview chapter it can be seen that the interviews are divided into two main parts: the online survey with more than 120 participants and the individual interviews asking more in depth questions about what kind of support mechanisms are available in the respective partner countries. This part of chapter 3 will combine both the online interviews results as well as the individual interview results.

Most participants of the surveys were entrepreneurs followed by coaches/trainers. The interviews have shown that the majority of the respondents conclude that there is a lack of support for entrepreneurs in terms of suitable programs in general. This is not just the case for young entrepreneurs of people from a disadvantaged background. For disabled people the model could possibly add considering their limited abilities for some businesses and perhaps they will need an additional step to strengthen their self-confidence. The general situation definitely leaves room for improvement according to the respondents. Mostly the respondents mentioned that the existing support systems are too bureaucratic, old-fashioned and difficult to access.

The model could be useful in Bulgaria as it is practical. The Government should improve the legislation for micro businesses and provide opportunity for young people and potential entrepreneurs to develop their ideas into business. It could be even more succesful if the training/coaching could in the future be accompanied with easier access to credit/low interest and if there would be a better environment for micro-business but this is on the long-term. These final comments were also given in the Greek interviews.

In the Greek interviews it was often mentioned that there are some local and regional programs, but they don’t redistribute resources efficiently due to the unclear criteria of assignments and the authority of corrupted local offices and they do not fulfill neither their
expectations. It is also only for people up to 28 years old and a lot of people therefore cannot meet the criteria for participating.

The Dutch people interviewed were very optimistic about the Bridge model and they see it mostly as an added value to the Dutch system of entrepreneurial support. They feel it can be easily adopted in the Dutch methodology and there are no legal/tax or other problems. Cooperation with the existing Chamber of Commerce does seem like a very good idea because they speak with all the starting entrepreneurs in the country.

The surveyed group was asked to come up with points of improvements that would be necessary to change the current supporting mechanisms in their countries. The following main six points could be identified:

1) Simplify the procedures and decrease the bureaucracy for receiving support
2) Make the supporting mechanisms such as funding more and easier accessible
3) Involve real entrepreneurs, which can share knowledge, inspire and support the new start-ups
4) Learn rather by doing than through paper work
5) Start early in the education to make aware of entrepreneurship
6) Relief in taxes especially in the first years for the start up

The next answers to the questions that were asked support the above findings as the respondents mentioned the poorly structured banking systems (loans, credit etc), and the highly bureaucratic systems behind the available support system are the greatest barriers for starting entrepreneurs.

The first impression of the respondents towards the Bridge model was more than positive with 87% thinking this model is beneficial to a starting entrepreneur. According to the majority of the respondents the Bridge model is a structured, detailed and practical approach for the entrepreneur. The main topics that training for starting entrepreneurs should focus on according to the survey are the business plan, financials, sales and networking. For Greece, there is another specific focus needed: it must be adapted to the need of the tourism sector. Seasonal entrepreneurs have to deal with a shorter life cycle; so the modified Bridge Model could help this sector which is a growth wheel for the Greek economy.

To sum it up: the interviews showed an accurate picture of what needs to be included in a good and effective support system.

3.6 Overall Conclusions

All countries have some sort of entrepreneurial support system in place. The opinion about these support systems differs greatly between the different countries. The majority of those systems seems to be too bureaucratic and access to finance is rather difficult. When it comes to entrepreneurial VET support systems it appears that only Bulgaria and the Netherlands have a strong supporting system for the VET institutions. The United Kingdom has systems that support the employability, which also hopes to stimulate the entrepreneurship drive of the students.
The findings of the interviews and surveys are of great importance and indicate that the Bridge Model is an attractive approach for all partner countries. The Bridge Model is often indicated as being very interesting because it considers all aspects which entrepreneurs should know about business creation and its operation, especially for people that do not have any knowledge of entrepreneurship world. It is also very attractive for new start-up companies, because it guides them step by step and minimizes risks related to business. Therefore, it can be applied to different groups of entrepreneurs.

A large part of the respondents to the online questionnaire (43,1%) feel that there need to be more good practices about the topic of disadvantaged people in entrepreneurship to support them and that cooperation between representatives of this group and VET institutions should be strengthened. When looking at the Bridge Model and special needs of people from disadvantaged groups, the majority feels that there does not need to be a differ model for disadvantaged or disabled starting entrepreneurs. They sometimes do have more barriers to overcome and therefore the level of support needs to be greater and more intense but this can be left up to the coach.

What also seems to be of great importance is that the model seems practical and that you can learn from a real entrepreneur instead of learning about this topic from a book. However, almost all of the people indicated that the model needs to be accompanied with a coach that actually helps the entrepreneur in every step of the BTG model.

When it comes to the content of the positively indicated Bridge Model, help with writing a business plan was named as the number one focus for supporting a starting entrepreneur. Also sales, networking, financials and marketing were indicated as being important topics. There were no significant differences between the participating countries concerning this question so the materials that will be developed in this project should cover these topics. The distribution of importance regarding these topics can be seen in the graph below.
The surveyed group from the online questionnaire with more than 100 participants was asked to come up with points of improvements that would be necessary to change the current support mechanisms in their countries. The following main six points could be identified:

1) Simplify the procedures and decrease the bureaucracy for receiving support
2) Make the supporting mechanisms such as funding more and easier accessible
3) Relief in taxes especially in the first years for the start up
4) Involve real entrepreneurs, which can share knowledge, inspire and support the new start-ups
5) Learn rather by doing than through paper work
6) Start early in the education to make aware of entrepreneurship

The first 3 cannot be changed on the short term by a project such as Bridging the Gap but this is different for the last 3. In this project we would definitely be able to meet the last 3 needs of entrepreneurs by offering them a methodology that works with a system of learning by doing instead of learning from a book, learn from real entrepreneurs as coaches and by offering this methodology to VET schools and involving students interested in entrepreneurship.

Furthermore, it is necessary at this point to mention that one outcome of the TNA is that the cooperation with existing support mechanisms and the adaptation of the legislation in partner countries is of essential importance to consider when implementing this model in a suitable and feasible approach in other countries. This will require a lot of lobbying and is not something that can be reached easily during the lifespan of this project. It is expected that if the pilot tests are successful, that each partner has the ability in its own country to influence policy makers to change and improve existing legislation.
Annex A: Results from desk research in Bulgaria

A 1. General Country Information

The Republic of Bulgaria has been a Member State of the European Union since 2007 and takes 12th place in terms of area, 16th place in terms of population and 21st in GDP in 2010 and 2011. The country is under a Currency Board Arrangement (binding the national currency to the euro) and is characterized by industrialized, open market economy, moderately developed private sector and relatively small domestic market.

Country characteristics

- Economic situation in the country

Table 1. Main macroeconomic indicators of the Republic of Bulgaria

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unit</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>number</td>
<td>7 640 238</td>
<td>7 606 551</td>
<td>7 563 710</td>
<td>7 504 868</td>
<td>7 327 224</td>
<td>7 282 041</td>
</tr>
<tr>
<td>GDP at market prices</td>
<td>mln. BGN</td>
<td>60 185</td>
<td>69 295</td>
<td>68 322</td>
<td>70 511</td>
<td>75 308</td>
<td>77 582</td>
</tr>
<tr>
<td>GDP per capita</td>
<td>BGN (EUR)</td>
<td>7 857</td>
<td>9 090</td>
<td>9 007</td>
<td>9 359</td>
<td>10 248</td>
<td>10 654</td>
</tr>
<tr>
<td>GVA at basic prices</td>
<td>% of GDP</td>
<td>84.0</td>
<td>83.3</td>
<td>85.9</td>
<td>86.1</td>
<td>86.5</td>
<td>85.9</td>
</tr>
<tr>
<td>Average annual inflation</td>
<td>%</td>
<td>7.6</td>
<td>12.0</td>
<td>2.5</td>
<td>3.0</td>
<td>3.4</td>
<td>2.4</td>
</tr>
<tr>
<td>(HICP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget surplus/deficit (-)</td>
<td>%</td>
<td>1.2</td>
<td>1.7</td>
<td>-4.3</td>
<td>-3.1</td>
<td>-2.0</td>
<td>-0.8</td>
</tr>
<tr>
<td>Foreign trade balance</td>
<td>mln. BGN</td>
<td>-19 343.5</td>
<td>-10 123.8</td>
<td>-7 204.5</td>
<td>-6 144.9</td>
<td>-9 174.7</td>
<td></td>
</tr>
</tbody>
</table>

According to NSI data in 2012 GDP growth moderated to 0.8% compared to 1.8% in 2011. The slowdown was mainly due to the lower external demand and the corresponding real decline of Bulgarian exports (down by 0.4%). While the export has been the major growth contributor in the previous couple of years, in 2012 the main engine of growth was domestic demand. The final consumption increased with 1.8%, compared to 1.5% in 2011. This growth was formed by a real increase of the households’ incomes with 2.5% and a decrease in public consumption by 1.4%. In 2012, for the first time since 2008, a positive trend for the gross fixed capital formation has been registered (0.8%).

In 2012, the inflation remained relatively low, with average annual rate, as measured by the HIPC, at 2.4%. The inflation in 2013 will remain relatively low due to the expected favourable conditions.

---

4 According to National Statistical Institute data
5 According to Eurostat
situation at the international markets for raw material and the decrease in the administrative prices for natural gas, electricity and central heating.

At the end of 2012, the nominal amount of the General Government Consolidated Gross Debt amounted to BGN 14 390 mln., or 18.5% of GDP.

According the analysis of the BG Ministry of Economy and Energy for 2011 the number of SMEs is 306 367, they are 99.8% of all the enterprises in Bulgaria. They employ 76% of employees (1 375 000 employed) and generate 67% of the turnover and 59% of value added. The asset investments of SMEs are 69% of all enterprises. 42 SMEs per 1000 inhabitants is the average density in Bulgaria. 6 890 leva is an annual salary in SMEs. In BG there are 1 700 (6% of all the SMEs) fast -growing SMEs (above 20% growth) and they generate 40 % of value added. 27% of fast-growing SMEs are in the industrial sector and 8% in the services. There is no research about the fast-growing micro- enterprises however it is estimated they are about 2 000.

- **Demographics of the country**

Since 1990 there has been a steady decrease in population. A comparative analysis of the demographic development of Bulgaria and the EU based on key indicators reveals common unfavourable trends, more strongly visible in Bulgaria. At the end of 2011 there were a total of 5 302 settlements in Bulgaria, of which 255 cities and 5 047 villages.

**Table 2. Basic demographic indicators for Bulgaria 2008-2012**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population density per 1 km²</td>
<td>68.6</td>
<td>68.2</td>
<td>67.7</td>
<td>66.1</td>
<td>65.7</td>
</tr>
<tr>
<td>Gender ratio (number of females per 1000 males)</td>
<td>1 066</td>
<td>1 067</td>
<td>1 068</td>
<td>1 054</td>
<td>1 055</td>
</tr>
<tr>
<td>Age dependency ratio</td>
<td>44.6</td>
<td>45.1</td>
<td>46.0</td>
<td>47.5</td>
<td>48.7</td>
</tr>
<tr>
<td>Rate of demographic aging</td>
<td>99.5</td>
<td>100.0</td>
<td>101.7</td>
<td>105.6</td>
<td>99.0</td>
</tr>
<tr>
<td>Proportion of the urban population of the total population (%)</td>
<td>71.1</td>
<td>71.4</td>
<td>71.6</td>
<td>72.7</td>
<td>72.9</td>
</tr>
<tr>
<td>Birth rate (per 1,000 people)</td>
<td>10.2</td>
<td>10.7</td>
<td>10.0</td>
<td>9.6</td>
<td>9.5</td>
</tr>
<tr>
<td>Mortality rate (per 1,000 people)</td>
<td>14.5</td>
<td>14.2</td>
<td>14.6</td>
<td>14.7</td>
<td>15.0</td>
</tr>
<tr>
<td>Natural population change (per 1,000 people)</td>
<td>-4.3</td>
<td>-3.5</td>
<td>-4.6</td>
<td>-5.1</td>
<td>-5.5</td>
</tr>
</tbody>
</table>

The population of Bulgaria decreases with 7.7% in comparison to the data in 2001 and with 4.3% compared to 2008. As of 31.12.2011 Bulgaria's population is 1.5% of the EU population, with 72.9% (5 306 233 people) of the population living in urban areas and 27.1% (1 975 808 people) living in villages. The overall death rate is relatively high in Bulgaria. The death rate in 2011 was 14.7%, which was significantly higher than the EU average rate of (2011 - 9.64%) and in 2012 it went up to 15%.

According to Eurostat projections, for the period 2010-2060 Bulgaria’s population will decline by nearly 27%; the share of the population aged 65 + will top 32.6%⁷, while that of the children aged under 15 will shrink to 13%. According to World Bank projections of 2012, by 2050 Bulgaria will have the most rapidly shrinking working age population in the world. The most worrying factor is the projected decrease in the population aged 15-24 by 41%.

---

⁶ Census 2011, Volume 1, book 1, “Population by Districts, Municipalities and Settlements”

According to Eurostat the euro area (EA17) seasonally-adjusted unemployment rate was 12.1% in November 2013. The EU28 unemployment rate was 10.9%. In both zones, the rates increased compared with November 2012, when they were 11.8% and 10.8% respectively. For Bulgaria it is 12.9%.

In November 2013, 5.661 million young persons (under 25) were unemployed in the EU28, of whom 3.575 million were in the euro area. In November 2013, the youth unemployment rate was 23.6% in the EU28 and 24.2% in the euro area, compared with 23.4% and 23.9% respectively in November 2012. In November 2013, the lowest rates were observed in Germany (7.5%) and Austria (8.6%), and the highest in Spain (57.7%), Greece (54.8% in September 2013) and Croatia (49.7% in the third quarter of 2013). For Bulgaria it is 28.5%. (The youth unemployment rate is the number of people aged 15 to 24 unemployed as a percentage of the labour force of the same age.)

Bulgaria is among the Member States with the highest proportion of the young population aged 15-24 involved neither in education, nor employment or training. Compared to the EU27 average value of 12.9%, Bulgaria has 22.6% youth unemployment. The relatively poor educational level and the remoteness of the labour market put youths at a serious risk of poverty.

- Culture

Bulgaria was starting to transfer from centralized planned economy to market economy after the collapse of socialist régime in 1989. There were two main groups of entrepreneurs – people with business ideas to be realized by starting own business and a large group of unemployed people (lost their jobs) who had to start a microbusiness because of lack of other opportunity.

In the BG National Strategy Small Business Act there are presented tables which provide information about entrepreneurship in Bulgaria and entrepreneurial culture. According to the EK methodology for Entrepreneurship Bulgaria took 24-th position in 2012.

**Table 3. Bulgarian position in EU for Entrepreneurship Priority**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Result</th>
<th>EU average</th>
<th>Leader</th>
<th>Position in EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Entrepreneurial activity</td>
<td>10% = 500 000 p.</td>
<td>12%</td>
<td><img src="image" alt="25%" /></td>
<td>19-20</td>
</tr>
<tr>
<td>1.2. Entrepreneurship as opportunity</td>
<td>38% = 190 000 p.</td>
<td>55%</td>
<td><img src="image" alt="81%" /></td>
<td>26</td>
</tr>
<tr>
<td>1.3. Preference to be self-employed</td>
<td>50% = 2 500 000 p.</td>
<td>45%</td>
<td><img src="image" alt="66%" /></td>
<td>7</td>
</tr>
<tr>
<td>1.4. Feasibility of self-employment</td>
<td>21% = 1 050 000 p.</td>
<td>28%</td>
<td><img src="image" alt="49%" /></td>
<td>20</td>
</tr>
<tr>
<td>1.4. Entrepreneurial education</td>
<td>47% = 2 350 000 p.</td>
<td>49%</td>
<td><img src="image" alt="64%" /></td>
<td>18</td>
</tr>
</tbody>
</table>

*Source: SBA Fact Sheet 2012 / Flash Eurobarometer on Entrepreneurship 2009*
Table 4. Bulgarian position in EU for Supportive administration priority

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Result</th>
<th>EU average</th>
<th>Leader</th>
<th>Place in EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Time to start business</td>
<td>18 days</td>
<td>13.8 days</td>
<td>4 days</td>
<td>20-21</td>
</tr>
<tr>
<td>4.2. Cost to start business</td>
<td>1.50%</td>
<td>4.98%</td>
<td>0.00%</td>
<td>8</td>
</tr>
<tr>
<td>4.3. Initial minimum capital</td>
<td>0.00%</td>
<td>16.10%</td>
<td>0.00%</td>
<td>1-8</td>
</tr>
<tr>
<td>4.4. Time to transfer (restart) property</td>
<td>15 days</td>
<td>36.1 days</td>
<td>1 day</td>
<td>6</td>
</tr>
<tr>
<td>4.5. Cost to transfer (restart) property</td>
<td>3.00%</td>
<td>4.69%</td>
<td>0.00%</td>
<td>10-11</td>
</tr>
<tr>
<td>4.6. Tax payment</td>
<td>17 pcs.</td>
<td>15.4 pcs.</td>
<td>8 pcs</td>
<td>20</td>
</tr>
<tr>
<td>4.7. Time to pay the 3 main taxes</td>
<td>500 hours</td>
<td>205.6 h.</td>
<td>59 hours</td>
<td>26</td>
</tr>
<tr>
<td>4.8. Cost for forced implementation of non-fulfilled contracts</td>
<td>23.80%</td>
<td>20.62%</td>
<td>9.70%</td>
<td>18</td>
</tr>
<tr>
<td>4.9. E –version of 8 main public services available</td>
<td>75%</td>
<td>89%</td>
<td>100%</td>
<td>21-25</td>
</tr>
</tbody>
</table>


Table 5. Second chance, Bulgarian position

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Results</th>
<th>EU average</th>
<th>Leader</th>
<th>Place in EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Time necessary to close a business</td>
<td>3.3 years</td>
<td>1.94 years</td>
<td>0.4 year</td>
<td>25-26</td>
</tr>
<tr>
<td>2.2. Cost to close business</td>
<td>9%</td>
<td>10.64%</td>
<td>4%</td>
<td>9-15</td>
</tr>
<tr>
<td>2.3. Community support for a second chance</td>
<td>77%</td>
<td>81%</td>
<td>95%</td>
<td>25-26</td>
</tr>
</tbody>
</table>


- **Education system**

Bulgaria ranks 98th in terms of the quality of the general education system, 67th in terms of the quality of the elementary education, and 63rd in terms of the quality of the tertiary education and training\(^8\).

Public expenditure for education remains relatively low, varying between 3.8% and 3.5\(^9\) of the GDP in the past three years compared to 5.4% for the EU. According to Eurostat, the private costs for education in 2010 accounted for 0.65% of the GDP\(^10\).

---

\(^8\) Global Competitiveness Report 2012-2013 of the World Economic Forum - a survey of 144 countries.


\(^10\) Mostly official fees, materials and books excluding possible informal payments.
The links between education and the needs of the labour market, particularly those of private businesses and high-tech industries are very limited and it is a bottleneck to Bulgaria's sustainable economic development.

In 2011 the structure of the population aged 25-64 by degree of educational level was as follows\textsuperscript{11}: 19.9\% - elementary and lower; 56.5\% - secondary; and 23.6\% - tertiary educational attainment. In 2010 the distribution of those people between the group with lower educational attainment (elementary and lower) and higher educational attainment (tertiary education) was 20.6\% and 23.2\%, compared to the average EU27 values of 25.8 and 27.7 respectively. According to data of 2011\textsuperscript{12}, 40.1\% of the population in rural areas has secondary or tertiary education, over 71.6\% in urban areas.

There is a rise in the percentage of the illiterate population and the children who drop-out, particularly with regard to the secondary education. 1.2\% of the population above age 7 have never attended school, and 1.5\% of the population aged 9 or above are illiterate. The processes follow the general European trends. Bulgaria still performs rather well under these two indicators. In 2011 the school drop-outs were 11.8\% of the population aged 18-24 (13.9\% in 2010). 12.8\% EU average in 2012. The main reasons for early leaving are: financial and family problems for 47.5\% drop-out in BG, went abroad 31.8\% and unwilling to study 14.9\% (NSI).

As regards the vocational orientation structure of the population (education and qualification degrees “Professional Bachelor”, “Bachelor” and “Master”), in 2012 the highest proportion of graduates was in the Economic Sciences and Administration (31.9\%), followed by the Social and Behavioural Sciences (14.8\%), Engineering and Technical Sciences (12\%), Pedagogical Sciences (6.4\%) and Healthcare (5.6\%).

The lack of prospects and development stimuli for doctoral students in Bulgaria is the reason why only a very small fraction (0.4\%) of the group aged 24-35 (compared with the average EU27 rate of 1.5\%) attain the education and qualification degree “Doctor”. As a result, the share of high-tech products in the export structure also remains rather low (4\%) compared to the EU27 (17\%).

Lifelong learning\textsuperscript{13}: the current value of the population involved in LLL for the EU27 is 8.9\%, while for Bulgaria it was just 1.3\% of the population aged 25-64 in 2011 and 1.5\% in 2012\textsuperscript{14} (1.2\% in 2011 r. Eurostat)

Another serious issue related to HR qualifications is the low level of adequate computer and internet skills, which is essential for the widespread use of ICT and ICT-based services and for achieving digital growth. Bulgaria continues to fall behind over the EU average values. According to the Digital Agenda Scoreboard, in 2011 only 42\% of the population had some level of computer skills and 50\% had internet skills over 67\% and 73\% on average in the EU. The people with high computer skills were 11\% over 27\% on average in the EU, and those with moderate skills were 27.7\% over 52.5\% on average in the EU.

\textsuperscript{11} According to NSI data, Labour Force Survey (due to revision in accordance with the weighting method of 2012, the data are not entirely comparable with previous years).
\textsuperscript{12} National Strategy for Demographic Development of the Republic of Bulgaria (2012–2030)
\textsuperscript{13} Impact assessment of the National Lifelong Learning Strategy 2008–2013
\textsuperscript{14} According to NSI data, Labour Force Survey (revised in accordance with the weighting method of 2012 and the 2011 Census).
- Are there policies on drop-out prevention in schools to prevent youth unemployment?

It is developed and submitted to the Ministerial Council the National Strategy of drop-out prevention in educational system 2013-2020.

There is a National Programme for development of school education and pre-school preparation 2006-2015.

The LLL policy set out in the National Lifelong Learning Strategy demonstrates progress, which is still very limited. A vocational guidance system has been developed within the school system; measures to address modern requirements to tertiary education curricula have been put in place; a National Qualification Framework has been developed and approved, and Centres for Promotion of Entrepreneurship have been set up in tertiary educational establishments.

The actual implementation of measures for non-formal training and self-dependent learning continues to be a problem. As far as non-formal training and self-dependent learning are concerned, in 2014 Bulgaria will start implementing a system for recognizing knowledge, skills and competences acquired through non-formal training and self-dependent learning.

- Start-up culture; for example the % of young people who start a business

According to Eurostat there is a trend of decline in the share of self-employed among young people in Bulgaria in the period 2009/2011. 15 In 2011 r. only 1.1% of the working young people at the age 20 and 24 in BG have their own business (it declines with 0.8% compared to 2009). The entrepreneurs are 3.1% among young people in BG at age 25 to 29 (decline only with 0.1% compared to 2009). Most of the young entrepreneurs are with higher education 53%. 42% have secondary education and only 5% have low education. 16 In 2012 r. in Bulgaria the self-employed is each 6 out of 1 000 young people at age 15 to 24. 17

---

15 ESTAT data, Entrepreneurship among Young People and Condition for Development, May 2012
16 NSI data Census 2011,
17 Eurostat, June 2013.
The reasons for low entrepreneurial activity among the Bulgarian young people are the lack of satisfied skills, experience and resources to start own business. Those who intend to start a business prefer to obtain knowledge, professional experience and find the initial capital.

In EU\textsuperscript{18} the entrepreneurial activity among the young people is low: only 4% entrepreneurs aged 15-24 and 9% at age 25. At age 30 to 34 the percentage is 15%.

According to a research in BG in 2012 r.\textsuperscript{19} the main reasons young people to give up from starting business are: lack of finance 50%, not enough favorable business environment 38% and perception that doing business is difficult 30%.

- **Sectors where most start-ups take place**

The start-up SMEs, established in 2011, are mostly in the sectors: 1. Retail trade - with 10 608 start-ups; 2. Wholesale trade – 3 540; 3. Restaurants – 3 070; 4. Real Estate – 2 537; 5. Transport – 1 893; 6. Car trade – 1 228 (National Strategy SBA)

A disadvantage for the Bulgarian enterprises is the sector structure which is significantly different from that in the EU countries.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Bulgaria</th>
<th>EU-6\textsuperscript{20}</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-tech production\textsuperscript{21}:</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Low-tech production:</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Knowledge-intensive services:</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Low level of knowledge services:</td>
<td>68%</td>
<td>51%</td>
</tr>
<tr>
<td>Other sectors:</td>
<td>7%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Another fact which underlines the shortcomings of the Bulgarian SMEs is the share of enterprises in the “retail” sector, where over 32% of the SMEs operate. This indicator in the countries of comparison is 13% and the EU average is 17%.

- **Average age for people to start a business**

The table below provide information about the employed and self-employed young people and age

<table>
<thead>
<tr>
<th>age</th>
<th>Employed young people</th>
<th>Self-employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>26 200</td>
<td>6.90%</td>
</tr>
<tr>
<td>20-24</td>
<td>213 800</td>
<td>43.70%</td>
</tr>
<tr>
<td>25-29</td>
<td>296 700</td>
<td>60.40%</td>
</tr>
<tr>
<td>total</td>
<td>536 700</td>
<td>39.50%</td>
</tr>
</tbody>
</table>


\textsuperscript{18} Flash Eurobarometer, Analytical Report, Youth in Action 2012 r.

\textsuperscript{19} ESTAT data, Entrepreneurship among Young People and Condition for Development, May 2012.

\textsuperscript{20} Sweden, Finland, Denmark, Austria, Hungary and Slovakia - the six EU countries closest to Bulgaria by population

\textsuperscript{21} Eurostat classification of technological intensity is used. In this part of the analysis high-tech production means high and medium production, and low-tech: low and medium-low industrial production.
The key public institutions involved in the promotion of entrepreneurship are the Executive Agency for Promotion of SMEs (ASME), the Ministry of Economy, Energy and Tourism, the Ministry of Labour and Social Policy, and Employment Agency.

There is variety of business structures which represent Bulgarian business and provide business services to their members in Bulgaria such as:

- Chamber of Commerce and Industry [link]
- Bulgarian Industrial Association [link]
- Association of Industrial Capital in Bulgaria [link]
- National Association of Small and Medium Business [link]

However they generally support already established business. Bulgarian association of Regional Development Agencies BARDA supports business development and SMEs at regional and local level.

The National Business Development Network (Business Incubator – Gotse Delchev, EPC is a member of it and currently chairs the network) units Business Incubators and Business Centers which support start-ups, in particular micro-business and small businesses at local level, including rural areas.

### A.2 Available support programmes for entrepreneurs

Strategic documents and programs for entrepreneurship support and development in Bulgaria: two national strategies to promote the development of SMEs (2002-2006 and 2007-2013), the National Strategic Reference Framework of Bulgaria 2007 - 2013, the National Strategy for Lifelong Learning 2008 – 2013, National Reform Programme 2011-2015, National Development Programme 2020 Bulgaria and others. There are measures for implementation of entrepreneurship education in secondary schools, the expansion of this training in universities, support for entrepreneurship education in enterprises, the creation of advisory services for SMEs, support for new entrepreneurs, including special initiatives to promote entrepreneurship among women, ethnic minorities and others. Another important document is the Innovation Strategy of the Republic of Bulgaria, which pays special attention to the creation of entrepreneurial companies in Technical universities to support young entrepreneurs and start-up companies to improve management and marketing skills of the students of these universities.

National Youth Strategy 2010-2020 was approved in 2009 by the BG Council of Ministers. The updated National Youth Strategy 2012-2020 is available for public discussion.

The National Youth Strategy (2010-2020) is oriented towards building and implementing a unified, consistent and sustainable youth policy in Bulgaria, based on multisectoral approach, intersectoral collaboration and joint management with young people at national, regional, provincial, municipal level. It is oriented to young people aged 15 to 29 years, according to
international and European standards for youth work. The objectives and tasks concerning youth entrepreneurship:

“Operational objective 1.2.2.: Promoting the economic activity of young people.

Task 1. Supporting and creating favorable environment for enterprises, coupled with the provision of jobs for young people.

Task 2. Counselling of the enterprising young people to develop their own business.

Task 3. Encouraging the young people with outstanding achievements in innovation and promoting their success.

Task 4. Supporting young people with appropriate education and innovative business ideas in order to start their own high-tech business or create technology companies.

Task 5. Developing of a network of business centers and business incubators to provide services to support for young entrepreneurs.

Task 6. Supporting the specialized enterprises and cooperatives of young people at risk - young people with disabilities and other youth in social risk (people receiving social assistance, representatives of vulnerable ethnic minorities, persons leaving institutions to provide social services, individuals suffering from various addictions, former prisoners and others), representatives of various communities engaged in social enterprises, cooperatives and specialized businesses.

Task 7. Promoting the social entrepreneurship among the young people.”

Funding for youth activities

- Improving the skills of youth organizations, youth groups and service providers for young people to attract external financial resources for development, financing and project management.
- Provision of funds from the state budget for national youth programs.
- Provision of funds from municipal budgets for youth programs and activities.
- Provision of support for measures to develop young people in Bulgaria through the program “Youth in Action” (2007-2013) of the European Commission.
- Provision of support for targeted activities for youth development through funding from the EU funds within the Operational Programmes – “Development of Human resources”, “Administrative Capacity”, “Competitiveness of Bulgarian Economy”, “Regional Development” and through the development of rural areas.

Implementation of the policy (some results)

Within the framework of the measures and projects under operational objective 2 "Promotion of economic activity of young people" 4872 young people were involved as through the governmental support to create a favourable environment for enterprises 3488 youths were hired (scheme "Development" OP HRD and National Employment programmes); counseling provided to 963 entrepreneurial young people to develop their own business through the Entrepreneurship Promotion Centres in universities in Bulgaria and other service providers funded under the scheme "Encouraging start-up and development of own business" - Component 1 HRD OP and others. It is provided a support to specialized enterprises and
cooperatives of young people at risk - those with disabilities and other youth in social risk (persons receiving social assistance; representatives of vulnerable ethnic minorities, persons leaving specialized institutions for provision of social services, persons suffering from various dependencies, ex-prisoners and others), representatives of various communities engaged in social enterprises, cooperatives and specialized enterprises.

**Entrepreneurial Education and training in Bulgaria**

In secondary education, the teaching of entrepreneurship is performed as follows:

- For Vocational education and training there are classes with the subject "Entrepreneurship", provided according to curricula to obtain a third level of professional qualification;
- For General education in the part of the 7 and 8 classes of the secondary schools. In the academic year 2011/2012, they are 36.

There is an interesting form of practical education in entrepreneurship - virtual company. Virtual (educational –training) company has proven over the years as a successful form of practical guidance and training in entrepreneurship for vocational secondary schools. This company is virtual copy of a real company and simulates work as a real company. It has business contacts with other similar companies in Bulgaria and abroad. The manager and employees are actually high school students in the last class. They should simulate supplies and sales, make management decisions, depending on the market situation, pay taxes, contact with governmental bodies (Commercial registry Agency, statistics, tax office which are simulated by a Centre of the virtual (educational-training) companies in the Ministry of Education). There is a monitoring teacher.

During the period 2009-2013, the virtual (training) firms operate in 62 vocational secondary schools and one university. For the academic year 2012/2013 r. 4000 students have been trained in them.

The Centre of Virtual (Educational-training) Companies as an independent unit in the Ministry of Education and Science, coordinates the activities of the training companies, provides methodological assistance and advice on issues of training and operation of companies and improve qualification and training of teachers and students in their practical activities in training firms.

The virtual company stimulates the development of the entrepreneurship and the formation of key competencies. It develops creative thinking of students, they work in groups of interests, develop skills which traditional education system cannot provide.

Entrepreneurship education in colleges and universities.

According to the Ministry of Education and Science in Bulgaria there are 51 accredited higher schools and colleges offering higher education in 2013. Almost all of them have Faculty, separate courses or related courses or training in economics, management and entrepreneurship. There is reason to believe that entrepreneurship education in these universities is based on a narrow understanding of entrepreneurship only as knowledge and training to create and manage company. Entrepreneurship is mostly studied in the courses of economics and management while the EC understanding of entrepreneurship education is to encourage creativity innovation and self-employment.
Vocational training for adults

In Bulgaria there are Vocational training centres, accredited by the National Agency for Vocational Education and Training, to deliver vocational training for adults, and SMEs. The BI-GD has such a Vocational Centre and delivers trainings including entrepreneurship for individuals who would like to improve their knowledge and skills and start their own business.

According to a National representative research:

- For nearly two-thirds of young Bulgarians under 30 the main motivating factors for starting business are: to make money, avoiding unemployment and the desire to be “my own boss”. About 50% of them say they are driven by the need for new challenges, unlike their counterparts in EU where this is the dominant factor2.
- Young people need support both at the start and in developing their own business.
- Despite best practices and patterns from a project "Education of young people in entrepreneurial skills to create a competitive small and medium businesses" and Establishment and Development Centers to promote entrepreneurship in higher education in Bulgaria"3 entrepreneurial culture among young people is still underdeveloped.
- Despite the successful models and best practices in project "JOBS – Job Opportunities through Business Support"4, project "Promotion of innovation activity among young people in Bulgaria - Technostart" and project "Creating Competitive Start-ups - Project 100"1, the access to information, advisory services and financing for setting-up and development of entrepreneurial initiatives of young people is still limited.

Despite some positive results there is need for practically oriented training on entrepreneurship.

A 3. Literature study

There is a variety of training materials and presentations about entrepreneurship available in Bulgarian.

1. Training material and methodology “Start Your Own Business”

Developed (copyright) by the ILO International Labour Organization adapted by JOBS project (Job Opportunity through Business Support). JOBS was a National Project of the Bulgarian Ministry of Labour and Social Policy 2001-2009 and UNDP. The project addresses unemployment and business development in Bulgaria by helping create long-term jobs and by assisting start-up, micro and small business development through a network of autonomous and locally owned Business Centers, Business Incubators and Window Offices. Business Incubator – Gotse Delchev actively participate in that project and have been delivered trainings. [http://www.undp.bg/projects.php?id=945&lang=en](http://www.undp.bg/projects.php?id=945&lang=en)

The “Start Your Own Business” training material consists of a business guide in 2 parts and a notebook for self-assessment, exercises and case studies. It is a step by step training program for potential small business entrepreneurs to help them to understand and go through the most important stage of their business. The business guide explains in a simple and practical way the basic business principles and the most important steps to be done to
start a business. The note book aim is to help the learners to self-assess their knowledge and characteristics and to do the preparation activities to be ready to start their own business and to do their feasibility study of their business idea and business plan supported by the trainer. There are some useful templates as well. The methodology is simple theory + exercises + practical tasks + feedback by the trainer. There is simulation business game as well.

Contents of the guide:

- Step 1 – Market economy and private entrepreneurship
- Step 2 - Preparation to start a small business
- Step 3 - Develop your business idea
- Step 4 - Research of opportunity
- Step 5 - Assess your business idea and feasibility study
- Step 6 – Open your business

Contents of the notebook 34 preparation activities such as self-assessment form for personal motivation to become an entrepreneur; personal cash flow, business idea assessment, SWOT analysis, potential clients, marketing research and analysis, clients profiles, potential competitors, marketing mix, expected incomes and costs, resources and equipment needed, action plan and so on.

The BI-GD trainers adjust the contents of the training according to the learners and simply it when necessary.

The BI-GD experts support successfully passed learners who want to start business to develop their business plan and start and develop their own business.

Some exercises and templates from the notebook could be useful such as self-assessment of motivation, personal cash flow, potential clients' profile, and potential competitors.

2. In 2012 the BI-GD was a part of “Summer School in Entrepreneurship” in Blagoevgrad Bulgaria, under a project “Greek –Bulgarian Network for Education and Training in Entrepreneurship: Models, Programmes and Virtual Enterprises Infrastructure” ENTRE+GB and delivered workshops for BG and Greek students

3. (http://interreg.teiser.gr/index.php/deliv/7-days-summer-school/presentations)

Structure of the training “Self - Assessment - Entrepreneurial Attitude and Potential”:

1. Self-assessment of entrepreneurial potential
2. Assessment of a business idea
3. Business idea development

Structure of the workshop “Business idea development”:

1. Introduction
2. Instructions for the task
3. Working in 6 teams on Business idea development
4. Presentations of the team results and discussion
5. Feedback by the trainers
6. Summarizing


There is a questionnaire for self-assessment.

4. Training material and methodology “Develop Your Business Idea”

Very simple and easy to understand training material developed in 2004 for the purpose of the projects "Promotion of innovation activity among young people in Bulgaria - Technostart" and Project "Creating a competitive start-ups - Project 100" implemented by the Ministry of Economy, Energy and Tourism in cooperation with the United Nations development and JOBS Business Centers.

The training for potential entrepreneurs was the first stage of the projects. The next stage was selection of the best ideas and potential entrepreneurs among the trainees and further developed them into micro and small businesses, including micro-finance.

5. Junior Achievement Bulgaria entrepreneurship training

4.1. Company program helps young people appreciate and better understand the role of business in our society. Through this hands-on experience, students learn about the free enterprise system and how businesses function...

Number of weeks: 13-15; Number of hours per week: 2-3; Target Age Group: 16-22

Objectives

Organizing a Junior Achievement Company - analyzes and explores personal opportunities and responsibilities within a company

Plan - design strategies for a company that include a business plan, production plan, financial plan, and marketing plan

Managing a Junior Achievement Company - produces a product, monitors productivity, evaluates the quality of the products, and creates a selling strategy

Liquidating a Junior Achievement Company - compose and annual report for stockholders and develop personal career goals

Content of the Program

Business, Buying and selling, Capital, Competition, Economic incentives, Economic institutions
Entrepreneur, Fixed and Variable costs, Goods and services, Income and expenses, Income distribution, Job, Management, Markets/marketing, Money, Price, Productive resources, Productivity, Profit, Specialization and division of labour, Stock, Supply and demand, Taxes
Methodology
A combination of traditional theory with practical hands-on activities supported by software programs and the presence of a volunteer business consultant. Activities include: discussions, games, video projection, creative activities, tests, questionnaires, team work, role plays.

Educators and Other Human Resources Needed
Teachers of Economics, Civic Studies, Geography/History, and/or English. Volunteer Business Consultants (experienced businesspeople/parents/university graduates) trained by Junior Achievement International

http://old.jabulgaria.org/index.php?option=com_content&task=view&id=34&Itemid=71&lang=en

4.2. Youth Business

Matching the ambitions of aspiring Bulgarian youth entrepreneurs (age 18-29) with the resources they need to realize their dream is the goal of the new JAB program Youth Business, a joint initiative of Junior Achievement Bulgaria, the Balkan Children and Youth Foundation (www.balkanyouth.org) and Youth Business International (www.youth-business.org).

Following a threefold approach Youth Business provides access to financing of the business ideas through seed loans, especially designed for youth; offers tool kits and guidelines to assist youth in developing their own small businesses, thus creating jobs for peers and family members; and establishes one-to-one mentoring by experienced business people to advise and support the young entrepreneurs.

JAB envisages its new program as a natural continuation of the JA Student Company program, allowing for a further application of the entrepreneurial spirit and skills, developed in JA classes. Youth Business, however, is open to all young people, including those with an already established business that will develop in the future.

An Advisory board, comprised of professionals reviews the business plans of the young entrepreneurs. Holders of the brightest ideas are invited to an interview, where they can further discuss their entrepreneurial plans.

The first group of young entrepreneurs was awarded their checks on January 19, 2006.

It is JAB’s goal to continuously operate the program and support more young business people each year, as the program aims to deliver a range of benefits, from increasing opportunities for young people to become economically engaged to generating a culture of entrepreneurship and dynamism in the local economy.

http://old.jabulgaria.org/index.php?option=com_content&task=view&id=84&Itemid=71&lang=en
A.4 Interview Summary

The BI-GD has interviewed 5 representatives (one of each specified groups): Teacher from a VET school; Entrepreneur who recently started his/her own business (within the last 3 years); Representative from disadvantaged groups (unemployed, disabled, learning disability etc.); Trainer/coach of entrepreneurs; Learner/person who wants to start his/her own company in February –March 2014

The most important findings from the qualitative interviews:

Supporting mechanisms in Bulgaria

There used to be a successful structure and supporting mechanism – National project JOBS (BG Governmental and UNDP initiative) which established and developed business incubators and centres and they provided support to start-ups and unemployed through complex business services at one place training, information, consulting and micro-financing in 2002-2009. However since 2009 as SMEs have had access to the EU programmes the BIs/BCs have not had Governmental support to implement Governmental policy.

The EU and National funded measures, in particular Operational Programme Human Resources Development with measures for unemployed people to become entrepreneurs, are too bureaucratic and with long-lasting procedures, unclear requirements changing all the time and the procedures are separated: one organization provides training then other organization provides consulting to develop a business plan, then the managing authority of the Programme decided the application must be a project proposal not a business plan, then there is a long wait for the results

The Governmental measures are relatively easily accessible for training and difficult for funding the business. Annual National Employment Programme with very limited resources to fund some business plans of unemployed people to start their micro-business but highly insufficient and limited funded. For disabled people and representatives of minorities it is very difficult to start their own business because of lack of knowledge, lack of financing and effective Governmental support.

Verification of literature study

The Entrepreneurial programme of Junior Achievement Bulgaria is useful and fill the gap to some extent at school however when graduate young people with entrepreneurial potential need organization or a coach to help them to start and develop their business. There must be a synergy of all the efforts from school/ entrepreneurial education, national /EU support programmes and supporting organizations to achieve sustainable results for youth start-ups

The effective job creation and start-up establishment was under the JOBS project when unemployed and potential entrepreneurs had access to business services at one place: trainings, consulting and micro-financing credit some years ago when the BG Government used to support business incubators and centres to provide those services.
The Governmental measures for start-ups should include assessment of the business idea and entrepreneurial characteristics rather than a lot of paper documentation without care about the business sustainability

**The Bridge model evaluation by interviewed:**

Most of the topics and steps are similar to those the BI-GD has in its training in Entrepreneurship

The Bridge Model looks effective and simple. It is attractive. The model is personalized and leads a potential entrepreneur through all the necessary steps and the coaching is also very important. It is definitely useful for students and young people as well as each entrepreneur. It shows how to put short-term and long-term goals, how to plan realistically and organize all the activities and look for finance and service support

It is oriented towards the person who wants to become entrepreneur and there is an experienced coach to discuss with all the business problems during the setting up a business. The model looks practical and for minorities should be kept simple.

The model could be useful in Bulgaria as it is practical. The Government should improve the legislation for micro businesses and provide opportunity for young people and potential entrepreneurs to develop their ideas into business. It could be useful if there is a complexity: training/coaching+ easier access to credit/low interest + better environment for micro-business

The legal issue in the model should be adapted to the BG needs and perhaps there should be issue about how the business will have impact on the environment and society. For disable people the model should consider their limited abilities for some businesses and perhaps they will need an additional step to strengthen their self-confidence.

The BI-GD has disseminated the survey monkey questionnaire among the target groups: VET School teachers, Entrepreneurs, Students, People from disadvantaged groups, Coaches/trainers and Starting entrepreneurs. There was a problem though because most of the people who wanted to answer did not feel fluent in English. That’s why the BI-GD translated the questions into Bulgarian as well as the information from the web-site (steps from the first stage), sent them to the target groups then helped some of them with the translation into EN of their answers. It took more time however gave the opportunity to more people to participate in the survey.
The most important findings from the online questionnaires:

There were 23 answers received from Bulgaria to the survey monkey questionnaire.

How would you best categorise yourself if the following options are available?

<table>
<thead>
<tr>
<th>Target group - category</th>
<th>Percentage</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee of a VET School</td>
<td>13,0%</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>8,7%</td>
<td>2</td>
</tr>
<tr>
<td>Student</td>
<td>17,4%</td>
<td>4</td>
</tr>
<tr>
<td>Starting entrepreneur</td>
<td>13,0%</td>
<td>3</td>
</tr>
<tr>
<td>Coach/trainer of entrepreneurs</td>
<td>34,8%</td>
<td>8</td>
</tr>
<tr>
<td>Unemployed person</td>
<td>4,3%</td>
<td>1</td>
</tr>
<tr>
<td>Disadvantaged person (disabled, otherwise impaired)</td>
<td>0,0%</td>
<td>0</td>
</tr>
<tr>
<td>Other, please explain (Vocational training centre and manager of VET Center)</td>
<td>8,7%</td>
<td>2</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>100%</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Note: Although some people with disability answered the question they categorized themselves in the other group than disable person (for example student)

What was/would be the most important reason for you to become an entrepreneur?

The 21 answers are only in 3 categories: Having the opportunity to create something that leaves a good result for the world with 52.4%, Freedom of having your own company, making your own choice 38.1% and wanting to earn lots of money for 9.5%.

Do you feel there are sufficient support mechanisms in your country for people who want to become an entrepreneur?

| Yes                                           | 13,0% | 3    |
| No                                            | 78,3% | 18   |
| Don't know                                    | 8,7%  | 2    |
| **Total answers**                             |       | **23** |
How would you describe the existing support mechanisms for start up entrepreneurs? (More than one answer is possible)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to date</td>
<td>4,3%</td>
<td>1</td>
</tr>
<tr>
<td>Old-fashioned</td>
<td>26,1%</td>
<td>6</td>
</tr>
<tr>
<td>Interactive</td>
<td>4,3%</td>
<td>1</td>
</tr>
<tr>
<td>Pro-active</td>
<td>0,0%</td>
<td>0</td>
</tr>
<tr>
<td>Strict</td>
<td>4,3%</td>
<td>1</td>
</tr>
<tr>
<td>Engaging</td>
<td>13,0%</td>
<td>3</td>
</tr>
<tr>
<td>Bureaucratic</td>
<td>73,9%</td>
<td>17</td>
</tr>
<tr>
<td>Expensive</td>
<td>17,4%</td>
<td>4</td>
</tr>
<tr>
<td>Free or inexpensive</td>
<td>0,0%</td>
<td>0</td>
</tr>
<tr>
<td>Difficult to acces</td>
<td>56,5%</td>
<td>13</td>
</tr>
<tr>
<td>Easy to acces</td>
<td>13,0%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total answers</strong></td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Note: People in BG understand by support mechanisms the state (governmental) measures for trainings, consulting and grant schemes which currently are separated and there is no synergy. The current governmental support mechanisms are described as bureaucratic 73.9% and difficult to access 56.5%, and old fashioned 26.1%.

If you could change the current support mechanisms in your country, how would you like to change them? Please comment.

- Less bureaucratic/ lower bureaucracy in applying with projects for entrepreneurship support;
- Simplify the process and Simplified reporting for smaller funding
- Simplification of the Governmental and National Programmes for start-up support;
- Focus on viability of the business idea and risk assessment
- Easy access to training in entrepreneurship.
- Training in Entrepreneurship in VET schools and help through all the process of start-up development
- Flexible and accessible mechanisms. Free consulting for everyone. More info.
- Free of profit tax.
- Clear national economic policy and prioritizing of the leading industrial sectors in the
- Easy procedures for applying for EU Funding;
- Establishing of a fund with low-interest loans and small grant programme.
- Better opportunity for disadvantaged people to participate completely in social and economic life
Do you feel there are good mechanisms in place to support young people/students who want to become entrepreneurs?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9,1%</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>72,7%</td>
<td>16</td>
</tr>
<tr>
<td>Don't know</td>
<td>18,2%</td>
<td>4</td>
</tr>
<tr>
<td>Total answers</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Do you feel there are enough support mechanisms in place for disadvantaged people (unemployed, disabled, ill, etc.) who want to become an entrepreneur?

22 answers - no

How do you feel the entrepreneurial support for this group (disadvantaged people) could be improved?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More seminars about this topic</td>
<td>34,8%</td>
<td>8</td>
</tr>
<tr>
<td>More cooperation between representatives of these groups with VET institutions</td>
<td>47,8%</td>
<td>11</td>
</tr>
<tr>
<td>More cooperation between representatives of these groups with government institutions</td>
<td>43,5%</td>
<td>10</td>
</tr>
<tr>
<td>More knowledge about what disadvantaged people CAN do</td>
<td>43,5%</td>
<td>10</td>
</tr>
<tr>
<td>More good practices about this topic</td>
<td>56,5%</td>
<td>13</td>
</tr>
<tr>
<td>Other (please specify) –small grants and low interest credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total answers</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Do you feel that everybody that wants to become an entrepreneur, can do this in your country?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22,7%</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>77,3%</td>
<td>17</td>
</tr>
<tr>
<td>Total answers</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>
Can you please explain your answer to the last question? Why can/can’t people easily become entrepreneurs in your country? (Bureaucracy, banking system, government policies etc.)

Positive:
- Everybody could be an entrepreneur. Everything is possible with desire strong enough and persitency
- To be an entrepreneur the person must have a set of characteristics such as courage, creative thinking, good will, flexibility, leadership and so on. If anyone have them and desire to start his/her own business there must be financial support to start a successful business
- Despite the bureaucracy, the banking system and insufficient government policy and financing, the potential entrepreneurs need knowledge and skills gained by the training in Entrepreneurship
- There are a lot of business credits from banks that aim to support young entrepreneurs

Negative answers are grouping into 4 main groups:
- Bureaucracy: Bureaucracy of mechanisms supporting the Entrepreneurship; procedures, deadlines, a lot of specific templates and applications; not available e-application and reporting but people must go to variety departments.
- Bank system: very difficult access for funding/ high rates of loans/credits/ lack of credits with low interests for the people who want to become entrepreneurs/ Not affordable loans for starts-up approved to implement EU projects/ high collateral which is impossible for young entrepreneurs
- Governmental Policy: complicated procedures for applying to funding, too much requirements even for micro-companies, not focused and inefficient governmental policy in Entrepreneurship/ lack of permanent consistent governmental policy
- Entrepreneurial knowledge & skills & attitude: lack of specific knowledge and skills/ lack of market orientation, lack of entrepreneurial attitude for own business among most of candidates for entrepreneurs

You have taken a quick look on the website where The Bridge model is explained. As a first impression, does this seem like a good model to work with for people who want to become an entrepreneur?

16 out of total 17 answers are positive and 1 is “do not know”.

Do you feel this model is very different from the entrepreneurial support in your countries?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52,9%</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>17,6%</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>29,4%</td>
<td>5</td>
</tr>
<tr>
<td>Total answers</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
How do you feel it differs from the practice in your country? 14 comments:

The topics covered are similar to those we have used in Bulgaria. The model is more focused and practical oriented. I suppose in the UK there is policy to support the coaching of start-ups and running a successful business

Simpler and clear model and more practical.

In BG the focus should be on business idea assessment. Usually people who have a business idea do not know who could support them to realize it.

It is very detailed and asks the questions which each entrepreneur must think about

The potential entrepreneurs do not always make a detailed market research and adequate business planning before the implementation of the business ideas. Many entrepreneurs ignore most of the steps in the proposed model, and thus raise the risk of failure.

The model is different by a standard and work level

The Governmental programmes do not support all the process from a business idea to a successful business. Usually they support training and business planning and project proposal Financing but each stage is separated

The difference is that someone paid to be applied continuously.

Does the model seem attractive for you to work with? Please comment

16 answers: 13 find the model attractive, interesting and useful; 1 answer is “no” and 2 are “maybe”

When looking at the steps being taken for the first Bridge (I Have An Idea To I Have A New Business), are there steps you feel could be taken out of the process? Which and why?

13 answers – all of them do not think to remove any step and 15 answers – all of them do not think there is a missing step

18. Do you feel that somebody who wants to start a business can do this based on the information given by the Model on the website?

Yes, the information given here tells people what they need to know and what they need to think about. They can look up the details elsewhere- 12 answers

No, you will need a trainer of coach to help you get through these steps - 5 answers

19. On what topics do you think support for starting entrepreneurs should focus?

All the topics are considered important and the topics with highest score are business planning 92.7%, marketing 78.6% and financing 57.1%.
20. Do you think these topics are different for people from disadvantaged groups? What differences do you see for these groups? Please comment.

15 answers – “The process of business development is the same for both the ordinary and disadvantaged people, but the approaches could be different.” “There is no need to change the topics, but the BG institutions must be changed to pay more attention and encourage disadvantage people because these people have a great potential.”

21. What would be the most important steps to take for this model to work in your country?

<table>
<thead>
<tr>
<th>Step</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with existing support mechanisms (for example a Chambre of Commerce)</td>
<td>75.0%</td>
<td>12</td>
</tr>
<tr>
<td>Adaptation of the legislation to make start-ups easier</td>
<td>81.3%</td>
<td>13</td>
</tr>
<tr>
<td>Integration in the VET system</td>
<td>50.0%</td>
<td>8</td>
</tr>
<tr>
<td>Nothing, it will work like this</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify)*</td>
<td>0.0%</td>
<td>3</td>
</tr>
</tbody>
</table>

*Clear and effective Governmental Policy for Support, The qualified Business supporting organizations could implement the model if there is effective use of the National and EU funding
Annex B: Results from desk research in United Kingdom

B.1 General country information

The United Kingdom of Great Britain and Northern Ireland is a sovereign state located in North West Europe and consists of four countries: England, Wales, Scotland and Northern Ireland. Its population is 62.8 million people (UN, 2010) and is the third most populous country in the EU, behind France and Germany.

In the 18th Century, the UK was the first country in the world to industrialise and the 19th century saw the increase in dominance of the UK in the global economy. At the beginning of the 20th century, the UK headed a global empire. Subsequent world wars and the dissolution of her Empire, meant that the UK’s role as a global power began to diminish. The UK’s economy today has seen a large decrease in the manufacturing industry and a large growth in the service industry.

The UK is a major member of the European Union, however, like countries such as Denmark and Sweden, is not part of the Eurozone.

Economy

The current economic situation of the UK is one which is striving to recover from the global financial crisis of 2008. A major problem with the UK’s economy is addressing the huge budget deficit, with a number of austerity measure in place to try to alleviate this deficit, the largest in generations.

The British Chamber of Commerce predicts that the UK’s GDP is set to grow by 2.7% in 2014, an improvement on the prediction of 2.2%.

In the 3 months to October 2013, the unemployment rate of the economically active fell to 7.4% and the number of people working is now 30.09 million (BBC, 2014).

The service sector in the UK has continued to grow into 2014. The growth is much better than the Eurozone average, and is performing much better than France, who experienced a second successive month of falling services output (The Guardian, 2014). A comparison of Purchasing Managers Index (PMI) for the Eurozone sees headline business activity index for the UK with a score of 58.8 compared to Germany, Spain & Ireland – 52.1. Italy & France have a score of 47.8.
Demographics

The 2011 Census shows that the UK has a diverse population. The census shows that the ethnic diversity of England and Wales has increased since the 2001 Census, with the proportion of white British people decreasing from 87.5% to 80.5% of the total population. This decrease is partly down to the rise in population since the previous census; of which 2.1 million (57%) were immigrants.

The main religion of the UK is Christianity (59.3%), the second being No religion (25.1%) followed by Muslim (4.8%).

The largest ethnic group in the UK is white British (86%) with Indian the second (2.5%) and Pakistani the third largest ethnic group (2%). Compare this to two decades previous, in 1991, the White ethnic group accounted for 94.1% of the total population, and within the White ethnic group, in the last decade, ‘white British’ has decreased by more than 7%.

This diversity of the UK is in part, down the legacy of the British Empire. In recent times, society has started to struggle with issues around multiculturalism and immigration; often fuelled by political parties’ policies; UKIP for example. The tension surrounding multiculturalism in the UK has not been helped with recent acts of terror and Islamic radicalism; the suicide bomb attacks on the London underground in 2005 and the recent murder of Drummer Lee Rigby. Other tensions exist, as it has done in Germany, for example, with the influx of migrant workers from Eastern Europe.

Education System

There are five stages of education:

1. Early years
2. Primary
3. Secondary
4. Further Education
5. Higher Education

Education is compulsory for all children aged between 5 and 16.

Early Years: All 3 and 4 year olds are entitled to 15 hours of free nursery education for 38 weeks of the year.

Primary: this covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12). The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science and maths.

Secondary: this covers 11-16 year olds. The provision of secondary education is done in large, by Comprehensive schools, and admit pupils irrespective of ability or aptitude and cater for all children in their community. Other types of secondary education include Academies. These are publicly funded independent schools; they benefit from greater autonomy from the local authorities and are able to set their own pay scales as well as freedom around curriculum and length of terms and school days. The logic behind academies was to replace underperforming schools. At the end of this stage of the education
system, pupils are normally entered for a range of external examinations – these are typically GCSE (General Certificate of Secondary Education).

Further Education: This covers 16-19 year olds. Further Education courses are offered in the school sector in sixth form schools or, as is most common, sixth forms within a secondary school. It may be at any level above compulsory secondary education, from basic skills training to higher vocational qualifications such as PGCE, NVQ, City and Guilds, BTEC, HNC, HND or Foundation Degree. Other qualifications, which are considered to enable pupils to pass onto Higher Education, are A Levels. This consists of 2 years of study, with AS Levels being completed at the end of Year 12 and A Levels being completed at the end of Year 13. A-levels are recognized by many universities as the standard for assessing the suitability of applicants for admission in England, Wales, and Northern Ireland, and many such universities base their conditional admissions offers on a student's predicted A-level grades.

Higher Education: Higher education is defined as courses that are of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma. Undergraduate courses tend to last three years, with the option for a postgraduate course, known as a Masters, followed by a Doctorate.

(Source: www.gov.uk/education)

Policies to prevent pupils dropping out of school and to prevent youth unemployment

The main policy to prevent pupils dropping out of school, especially during the change from secondary to further education is careers advice in schools. Since 2012, it has been the school's own responsibility to provide its own careers advice. Careers advice can come in the form of phone lines or one-to-one sessions.

Careers advice in schools is backed up by a project called “Inspiring the Future”. It is a free service in England with volunteers from numerous sectors and professions who go into secondary schools to talk about various jobs.

Start up Culture amongst young people

In recent years in the UK, the government has placed a real emphasis on enabling young people to start up their own businesses. In 2012, David Cameron announced a £82million loan scheme whereby 18-24 year can apply for a loan of £2500, which must be repaid within 5 years and charged at 3% interest.

The Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) and RBS Inspiring Enterprise spoke to more than 120 people to research the barriers that face young entrepreneurs today. The research found that the UK falls behind other European countries, France and Germany for example when it comes to successful business startups amongst young people. just one in 17 young people in the UK are in the early stages of creating a new business venture, compared to one in 7 in the USA.
2011/2012 saw the highest level of new business start-ups since before the recession. Companies House states that there were 450,000 new companies formed in the UK in this time period. Barclays believe that 9% of new business start-ups in 2009 were formed by people under the age of 25. Other statistics makes it appear as though there is a culture amongst young people in the UK to form new businesses. For example, the Household Entrepreneurship Society believe that in 2007, at least 17% of young people, aged between 18-24 had thought about starting up a business, buying into an existing business or becoming self employed. This is compared to a figure of 11% of all age groups. However, around 50% of young people believe that finance would be a barrier to entrepreneurship, compared to just 35% of all other ages.

**B2: Available support programmes**

The UK Government’s website states that the UK is a great place to start a new business. With more than 500,000 businesses created in 2012, they have helped to make a massive contribution to the UK economy and have created more than half of the UK jobs. With so many current initiatives by the Government in place, this chapter will briefly outline some of the key ones.

A major initiative currently being rolled out by the Government is called ‘Small business: GREAT ambition’. The scheme responds to feedback from small business about how the government can help at different stages of the life of a business. Different stages include:

- Finance business growth
- Hire people
- Develop new ideas
- Break into new markets
- Find the right support at the right time
- Get on with doing business

Another initiative supported by the UK Government is called The Start Up Loans Company, which provides financial support in the form of a combination of a loan and mentor for new entrepreneurs in England and Northern Ireland. The idea of the initiative is to provide people who have a basic feasible business idea, but no easily accessible source of finance. To date, the Start Up Loans Company has backed 11,518 businesses and has lent more than £56million (Startuploans.co.uk) which has surpassed initial expectations, finishing over budget but under target.

There are hundreds of websites available on the Internet, which gives any budding entrepreneur quite generic advice and support. Information includes:

- Research your market
- Develop and plan
- Find partners and suppliers
- Set up your business
- Get funding

Other, non-Governmental approaches to training start-up entrepreneurs:

- Seminars
- Business incubators - UK Business Incubator, Birmingham
- Mentoring and advice from local Chambers of Commerce
• Mentoring and financial assistance from Charities; The Prince’s Trust
• Advice from high street banks; Barclays, HSBC etc
• Online blogs & chat rooms

It seems that the UK government is not focusing on any particular group to single out as the most needing of support for business start-ups; similarly, no single group is being left out of support. The recent set of austerity measures impeding UK society and the associated changes in the Welfare System, has led to the creation of the New Enterprise Allowance to assist those currently claiming: Jobseeker’s Allowance, Income Support or Employment and Support Allowance. The assistance comes in the form of a mentor who will provide advice and support for those wanting to become self employed or who want to set up their own business. The support is structured so that any financial support will not become available until a business plan has been created and approved. The individual will then receive a weekly allowance worth up to £1,274 over 26 weeks and a loan to help with any start-up costs. People who receive state benefits can also, if they choose, to join an Enterprise Club, where people will be able to share experiences and get help from other people who want to create their own enterprise. Local business people and advisors will also be on hand to give any advice and support.

Entrepreneurial Support in VET Institutions

Since 2004 there has been a statutory requirement for schools in the UK to ensure there is suitable provision for work-related learning for all pupils (Cuddy and Leney, 2005). Part of this provision includes developing enterprise and employability skills of pupils.

The UK government and other governments worldwide have increase investment in enterprise coaching and education in recent years. The European Commission and the Organisation for Economic Co-operations and Development see enterprise training in schools, FE and HE institutes as a “key way of boosting innovation, sustaining social progress and ensuring economic recovery” (young-enterprise.org.uk).

An example of this is partnerships with the UK based charity Young Enterprise who are an enterprise education charity who help 250,000 young people every year learn about business. The programmes they offer are threefold:

4. Primary Programmes
5. Secondary Programmes
6. University Programmes

The principle of Young Enterprise is to enable primary, secondary and HE students the ability to be creative, innovative and adaptable in this highly competitive job market. They hope that the students will then “acquire skills, attitudes and behaviors to boost their employability and enterprise” (young-enterprise.org.uk). Tract Eason, a business volunteer for Young Enterprise has stated

the students are doing exactly what they would if they were running their own business. The problem solving, working in teams, sourcing materials, finding out that you can’t always get what you want and having to change your plans, looking a pricing
The evidence speaks volumes in terms of success rates of alumni who had taken part in some form of enterprise training whilst in education, with 42% of young enterprise alumni running their own business, or working freelance or working in small firms. The UK government support this theory also, stating that there is evidence to suggest that individuals who take part in some form of entrepreneurship training at either a FE or HE institute can lead to increases in employability and earnings of those individuals as well as contributing to the growth of businesses (Department for Business Innovation & Skills, 2013). However, the report does feel that there is not an even spread of enterprise and entrepreneurship education in the FE and HE sectors, with the education being found mainly in Business and Management departments.

B.3 Literature Study

Introduction
This literature review will analyse a range of existing entrepreneur training and development methodologies and materials in the UK. The purpose of this review is to draw down any information and points which would add value to The Bridge Model and therefore create a more successful transfer of innovation. The literature review will begin by presenting a general overview of entrepreneur training and development in the UK before creating a list of salient points which could potentially add value to The Bridge Model.

General Overview
The first step of this literature review involved analysing and assessing the pedagogical approaches, learning materials and educational goals of a wide range of organisations involved in the training and development of entrepreneurs in the UK. The creation of entrepreneurs has become a popular idea in the UK over the past decade, and is a movement supported by industry, educational institutions and the government. There are several large organisations like The School for Startups and The New Entrepreneurs Foundation), smaller organisations (Bridging To The Future) and Universities (The Centre for Entrepreneurial Learning at Cambridge) who are all heavily involved in creating and delivering entrepreneur training and development methodologies and materials. All of the organisations who support entrepreneurs have their own methodologies, approaches and opinions on how best to do it. There is however a common goal of wanting to leave people more entrepreneurial – although it is likely that the myriad of meanings of the term explains the disparity between existing entrepreneur training and development methodologies and materials in the UK.

In the UK, and amongst entrepreneurial training organisations, there is not a coherent and universal entrepreneurship ‘syllabus’ and therefore teaching approach. There are, however, many common tools and methodologies used by these organisations. These common methodologies include a focus on developing basic business skills, fostering a liberal approach to risk, the involvement of mentors and the utilisation of games and role-play to simulate a real environment. The majority of entrepreneur training and development methodologies were grounded in a series of lectures and lessons for the entrepreneurs to learn – these were often disjointed from actual business creation. Other approaches generally engaged with people who already had the entrepreneurial skills and wanted to gain more practical support such as office space, investment or networks. There was no
methodology which combined the entrepreneurial understanding of learners with the live business experience of meeting their costs through trade at the same time. Existing entrepreneur training and development methodologies and materials in the UK appear to either want to create entrepreneurial people or create enterprises – there is not a holistic approach or focus on the transition between the two.

The existing entrepreneur training and development methodologies and materials in the UK all support a lean model of enterprise, are geared heavily towards the technology sector and focus on young people. There is little to be found which specifically supports more marginalised communities, individuals and sectors.

The academic literature around entrepreneur training and development methodologies and materials in the UK also revealed a similarly fragmented view of the topic as an assessment of the organisations delivering it. The literature highlighted that there was no clear teaching methodology (as there was a lack of philosophical guidance to the learning and consequentially no set didactic approach) and that existing approaches are split between a focus on theory or a focus on aptitude. The fragmented awareness, understanding and knowledge of what existing entrepreneur training and development methodologies and materials in the UK actually are is further reinforced by the lack of a consistent evaluation framework, and data, on the topic and so comparisons cannot be made and conclusions cannot be drawn. What emerges from the literature is a clear need for existing methodologies to become more open and so collaboration can result in the emergence of a shared framework at policy level.

The review of the existing entrepreneur training and development methodologies and materials in the UK – through an analysis of active organisations and academic literature – has revealed an image which suggests that whilst there is lots of work being done in this area there is not a consistent, unified or holistic approach to be found. In the section below we will list the most salient points for The Bridge Model which emerged from this review.

Salient Points

- The creation of series of online resources for teachers and entrepreneurs allows convenient learning and is therefore more likely to be successful.

- The goal of the entrepreneurs needs to be understood so that a customised methodology and set of materials can be used: e.g. skills needed in agriculture differs to those needed in technology – subject matter must match training needs

- The best methodology will strongly combine theory and practical experiences – beyond learning by doing, to actually doing, and so therefore learning.

- Existing entrepreneur training and development methodologies and materials in the UK do not combine the enterprise concept (development of enterprising qualities, attitudes and skills) with the entrepreneurial concept (the application of these skills) and the innovation concept (new ways of doing things). All three need to be included for a truly successful entrepreneur training scheme to be created and have positive impacts.

- The income of the individuals on an entrepreneur training scheme needs to be considered.
- The role of certification and accreditation should be considered when crafting training methodology and materials.

- The idea of collective apprenticeship – where learners help teach learners under the guidance of one experienced mentor – has not been explored.

**B.4 Interview Summary**

This section will summarise the findings of the online questionnaire which was completed by participants from the UK. The breakdown of participants formed the basis of question 1 and was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee of a VET School</td>
<td>5.3%</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>26.3%</td>
</tr>
<tr>
<td>Student</td>
<td>15.8%</td>
</tr>
<tr>
<td>Starting entrepreneur</td>
<td>15.8%</td>
</tr>
<tr>
<td>Coach/trainer of entrepreneurs</td>
<td>21.1%</td>
</tr>
<tr>
<td>Unemployed person</td>
<td></td>
</tr>
<tr>
<td>Disadvantaged person (disabled, otherwise impaired)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

In relation to the bottom category “other” people were asked for further clarification answers included: Manager of a Social Enterprise; Employed in Higher Education; and Self Employed.

Question 3 explored the reasons why participants wanted to start their own business. The most popular reason given was that it gave participants “freedom to own your own company – making your own choices” (42.1%) the second most popular answer (31.6%) was having the opportunity to create something which has a positive impact in the world. Other answers to this question included:

- Wanting to earn lots of money;
- Having a dream of owning a large company;
- Needing to find alternative income streams for a charity
- Being independent and not being an employee of someone else.

Finally 1 person said they were not sure why participants wanted to start a new business.

Question 4 and 5 asked whether participants felt there are sufficient mechanisms in the UK to support people starting their own business. 52.6% said “yes” 31.6 “no” and 15.8% were “not sure”.

Following on from these participants were asked to describe the existing mechanisms for start up entrepreneurs (for this question, participants could click more than 1 answer.) Popular answers included:
• Bureaucratic (42.8%)
• Difficult to access (36.8%)
• Interactive and Engaging (21%)
• Strict and Expensive (21%)

From these results we can ascertain that the majority of participants were negative towards existing mechanisms other popular answers also included that they were old fashioned. However some participants were more positive about the measures and other answers included:

• Up to date (15.8%)
• Pro-active (15.8%)
• Easy to access (10.5%)
• Inexpensive (15.8%).

The next question asked participants to list what they would change about existing support mechanisms in the UK. Participants were asked to describe how they would change them of the total 19 participants 12 chose to answer this question. Answers included:

• Start-up grants or easier access to loans/accessible finance
• More peer to peer support from entrepreneurs to entrepreneurs as they understand the challenges and are like minded so understand the culture and ethos of what people are trying to do. Participants felt that the support should be practical rather than theory based. Providing individuals with more sign posts to advice and support in relation to business challenges, resources and expertise.
• Increase the government support for business start-ups, also it was stated to increase support within universities for those wishing to become entrepreneurs. Often many graduates want to become entrepreneurs, do not know where to begin, and university would be a great place for societies or businesses to help with the initial stages of the process.

The next set of questions asked more specifically about UK support mechanisms which were in place for young people and people who face barriers to inclusion such as disability etc. In relation to young people the answers were split 50% “Yes” 35% “No” 15% “Not sure”. In relation to other disadvantaged groups the majority of participants said “No” 55.6% with only 27.8% saying “yes” and the remainder being unsure. Furthermore when asked how support could be improved for entrepreneurs from disadvantaged groups responses included that the mechanisms to have more knowledge about what people can do from disadvantaged groups (60%) and more good practices developed to support these people (35%) Other answers included more cooperation between representatives of groups and VET and government institutions and more seminars around the topic. Other interesting points raised were that there needed to be more mentoring and support networks for people from disadvantaged groups and more encouragement and training designed for these groups to understand what options are out there.

Interestingly the majority did not think that everyone who wants to can become an “entrepreneur” with 68.4% saying “no”. When asked to explain this response participants gave the following answers:
Positive responses

“Because if you a have dream that has been transformed to passion then with the right network you can reach the second step and further!”

“If you want to be an entrepreneur there are the mechanism to achieve this but you have to really look for them and be serious about it.”

“It’s a choice they make and depends on many personal constraints.”

Negative responses

“Lack of start-up funds - Track record and credibility with lenders.”

“Entrepreneurialism is misunderstood, I get most of my support via social media and blogs and a lot of this content is American, they have a better grasp of the actual challenges.”

“Entrepreneurship is not seen as a route to be automatically considered in the more disadvantaged areas - need to be taught it across all schools, given role models/ambassadors from their backgrounds and ongoing mentoring/support to address the additional barriers people from disadvantaged groups may face. “

Not sufficient skills “training for disadvantaged young people and the quality of support is sometimes hampered by the amount of administration required to receive public funding.”

“Most people do not realise that they can be entrepreneurs, and then even if they do, they do not know how to start the whole process. Bureaucracy is a major issue, although there do seem to be societies that do help those who want to become entrepreneurs, although they maybe do not make themselves well known enough.”

“The inequality and varying levels of education still create the social construct barriers which limit ambitions.”

“Not everybody is capable, so even if they have the desire, aptitude must come into it somewhere. Putting that aside, access to quality feedback is not necessarily forthcoming. Feedback is such a skill that good quality assistance is not as available as we’d wish. Similarly, in UK, British humility comes into play and people will perhaps walk away rather than deliver difficult messages.”

“The conservative government is overly focused on established Corporates than Micro businesses, we may receive support but it is relatively insufficient for the scope of ones and many people’s ambitions”

Following this section participants were asked to review the “Bridge model” on the website, overwhelmingly 83% of participants felt that this would be a good model to be used with young people and disadvantaged groups. The remainder of participants said that they did not know. However the majority of participants were “not sure” 66.7% how the Bridge model differed from existing support mechanisms the remaining 33.3% were split 50/50 as to whether the answer this is the case or not. Also when asked how it differs from other practice in the UK responses included:
• It doesn't differ that much from what is available in the UK;
• It seems to be practically driven rather than theoretically driven;
• It offers a step by step practical approach to developing and growing a business;
• It provides a far more structured practical framework to work with;
• And that they needed more information to be able to make that judgement.

Participants were also asked whether the model was attractive to them: Participants said that it provides a clear, step by step approach which is easy to follow and can enable you to see your business develop and grow, and it is easy see where someone starts on the model. However other participants warned that it would be delivered with ongoing practical support, and that it was traditional and formulaic which would suit some people and not others also one participant felt that the model should start with the market first.

Participants were then asked to concentrate on the first bridge model, and were asked whether there were any steps that could be taken out of the process. The majority of participants said "no" to this however some suggestions included “leading and managing a business could be combined into 1 step”, that they would change the sequence of the steps, and that the whole approach should be made a lot simpler. When asked what steps are missing participants said that it should focus more on the market; and that it would be interesting to include a part on “values” and how this can influence the business plan/organisational identity/and relationship with customers, and also what qualities do I have to help to start a business.

70% of participants also felt that entrepreneurs would still need to the support and guidance from a trainer/coach to start a business with only 20% of participants stating that they could do with the information on the website alone. The other 10% remained unsure. Participants were asked to identify the topics which they felt support for new entrepreneurs should focus on. A large majority of responses from participants said “business planning” 81.8%. Other popular answers included Networking, 63.6% Sales 54.5% and Marketing 54.5%. Rules and regulations and administration were the least popular answers.

When asked about what were the differing priority topics for young people and individuals from disadvantaged groups, responses included:
• They have more barriers to overcome and therefore the level of support needs to be greater and more intense.
• Credibility with lenders, as they have no family support, track record, and no previous experience;
• More overview of the business world, how it functions and works;
• Need support with practicalities of setting up and running a business;
• Even if the topics are the same the way they are presented and the level of support has to be different and greater.

Finally, participants were asked what would be the most important steps to take for this model to work in the UK. 66.7% said adaptation of the legislation to make start up easier, and 44.4% said cooperation between existing mechanisms, 33.3% said that it should be integrated into the VET system while only 11.1% said that nothing needed to be done it would work as it is. Participants also commented that there would need to be more promotion of the model.
Annex C: Results from desk research in Greece

C.1 General country information

Greece is one of the cradles of European civilisation, whose ancient scholars made great advances in philosophy, medicine, mathematics and astronomy. Their city-states were pioneers in developing democratic forms of government. The historical and cultural heritage of Greece continues to resonate throughout the modern world - in literature, art, philosophy and politics. More than 50% of Greek industry is located in the Greater Athens area, the main economic sectors being agriculture, tourism, construction and shipping.22

Financial assistance to Greece

Since May 2010, the euro area Member States and the International Monetary Fund (IMF) have been providing financial support to Greece through an Economic Adjustment Programme in the context of a sharp deterioration in its financing conditions. The aim is to support the Greek government's efforts to restore fiscal sustainability and to implement structural reforms in order to improve the competitiveness of the economy, thereby laying the foundations for sustainable economic growth. The release of each disbursement to Greece must be approved by both the Eurogroup and the IMF's Executive Board. Prior to this decision, the European Commission, the ECB and the IMF staff conduct joint review missions to Greece in order to monitor compliance with the terms and conditions of the Programme.

Task Force for Greece

In July 2011, the Commission decided to set up the Task Force for Greece on the request of the Greek Government, and to appoint Horst Reichenbach as its Head. The main objectives of the Task Force are to identify and coordinate the technical assistance that Greece needs in order to meet the terms of the EU/IMF adjustment programme. This is done in close cooperation with Greece and benefitting from input from other Member States; to assist the relevant Greek authorities in defining the details of the kind of technical assistance to be provided; and to recommend legislative, regulatory, administrative and if necessary (re)programming measures for an accelerated take-up of EU funds, focussing on competitiveness, growth and employment. To achieve these objectives it was decided to ensure an appropriate operational presence in Brussels and Athens by recruiting qualified and broadly experienced personnel able to cover a wide range of relevant policy areas. The Task Force set up by the Commission is an administrative structure, consisting of EU officials and some national experts, who are tasked with supporting the Greek authorities in implementing the necessary reforms and better absorbing different EU funds available. The role and mandate of the Task Force is to provide technical assistance in the areas where the Greek government has invited it to do so.23

22 (http://europa.eu/about-eu/countries/member-countries/greece/)
23 (http://ec.europa.eu/economy_finance/assistance_eu_ms/greek_loan_facility/ )
Economic situation in the country

European Commission - European Economic Forecast Autumn 2013

<table>
<thead>
<tr>
<th>Forecasts for Greece</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP growth (% yoy)</td>
<td>-6.4</td>
<td>-0.4</td>
<td>0.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Inflation (% yoy)</td>
<td>1.0</td>
<td>-0.8</td>
<td>-0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Unemployment (%)</td>
<td>24.3</td>
<td>27.0</td>
<td>26.0</td>
<td>24.0</td>
</tr>
<tr>
<td>Public budget balance (% of GDP)</td>
<td>-9.0</td>
<td>-13.5</td>
<td>-2.0</td>
<td>-1.1</td>
</tr>
<tr>
<td>Gross public debt (% of GDP)</td>
<td>156.9</td>
<td>176.2</td>
<td>175.9</td>
<td>170.9</td>
</tr>
<tr>
<td>Current-account balance (% of GDP)</td>
<td>-5.3</td>
<td>-2.3</td>
<td>-1.9</td>
<td>-1.6</td>
</tr>
</tbody>
</table>

5 November 2013 - European Commission

Demographics of the country

According to the 2001 census the population of Greece was 10,964,020. Eurostat estimations as of January 2008 gave the number of 11,214,992 inhabitants in the Greek peninsula. According to the official 2011 census, which used sophisticated methodology, the population of Greece was 10,815,197. Being part of the phenomenon of the aging of Europe, the Greek population shows a rapid increase of the percentage of the elderly people. Greece's population census of 1961 found that 10.9% of the total population was above the age of 65, while the percentage of this group age increased to 16.7% in 2001. On the contrary, the percentage of the population of the ages 0–14 had a total decrease of 10.2% between 1961 and 2001. The fertility rate is one of the lowest in the EU while life expectancy is close to the EU average. Greece's old-age dependency ratio is projected to rise to several points above the EU average. The employment rates of both women and older workers could rise significantly. Productivity levels might benefit from further improving the business environment and the climate for R&D and innovation. Raising percentages of the population completing higher education and facilitating movement between training/education and the labour market could also bring benefits. According to the employment statistics, third country nationals seem to be well integrated into the labour market, but this may be due to the fact that most of them have come fairly recently, in search of work. Facilitating their entrance into the regular labour market might strengthen social protection and public finances. Public debt is large; its reduction could help meet future social protection needs.

Culture

Traces of a centuries-old and important history is etched in every corner of Greek land: findings from the Prehistoric and Archaic Periods, unique works from Classical, Hellenistic, Medieval and Byzantine monuments, creations from folk art cultures, traces from the passing

---


25 [http://www.google.gr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CGsQFjAG&url=http%3A%2F%2Fsocial%2FBlobServlet%3FdocId%3D1540%26langId%3Den&ei=rJWlUtmTJomdtQb1x4CADQ&usg=AFQjCN GyDjF-0zaH4Fs_lbAE45s-Hm7DUGA&sig2=m5Dw4MpihYwFXG-FG5l_QA&bvm=bv.57752919,d.Yms](http://www.google.gr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CGsQFjAG&url=http%3A%2F%2Fsocial%2FBlobServlet%3FdocId%3D1540%26langId%3Den&ei=rJWlUtmTJomdtQb1x4CADQ&usg=AFQjCN GyDjF-0zaH4Fs_lbAE45s-Hm7DUGA&sig2=m5Dw4MpihYwFXG-FG5l_QA&bvm=bv.57752919,d.Yms)
eons of other civilizations and different religions, that coexist with current creations, constructions and modern works of art. Greece is a true paradise for cultural tourism, a large journey into history and art. Educational excursions, theatrical productions, festivals, pilgrimages, visits to archaeological sites, monuments and museums, excursions to study the natural environment, folk art and culture – these are just a few of the many things that Greece has to offer in the cultural tourism sector.26

**Education system**

1) **Nursery schools**

Nursery schools, in particular public nursery schools, are found at the local level (neighbourhood). Pre-school education lasts for two years and is optional at present. Children go to the nursery school of their neighbourhood and must be four years old. Enrolment is made when the child has reached three years of age by 1 October.

2) **Primary and secondary education**

Compulsory schooling in Greece covers a period of nine years, six in primary school and three in high school. Greek children start compulsory education in the year in which they become five by 31 December. After completing compulsory schooling, children can continue in education for three years at a lykeio (upper high school) or move on to an apprenticeship and technical education.

3) **Higher education**

Higher education is provided in Greece at universities (AEI) and technological institutions. Degree holders can go on to a master's degree or a doctorate, if they wish. The basic requirement for admission to an institution of higher education is a leaving certificate from a lykeio (upper high school). Because places are limited, all applicants have to sit general examinations, usually in June. Some special categories of people (foreigners of Greek extraction, children of Greeks who are serving abroad, people with special needs and athletes) can enter university after a special procedure.27

**Policies on drop-out prevention in schools to prevent youth unemployment**

Taking into account the dramatic increase in youth unemployment in Greece – it stood at 54 per cent in July 2012 – as well as the European Commission’s Youth Opportunities Initiative, the Ministry of Labour and Social Security has developed an Action Plan aimed at enhancing youth employment and youth entrepreneurship (October 2012). The Action Plan is intended to implement specific policies and measures targeted specifically at young people in two age categories: 15–24 and 25–35 years of age. There is a particular emphasis on the following:

- Creation of targeted job opportunities in accordance with young people's formal qualifications.

---

27 [https://ec.europa.eu/eures/main.jsp?catId=8040&acro=living&mode=text&recordLang=en&lang=it&parentld=7746&countryId=GR&regionId=)
• Enhancement of vocational education and training and apprenticeship training with the emphasis on the acquisition of work experience.
• Adoption of school-to-work programmes in order to support transition, combined with personal guidance and counselling.
• Vocational and entrepreneurship guidance specifically targeted at young job seekers.
• Support for youth entrepreneurship focusing on new products, services and sectors

According to the Action Plan, around 787 million euros have already been invested in such measures and around 184,000 young people take advantage of them. Additionally 489 million euros are expected to be invested in new measures aiming at 333,000 young people. The Action Plan has been developed by the Ministry of Labour and Social Security in cooperation with the Management Authorities of the EU Operational Programmes, the Greek Manpower Agency (OAED) and the social partners (GSEE, GSEVE, ESEE, SEV, SETE, PAEGES). The Action Plan is at present under consultation and will be announced within the next weeks.

**Start-up culture (for example the % of young people starting up a business)**

According to an interesting report of endeavor, 44% of new Greek enterprises are led by entrepreneurs aged between 25-34; only 2% are led by younger entrepreneurs (18-24).

**Sectors where most start-ups take place**

In 2012-2013, despite the radical drop in disposable income, as well as a death of investments in public infrastructure and residential/commercial buildings, the mix of new businesses keeps following a similar growth logic.

The undisputed ‘winner’ of 2012 is the category of restaurants, bars and catering and food retail outlets, by a factor of 4 vs. the second runner that is the clothes and shoes-selling shops. Accounting/business consulting services follow. Even if in lower position compared to 2008, construction companies still appear in 2012’s top 5, with the fifth position reflecting the inflow of solar panels in energy generation and trading. One needs to go down to position 9 to come across ICT companies, 15 for tourism accommodation providers and 17 for food processing ventures. In sum, 93% of ventures that were launched in Greece in 2008 did not focus on high value-adding sectors; by 2012, this figure was still around 90%.

**Industrial and business service level and structure (f.e. knowledge intensive <> unskilled)**

According to the endeavour report, 42% of new entrepreneurs have studied abroad, 30% in Greece, and 28% in Greece and abroad.

**C2. Available support programmes for entrepreneurs**

**National issues, objections, policies and systems that exist in Greece with relation to developing entrepreneurial skills and establishing new enterprises.**

Three indicators drag the Greek performance below the EU average: it is four times more expensive to start a business in Greece than in the EU as a whole, it is much more costly to
transfer property, and public services are less likely to be fully available online. The remaining indicators tell a different story: the time required to set up a business or to transfer a property is a little above the EU average, paying taxes does not require more effort than in the average EU country, the required paid-in minimum capital is not far off the mean and the enforcement of a contract is actually cheaper. However, the three poor performers cited above are much lower than the mean, thereby compromising the overall performance of Greece.

Important policy measures were taken in this area in 2011. New, simplified procedures for establishing new companies were introduced in April 2011 by the Ministry of Development, Competitiveness and Shipping. Under the new procedures, lasting only one hour, a company can be set up within one day. Although the method seems to work well in many cases, the required period is higher for entrepreneurs without a clear tax or social security status. Given the Poor quality of record-keeping by the tax authorities and the social security funds, the number of these cases experiencing delays could be high. Furthermore, in April 2011 a law simplifying the procedures for the licensing of business activities, involving both companies and technical professions, was introduced. The new law changes the existing principle ‘audit before the licence’ to a new approach where, for low-polluting activities, the licence is given prior to any audit. Furthermore, the authority for granting licences has been extended to the Chambers of Commerce, in addition to the existing offices in the regional authorities. In the context of building a more responsive administration, the General Secretariat of Industry is supporting the new digital platform, StartUp Greece (www.startupgreece.gov.gr), an online tool to promote entrepreneurship. This platform has created an entrepreneurial community whose main objectives are to disseminate information, provide a networking forum for young entrepreneurs and, ultimately, change the perceptions of entrepreneurship.

State aid and public procurement Greece reports low marks in this area, despite performing well on state aid to SMEs is concerned. In particular, the Greek authorities are guilty of long payment delays (66 days against an EU average of 25). On the other hand, results for the use of EU funds for entrepreneurship and SMEs (regional funds) and business creation and development (agricultural funds) are only slightly below the mean, as is the case for the indicator measuring the share of the value of public contracts going to SMEs. The last indicator, the availability of e-procurement, trails the EU average, but it should be noted in this regard that in 2011 important policy measures were taken, which are not yet reflected in the score. These measures, introduced by the General Secretariat of Trade, take the form of online auctions for public procurement, and are intended to increase transparency, decrease the cost of procurement and reduce the participation barriers for smaller companies. The service started in August 2011, and is set to gradually expand to cover an increasing number of procurement needs. It is however too soon to judge its impact and degree of implementation.  

Specific focus on a certain groups

Sectorial employment programs have grown in importance in recent years. Examples of currently implemented sectorial training programs include those that focus on certain types of
construction jobs, on various skills related to tourism, on ‘green jobs’, on merchant marine jobs and on basic office skills utilising information technologies. Often, the training provided is certified, while in some programmes training is combined with subsidised employment. Sectorial programmes work well for dislocated workers and long-term unemployed workers who already possess basic skills. Skill certification offers a form of ‘guarantee’ against employers’ concerns that the long-term unemployed are unproductive.  

**Entrepreneurial support and training organised within the VET schools in Greece**

VET in Greece is provided at Secondary and Post-Secondary Education level and can be initial or continuing. Secondary IVET (Initial Vocational Education & Training) is provided at Vocational Lyceums (EPAL) and Vocational Schools (EPAS) and the duration is 3 years. Students are led either to tertiary education after completing the prerequisite of the 3-year attendance (Technological Education Institutes, vertical mobility) or to Post-Secondary IVET, which is mainly provided at Vocational Training Institutes (IEK, 124 public and 55 private ones) and leads to certification (after 1 or 2 years). Students can have access to such Vocational Training Institutes after three years of Lower Secondary Education (holders of Lower Secondary Education Certificate) or after attendance in a Vocational Lyceum, EPAL, or Vocational School, EPAS (holders of Upper Secondary Education Certificate), depending on the qualification that they want to pursue. Vocational Training Institutes (IEKs) are not classified within the national education system and do not allow vertical mobility towards Tertiary Education. Continuing training is provided through Vocational Training Centres (KEK, either privately-owned or state-run), Employment Promotion Centres (KPA, under the Ministry of Labour), in service training modes etc.

**Evaluation of VET**

Youths in Greece, as in the other southern European Countries (Italy, Spain, Portugal) face particular difficulties when trying to enter the labour market. In this context VET system plays a marginal role. It is largely school-based, with only 4 percent of those in vocational upper-secondary education combining school-and work-based training, in sharp contrast with the 74 percent share in Germany, where dual VET is most prominent (Cedefop 2010). The relatively marginal role of VET in these countries an be explained by a limited interest of employers in more formal VET (owing to the dual employment structure), and also by strong expectations of upward social mobility on behalf of young people and their families, thus creating strong preference in favour of academic training. Recent Studies in Greece have come up with the following difficulties and problems that have been identified and goals that need to be addressed so that the Greek VET System will develop and adjust to today’s needs.

**Short Term:**

- Connection of training with market needs
- New employment options and prospects
- Formation/Modulation of well trained and aware citizens having critical thought and creative attitude
- Better accreditation of knowledge, skills and abilities
- Creation of Alternative routes to employment

**Long Term:**
- Reformation of Technical Vocational Training Courses and Methods in order to upgrade the connection of the market and academic community
- Connection of initial and continuous Vocation Training in order to consolidate a complete and able management system
- Reformation of infrastructure and especially the laboratories of Vocational Training
- Trustworthy and continuous visualization of trends and developments on Vocational Training plus the ability to record the demands of specialties of the market
- Better Management and assessment of the national Vocational Training System with the participation of Social Entities and Institutions

**C.3 Literature study**

Most of the literature encountered during the desk research was of general nature. That being said, we did not find articles or books related to a training methodology for entrepreneurship that could add something new or innovative to the "Bridge Model" methodology. The methodology that will be used in the “BtG project” is very innovative and thus quite new to Greece for the time being.

The literature described in the Annex is oriented towards general issues in the fields of business and entrepreneurship. For example, some of the articles and books analyse the way an efficient business plan should be constructed. Others analyse the first steps of a business, Marketing strategies, human resources management, cost efficiency, target markets, revenue streams, risks, strategies to be followed, global ventures, buyer behaviour, market segmentation, performance evaluation etc. We would point out the manual/practical guide for SMEs and innovation as an interesting tool that could be used by businesses and entrepreneurs (or potential entrepreneurs) in order to strengthen the ability of their businesses (or future businesses) to innovate and ameliorate their structures and capacities. It also helps SMEs determine their revenue streams, their costs, how to better make a business canvas, the legal procedures to be followed in Greece in order to establish a company (company law) and the different kinds of legal entities that can be created in the country.

**C.4 Interview Summary**

From the online questionnaire it can be concluded that there are very limited possibilities for people to start their own company. There do exist some limited forms of support to start-up entrepreneurs but these were classified as old-fashioned, difficult to access and bureaucratic. When asked what people would like to change in the current system, it seems that the wish for modernization is greatly present. People want to be able to apply for things digitally instead of having to wait in a line for hours before somebody can take your form. The bureaucracy should also be downsized, it is not necessary for so many people to have to look at the forms you fill in and then approve/disapprove. This can save a lot of time and money.

The situation seems to be a little less negative for young/people and students who want to become entrepreneurs. 33% of the interviewees indicate that there are good mechanisms in place to support them in becoming entrepreneurs. This can be seen in the graph below.
The situation is very different for disabled or disadvantaged people in Greece. All the interviewees indicated that there are no good support mechanisms for this group of people in Greece. There is no structured way that the government tries to guide these people to be able to create their own jobs in the future. It was mentioned that if somebody really wants to become an entrepreneur, they often see emigration as a better option than to try and make this work in Greece.

It was noticeable that everybody who filled in the questionnaire from Greece shares the opinion that support for starting entrepreneurs should focus on administration. Financials and sales are also often mentioned as very important areas to pay attention to when training start up entrepreneurs.

Adaptation of the legislation was mentioned as the most important aspect to make this model work in Greece.
Personal interviews

1- Mr. Anestis Anastasiou (trainer/coach for entrepreneurs)

He works with young people that are starting or thinking of opening new businesses. He doesn’t know any measures for stimulating business, and he doesn’t receive any benefit from the government or EU. In fact, he works with private entrepreneurs/clients mainly and doesn’t have any opinion about measures that might help the entrepreneurs during their activity.

With regard to the Bridge Model, he thinks that it is very interesting because it considers all aspects which entrepreneurs should know about business creation and its operation, especially for people that haven’t any knowledge of entrepreneurship world. So, it is very attractive for new start-up company, because it guides them step by step and minimizes risks related to business. Therefore, it can be applied to all targets of people.

This model, with some changes, can be adopted in Greece. These adjustments might regard taxation, fiscal system, company law etc. Furthermore, it must be adapted to the need of specific sector that is very important in Greece: tourism. Seasonal entrepreneurs have to deal with a shorter life cycle; so the modified BTG could help this kind of sector which is a growth wheel for Greek economy.

2- Mrs. Salvina Mikalef (a person who wants to start her own company),

She has no idea of how running a start-up even if she is working as a teacher in a start-up company. In order to find a job she applied for a 12 months occupation through a specific program for young unemployed people. The only problem was that this kind of measure was focused on unemployed till 28 years old and she is already 29 so her contract expires without having the possibility to apply for another programme. To improve these measures the rise of age might be up to 35 years old and application and approval criteria must become clear.

Speaking about the Bridge Model, she got information only by her employer and she’s interesting to search by herself for start-up programs. These programmes are useful but not all people want to follow inflexible, abstract and with bureaucratic vacuum application criteria. They discourage in general young applicants whereas they might rarely encourage start-ups only in their starting.

The Bridge Model is rather attractive although may be problematic because of the requirement to consider the involvement of other people who need to help her, thus more transactions, costs and risks are involved too. By the way, it encourages people who want to start up a company thanks to the educative value in explanation of basic steps for a new start-up.

She thinks that this model is useful only for person who are familiar to basic business or entrepreneur formation and operation and to those who have already a capital fund with low risk. She is about to opening a dance academy in Greece but after this interview she might think better of it due to the costs and the risks involved in this model which discourage her to open her own company.
3- Mrs Katerina Mikalef (teacher for a VET school).

The relationship to the entrepreneurial world is crucial for Katerina, because she runs her own start-up. There are programs for new start-ups in her region that help people to improve their professional skills, but this kind of measures are addressed only to lawyers and jurisprudents that have not improved their educational and professional skills by studying after their diploma and their professional license. For those instead who followed educational upgrading, thus finished all their studies up at the age of 26 or 27, these programmes do not fulfill neither their expectations nor their upper age limit of 28 for applicants.

Furthermore, these measures are not easily accessible because of bureaucratic problems and very strict income limits based on family not on individual income. She knows that these kinds of mechanisms require a lot of costs in term of time, information, documentation and so on. By the way, another obstacle is referred to the abstract criteria of the approval or disapproval of an application. The easing of the income conditions depending only on individual income, including taxation deductive parameters, a percentage for capital funding, less bureaucracy concerning the extension of the deadline date for application, the rise of the target age and the obligative justification of the approval or disapproval for any application. Also other business kind programmes should be provided to her branch such as business management programmes, mentoring and cost benefit strategic planning.

Generally speaking, the existent measures are useful due to economic depression, income reduction and sharp taxation measures. She believes that this activity don't encourage new start-ups but only give a boost to even started start-ups which have already their fixed costs covered and the basic parameters of running an entrepreneur solved. There are then local and regional programs, but they don't redistribute resources efficiently due to the unclear criteria of assignment and the authority of corrupted local offices.

According to the Bridge model, she said that it is useful in general, but in Greece it should contain more forecast about external factors. However, it could be applied to her kind of business, even if she disagrees that the model is efficiently applicable to all individual entrepreneurs who work in variable or particular environment (taxi drivers or seasonal occupation).

4- Mr. George Siamos (unemployed),

was working for many years as responsible of sales department in a SME and he is familiar to the entrepreneurial world. He knows that there are a lot of programmes like loans or EU programs for unemployed but these are now unavailable because of economic austerity and their present expiration. He considers that these measures are easily accessible to everyone but in fact there are only addressed to those who have a capital fund and to people engaged into political arena. For him there is nothing to change because he likes the rigidity of the measures.

Since he has lost his job, George is member of a program for unemployed people. But he says that it is useless, because once concluded this period, he will come back unemployed without any chance for applying to another because of age limit of 28 and also the precondition having been unemployed for more than three months. Furthermore, this kind of programs only provide an idea of how to open a business, but they do not inform you for
critical matters such as taxation conditions, external risks and legal options for various start-ups.

Regarding the Bridge Model he believes that it is right, because each step leads to the other and all steps are interconnected. One of the problems is that there is no innovation into the structure. It might be considered an educational tool but the data case study (especially only from abroad) do not offer much. Moreover, he thinks that some steps of the Bridging Model can be used by all people, instead others are unnecessary and spend valuable time and energy.

After all, George doesn’t think that this model can be helpful in Greece, due to bureaucracy, taxation system and absence of working experience.

5- Matina (a young entrepreneur who recently started her own business (within the last 3 years) has an individual firm (kiosk as individual company) but she has no idea about entrepreneurial world. In her region there are programs for young entrepreneurs who want to start a new business, but only for those that are inhabitants of backwoods and have income less than 3000 euro. These measures are useful in general but they might be supported by financial and taxation measures. Furthermore these measures are not accessible to all as many inhabitants on her island as isolated from administrative public authorities.

In order to improve these measures, there should be an organization which is able to spread information to all people interested in a new business. As she said, she tried to get informed about these measures but she hasn’t been able to find clear information, so she paid her personal accountant to find out how to run her entrepreneur.

She considers that these measures are useful to all but, unfortunately, public authorities are not informed or qualified to run the relevant programmes. By the way, she thinks that these measures are not able to encourage start-up due to partial, abstract and controversial information regarding the formal and substantial requirements for applicants. Moreover, there are a lot of EU programs in her region, but the major part of these are focalized only on education. Finally she did know “The Bridge model” before or any entrepreneur or business structure in general. She would like to be educated to it so as to find out clear-way steps to strengthen her business and make it operating efficiently. She found the BM satisfactory to her elementary approach in business organizations and planning but she is reluctant if this model fits into greek requirements for a more secure external market and a more flexible form to be able to adapt extreme situations. (such as bank incapacity to give loans and austerity governmental measures for entrepreneurs).
Annex D: Results from desk research in Spain

D.1 General country information

Within the European Union, Spain could be described as a typical Southern European economy trying to run away from financial crisis and recession. However, even if some growth is expected for the upcoming years, the country is still stuck with the direct effects brought by the economic downturn:

- Unemployment ‘running wild’ (Greece and Spain >25%; Portugal >15%).
- Negative growth rate and small growth expected in the short, medium and long term.
- Financial system in process of being restructured, with some banks bailed out by the government and credit loans dried out for citizens and companies.
- High public debt (more than 85% of national GDP in all cases).
- Negative budget balance (no less than 5% growth of previous year’s debt)

Economy

Spain is number three in the world attracting tourists, and exports have sharply increased during the last few years. Actually, this is the only area of growth since the recession began.

Talking about recession, more than 3 million employments have been destroyed since it started. With a 25% of employment rate, and companies and public sector involved in permanent layoffs, the economic system is not capable of absorbing the massive amount of jobseekers created since 2007. The common Spanish ‘outsider’ is trying to find new ways to move on, and three are the main options chosen:

- Migration to other countries where opportunities are greater and specialized workforce is being demand.
- Reinventing themselves with training and refresher courses, either through specialization or developing completely new professional skills.
- Self-employment, using their entrepreneurial skills to create start-ups and new jobs. However, this point has been affected by the crisis in Spanish financial system: banks asked for recapitalization, and some of the biggest saving banks had to be bailed out by the government, drying up credit loans. It meant door-closing to fresh new business and a negative impact to national economy.

Demographics

Demographically speaking, Spain is also a typical southern European country: as Greece or Portugal, it has one of the lowest fertility rates in the world, meaning there is a permanent need of immigrants to keep the economic system working.

In the last 20 years, Spain moved from being an emigrating country towards Europe and Latin America to become an attractive pole for migrants. Due to that, in 2012 the percentage of immigrants reached a 12% of the total population, having a huge impact in the fertility rate and changing the image of the country.

During the last few years, Spain has started to see many immigrants either living the country or becoming nationals. Just in 2013, Spain lost 200.000 immigrants for these two reasons. Besides, in the last two years we have seen many Spaniards leaving the country to find new
opportunities somewhere else; unfortunately, stats are not really reliable and we cannot really say how many of us are out there.

**Education system**

The education is coordinated by the Ministry of Education, and the autonomous regions have broad administrative powers to manage their regional education systems.

School is compulsory and free of charge for all, from 6 to 16, and the system includes levels of education adapted to suit students with special needs and policies on drop-out prevention to prevent youth unemployment: Supporting teachers, reinforcing programs and new classes with a special curriculum oriented towards vocational training have been created or reinforced in the last two decades.

However, early school leaver figures (28.8%) are very high compared with the EU (14.5%) and OCDE average, doubling the EU-27 average. Fighting early school leaving is supposedly the top priority of national and regional authorities on education.

Due to the recession, the figures have been reduced 4 points in the last 2 years. Unfortunately, specialists say this change has nothing to do with the new policies implemented by the authorities in the last few years.

**Employment Services**

Spain has a welfare system and a social security model that protects the unemployed and offers training to the working-age population. All these policies are included in what is called ‘employment policies’ which can be split in two different sides:

- ‘Passive’ employment policies or Spanish unemployment benefit system. Ruled and managed by the central government, it has two elements: the unemployment insurance (‘prestación por desempleo’, economic aid based in the contribution done during the last working years) and the unemployment assistance (‘subsidio por desempleo’, economic aid once ‘prestación por desempleo’ has been exhausted).
  - One of the main characteristics of this policy to be emphasized for our project is that the economic aid could be capitalised to participate in cooperatives, workers’ partnerships or for self-employment.

- Active employment policies. Ruled by central government but managed at regional levels, active employment policies are organised in regional employment systems and include: orientation, training and labour intermediation. National laws allow regional governments to implement these policies using a wide range of alternatives, being free to select the ones they feel are better adapted to the situation of the region and the different profiles of the unemployed in each region.

**Start-up culture**

According to some research, Spanish population has no real perception for business opportunities, competitiveness is low and, generally speaking, there is not much social support to entrepreneurs. Due to all that, not many business opportunities are being transformed into proper businesses.
According to the GEM Report 2012\textsuperscript{31}, Spanish entrepreneurial intention has steadily increased since 2009, reaching a rate of 12,05\% for potential entrepreneurs in the adult population in 2012. At least one in four adults (26,48\%) are active in the whole stages of the entrepreneurial process and the Novel entrepreneur rate increases a 9,34\% in 2012, reaching a 1,35\% of the adult population. Due to that, it is expected an increment of new entrepreneurs in the next future.

However, compared with other countries, the stats show a poor performing, having a particular significance the considerable amount of dropouts. Business regeneration is very low, what means a present stagnation in business entrepreneurship in Spain: there is more business destruction than creation.

Generally speaking, the main areas of success for entrepreneurial activities in Spain are:

- Processing industry.
- Service provider to industries.
- Technology-based sectors.
- Innovative services.
- Exporting industries.

Entrepreneurship in Spain is also focused on young people and also on women. In particular:

1. Entrepreneurship in young people
   - Involvement of young people (18-35) is proportionally higher than in adults (36-65).
   - Higher education than older generation.
   - Skills needed to set up small enterprises are less developed.
   - Aversion to risk is higher.
   - Consideration of entrepreneurship as a professional carrier is lower.

\textsuperscript{30} http://www.spainstartupmap.com/infographic/

2. Entrepreneurship in women, the profile of women working in new start ups is very similar to men. However, there are a couple of differences
   - Entrepreneurship activity is higher for men: for each woman leading a start-up, there are almost two men doing the same.
   - Women are more oriented towards consumer goods and services.

D.2 Available support programmes

So far, Spain and the rest of the Southern European economies did not find a new growth model capable of bringing wealth and jobs. To do so, and considering the amount of potential entrepreneurs that could be found everywhere around, Spaniards need to have the chance to find new business areas to create growth. In fact, two things are needed: credit and training.

Credit is out of the scope of the project. However, training is the core of Bridging the Gap. In the last few years, an ‘entrepreneurial culture’ has spread along the country: media, public administration, companies… because of that, a massive network of organisations and programmes has been developed to help entrepreneurs to success.

All public administrations (European, National, Regional and Local) are working closely to provide assistance to entrepreneurs, with assistance of foundations, private institutions and social networks at all levels.

There are many areas where they are focused:

- Information centers for entrepreneurs are being created in many cities and towns by Regional authorities and with support from national and European governments. Sometimes as fully integrated buildings and sometimes just as an information desks. It is very easy to find this service in really surprising places. The bigger ones are included in the Business and Innovation Centers (BICs) co-financed by the European Commission. They use to integrate not only information but also further programs including training and financial assistance, creating partnerships that include financial institutions, local companies, universities, social networks, etc.

- Training. Trainings on entrepreneurship generally integrate full curricula dedicated to it, giving basic knowledge on marketing, finance or management skills plus practical cases and experiences. This kind of training is always close at hand and in many cases they are paid by the government or there are programs covering the cost or offering grants.

- Finance assistance, offered either by public institutions with programs for entrepreneurs or by financial institutions, especially foundations supported by private banks. In general, the financial programs give loans for maximum 150.000€ with no collateral. Deadlines are long and interest is reduced. You have to present a business plan and a competitive financial plan to be included in the process.

- Administrative formalities. Administrations are trying to simplify all necessary formalities needed to create a company. Nowadays, different administration levels are working together to make the process as simple and easy as possible. Moreover, they are creating a “one-stop” administrative point, where they can present all
documentation and pass all formalities at once. As a third step forward, many formalities could be done online and there are free helpdesk services by telephone.

- The main project taken by the Spanish government is CIRCE, an information center for the creation of companies. It allows making online all administrative formalities during the creation of new companies, with a special site oriented to new entrepreneurs

- Special programs for disadvantaged groups are available, either through local authorities or by regional employments services. All these trainings are financed by the national programs for training working population and/or the unemployed included in collectives with special needs. These programs include different training courses, and ‘entrepreneurship culture’ is always included. Besides, there are some additional projects financed by the European Commission. Here a couple examples:
  - Emprending21. Leonardo da Vinci program oriented to the unemployed youth. They have at their disposal a too that improves entrepreneurial skills through individual and collective tasks.
  - Mujer Activ@. Online community providing information prepared and updated by a network of women entrepreneurs. You can find training paths adapted and flexible, ready for busy schedules, and also information sharing, for a, Q&As, news section, contacts, resources, etc.

Concerning the training on entrepreneurship, there are two ways being used to provide this service to the community:

- Specific training on entrepreneurship, given by public & private institutions, foundations, etc. to those interested on the topic. These trainings are generally paid fully or partially by public administrations or foundations, and in many cases they are oriented to specific groups (women, young entrepreneurs, the unemployed, etc). You can find these trainings at all levels, even small towns as it is considered a ‘must’ for the actual situation of the economy.

- Moreover, it is also true that ‘entrepreneurship culture’ is being included slowly in curricula. Many regional authorities, in charge of vocational education, are including the topic as compulsory in many programs, but it is still in the very first steps. Generally speaking, some regional authorities are considering including the topic in university curricula, and even secondary education! However, it is still work in progress.
D.3 Literature study

**Analysis of the Entrepreneurial Profile from a Gender Perspective / Córdoba University**

http://www.revista-eea.net/documentos/28306.pdf

**ABSTRACT:** The entrepreneurship is a driving force of the innovation and economic growth. To pay special attention to the implication of the women in this field becomes inevitable since they are a social group of relevant position in what is referred to companies’ creation. It is necessary to study the gender differences in depth in the figure of the potential enterpriser, their psycho-sociological features, the incentives and the principal obstacles that the women find when initiating a business activity.

The main objective of this article focuses in analysing these differences, being based on an empirical study accomplished in a wide sample of university students, source of potential entrepreneurs.

The obtained results suggest a lower enterprising initiative in the women; they also consider in a major way the fear to the failure as an obstacle for thinking in a company's creation. Furthermore, the gender attributes correlated to a higher probability to undertake this type of project in the future are different.

**Study of Entrepreneurial Success / Profiles España, AJE Madrid, Aseme-Omega and Emprendedores Jung**

http://www.ajemadrid.es/el-adn-del-emprendedor-espanol-de-exito/

**ABSTRACT:** The report examines the DNA of successful entrepreneur through a survey of a selection of employers with a minimum of five years of experience in the enterprise management, leaders in their fields and able to create and manage productive teams.

The findings of the report conclude that they are persons who not only have developed their communication skills and communicate their ideas efficiently but they are also able to assimilate more complex information and learn quickly from their mistakes. They show a high degree of determination, independence and taking control of their actions, show a positive and optimistic attitude, while remaining realistic, and are creative, with an entrepreneurial spirit and watching for their finances. They are able to teamwork and seek for harmony in their teams being also determined.

**Will Spain be saved by startups? / El País**

http://economia.elpais.com/economia/2013/12/13/actualidad/1386933326_228537.html

Spain is dotted with amazing business outbreaks. The crisis also brought us another example of vitality: an explosion of entrepreneurship. One indicator that reflects this is the outbreak of accelerators of startups created in private hands. Thus, since 2008, there have been over 30 accelerators; it shows the entrepreneurial vitality of the country. This trend is not only specific to Spain but also Europe.
Today there are over 260 accelerators in the top 10 economies of the continent (more than 200 available in the U.S.). Between 2007 and 2013, the number of accelerators has grown in Europe to 400%. Spain counts with 38, ahead of France and Germany is, in fact, the second European country in number of accelerators and incubators, behind England (50) and not away from Israel (44).

**Map of entrepreneurship in Spain / IE Business School, Spain Startup and Investor Summit**

http://www.spain-startup.com/media/estudio_mapa_del_emprendimiento.pdf

The report, based on more than 2,000 applications from companies or new business projects in Spain, said that most start-ups are directly related to the Internet and Web services (20%) and many others move into other sectors regarding to the digital world. Other findings of the report are that company founders are mainly men (77% vs. 23% women); 6% of entrepreneurs are under 25 years old, 40% between 25 and 34, 38% between 35 and 44, 13% between 45 and 54, and 3% over 55.; 90% of Spaniards who create start-ups have college degree and only 10% have secondary school studies; 46% is financed by their own resources and 20% do not require funding, which means that two out of three initiatives can be developed without external capital; 68% work full time to his business plan; 27% of the new companies are launched in Madrid and 26% in Catalonia, and the 86% of the company founders are Spaniards, while 14% come from other countries. Half of entrepreneurs come from Latino America and one-third part from Europe.

**The ability to generate self-employment by Moroccan immigration in Spain / EOI**

http://www.eoi.es/savia/documento/ego-20097/la-capacidad-de-generacion-de-autoempleo-por-parte-de-la-inmigracion-marroqui-en

The aim of this study is to investigate about the ability of creating self-employment by the Moroccan population migrated to Spain.

The purpose is not only to initiate an investigation in this ability, still unknown in our country, but also to try to understand how they understand self-employment.

It has been studied the employment situation in the country of origin due to the fact that understanding employment in Morocco, helps to better understand their activities in Spain regarding self-employment.
D.4 Interview Summary

We have interviewed five people with experience in entrepreneurship, either as an entrepreneur themselves or with jobs related to it. The main results are the following:

General questions relating to entrepreneurial or start-up support

Except for one of the interviewees, which approves the initiatives brought both by public and private sectors, the rest of them disagree:

- Three of them highlighted how complicated building a start-up in Spain is, especially due to the high taxes for entrepreneurs and the complicated paperwork to be filled out.
- There were also three of them who mentioned that the lack of financial aid in the programs for entrepreneurs made these programmes not that interesting. For them, training is really helpful, but it should be backed with some kind of financial support too.
- Two interviewees did not know where to go or how to get answers to the main issues they were dealing with at the beginning.
- Another one was very critical on the financial aid given by public institutions, as sometimes they are awarding some grants without having the money allocated in the budget. According to him, this situation is hurting the companies that are getting the grants, because they think they are receiving some fund and, at the end of the day, they do not get it, even if they have already spent some money thinking it was going to be refunded afterwards.

Questions for verifying your literature study

Three of them had previous knowledge about the support mechanisms available, two of them due to their professional career. On the other hand, the two others had no knowledge about any kind of mechanism available.

Out of the three with previous knowledge, they had different, but complimentary, opinions about it:

- One of them said that private investment on entrepreneurship was working really well in Spain, but more active government support and financial aid was needed.
- Another one commented that grants are really poor and often they are not even available. Besides, there are other tools available which are not properly promoted by the government.
- The third one liked the public support received very much, as it was very helpful during the first steps of the plan. However, she felt that all the information and support received at the beginning did not continued once the project moved forward.

Questions regarding the Bridge model

All the interviewees got a really good impression about the model, especially because it includes the whole lifecycle of a company, going beyond the creation and first steps, including growth and consolidation.
They found really positive how easy is to find where you are and the path you have to take, and very accurate the steps to be done to successfully keep your business running.

- One of the interviewees with experience working with entrepreneurs highlighted how Spaniards, generally speaking, do not use any kind of methodology or elaborate plans to get their projects built. According to him, it makes the model a very useful roadmap for all of them.
- Another one highlights how the model is OK for people with no previous knowledge or experience, but not that useful for those who have been working on it for some time already.
- According to one of the interviewees, the model needs more detail on each of the steps to be taken.
- Another one also wants to include experience-sharing with other entrepreneurs in the process.

Questions regarding the Bridge model and the usability in your own region/country

All the interviewees confirmed that the model perfectly fits with the needs of the entrepreneurs in their country and their regions.

- Two of them also highlight the financial problems being faced in Spain and how it could affect to the entrepreneurs, no matter if they use the model or not.
- One of them comments that it serves the needs of her country and region because the bridge model is adapted to any kind of entrepreneur, no matter where he or she is from.
- Following the same way of thinking, another interviewee believes the model should not be adapted to a specific region, but each person should get it adapted to his or her own needs.

Summary from the online questionnaires

We have received 51 online questionnaires from Spain. According to their own description, they are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneur</td>
<td>56,9%</td>
</tr>
<tr>
<td>Coach/trainer</td>
<td>29,4%</td>
</tr>
<tr>
<td>of entrepreneurs</td>
<td></td>
</tr>
<tr>
<td>Starting entrepreneur</td>
<td>9,8%</td>
</tr>
<tr>
<td>Unemployed person</td>
<td>2,0%</td>
</tr>
<tr>
<td>Employee</td>
<td>2,0%</td>
</tr>
</tbody>
</table>

There are three main reasons why they became entrepreneurs: because of the freedom of having your own company (49%), to have the opportunity to create something that leaves a good result to the world (31,4%) and because of having the dream of owning your own company (11,8%).
Entrepreneurship in Spain

According to them, there are not sufficient mechanisms in Spain for people to become entrepreneur (82.4%) and the main adjectives (positive or negative) found to describe them are:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucratic</td>
<td>78%</td>
</tr>
<tr>
<td>Old-fashioned</td>
<td>50%</td>
</tr>
<tr>
<td>Difficult to access</td>
<td>42%</td>
</tr>
<tr>
<td>Expensive</td>
<td>20%</td>
</tr>
<tr>
<td>Strict</td>
<td>20%</td>
</tr>
</tbody>
</table>

Asking for how they would like to change it, all answers were oriented to the same issues:
- Better financial support mechanisms for start-ups and financial aid.
- Less bureaucratic process to set up businesses.
- Reducing taxation for start-ups, lower social fees.
- More information on critical issues for start-ups.
- General coordination between private and public institutions offering support and services to start-ups: the do not cover all the needs and there are a lot of duplicities.

Generally speaking, the present mechanisms available are not good enough to support young people/students who want to become entrepreneurs (78.4%). Moreover, 68.8% agreed there are not enough support mechanisms in place for disadvantaged people (unemployed, disabled, ill, etc.) who want to become an entrepreneur.

The general impression about how possible it is to become an entrepreneur in Spain, is strongly pessimist: 80.4% said no against a 19.6% who said yes. For the people participating in the survey, the reasons why in Spain not everyone could start a business are clear: poor government policies and no financial support.

“Becoming an entrepreneur is easy. Succeeding is not. I feel there's now a trend suggesting to the new generations that entrepreneurship is the only way. In Spain there is no real support to entrepreneurs, there is "entrepreneurship marketing" but scarce amount of venture capitals, business angels and so on. Talent will go down the drain, and entrepreneurs fail not because of business models or technology, but due to no real ecosystem.”

The Bridge Model

Three quarters of the interviewees consider the Bridge model a good example on how to work with people who want to become entrepreneurs. However, just a third considers the model as very different from other support tools available already. The general impressions got from the model are:
- In Spain, there is not a whole framework where you can go through the different steps when you are going to start a company. Therefore, this model fills that gap and it is
very easy to check the points that must be taken in the process of creating a company.
- In some steps the model is very useful, but it depends more in the company rather than in the country.
- Some believe there are similar initiatives in Spain already.
- In Spain we use to put the focus on the bridge 1 "Start My Business", but we need tools and knowledge to help us grow our business.

To the question ‘do you feel that somebody who wants to start a business can do this based on the information given by the Model on the website?’ we have received very different answers, but the main impression is that coaching should also be included too:
- 42.9%. No, you will need a trainer of coach to help you get through these steps.
- 34.3%. Yes, the information given here tells people what they need to know and what they need to think about. They can look up the details elsewhere.
- 22.9%. Don't know.

To the question about the main topics entrepreneurs should focus on, answers were:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business plan</td>
<td>50.0%</td>
</tr>
<tr>
<td>Networking</td>
<td>43.8%</td>
</tr>
<tr>
<td>Finance</td>
<td>43.8%</td>
</tr>
<tr>
<td>Sales</td>
<td>37.5%</td>
</tr>
<tr>
<td>Rules and legislation</td>
<td>34.4%</td>
</tr>
<tr>
<td>Marketing</td>
<td>21.9%</td>
</tr>
<tr>
<td>Administration</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

“You don’t know which steps are bigger than others so it looks like you will need a similar effort and time in all of them but that’s not true. Some are really hard and depending on the person can be as hard as 6 other steps together... As an idea, this model would be perfect with size-changing steps depending on the profile of the startup and the entrepreneur. You do a test first (for personal info and startup info) and then it shows you how big steps are depending on your studies, experience, field of the startup etc.”

People from disadvantaged groups

In case of entrepreneurial support for disadvantaged people, the main solutions found are different:
- More good practices about this topic: 47.1%
- More cooperation between representatives of these groups with government institutions: 39.2%
- More knowledge about what disadvantaged people CAN do: 35.3%
- More cooperation between representatives of these groups with VET institutions: 25.5%
- More seminars about this topic: 15.7%

The participants did not find major differences between problems being faced by disadvantaged groups and the rest. The ones highlighted were: access to information, funding and networking, as the most complicated ones. Besides, they also agreed on the need of giving more legal protection and support to the disadvantaged.
Annex E: Results from desk research in The Netherlands

E.1 General country information

Economic situation in the country

The Netherlands consists of twelve provinces and three Islands in the Caribbean. Every province has a governor and is subdivided into municipalities (so called Gemeenten). The Netherlands has one of the strongest economies in Europe and the 17th largest in the World (2011) by using the GDP as a measurement for the overall population and ranks 10th in the world by using the GDP per capita.

The Dutch economy is the fifth-largest economy in the euro-zone and is noted for its stable industrial relations, moderate unemployment and inflation, a sizable trade surplus, and an important role as a European transportation hub. Industrial activity is predominantly in food processing, chemicals, petroleum refining, and electrical machinery. A highly mechanized agricultural sector employs only 2% of the labor force but provides large surpluses for the food-processing industry and for exports.

After 26 years of uninterrupted economic growth, the Dutch economy - highly dependent on an international financial sector and international trade - contracted by 3.5% in 2009 as a result of the global financial crisis. The Dutch financial sector suffered, due in part to the high exposure of some Dutch banks to U.S. mortgage-backed securities. In 2008, the government nationalized two banks and injected billions of dollars of capital into other financial institutions, to prevent further deterioration of a crucial sector. The government also sought to boost the domestic economy by accelerating infrastructure programs, offering corporate tax breaks for employers to retain workers, and expanding export credit facilities. The stimulus programs and bank bailouts, however, resulted in a government budget deficit of 5.3% of GDP in 2010 that contrasted sharply with a surplus of 0.7% in 2008. The government of Prime Minister Mark Rutte began implementing fiscal consolidation measures in early 2011, mainly reductions in expenditures, which resulted in an improved budget deficit of 3.8% of GDP. In 2012 tax revenues dropped nearly 9%, and GDP contracted. Although jobless claims continued to grow, the unemployment rate remained relatively low at 6.8 percent. (Agency, 2012)

Demographics of the country

The Netherlands is the 61st most populated country in the world and as of February 23, 2009 it has a population of 16,499,084.

Between 1900 and 1950 the population had doubled from 5.1 to 10.0 million people. From 1951 to 2000 the population increased from 10.0 to 15.9 million people, making the relative increase smaller.
Culture

The Netherlands is a culturally very diverse country, with inhabitants from all over the globe. Especially in the large cities: Amsterdam for instance has people from 170 and more nationalities living there.

The original inhabitants are (in)famous for being straightforward, very direct and speaking their minds, which foreigners sometimes might could interpret as rude. The Dutch are very open to other cultures; something that reflects on the cuisine as well.

As it being such an open and internationally orientated country, almost everyone can make him- or herself understandable in English and/or another language, besides Dutch.

Education system

Most people in the Netherlands have a MBO diploma, which is more practical oriented. The MBO education system is a secondary vocational education referred to as VET.

According to (Visser, 2011) VET in Europe country report, the MBO has 4 Levels; the range is from Level 1-4. The level 2-4 of the MBO system are comparable with the ISCED levels 3-4. The majority of MBO graduates will follow a practical work in their field of education and the minority will continue their education by studying further on a University of applied Science (HBO) or later in an University.

Are there policies on drop-out prevention in schools to prevent youth unemployment?

The Netherlands is adopting a 'prevention is better than cure' approach to the problem. Young people have better prospects on the labour market if they have a basic qualification. Partly due to the decreasing early school leaving rate, youth unemployment in the Netherlands is increasing only slightly and is in fact compared to neighbourhood countries relatively low. Studies show that finishing school has the effect of reducing the number of crimes and other offences against property.

Reducing the early school leaving rate is not a project with a beginning and an end. For long-term success, preventing pupils dropping out of school will need to become one of the primary processes at schools and within municipalities. It demands a long-term perspective, systematic efforts and resources, an integrated approach focussing on prevention, and tight organisation at regional level. All the various links in the chain - education, the labour market, and care – need to form a good basis for preventing young people dropping out of school.

The Dutch Early School Leaving (ESL) program has been successful in implementing various measures at national level:

- Compulsory school attendance and basic qualification obligation.
- Personal education number, all pupils have been allocated an education number, which makes it possible to track them.
- Digital Absence Portal, all school absenteeism is registered by a simplified computerized reporting procedure.
- Career Orientation and Guidance to prevent the wrong choice of programme, one of the primary reasons to drop out of education.
Transfer to follow-up education programme made less of a major stumbling block for pupils.

The care structure at school and locally has been strengthened.

**Start-up culture; for example the % of young people who start a business**

Early-stage entrepreneurship has experienced the largest year-to-year increase in GEM history, i.e. by more than two percentage points from 8.2% in 2011 to 10.3% in 2012. This means that more than 10% of the Dutch adults of 18-64 years old is trying to set up a business or is the owner-manager of a new business. Note that the increase in TEA in 2012 is captured fully by the increase of new entrepreneurs. The proportion of individuals that is involved in running a new business has increased by more than 50% (from 4.1% in 2011 to 6.3% in 2012).

In the illustration beneath one can see that 7.5 % of the population aged between 18-24 is currently involved in running a business.

![Figure 4](image)

**Average age for people to start a business**

Concerning the age composition, Figure 4 (shown above) reveals that the probability of being an early-stage entrepreneur is highest among the individuals between 35 and 44 years old. Note that the distribution of entrepreneurial intentions across the four age groups revealed a very different pattern in Figure 2. Figure 5 shows the Dutch prevalence rates of the five age groups for 2009-2012. The age group 35-44 witnessed the largest increase in early-stage entrepreneurial activity as compared to 2011, followed by the age group 45-54. Furthermore, the prevalence of early-stage entrepreneurs among the youngest group of individuals (18-24) has steadily increased over 2009-2011; no difference has occurred from 2011 to 2012.
Regarding educational background, Figure 4 shows a relatively high prevalence of early-stage entrepreneurs among the individuals with a higher education (postsecondary or graduate degree; HBO or Universiteit) as compared to the innovation-driven economies. In high-income countries, education has been shown to be positively related to the probability of being self-employed (Reynolds et al., 2003, Blanchflower, 2004).

**Sectors where most start-ups take place**

The following table was translated from the original chamber of commerce table.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number of Companies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Service</td>
<td>21.700</td>
<td>16.29</td>
</tr>
<tr>
<td>Consultancy Service</td>
<td>21.100</td>
<td>15.84</td>
</tr>
<tr>
<td>Personal Service</td>
<td>21.000</td>
<td>15.77</td>
</tr>
<tr>
<td>General Service</td>
<td>18.400</td>
<td>13.81</td>
</tr>
<tr>
<td>Retail</td>
<td>15.700</td>
<td>11.79</td>
</tr>
<tr>
<td>Construction</td>
<td>12.500</td>
<td>9.38</td>
</tr>
<tr>
<td>Wholesale</td>
<td>6.100</td>
<td>4.58</td>
</tr>
<tr>
<td>Catering / Restaurant</td>
<td>4.500</td>
<td>3.38</td>
</tr>
<tr>
<td>Transportation</td>
<td>4.500</td>
<td>3.38</td>
</tr>
<tr>
<td>Industry</td>
<td>4.100</td>
<td>3.08</td>
</tr>
<tr>
<td>Landscape and Fishery</td>
<td>3.000</td>
<td>2.25</td>
</tr>
<tr>
<td>Financial</td>
<td>600</td>
<td>0.45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>133.200</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

As one can see the most start-ups take place in the facility service and in the consultancy service.

**% of start-ups that succeed and fail**

Three quarters of one-man businesses launched in 2009 were still active in 2012. Their chances of survival were higher than for one-man businesses launched in 2007. Profit margins of one-man businesses started up in 2007 and still active in 2012 have diminished.
More likely to survive
In 2012, 75 percent of one-man businesses launched in 2009 were still active, whereas only 63 percent of one-man businesses launched in 2007 had survived three years later. Surprisingly, one-man businesses started up during the recession in 2008 or 2009 appear to have a better chance of survival than those started up in 2007.

Share surviving one-man businesses by starting year

![Graph showing survival rates by starting year]

Source: CBS

E2. Available support programmes

Entrepreneurial training
In the Netherlands there is a variety of different entrepreneurial trainings offered by many different organisations. The most common organisations that provide entrepreneurial training to an start-up / entrepreneur are the incubators and the Chamber of Commerce (KvK).

Incubators
Incubators are, as the name already indicates the first starting point for growth and in business terms that all necessary information and actions to support the growth of a starting company. They help the start-ups to survive and grow in the initial starting up phase. The programs offered by the incubators have the aim to support their client companies with services tailored to the specific client's needs.

The overall goal of a traditional business incubator is to create jobs in a community, enhancing the entrepreneurial climate in the region, diversifying the local economies, building or accelerating growth in a local industry and retaining businesses in a region or community.
CoC
The Dutch Chamber of Commerce (CoC) is also active in providing entrepreneurial training mostly in the form of seminars. In those seminars, the starting entrepreneur will get information about mostly administrative procedures such as how to provide the correct fiscal information to the tax office (Belastingdienst) and what for certificates are necessary in order to run a business.

However, sometimes those seminars also cover the subject of entrepreneurial skills and competencies.

Start-up programs and policies organised by VET schools

Jong Ondernemen is a non-profit organisation, founded in 1990 as a combined initiative of the ABN AMRO bank, VNO-NCW (Employers Association) and MKB Nederland (SME Association) in close association with the NOvAA (Order of Accountants), Chamber of Commerce and the Ministry of Economic Affairs. Jong Ondernemen aims to help as many young people as possible (pupils and students) become aware of entrepreneurship and develop an entrepreneurial attitude as well as putting these skills into practice, learning about both the opportunities and challenges of running a business, during their study.

Learning by doing is the method of choice at Jong Ondernemen. This is the most effective means to let the participants develop their entrepreneurial skills. Jong Ondernemen has therefore chosen for a form applicable to all the differing educational levels in the Netherlands. A concept whereby the students set up and manage a company for a complete academic year. Concepts have been developed for primary education and HAVO/VWO, VMBO, MBO, HBO and WO.

Every year thousands of pupils and students start up a student company. These companies form an excellent preparation for independent entrepreneurship, or for those who join existing companies, an entrepreneurial attitude which enables them to succeed in their chosen function and careers.

Until now, the mainly focus for developing entrepreneurship is on college level. Concrete incentives, training and guidance for entrepreneurship on pre-vocational and VET level takes far less place. This is recognized by the Chambers of Commerce. For the economic engine in the region of Amsterdam, starting car mechanics, electrical installation and mechanics, carpenters and mechanics are important. Besides the demand from the labour market there appears a big demand of self-employment from the society. The number of self-employed workers is growing.

The aim of the project is to stimulate entrepreneurship for students on VET level. Hereby will be an attractive and future-oriented entrepreneurial education market developed in collaboration with the industry in Amsterdam on VET level. The project focuses only on students who are genuinely motivated to become self-employed and who have sufficient professional competencies.

http://www.jongondernemen.nl/english-version.html
http://www.rtca.nl/projecten/detail/article/leren-ondernemen.html
**E3: Additional Information**

On the Leiden’s University website an article was found over a unique partnership to support and strengthen the entrepreneurship amongst students.

**Cooperation between universities to create entrepreneurship**

HOPE is a unique and innovative initiative of the three universities in the province of South Holland: Leiden University, Delft University and Erasmus University Rotterdam. More than 50,000 students at these universities follow around 100 Bachelor’s and almost 300 Master’s programmes, encompassing the complete range of academic disciplines. These leading universities include some of the most highly regarded centres of excellence for technology, management, science and economics education in Europe.

**HOPE’s central objective is to stimulate the entrepreneurial culture at the partner universities.** Students and academic staff will increasingly focus on the exploitation of their individual and collective knowledge and expertise, either in start-ups or in larger organisations. HOPE is integrating and anchoring entrepreneurship in the curricula of the universities, expanding and renewing existing programmes with challenging content and activities and developing and introducing new ones. It is also instigating new ways of working and innovative learning environments to nourish and inspire entrepreneurship.

http://science.leidenuniv.nl/index.php/sbb/hope/

**Saixon Research Department**

This article was found on the University of applied sciences website and is about the strong cooperation between an in-house research centre of the university of applied science and the ambitious students, which seek to commercialise their entrepreneurial ideas.

“Our Research Centre for Innovation & Entrepreneurship has one clear goal – to stimulate entrepreneurship both within and beyond Saxion. There is no question that research is a key aspect of this Research Centre, but we have also been responsible for developing actual concepts that have helped young entrepreneurs to get a head start: an interest-free loan known as TOP, various minors in entrepreneurship and innovation, and the student entrepreneurs association called Young Business Professionals.

This Research Centre also had a leading role in the Young Business Incubator, which functions as an intermediary in helping student-entrepreneurs to find suitable business premises. Pro-activity is at the very heart of entrepreneurship – taking the initiative whilst not losing sight of the needs of customers and others, channelling determination, paying attention to detail and formalities. At this Research Centre, we view it as our goal to help people achieve theirs. We aim to facilitate the entire process, from awareness to action, and we do so by providing education, research, encouragement and help with innovation in the region – we understand that, as far as the entrepreneur is concerned, all of these factors are

For a better picture of what the KvK is offering for seminars and training, it is advisable to have a look at this website: http://www.kvk.nl/bijeenkomsten/
intrinsically linked. The key to our success is that, rather than being an outsider in an advisory role, we embark on a journey of research and learning together with the entrepreneur.”

The chairs within this Research Centre are:
- Knowledge and Innovative Entrepreneurship
- Strategic Human Resources Management
- Entrepreneurship in Healthcare
- Identity Marketing
- Family Business and Succession Planning
- International Business for SMEs

**E.4 Interview Summary**

<table>
<thead>
<tr>
<th>General questions relating to entrepreneurial or start-up support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What is your relationship to the entrepreneurial world of start-ups in your work?</strong></td>
</tr>
<tr>
<td>Teacher at a VET school: Peter Busscher, Nordwin College</td>
</tr>
<tr>
<td>Entrepreneur: Bouwinus Sikkes, starting entrepreneur (1 year)</td>
</tr>
<tr>
<td>Representative of disadvantaged groups: Susanne van Ulzen, unemployment office employee</td>
</tr>
<tr>
<td>Trainer of entrepreneurs: Jan Jacob Hilberdink, trainer at Inqubator Leeuwarden</td>
</tr>
<tr>
<td>Person who wants to start a business: Tjitske de Vries, preparing to start her own lunch shop.</td>
</tr>
<tr>
<td><strong>2. What measures that you know of are already being taken to stimulate entrepreneurship in your region?</strong></td>
</tr>
<tr>
<td>The municipality in Leeuwarden supports entrepreneurship through the incubator in Leeuwarden. All of the persons present know about the incubator and what it does.</td>
</tr>
<tr>
<td>The Chamber of Commerce tries to support starting entrepreneurs in all different fields. They organise meetings for starting entrepreneurs to meet and to exchange knowledge. They also offer mentoring to start ups where they match an experienced entrepreneur with a start up.</td>
</tr>
<tr>
<td><strong>3. What is your opinion of these measures? Do they reach your target group?</strong></td>
</tr>
<tr>
<td>The biggest objective the people have against these measures is that you cannot teach entrepreneurship to start ups from a book or learn from a government official. It is best to learn by doing and learn from the more experienced people who have started their own business already.</td>
</tr>
<tr>
<td>They are not really expensive but also not for free. This is also a good thing, if something is free, it is almost like it is not important enough to charge something for. When you have to pay something, then you also know that people really want it.</td>
</tr>
<tr>
<td><strong>4. Are these measures or structures easily accessible?</strong></td>
</tr>
</tbody>
</table>

93
The measures are easily accessible for everybody who want to participate in them. The Chamber of Commerce is financially supported by the government and they offer a lot of their services for free.

5. What would you like to improve regarding these measures?

They are not very engaging, they are rather by the book and old-fashioned. They do not really inspire people to become entrepreneurs, they simply guide you through all the rules and documents that you have to fill out. They also help with tax issues and other legal formalities. They can also help you write certain parts of your business plan and help you find a notary for example but they cannot help you with your product, how you are going to find customers, how to describe your USP’s etc.

The incubator offers much more services in this regard.

After having finished the questions above, please refer to the findings from your literature study (for example if they are aware of current supporting mechanisms in their countries, did they know about the other available materials that you found, best practices, etc.) and ask the following questions:

### Questions for verifying your literature study

6. Did you know these support mechanisms existed? If not, have you searched for support mechanisms like this? Please comment on why/why not?

Most of them know about the support mechanisms but they did not know all that is available. The problem with the mechanisms we discussed are that most of them focus on techno start-ups or specifically on young people who are still in school. These are not for all people. Some people just want to start a small business to provide themselves with an income, they do not want to grow into a large company and therefore do not fit in with the criteria of a business incubator.

Most start-up companies would benefit greatly from guidance from an experienced entrepreneur in their own field (for example a restaurant or a communication strategy).

7. Do you feel they are useful and fulfilling a need in the market at the moment? Please comment.

They are definitely useful for a group of people, there are also a lot a people using them. But there are also people who do not find the right guidance in these existing structures, for example people who have been unemployed for a long time.

8. Do you feel they are actively trying to encourage start-ups? Please comment.

No, they are very bureaucratic and by the book.

9. Did you know about the best practices or other materials that were just indicated? Do you this can also be useful for other start-ups? Why (not)?
Yes, but it all depends on the type of entrepreneur and what he needs. Not every method is applicable to all start-ups. Some people would for example benefit from having weekly conversations with a person who has been in the same situation before and to talk to them regularly about everything they come across during their start-up phase. Others just need some advice on how to set up an administration, how to file for tax returns etc.

After finishing the general questions above, please discuss with the person being interviewed the general set up of the Bridge Model as it is being used by our partner Bridging to the Future and ask questions about the usability of the current model for them. A good way to discuss this would be to have access to a computer with an internet connection and use the interactive model at this website: http://www.bridgingtothefuture.co.uk/bridge-model/bridge-model.aspx

If this is not possible for you, a text file of the model was added that you can use but it does not give you quite the same impression of the chances the Bridge Model has to offer.

<table>
<thead>
<tr>
<th>Questions regarding the Bridge model</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Now you have an impression of how the model is being used on the website, how would you evaluate the model?</td>
</tr>
<tr>
<td>The people present are very enthusiastic about the model because it describes in a clear structure the steps you need to go through to start your own business.</td>
</tr>
<tr>
<td>11. How would you evaluate the attractiveness of the model for start-up companies? Please comment.</td>
</tr>
<tr>
<td>It seems very attractive for start-up companies. They like the audits that the systems uses to make really clear for themselves what their product is, who is going to buy it, whether you really are an entrepreneur etc.</td>
</tr>
<tr>
<td>12. Do you thing the model encourages (student) start-up encouragement? Why (not)? Please comment.</td>
</tr>
<tr>
<td>This does really seem to depend on the guidance or training that comes with this method. All 5 persons are clear about the fact that the model cannot be used with just the information on the website. You need a trainer of coach to discuss the questions and answers with for it to have added value for your starting company. So finding the right coach is definitely an important part of the training method.</td>
</tr>
<tr>
<td>13. Do you feel the Bridge model can be useful for all people who want to start a business or do you find it more useful for a certain group? (For example only for students/young people?) Please comment on how it can be useful for different groups.</td>
</tr>
<tr>
<td>The Bridge Model is now being used mostly for social enterprises in the incubator in Birmingham. Whether it is equally applicable for other types of businesses should be learned by just trying it.</td>
</tr>
</tbody>
</table>
Please discuss your findings from the TNA about your country and specifics you found out about the unemployment rate, the percentage of people who start a business, the bureaucracy, etc.

**Questions regarding the Bridge model and the useability in your own region/country**

14. Do you feel the Bridge Model like it is being used now could also be used in your country/region and for your target group? Why (not)? How do the factors mentioned above about your country’s situation influence this? What would you like to adapt to make it useable in your region? Please comment.

Yes, they all feel like the Bridge Model is something that would fit well with how things go in the Netherlands. Everybody that wants to, can start their own company in the Netherlands. There is a lot of free advice to get from different government bodies, so the government really wants to support people who want to create their own jobs.

They suggest the model would work well if it could somehow be combined with VET education and with the services the Chamber of Commerce already offers. Then the final product that can be offered to start-ups can be really strong.

There do not seem to be any problems regarding legislation or other factors. It is relatively easy to start your own company in the Netherlands by simply going to the Chamber of Commerce to register your company. This is definitely different in some other European countries where it can take years to finally register your own company.

**Results from the Survey Monkey Questionnaire**

In the Netherlands 20 people participated in the online questionnaire. A little over 25% of the respondents was an employee at a VET school but all the categories were represented in this questionnaire.

**How would you best categorise yourself?**

- Employee of a VET School
- Entrepreneur
- Student
- Starting entrepreneur
- Coach/trainer of entrepreneurs
- Unemployed person
- Disadvanced person (disabled, otherwise impaired)
The people participating in the online questionnaire had very different reasons for wanting to be/become an entrepreneur. Some entered “I do not want to be an entrepreneur” and they were the people working for a VET school and teaching about entrepreneurship.

**What was/would be the most important reason for you to become an entrepreneur?**

- Due to unemployment there are no regular jobs available
- Freedom of having your own company, making your own choices
- Wanting to earn lots of money
- Having a dream of owning your own large company with many employees
- Having the opportunity to create something that leaves a good result for the world
- Being to creative to seeing yourself work in a regular company
- I do not want to be an entrepreneur
- Other, please comment

70% of the people participating in the survey found that there are good support mechanisms in The Netherlands for people who want to become entrepreneurs. These are mostly free or inexpensive and usually easy to access. They are however seen as being old-fashioned and bureaucratic by 30% of the people in the survey. Another 30% found the support systems to be up to date. The answers were mostly the same for young people and disabled people, they do not seem to need a special approach according to these people in the survey.
When asked about what they could change about the existing support mechanisms, various answers were given. Some of the most frequent answers were:

- Learning by doing and then steering the people when they get a bit lost. Just let them start and guide them on the way.
- Letting start-ups learn from each other, put them all in a building where they can cooperate, learn etc.
- Not so much learning from a book, getting a leaflet etc. Just get started and get advice when you need it
- I would like to teach more kids about this at my VET school
- Entrepreneurship should be more natural, start by teaching kids at school that a regular job is not better than starting your own business. Now it seems special that you do this, it should be much more common
- Entrepreneurship is not something you can learn from somebody with a steady job, this has to be taught by real entrepreneurs. Only they can give you the insights that you need
- I would like to have a better structure of all the support mechanisms available, we can work together much better if we try
- Making it easier to start, for example by more tax cuts in your first years of starting a business

After having taken a look at the Bridge Model, most of the people interviewed were very positive about the model. They especially like the structure it offers, the clear steps you can follow. There are a number of aspects they seem to appreciate about the model, namely learning from real entrepreneurs. Everybody agrees that on first sight, it looks like a good and attractive model to work with but everybody also feels that the information on the website is not enough to get started with it. You will really need a coach or trainer that knows this model that can help you get through all the steps with good guidance.
Most of the people interviewed think that training for starting entrepreneurs should focus on sales, business plans, networking, marketing and financials (in this order).

When it comes to support for entrepreneurs, the Chamber of Commerce plays a large role in the Netherlands. A majority of the people therefore also answered that for the Bridge Model to work in The Netherlands, cooperation or integration into their system should really help. Also cooperation with the VET education system could be really helpful because schools start to focus more on this topic due to the economic situation.