



CERlecon – CE119

Survey/eReport on perceived end-users support and training needs compared to current provision

Deliverable D.T1.1.3

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INTRODUCTION

In order to adequately orient the project support activities aimed at fostering an enhanced innovation and entrepreneurial mindset of young entrepreneurs, the CERlecon partners, based on a sound field analysis, have implemented and conducted a survey on perceived end-users support and training needs compared to current provision”.

This survey (D.T1.1.3) provided important informations for the smart strategies that will implement the new-type CERlecon innovation ecosystems incorporating the six Isenberg’s domains (policy, finance, culture, supports, human capital and markets) that need to interact for target-oriented SME training in the project regions; RIS3 is the policy domain.

The results of this survey will be reported in the Deliverable D.T1.1.1, the CeERlecon E-Report.

The survey was studied to become a part of the strategy for the transnational CERlecon network, interlinking the regional ecosystems in the project area. The primary objective of the analysis was to determine and identify the end users’ needs for training in order to overcome the knowledge/skills gap and potentially perceived obstacles and risks. Indeed training activities are one of the most efficient way, first to encourage end users and to have an entrepreneurial attitude, second to enhance their skills and therefore to enlarge the rate of success.

The Training Needs Analysis was based on the rationale that, before defining the content of the training action plan, it was necessary to define the needs of the end users and obviously to find out if all end users had the same needs or if they could be differentiated. The project’s choice was to leave each partner to identify its target group, according to the regional specific needs. The survey’s questions were prepared also using the tools provided by COMMISSION REGULATION (EC) No 1313/2002 of 19 July 2002, implementing Council Regulation (EC) No 577/98. The survey assesses the crucial elements in all CERlecon regional ecosystems, allowing the project partners and policy makers to better focus on the effects of the training and support activities provided at regional level. The analysis has been done both using a online survey and assisted interviews, having brought more than the requested 210 completed responses. In fact, the number of respondents was limited by some of the partners after reaching the n. of 30 per Region.

The online survey provided, by the number of persons contacted, a good reliability of the results. The respondents to the online survey have been asked to evaluate their support and training needs compared to current provision. Using a Likert scale with five levels of answers (from 1 to 5) and multiple choice questions, the survey has brought evidence on several main parameters (variables), both quantitative and qualitative.

The results have been summarised by each CERlecon partner in an eReport. The report has been used to start implementing the strategies for new-type innovation ecosystems and to improve skills and competences for economic and social innovation in the seven CERlecon regions. The survey’s aim was also to collect data from the interviews to involve the end users in CERlecon project activities. The survey provided crucial results and will be essential to design the Project’s strategies with close attention to the expressed needs.

The project deliverable D.T1.1.3 has as main objective “to explore the target end-user entrepreneurial support and training provision needs and compare them with current provision”.

SHORT OUTLINE OF THE CERIECON PROJECT:

Change is still needed to make the cities and regions in Central Europe better places to work and live. Daring young entrepreneurs with brilliant ideas could contribute considerably to this change. But they can't. Factors such as a lack of an entrepreneurial culture and mind-set leading to a limited interest in entrepreneurship are hampering their efforts. There is also inadequate training to improve their skills and entrepreneurial competences and innovation in general is being hampered by the lingering effects of the historical east-west divide and the recent economic crisis through an underinvestment in R&D.

And yet, entrepreneurs must be empowered to create change; they "form the majority of business entities and are the biggest employers" in Central Europe. "It is important to provide, at regional level, the right mix of financial and non-financial support to assist entrepreneurs to create new firms." "And this is our goal. ***By mid-2019, we will contribute to a change in the way entrepreneurs are inspired, trained and supported through a balanced package of strategies, actions plans, pilot actions, training, and tools to create new-type comprehensive regional innovation ecosystems in seven Central Europe regions.*** With our three-step logical project approach (Development – Implementation – Improvement), we want entrepreneurs and SMEs to benefit the most from what we do. But also their regions will benefit because from now on regional smart specialization strategies will be further used to develop novel technologies, and brilliant products and services for economic and social innovation." The joint development of all outputs and a transnational network interlinking the regional ecosystems to improve international skills emphasize the project's transnational character. At present, there is presumably no such state-of-the art innovative support scheme in Central Europe. "That is why everything that we do will be transferable for the benefit of others."

WORK PACKAGE T1 is the strategic starting and finishing point in tackling the common territorial challenges and lays the foundation for the change that CERlecon plans to achieve. It provides the smart strategies that will implement the new-type innovation ecosystems incorporating the six domains (*policy, finance, culture, supports, human capital and markets*) that need to interact for target-oriented SME training (D. Isenberg) in the project regions; **RIS3** is the policy domain. It also provides the strategy for the transnational network interlinking these ecosystems in the project area. T1 will produce two outputs to achieve Project Specific Objective 1.

CERlecon PROJECT PARTNERS

The project partners are the following:

- 1 - Stadtschulrat für Wien, Europa Büro AUSTRIA
- 2 - Wirtschaftsuniversität Wien AUSTRIA
- 3 – Regione del Veneto – Direzione Lavoro ITALY
- 4 – ENAIP Veneto Impresa Sociale
- 5 - Wirtschaftsförderung Region Stuttgart GmbH. GERMANY
- 6 - Hochschule der Medien Stuttgart GERMANY
- 7 – Magistrát hlavného mesta SR Bratislavy The City of Bratislava SLOVAKIA

8 – Slovak Business Agency SBA SLOVAKIA

9 – Grad Rijeka City of Rijeka CROATIA

10 - STEP RI znanstveno-tehnologijski park Sveučilišta u Rijeci d.o.o. CROATIA

11 - Statutární město Brno, městská část Brno-střed Brno- střed CZECH REPUBLIC

12 - Hospodářská Komora České Republiky HKCR CZECH REPUBLIC

13 – Gmina Miejska Kraków - Urząd Miasta Krakowa POLAND

14 – Izba Przemysłowa o-Handlowa w Krakowie POLAND

DATA ANALYSIS

When the questionnaire was closed down 234 valid responses were collected.

Data were collected through Google Forms online tools and through direct interviews.

PART I – PERSONAL DATA QUESTIONNAIRE - QUANTITATIVE ANALYSIS

The focus of the first part of the survey was on these main aspects:

- Analysis of the target group according to the following parameters:

Gender - Age - level of education achieved (ISCED 2011) , categories that best describes the CERlecon end users current status (Pupil, Student ,Entrepreneur, Full-time employee, Part-time employee, Self-employee, Unemployed, At home, Long-term sick or disabled, Retired from paid work, Not in paid work for some other reason, Other).

PART II – PREVIOUS ENTREPRENEURIAL EXPERIENCES

The focus of the second part of the survey was on these main aspects:

- Previous experience as an entrepreneur or self employed;
- Previous attendance of courses, seminars or conferences about entrepreneurship;
- Previous support in fostering the entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)

Part III - CERIECON Received Support and training analysis

The focus of the third part of the survey was on these main aspects:

- Kind of support received (Individual consultancy; Structured training (minimum 16 hours), Workshops/seminars)
- Who provided the training programme/ support activities? (max 3 choices, School, Universities / public training centers, Your own organization/company, Private Consultants, Private research or training centers, Technology transfer centers, Fairs, exhibitions, conferences and seminars, Trade union, Employer association, Public administrations, Public administrations, Lawyers or tax advisors,),
- Subject/content of the training (related to: Job-specific skills/competences Transversal skills/competences Blue/Green technologies (according to ESCO Classifications Job-specific skills/competences are: Health, Mathematics and statistics, Computing, Environmental protection, Architecture and building, Veterinary, Physical sciences, Security services, Journalism and

information, Humanities, Life sciences, Metal processing and mechanical engineering, Social and behavioural science, Social services, Personal services, Education, Electrical engineering, Law, Business and administration, Agriculture, forestry and fishery, Manufacturing and processing of textiles, clothes, footwear, leather, Manufacturing and processing of food, Transport services, Manufacturing and processing materials, Arts. Transversal skills/competences are: (Attitudes and values at work - Application of knowledge - Social skills and competences - Language and communication - Thinking skills and competences)

- Perceived usefulness for: Personal knowledge, Business knowledge, Hands on training, Networking. Other and related perceived level of usefulness measured using a 5 level Likert multiple choice question (1 = Definitely not useful met 5 = Very useful)
- Training/support needs level of achievement measured through a five-level Likert item (1 = Definitely not achieved 5 = Completely achieved)

Part IV - CERIECON end-users suggestions and opinions

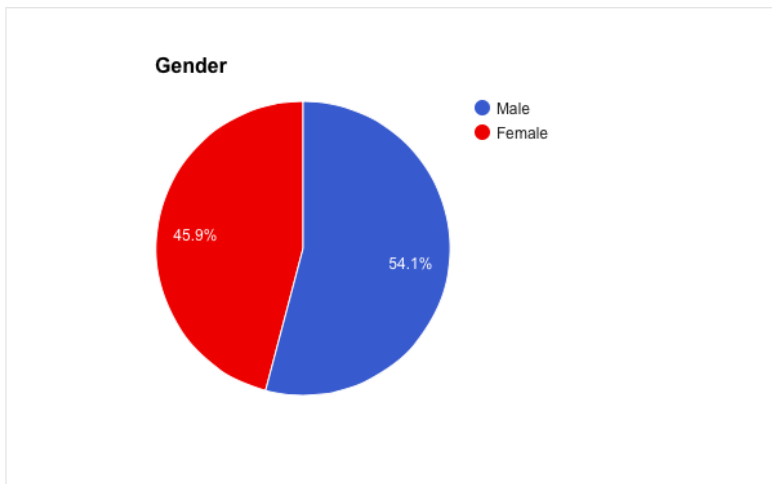
The focus of the last part of the survey was on these main aspects:

- Factors hampering the achievement of the training/support needs (Lack of time, Feeling that the training/support does not have a direct return in terms of output, Cost of training/support, Location of training/support (distance), Lack of post-training support, Length of training, Training/support not available.
- Best methods to improve entrepreneurial skills (Self-study using books, publications, manuals, etc, Computer based learning/training; online internet based web education, Studying or learning using educational broadcasting or offline computer based learning, Visiting learning facilities (libraries, learning centres etc.), Practice (learning by doing), Other
- Preferences concerning online- or face-to face training measured using a 5 level Likert multiple choice question (100% Online 5 = 100% Face to Face)
- Economic availability for training/support (Only free training /support, Up to 100 PPS/euro, Up to 500 PPS/euro, More than 500 PPS/ euro)
- Skill/competence domains in which a specific training/support is needed (Job-specific skills/competences, Transversal skills/competences, Blue/green technologies)
- Factors causing the low interest in entrepreneurship (Obtaining financing and contributions, Access to vocational training and fostering personal skills improvement, Internationalization, Creating networks and clusters, Vertical cooperation between sectors / technologies , Connecting research and companies, Accessing ICT, Legal issues, Recruiting labour force , Predicting the market trends and identifying the segment of the market to be targeted, Administrative issues (income statements, balance sheets, etc.), Gender prejudice or social inequality, Fostering entrepreneurial culture and mind-set, Other).

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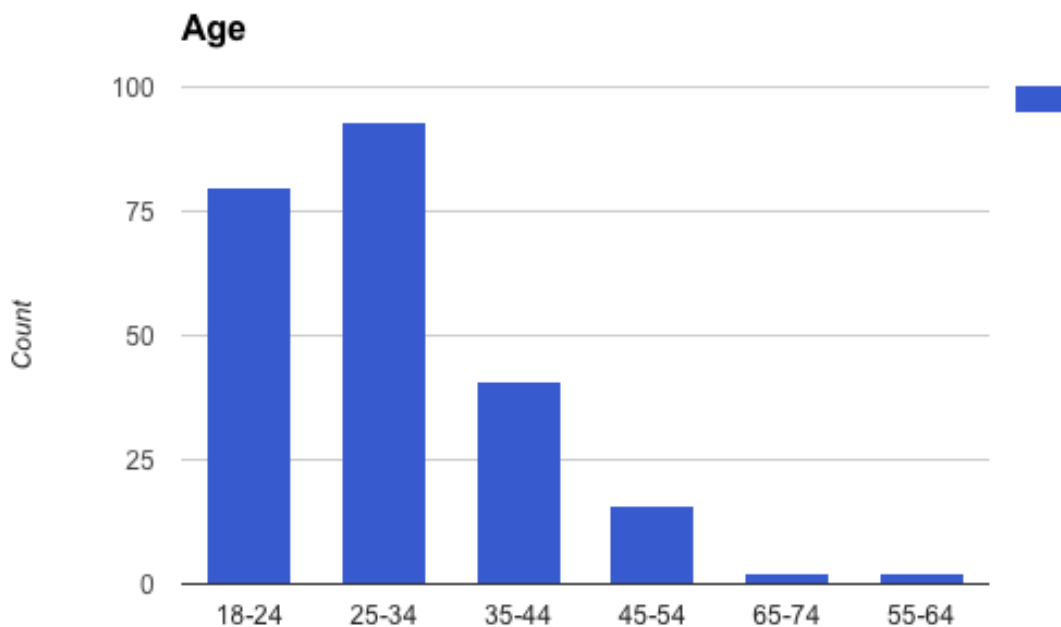
SURVEY'S RESULTS

2. Gender



Although in general male respondents exceeded female participants (45,9 % - 54,1%), we can notice significant differences in gender balance across countries. In Poland, Croatia and Czech Republic females represent the majority of respondents. On the contrary in Slovak Republic, Italy, Germany and Austria the opposite situation is found, the majority of respondents are males.

3. Age

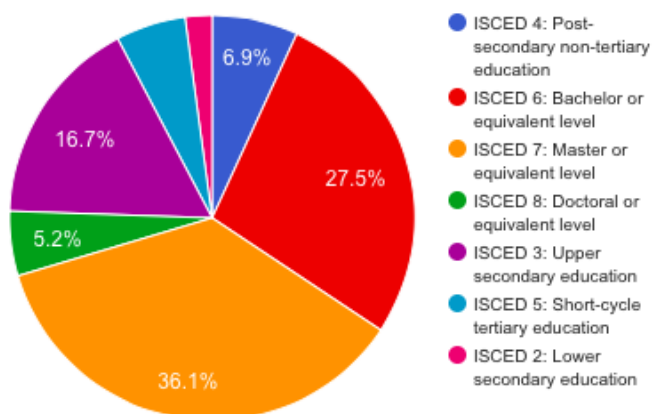


The sample is quite homogeneous concerning the analyse of the age of the respondents. In Slovak Republic, Poland, Croatia Germany and Austria the majority of respondents (73,5%) were in the 25-34 years age group. In the Czech Republic the target group is younger (18-24 years),

and in Italy the group is more various, (more than 80% of respondents are equally divided in three groups of age (18.24, 25-34, 35-44) There is also an important percentage (11,1%) of 45-54 years old end users.

4. Level of education

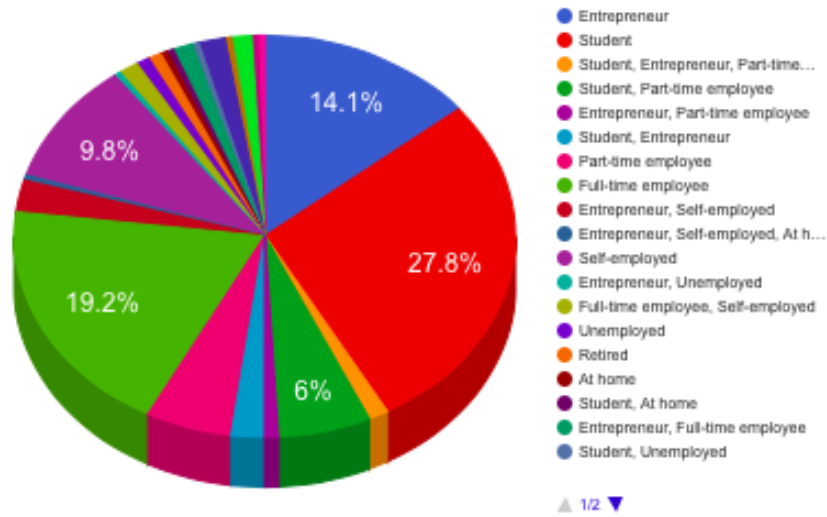
Level of Education (ISCED 2011)



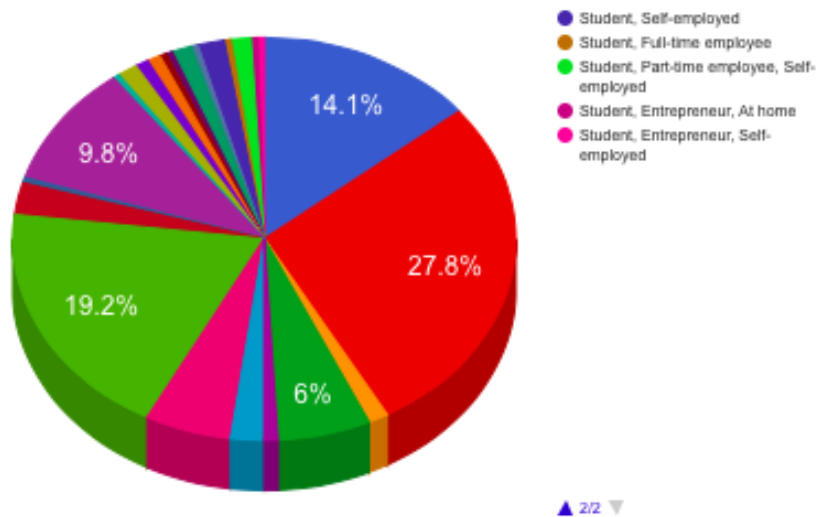
Analysing the level of education of the respondents, in Croatia the majority has an ISCED 7 Level of education (Master's or equivalent level 54,1%). In Poland (71.9%) of the respondents have upper secondary education (Isced 3). Looking at the country in other CERlecon regions, Austria (53%) presents a majority of respondents with a Bachelor degree. Germany presents a high level of Master or equivalent level (29,8%) and Doctoral level (7%). Italy presents three main groups, respectively with: upper secondary education (28,6%), bachelor degree (28,6% and master degree (20%).

5. Categories that best describes the CERlecon end users current status

Categories



Categories



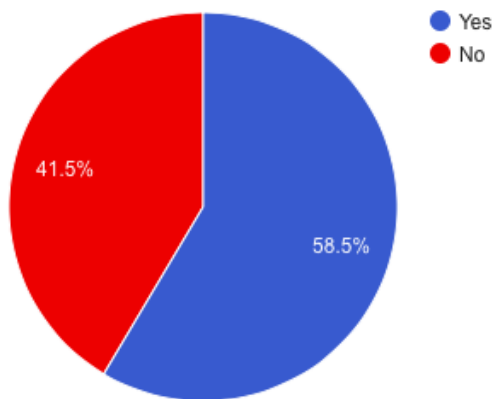
Poland (46,9%), Croatia (34,2) and Italy (33,3) are the country with the biggest share of full time employee respondents (28.8 %) while in Czech Republic (94,1%), Slovak Republic (47,8%), Italy (33,3%), Austria (53,3%) and Germany (52,6%) the majority of respondents are students.

The Entrepreneurs that participated the survey were 33,3% in Austria, 42,1% in Germany, 0% in Czech Republic, 43,5% in Slovak Republic, 29,7% in Croatia, 0% in Italy and 18,8% Poland.

Part II – PREVIOUS ENTREPRENEURIAL EXPERIENCES

6. Previous experience as an entrepreneur or self employed;

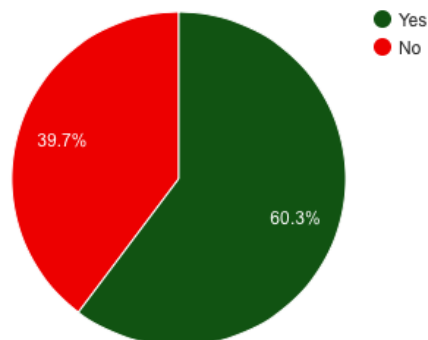
Previous experiences as entrepreneur or self employed



Analysing the level of experience as entrepreneur and self employment, in the CERlecon Region the majority of the respondents had a direct experience in entrepreneurship. Czech Republic (70,6%) and Italy (58,3) are the country with the lowest share of entrepreneurs and self employed respondents. In Poland (59,4%), and Slovak Republic the share of respondents was quite homogeneous, and in Croatia (64,9) and Germany (77,2) and Austria (86,7) the majority of respondents had previous experiences.

7. Previous attendance of courses, seminars or conferences about entrepreneurship; Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)

Previous attendance of courses, seminars or conferences about entrepreneurship



The majority of the respondents in the Ceriecon Ecosystem (60,3) has attended courses, seminars and conferences about entrepreneurship. At regional level, in Austria 100% of the respondents provided a positive answer. The majority of the end-users (Italy 63,9% - Slovak Republic 69,6% - Poland 59,4% - Croatia 78,4%). On the contrary in Italy (63,9% and Czech Republic 70,6) the majority did not receive support support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training).

8. Kind of support

Regarding the type of support provided, the questionnaires at the regional level have provided interesting results.

In Poland (84,2%), Slovak Republic (88,9%) Croatia (93,3%) Czech Republic (90%) and Austria (86,7) the majority of support is provided through workshops and seminars. In Italy and Austria the situation is more homogeneous, and the level of "individual consultancy" and "structured training is more relevant".

9. Who provided the training programme/support activities

The survey results shows that in Slovak Republic (59%), Poland (42,1), Czech Republic (40%) Italy (43,8%) and Austria (100%), the support is provided mainly by University and public training centers. Fairs, exhibitions, seminars and conferences have an important role in all the countries and the offer is quite differentiated. In Croatia the most popular providers of training programme / support activities are Science and/or Technology parks (56,7%) as well as Fairs, exhibitions, conferences and seminars (40%). Universities / public training centers (36,7%). Own organization/companies (23,3%) are also popular providers of training programme / support activities in Croatia.

10. Subject/content of the training or support

In all the CERlecon regions the subject/training was mainly related to job skills specific competences. Only in Austria the majority of training provided concerned transversal skills competences. The Blue and Green skills training were concentrated in Austria (33,3 %), Italy

(12,5%) and Slovak Republic (16,7%). The Croatian target group reckons the training/support was useful for business knowledge (83,3%) and personal knowledge (80%). It was also helpful for Networking (66,7%), but not very useful for hands on training (only 6,7%).

11. 12. Perceived level of usefulness

In general, all the training and support were perceived as useful. The highest rank of perceived usefulness were recorded in Germany, Italy and Austria (the majority of choices in the Likert scale was 4), while in Croatia, Poland, Czech Republic and Slovak Republic the positive judgment was equally divided among 3 and 4 (Likert scale from 1 to 5).

The support was considered mainly useful for personal and business knowledge in all CERlecon regions. In Austria, Croatia, Slovak Republic and Poland, the training was particularly appreciated for the networking knowledge transfer. The perceived level of usefulness in Croatia is high but remains just slightly above average. The end users perceived the training/support mostly as sort of useful (3.) 38,9%; followed by useful (4.) 27,8% and very useful (5.) 25%.

PART IV - CERIECON END-USERS SUGGESTIONS AND OPINIONS

13. 14. Training/support needs achievement

The positive evaluation of the received training support reflects a positive evaluation on the achievement of the training /support needs. Nevertheless the respondents in Italy reported a certain non satisfaction. More than 25% of respondents are not satisfied and openly declared that their training needs were not achieved. In Croatia The same characteristics follow the results on whether the training/support needs actually achieved: 40% of the surveyed groups say the needs were sort of achieved, 31,4% say they were achieved, and only 17,1% state they were completely achieved. Factors that constrain the achievement of the training needs can be divided in several broad areas: In all regions the factor that mainly hampers the achievement of the training needs is "lack of time".

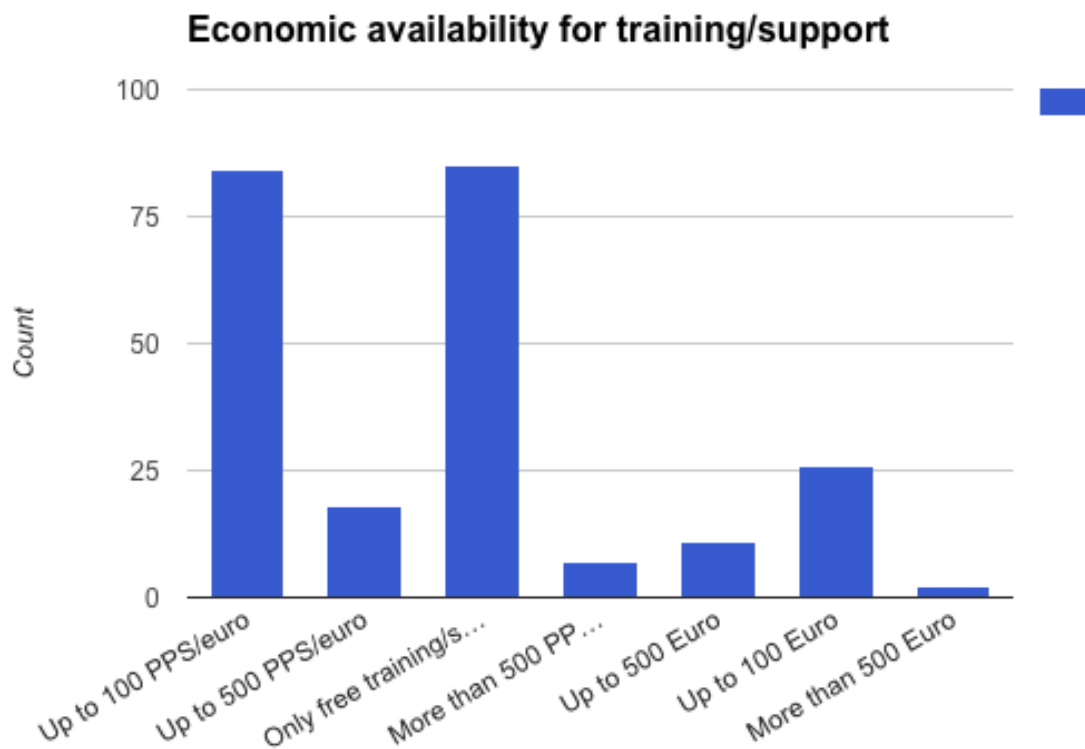
"Cost of training" and the "feeling that the training will not have any return in terms of output" and lack of post-training support are the main further factors that curb the participation to trainings.

15. 16. Best methods to improve entrepreneurial skills

Coaching, informal tuition and practice (learning by doing) are considered the best the methods to improve the entrepreneurial skills in all the CERlecon Regions.

For what concerns the preferences between online and face-to face training, the survey shows that the CERlecon end users absolutely prefer Face to Face training, even if in all countries, a blended training is appreciated by almost 50% of the interviewee.

17. Economic availability for training/support



The majority of respondents (46,5%) in the CERlecon ecosystem, declared that the spending limit for training and support is 100,00 euro. Nevertheless, 36,5% stated that they are interested only in free trainings.

In Italy there is the highest rate of availability to spend more than 500 euro for training (the average availability do not pass 3/4%).

18. Skill/competence domains in which a specific training/support is needed

In Slovak Republic (73,9%) and Austria (66,7%) the respondents declared to prefer transversal skills/competences and Blue/green technologies. In all the other CERlecon countries the respondents prefer Job-specific skills/competences, and the request for Blue/green technologies training is lower.

19 Factors causing the low interest in entrepreneurship

In the CERlecon ecosystem, the main factors hampering entrepreneurship, according to the survey results, are the difficulties in obtaining financing and contributions, followed by the legal and administrative issues.

Italy: Obtaining financing and contributions (61,1%) – Creating networks and clusters (27,8%) - internationalization (25%)

Austria: Fostering entrepreneurial culture and mind-set (73,3%) - Creating networks and clusters (40%) - Obtaining financing and contributions (26,7%)

Slovak Republic: Legal issues (47,8%) – Obtaining financing and contributions, Gender prejudice

or social inequality and Fostering entrepreneurial culture and mind-set, both at (39,1%)

Czech Republic: Obtaining financing and contributions (47,1%) Administrative issues (44,1%)
Legal issues (35,3%)

Croatia: Obtaining financing and contributions (54,1%) - Legal issues (43,2%) - Administrative
issues (40,5%)

Poland: Obtaining financing and contributions (48,4%) – Legal Issues (35,5%) - Predicting the
market trends and identifying the segment of the market to be targeted, Administrative issues
(25,5%) –

Annexes

Annex 1 AUSTRIA Questions and Responses

Annex 2 ITALY Questions and Responses

Annex 3 GERMANY Questions and Responses

Annex 4 SLOVAKIA Questions and Responses

Annex 5 CROATIA Questions and Responses

Annex 6 CZECH REPUBLIC Questions and Responses

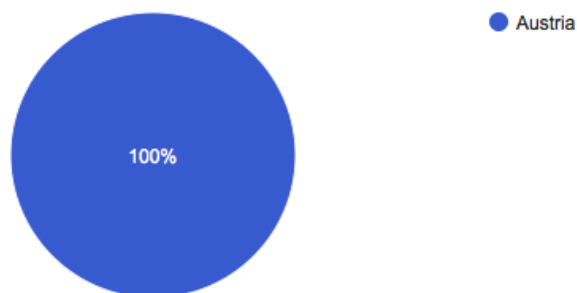
Annex 7 POLAND Questions and Responses

ANNEX 8 CERlecon Questionnaire

Annex 1 AUSTRIA Questions and Responses

Interreg Central Europe CERlecon CE119 Deliverable D.T1.1.3 - Perceived end-users support and training needs - Austria

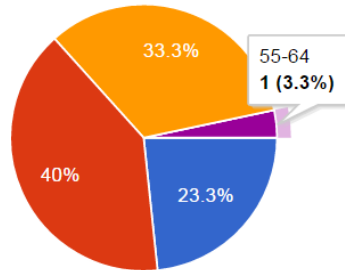
1. CERlecon Regional Ecosystem (Region) (30 responses)



2. Gender

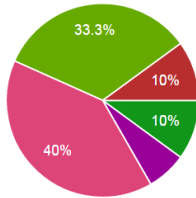


3. Age



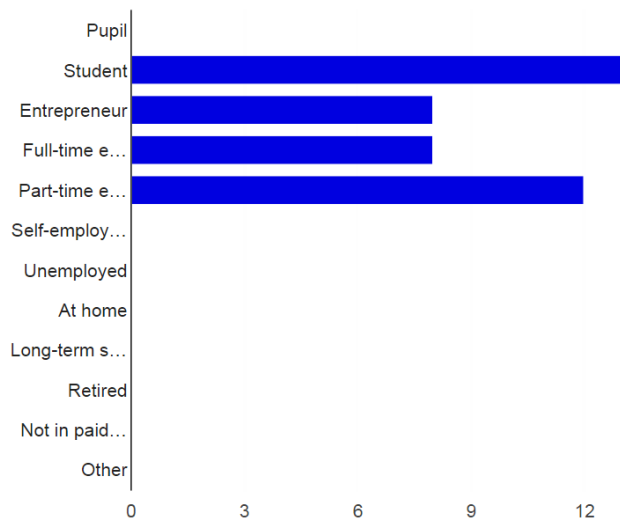
18-24	7	23.3%
25-34	12	40%
35-44	10	33.3%
45-54	0	0%
55-64	1	3.3%
65-74	0	0%
75-84	0	0%

4. Highest level of education achieved (ISCED 2011):



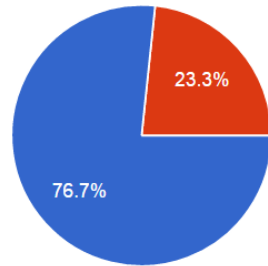
ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	0	0%
ISCED 3: Upper secondary education	3	10%
ISCED 4: Post-secondary non-tertiary education	2	6.7%
ISCED 5: Short-cycle tertiary education	0	0%
ISCED 6: Bachelor or equivalent level	12	40%
ISCED 7: Master or equivalent level	10	33.3%
ISCED 8: Doctoral or equivalent level	3	10%

5. Which category best describes your current status?



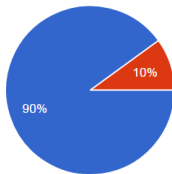
Pupil	0	0%
Student	13	43.3%
Entrepreneur	8	26.7%
Full-time employee	8	26.7%
Part-time employee	12	40%
Self-employed	0	0%
Unemployed	0	0%
At home	0	0%
Long-term sick or disabled	0	0%
Retired	0	0%
Not in paid work for other reasons	0	0%
Other	0	0%

6. Have you had experience as an entrepreneur or have been self employed?



Yes 23 76.7%
No 7 23.3%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?



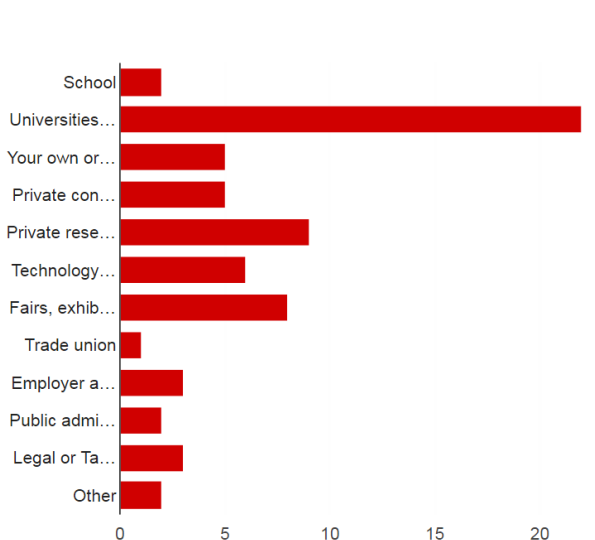
Yes 27 90%
No 3 10%

8: Which kind of support did you receive?



Individual consultancy 16 57.1%
Structured training (minimum 16 hours) 14 50%
Workshops/seminars 23 82.1%

9. Who provided the training programme/support activities? (max 3 choices)

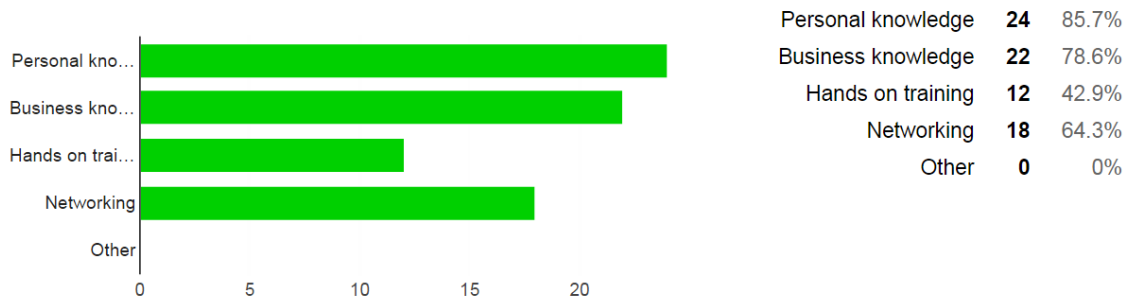


School 2 7.1%
Universities/public training centers 22 78.6%
Your own organization/company 5 17.9%
Private consultants 5 17.9%
Private research or training centers 9 32.1%
Technology transfer centers 6 21.4%
Fairs, exhibitions, conferences and seminars 8 28.6%
Trade union 1 3.6%
Employer association 3 10.7%
Public administrations 2 7.1%
Legal or Tax advisors 3 10.7%
Other 2 7.1%

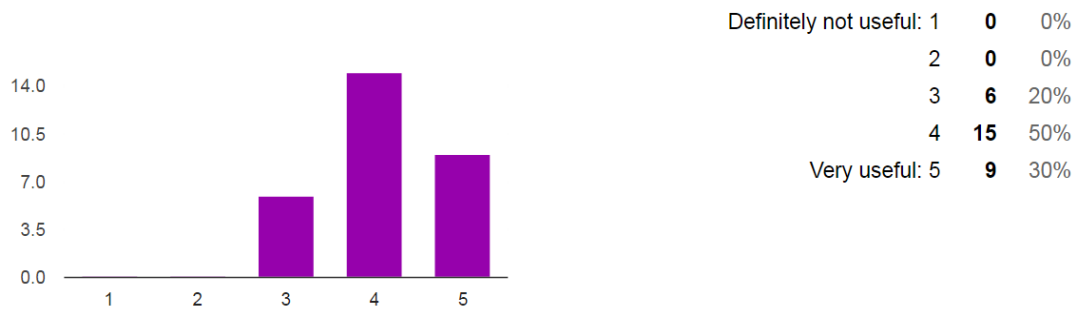
10. The subject/content of the training or support was related to:



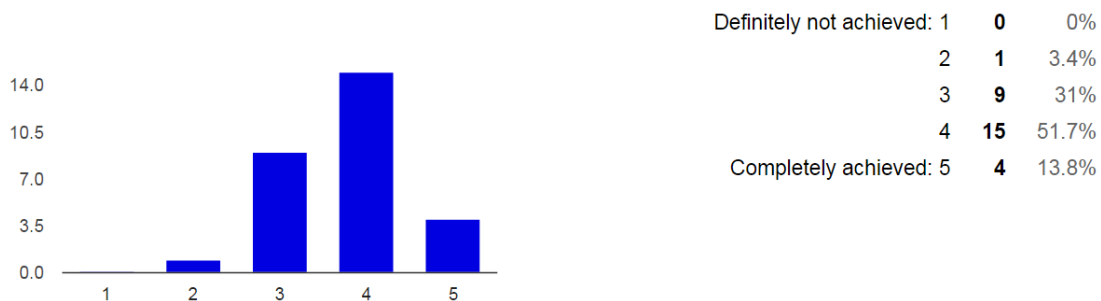
11. The training/support was useful for:



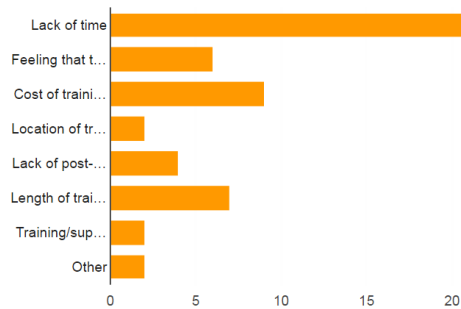
12. Perceived level of usefulness: The training/support was:



13. Were your training/support needs actually achieved:

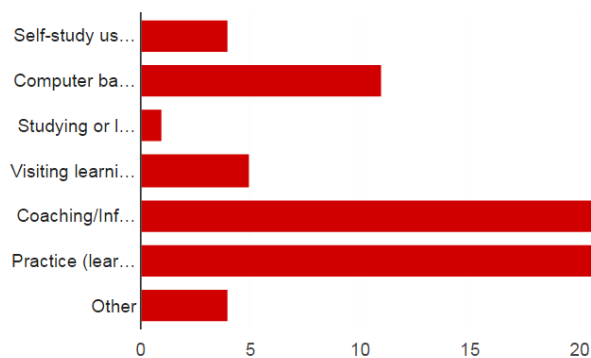


14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)



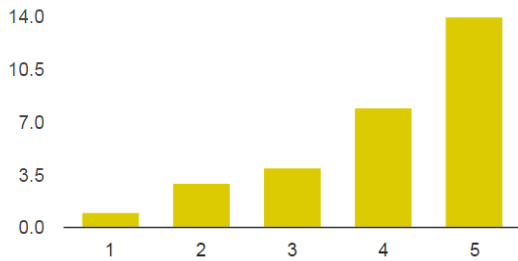
Lack of time	24	80%
Feeling that the training/support does not have a direct return in terms of output	6	20%
Cost of training/support	9	30%
Location of training/support (distance)	2	6.7%
Lack of post-training support	4	13.3%
Length of training	7	23.3%
Training/support not available	2	6.7%
Other	2	6.7%

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



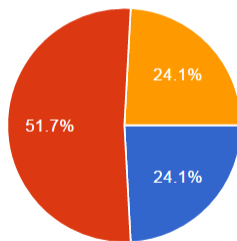
Self-study using books, publications, manuals, etc.	4	13.3%
Computer based learning/training; online internet based web education	11	36.7%
Studying or learning using educational broadcasting or offline computer based learning	1	3.3%
Visiting learning facilities (libraries, learning centres etc.)	5	16.7%
Coaching/Informal tuition	24	80%
Practice (learning by doing)	22	73.3%
Other	4	13.3%

16. Do you prefer online- or face-to face training?



100% online:	1	3.3%
	2	10%
	3	13.3%
	4	26.7%
100% face to face:	5	46.7%

17. How much would you be willing to spend for training/support?



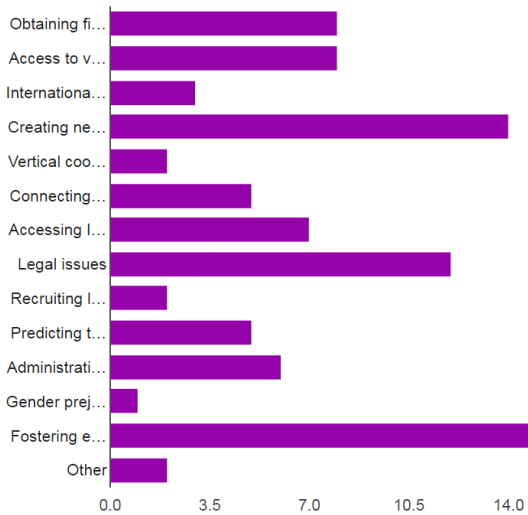
Only free training/support	7	24.1%
Up to 100 PPS/euro	15	51.7%
Up to 500 PPS/euro	7	24.1%
More than 500 PPS/ euro	0	0%

18. In which of these skill/competence domains would you need specific training/support?



Job-specific skills/competences *	22	73.3%
Transversal skills/competences **	22	73.3%
Blue/green technologies	9	30%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



Obtaining financing and contributions	8	26.7%
Access to vocational training and fostering personal skills improvement	8	26.7%
Internationalization	3	10%
Creating networks and clusters	14	46.7%
Vertical cooperation between sectors/technologies	2	6.7%
Connecting research and companies	5	16.7%
Accessing ICT	7	23.3%
Legal issues	12	40%
Recruiting labour force	2	6.7%
Predicting the market trends and identifying the segment of the market to be targeted	5	16.7%
Administrative issues (income statements, balance sheets, etc.)	6	20%
Gender prejudice or social inequality	1	3.3%
Fostering entrepreneurial culture and mind-set	15	50%
Other	2	6.7%

Annex 2 ITALY Questions and Responses

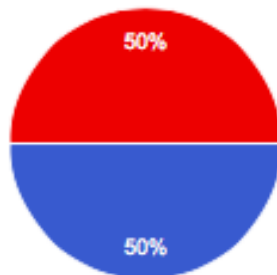
1. CERlecon Regional Ecosystem (Region)

Italy **36** 100%



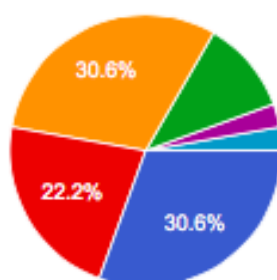
2. Gender

Male **18** 50%
 Female **18** 50%
 Other **0** 0%

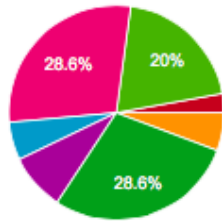


3. Age

18-24 **11** 30.6%
 25-34 **8** 22.2%
 35-44 **11** 30.6%
 45-54 **4** 11.1%
 55-64 **1** 2.8%
 65-74 **1** 2.8%
 75-84 **0** 0%

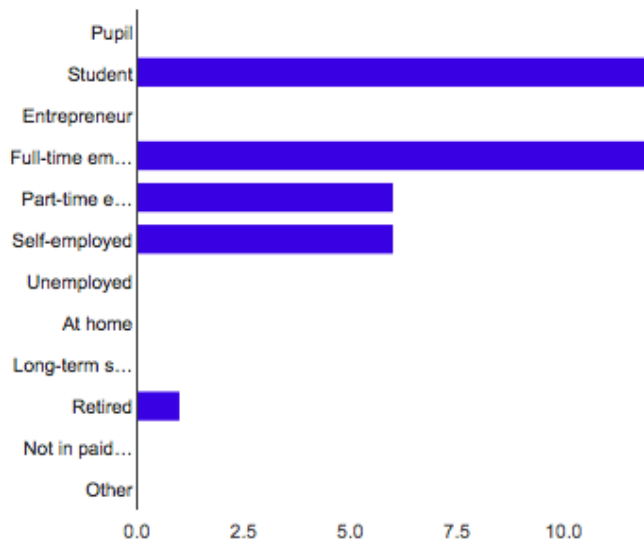


4. Highest level of education achieved (ISCED 2011):



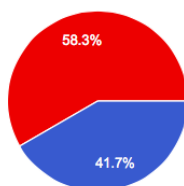
ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	2	5.7%
ISCED 3: Upper secondary education	10	28.6%
ISCED 4: Post-secondary non-tertiary education	3	8.6%
ISCED 5: Short-cycle tertiary education	2	5.7%
ISCED 6: Bachelor or equivalent level	10	28.6%
ISCED 7: Master or equivalent level	7	20%
ISCED 8: Doctoral or equivalent level	1	2.9%

5. Which category best describes your current status?



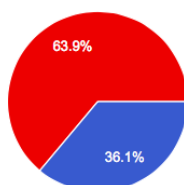
Pupil	0	0%
Student	12	33.3%
Entrepreneur	0	0%
Full-time employee	12	33.3%
Part-time employee	6	16.7%
Self-employed	6	16.7%
Unemployed	0	0%
At home	0	0%
Long-term sick or disabled	0	0%
Retired	1	2.8%
Not in paid work for other reasons	0	0%
Other	0	0%

6. Have you had experience as an entrepreneur or have been self employed?



Yes	15	41.7%
No	21	58.3%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?



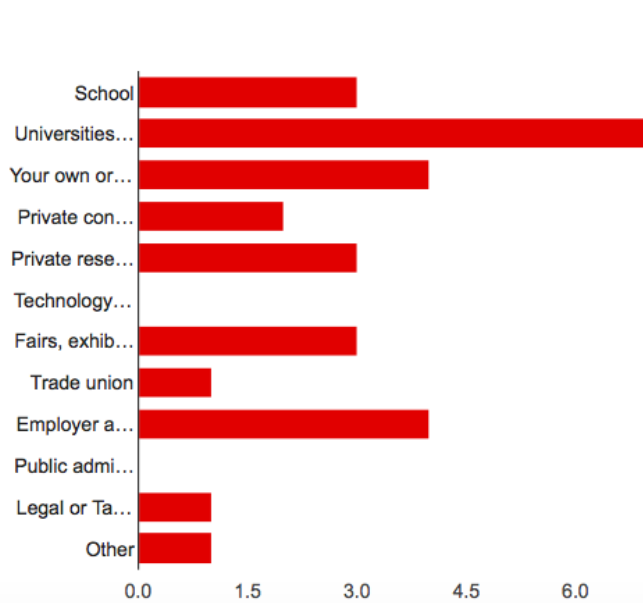
Yes	13	36.1%
No	23	63.9%

8: Which kind of support did you receive?



Individual consultancy	6	37.5%
Structured training (minimum 16 hours)	7	43.8%
Workshops/seminars	10	62.5%

9. Who provided the training programme/support activities? (max 3 choices)



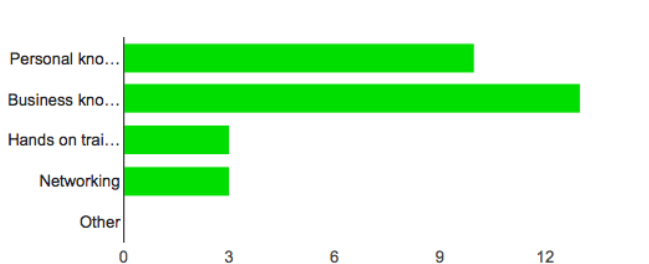
School	3	18.8%
Universities/public training centers	7	43.8%
Your own organization/company	4	25%
Private consultants	2	12.5%
Private research or training centers	3	18.8%
Technology transfer centers	0	0%
Fairs, exhibitions, conferences and seminars	3	18.8%
Trade union	1	6.3%
Employer association	4	25%
Public administrations	0	0%
Legal or Tax advisors	1	6.3%
Other	1	6.3%

10. The subject/content of the training or support was related to:



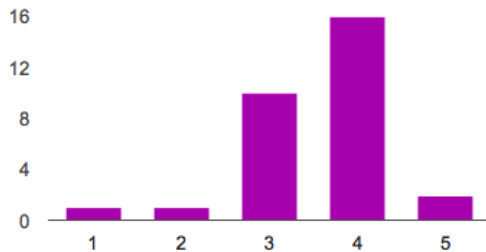
Job-specific skills/competences *	10	62.5%
Transversal skills/competences **	5	31.3%
Blue/Green technologies	2	12.5%

11. The training/support was useful for:



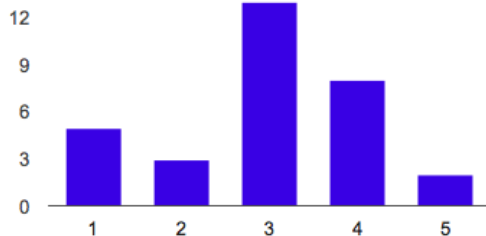
Personal knowledge	10	62.5%
Business knowledge	13	81.3%
Hands on training	3	18.8%
Networking	3	18.8%
Other	0	0%

12. Perceived level of usefulness: The training/support was:



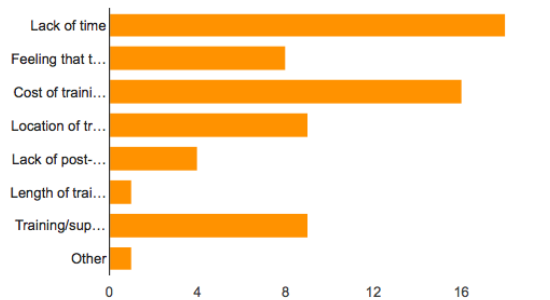
Definitely not useful: 1	1	3.3%
2	1	3.3%
3	10	33.3%
4	16	53.3%
Very useful: 5	2	6.7%

13. Were your training/support needs actually achieved:



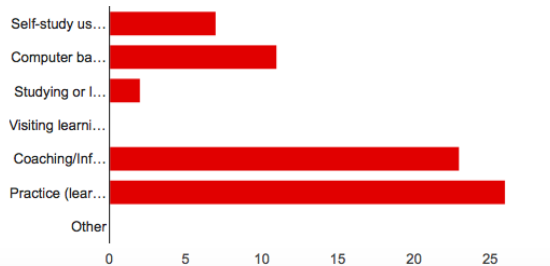
Definitely not achieved: 1	5	16.1%
2	3	9.7%
3	13	41.9%
4	8	25.8%
Completely achieved: 5	2	6.5%

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)



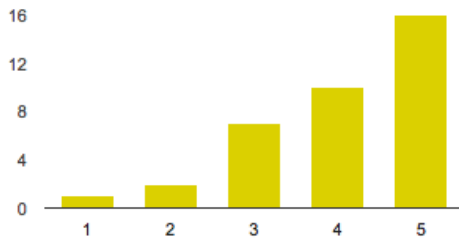
Lack of time	18	51.4%
Feeling that the training/support does not have a direct return in terms of output	8	22.9%
Cost of training/support	16	45.7%
Location of training/support (distance)	9	25.7%
Lack of post-training support	4	11.4%
Length of training	1	2.9%
Training/support not available	9	25.7%
Other	1	2.9%

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



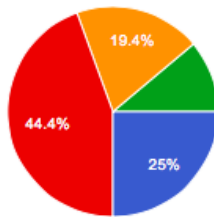
Self-study using books, publications, manuals, etc.	7	19.4%
Computer based learning/training; online internet based web education	11	30.6%
Studying or learning using educational broadcasting or offline computer based learning	2	5.6%
Visiting learning facilities (libraries, learning centres etc.)	0	0%
Coaching/Informal tuition	23	63.9%
Practice (learning by doing)	26	72.2%
Other	0	0%

16. Do you prefer online- or face-to face training?



Preference	Count	Percentage
100% online: 1	1	2.8%
2	2	5.6%
3	7	19.4%
4	10	27.8%
100% face to face: 5	16	44.4%

17. How much would you be willing to spend fo training/support?



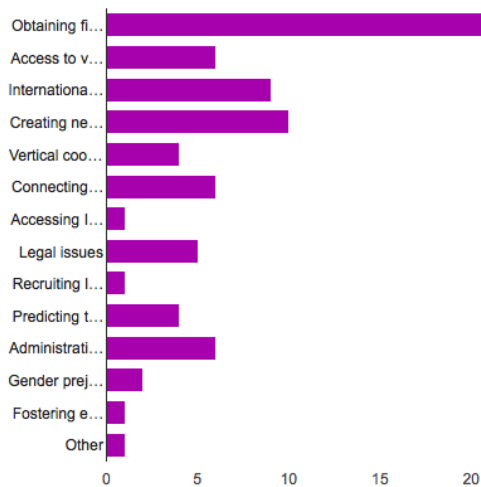
Only free training/support	9	25%
Up to 100 PPS/euro	16	44.4%
Up to 500 PPS/euro	7	19.4%
More than 500 PPS/ euro	4	11.1%

18. In which of these skill/competence domains would you need specific training/support?



Job-specific skills/competences *	26	72.2%
Transversal skills/competences **	13	36.1%
Blue/green technologies	4	11.1%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



Obtaining financing and contributions	22	61.1%
Access to vocational training and fostering personal skills improvement	6	16.7%
Internationalization	9	25%
Creating networks and clusters	10	27.8%
Vertical cooperation between sectors/technologies	4	11.1%
Connecting research and companies	6	16.7%
Accessing ICT	1	2.8%
Legal issues	5	13.9%
Recruiting labour force	1	2.8%
Predicting the market trends and identifying the segment of the market to be targeted	4	11.1%
Administrative issues (income statements, balance sheets, etc.)	6	16.7%
Gender prejudice or social inequality	2	5.6%
Fostering entrepreneurial culture and mind-set	1	2.8%
Other	1	2.8%

Annex 3 GERMANY Questions and Responses

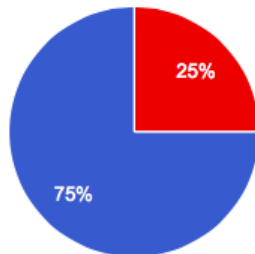
1. CERlecon Regional Ecosystem (Region)

Germany **57** 100%



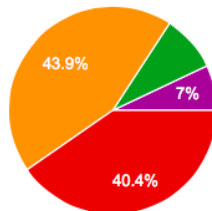
2. Gender

Male **42** 75%
 Female **14** 25%
 Prefer not to say **0** 0%



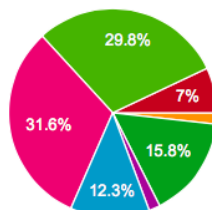
3. Age

Age Group	Count	Percentage
<18	0	0%
18-24	23	40.4%
25-34	25	43.9%
35-44	5	8.8%
45-54	4	7%
55-64	0	0%
65-74	0	0%
75-84	0	0%
Option 9	0	0%

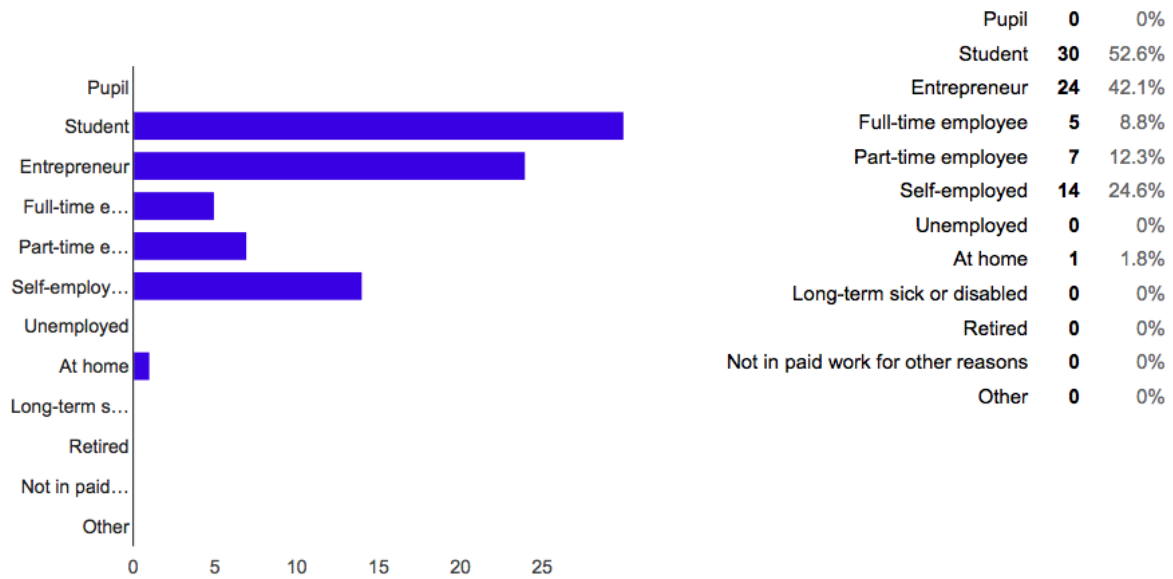


4. Highest level of education achieved (ISCED 2011):

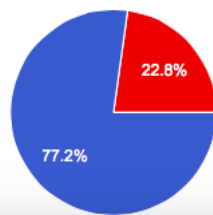
ISCED Level	Count	Percentage
ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	1	1.8%
ISCED 3: Upper secondary education	9	15.8%
ISCED 4: Post-secondary non-tertiary education	1	1.8%
ISCED 5: Short-cycle tertiary education	7	12.3%
ISCED 6: Bachelor or equivalent level	18	31.6%
ISCED 7: Master or equivalent level	17	29.8%
ISCED 8: Doctoral or equivalent level	4	7%



5. Which category best describes your current status?

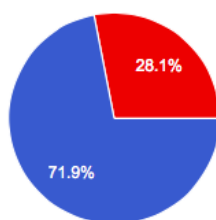


6. Have you had experience as an entrepreneur or have been self employed?



Yes	44	77.2%
No	13	22.8%

7. Did you attend any courses or seminars concerning entrepreneurship within the last 12 months?



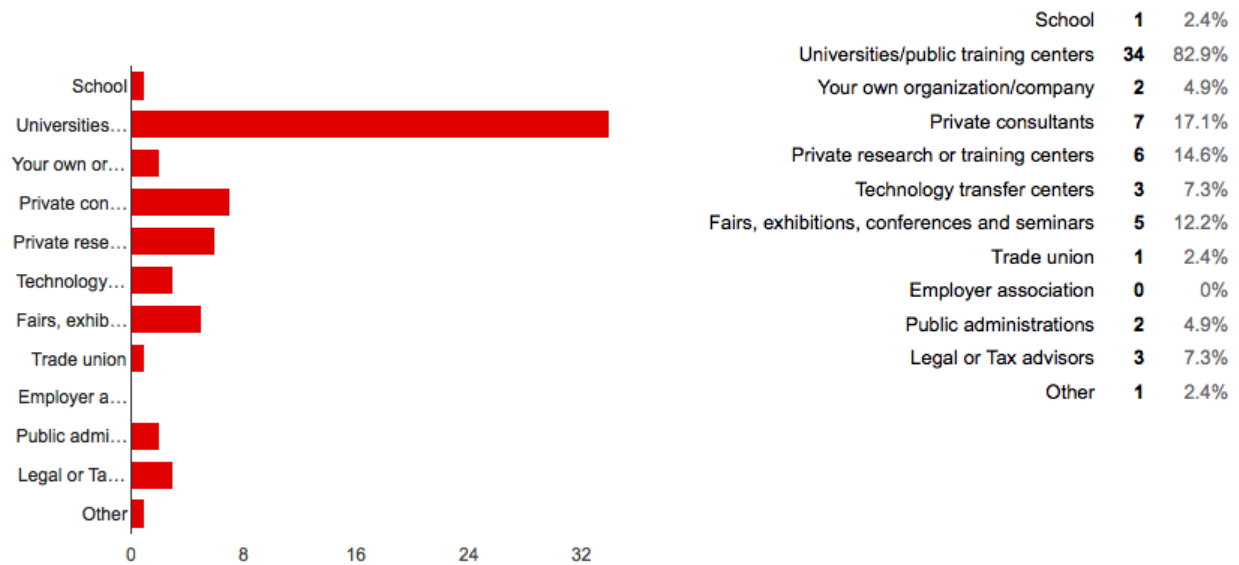
Yes	41	71.9%
No	16	28.1%

Attended training / support activities

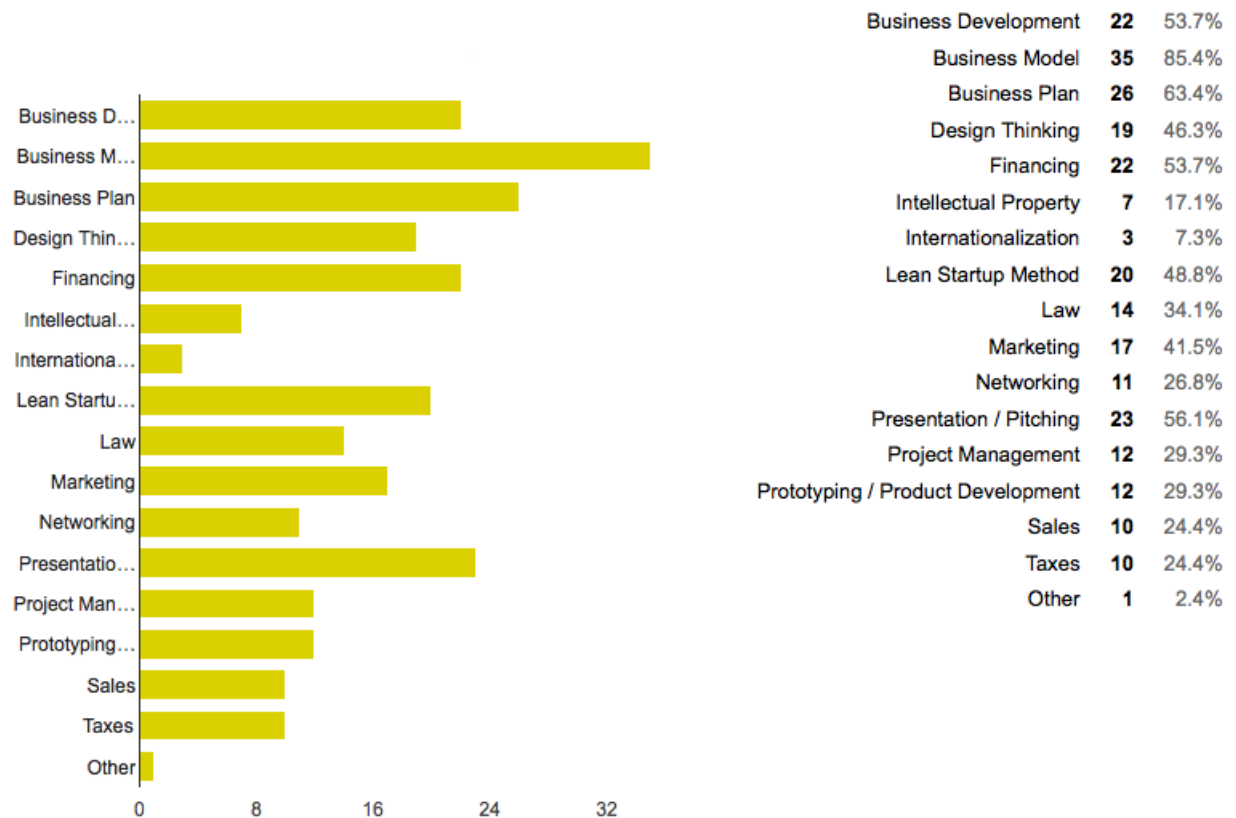
8: Which kind of support did you receive?



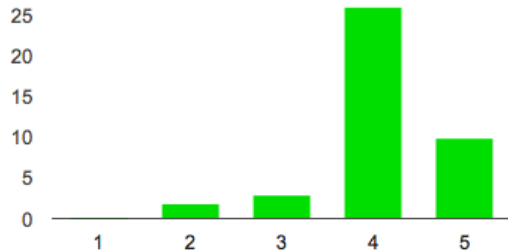
9. Who provided the training programme/support activities? (max 3 choices)



10. The subject/content of the training or support was related to:

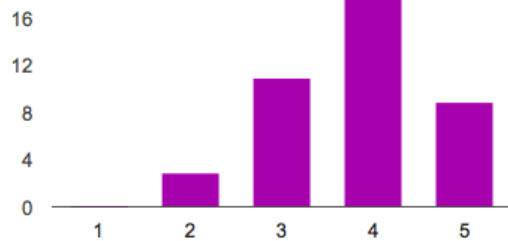


11. Perceived level of usefulness: The training/support was:



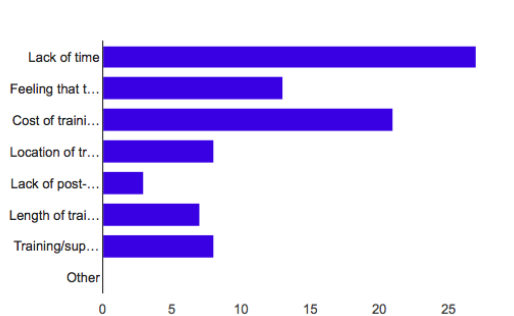
Definitely not useful: 1	0	0%
2	2	4.9%
3	3	7.3%
4	26	63.4%
Very useful: 5	10	24.4%

12. Were your training/support needs actually achieved:



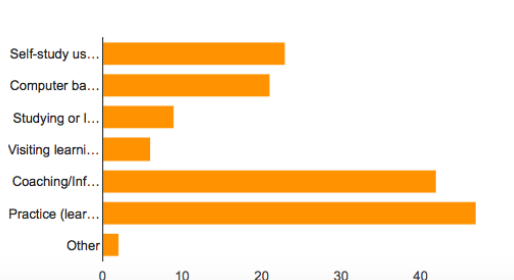
Definitely not achieved: 1	0	0%
2	3	7.3%
3	11	26.8%
4	18	43.9%
Completely achieved: 5	9	22%

13. Which of the following factors did prevent you from receiving a training/support or meeting and achieving your activity/training/support needs?



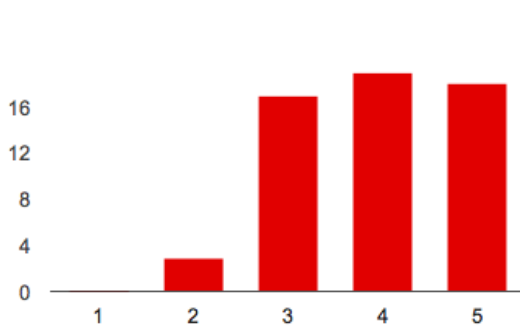
Lack of time	27	56.3%
Feeling that the training/support does not have a direct return in terms of output	13	27.1%
Cost of training/support	21	43.8%
Location of training/support (distance)	8	16.7%
Lack of post-training support	3	6.3%
Length of training	7	14.6%
Training/support not available	8	16.7%
Other	0	0%

14. What are, in your opinion, the best methods to improve entrepreneurial skills?



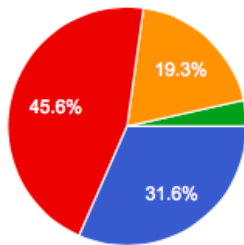
Self-study using books, publications, manuals, etc.	23	40.4%
Computer based learning/training; online internet based web education	21	36.8%
Studying or learning using educational broadcasting or offline computer based learning	9	15.8%
Visiting learning facilities (libraries, learning centres etc.)	6	10.5%
Coaching/Informal tuition	42	73.7%
Practice (learning by doing)	47	82.5%
Other	2	3.5%

15. Do you prefer online- or face-to face training?



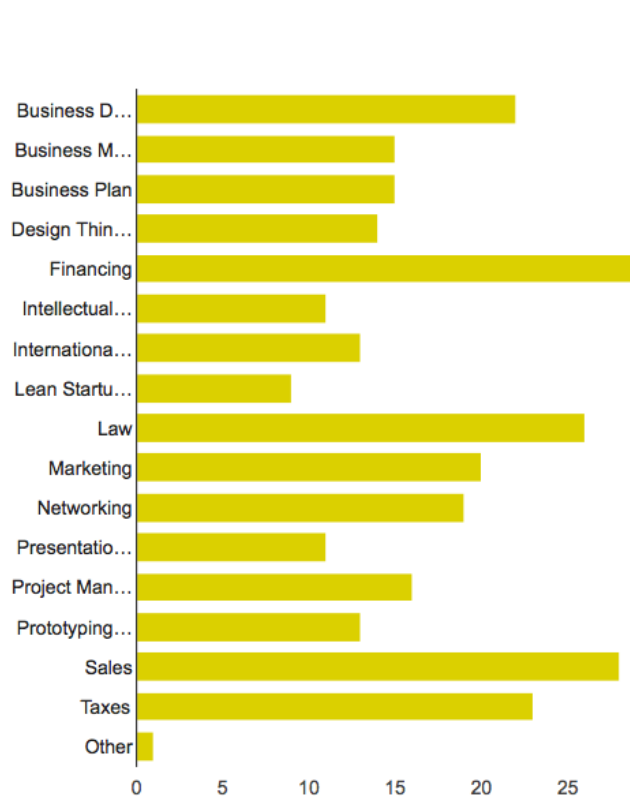
100% online:	1	0	0%
	2	3	5.3%
	3	17	29.8%
	4	19	33.3%
100% face to face:	5	18	31.6%

16. How much would you be willing to spend fo training/support?r



Only free training/support	18	31.6%
Up to 100 Euro	26	45.6%
Up to 500 Euro	11	19.3%
More than 500 Euro	2	3.5%

17. In which of these topics would you need specific training/support?



Business Development	22	39.3%
Business Model	15	26.8%
Business Plan	15	26.8%
Design Thinking	14	25%
Financing	29	51.8%
Intellectual Property	11	19.6%
Internationalization	13	23.2%
Lean Startup Method	9	16.1%
Law	26	46.4%
Marketing	20	35.7%
Networking	19	33.9%
Presentation / Pitching	11	19.6%
Project Management	16	28.6%
Prototyping / Product Development	13	23.2%
Sales	28	50%
Taxes	23	41.1%
Other	1	1.8%

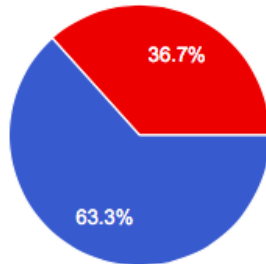
Annex 4 SLOVAK REPUBLIC Questions and Responses

1. CERlecon Regional Ecosystem (Region)

Slovak Republic **30** 100%

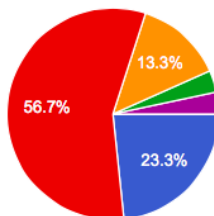


2. Gender



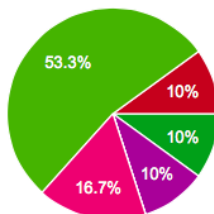
Male **19** 63.3%
Female **11** 36.7%
Other **0** 0%

3. Age



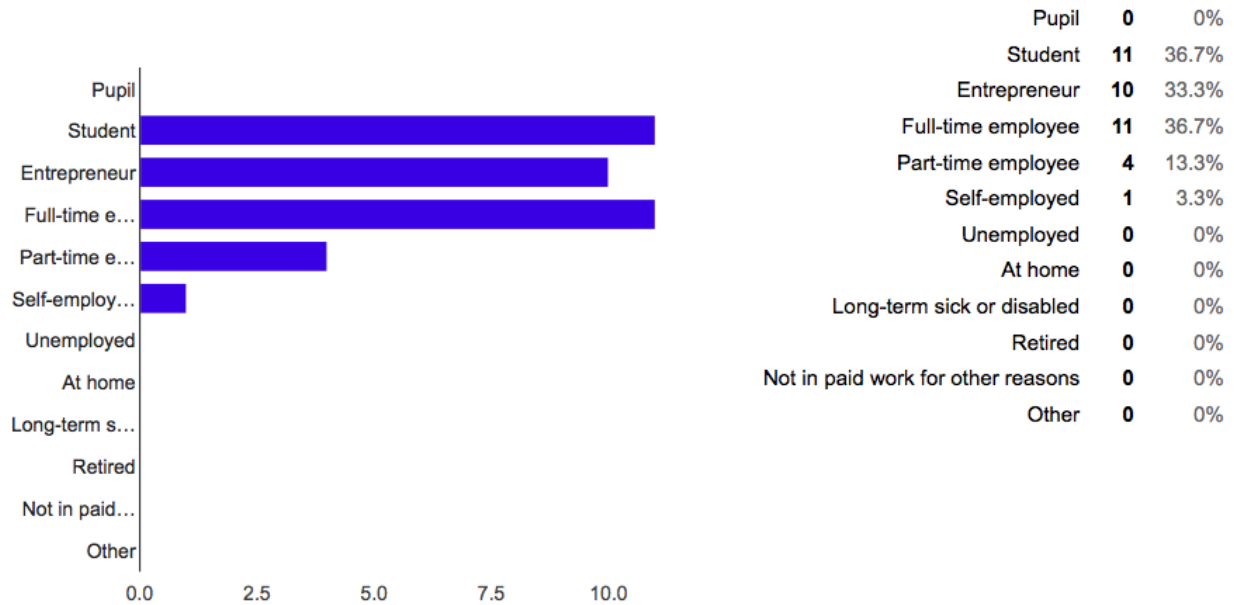
18-24 **7** 23.3%
25-34 **17** 56.7%
35-44 **4** 13.3%
45-54 **1** 3.3%
55-64 **1** 3.3%
65-74 **0** 0%
75-84 **0** 0%

4. Highest level of education achieved (ISCED 2011):

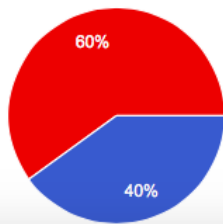


ISCED 0: Early childhood education **0** 0%
ISCED 1: Primary education **0** 0%
ISCED 2: Lower secondary education **0** 0%
ISCED 3: Upper secondary education **3** 10%
ISCED 4: Post-secondary non-tertiary education **3** 10%
ISCED 5: Short-cycle tertiary education **0** 0%
ISCED 6: Bachelor or equivalent level **5** 16.7%
ISCED 7: Master or equivalent level **16** 53.3%
ISCED 8: Doctoral or equivalent level **3** 10%

5. Which category best describes your current status?

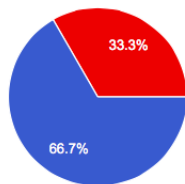


6. Have you had experience as an entrepreneur or have been self employed?



Yes	12	40%
No	18	60%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?

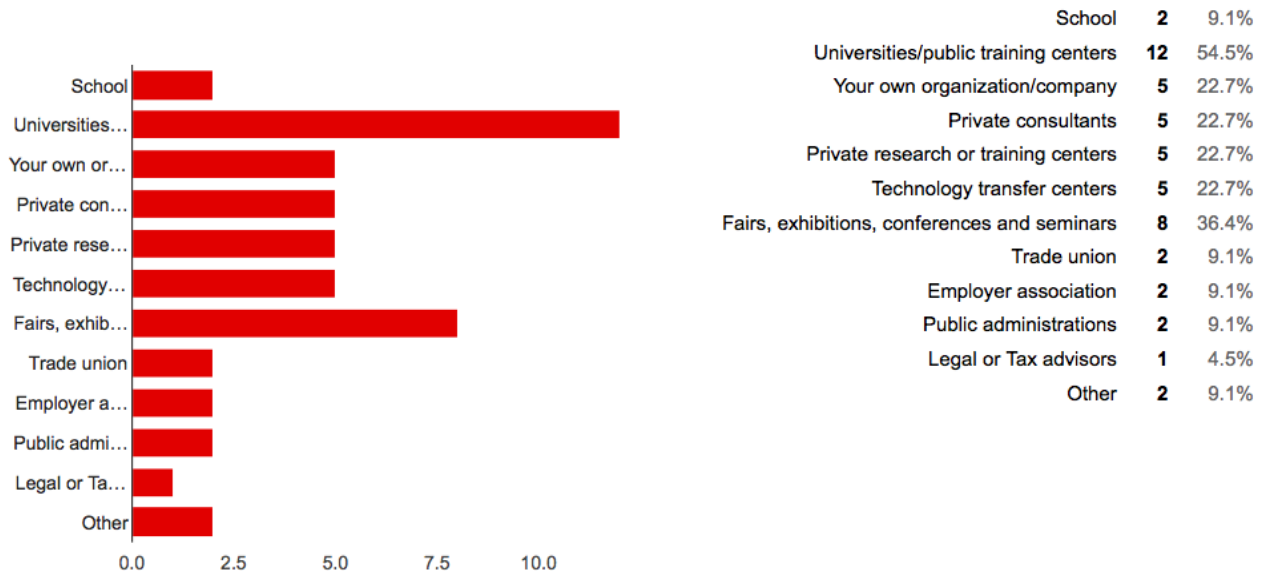


Yes	20	66.7%
No	10	33.3%

8: Which kind of support did you receive?



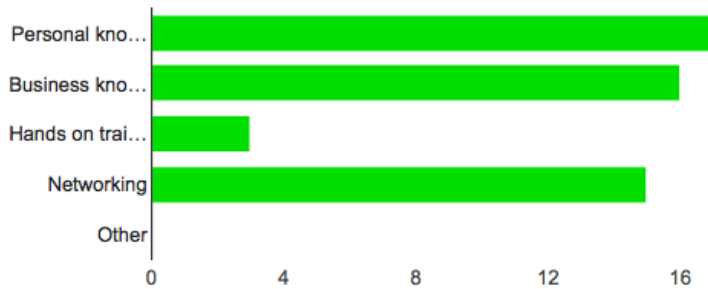
9. Who provided the training programme/support activities? (max 3 choices)



10. The subject/content of the training or support was related to:

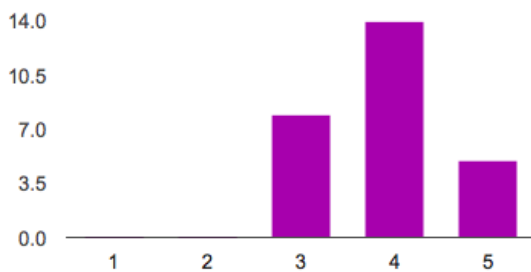


11. The training/support was useful for:



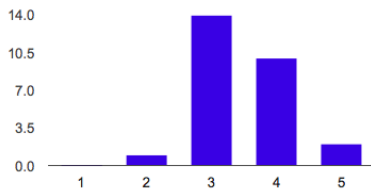
Personal knowledge	17	77.3%
Business knowledge	16	72.7%
Hands on training	3	13.6%
Networking	15	68.2%
Other	0	0%

12. Perceived level of usefulness: The training/support was:



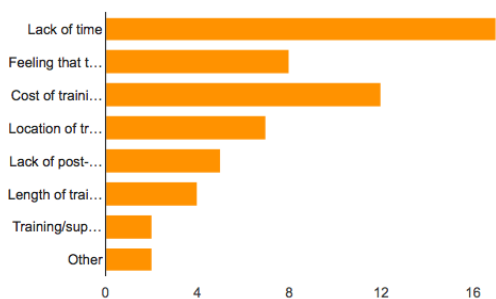
Definitely not useful: 1	0	0%
2	0	0%
3	8	29.6%
4	14	51.9%
Very useful: 5	5	18.5%

13. Were your training/support needs actually achieved:



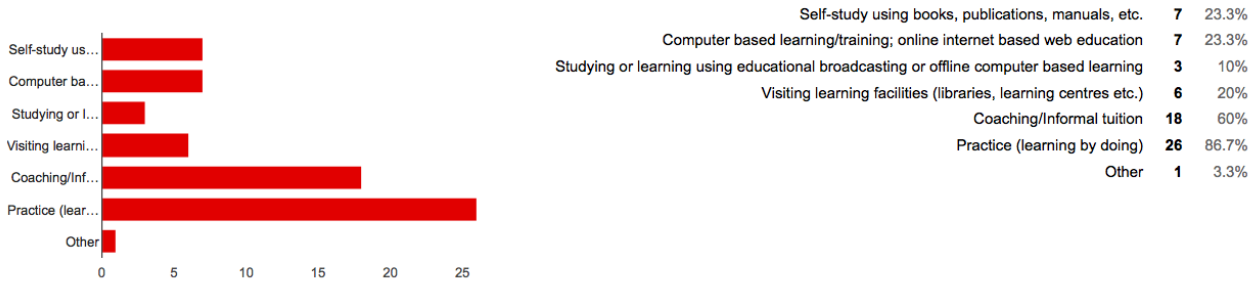
Definitely not achieved: 1	0	0%
2	1	3.7%
3	14	51.9%
4	10	37%
Completely achieved: 5	2	7.4%

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)

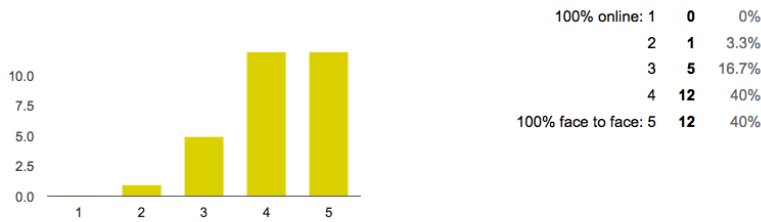


Lack of time	17	58.6%
Feeling that the training/support does not have a direct return in terms of output	8	27.6%
Cost of training/support	12	41.4%
Location of training/support (distance)	7	24.1%
Lack of post-training support	5	17.2%
Length of training	4	13.8%
Training/support not available	2	6.9%
Other	2	6.9%

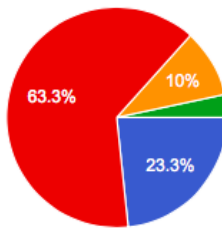
15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



16. Do you prefer online- or face-to face training?



17. How much would you be willing to spend for training/support?

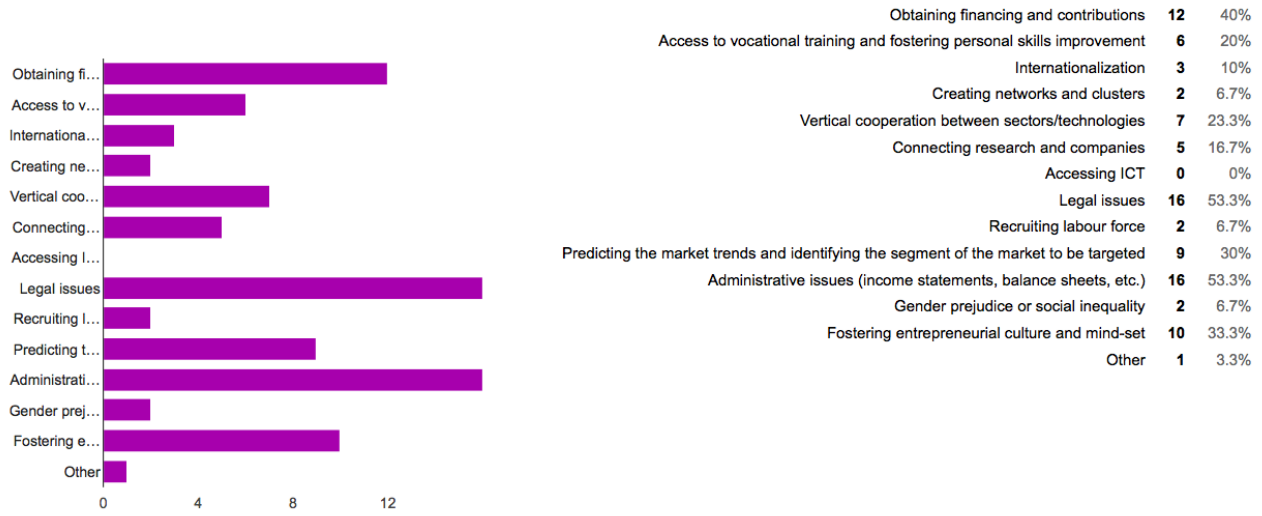


Only free training/support	7	23.3%
Up to 100 PPS/euro	19	63.3%
Up to 500 PPS/euro	3	10%
More than 500 PPS/ euro	1	3.3%

18. In which of these skill/competence domains would you need specific training/support?



19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



Annex 5 CROATIA Questions and Responses

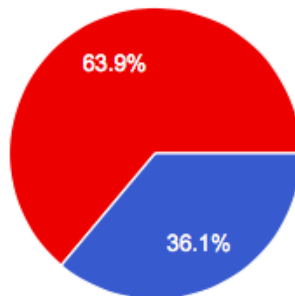
1. CERlecon Regional Ecosystem (Region)

Croatia **37** 100%



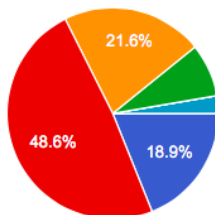
2. Gender

Male **13** 36.1%
Female **23** 63.9%
Other **0** 0%



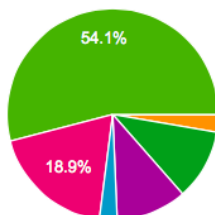
3. Age

18-24	7	18.9%
25-34	18	48.6%
35-44	8	21.6%
45-54	3	8.1%
55-64	0	0%
65-74	1	2.7%
75-84	0	0%

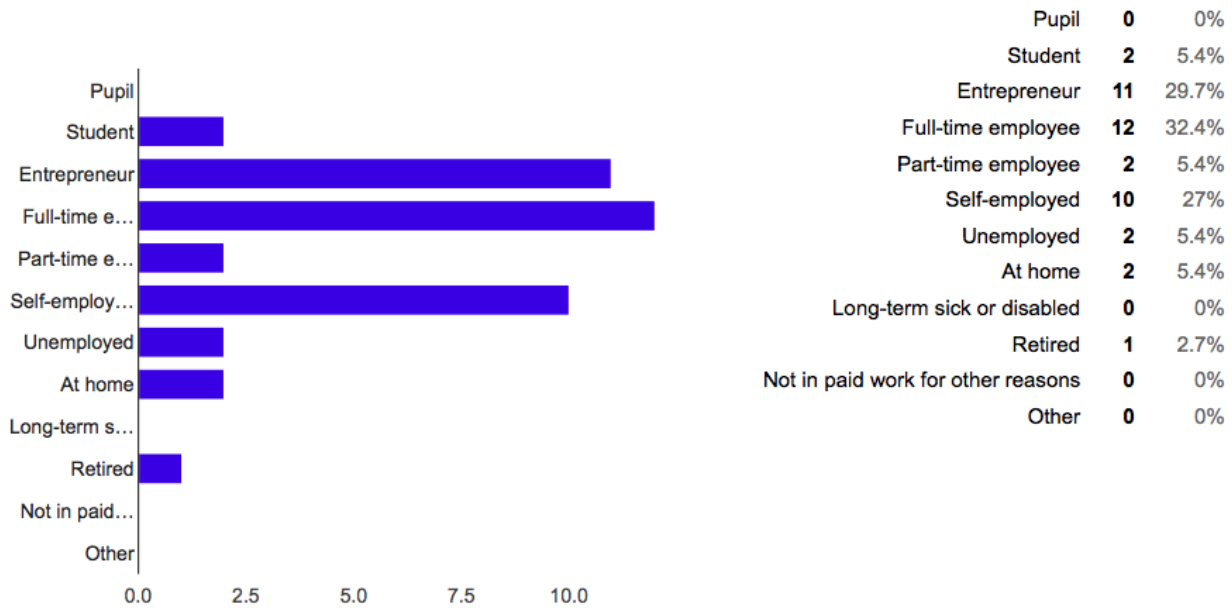


4. Highest level of education achieved (ISCED 2011):

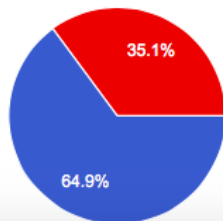
ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	1	2.7%
ISCED 3: Upper secondary education	4	10.8%
ISCED 4: Post-secondary non-tertiary education	4	10.8%
ISCED 5: Short-cycle tertiary education	1	2.7%
ISCED 6: Bachelor or equivalent level	7	18.9%
ISCED 7: Master or equivalent level	20	54.1%
ISCED 8: Doctoral or equivalent level	0	0%



5. Which category best describes your current status?

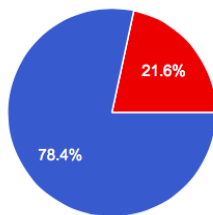


6. Have you had experience as an entrepreneur or have been self employed?



Yes	24	64.9%
No	13	35.1%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?

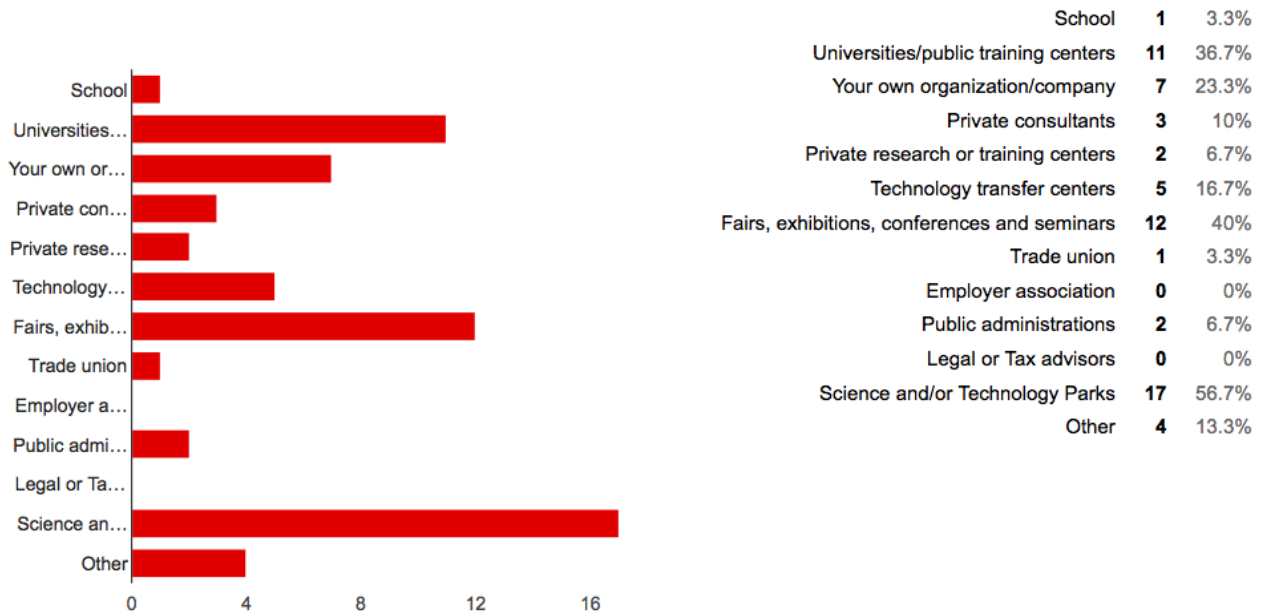


Yes	29	78.4%
No	8	21.6%

8: Which kind of support did you receive?



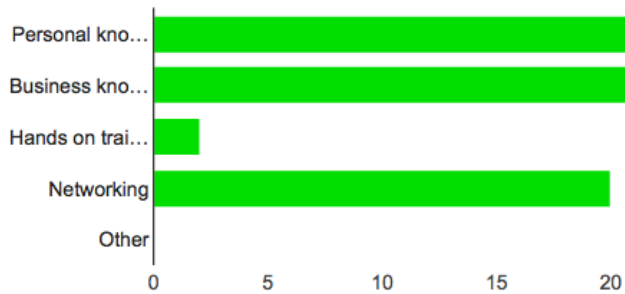
9. Who provided the training programme/support activities? (max 3 choices)



10. The subject/content of the training or support was related to:

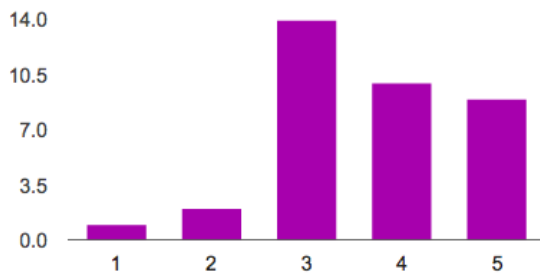


11. The training/support was useful for:



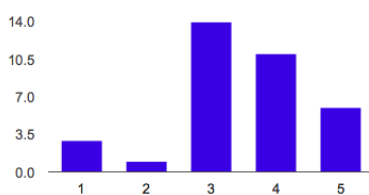
Personal knowledge	24	80%
Business knowledge	25	83.3%
Hands on training	2	6.7%
Networking	20	66.7%
Other	0	0%

12. Perceived level of usefulness: The training/support was:



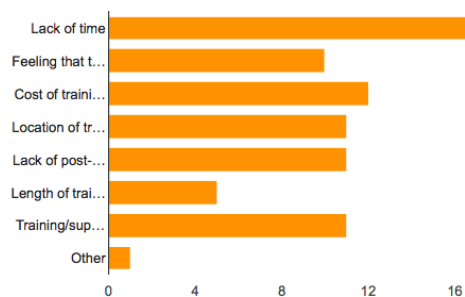
Definitely not useful: 1	1	2.8%
2	2	5.6%
3	14	38.9%
4	10	27.8%
Very useful: 5	9	25%

13. Were your training/support needs actually achieved:



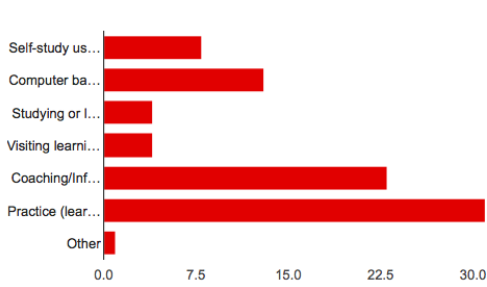
Definitely not achieved: 1	3	8.6%
2	1	2.9%
3	14	40%
4	11	31.4%
Completely achieved: 5	6	17.1%

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)



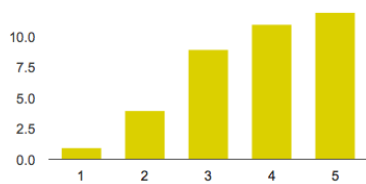
Lack of time	18	48.6%
Feeling that the training/support does not have a direct return in terms of output	10	27%
Cost of training/support	12	32.4%
Location of training/support (distance)	11	29.7%
Lack of post-training support	11	29.7%
Length of training	5	13.5%
Training/support not available	11	29.7%
Other	1	2.7%

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



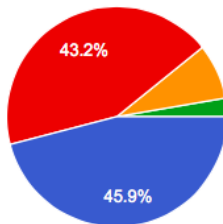
Self-study using books, publications, manuals, etc.	8	21.6%
Computer based learning/training; online internet based web education	13	35.1%
Studying or learning using educational broadcasting or offline computer based learning	4	10.8%
Visiting learning facilities (libraries, learning centres etc.)	4	10.8%
Coaching/Informal tuition	23	62.2%
Practice (learning by doing)	31	83.8%
Other	1	2.7%

16. Do you prefer online- or face-to face training?



100% online: 1	1	2.7%
2	4	10.8%
3	9	24.3%
4	11	29.7%
100% face to face: 5	12	32.4%

17. How much would you be willing to spend for training/support?



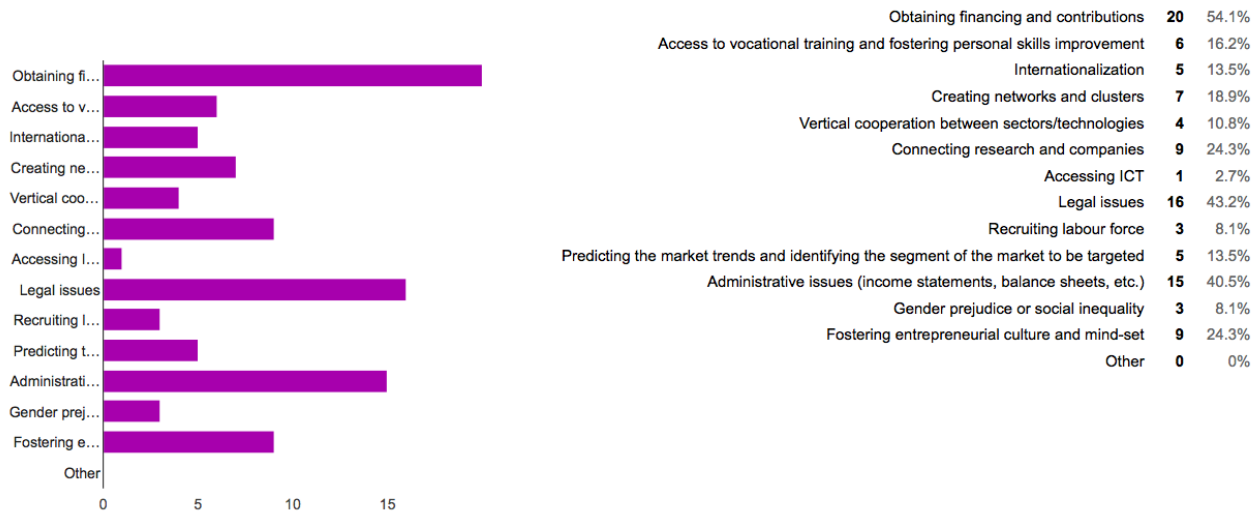
Only free training/support	17	45.9%
Up to 100 PPS/euro	16	43.2%
Up to 500 PPS/euro	3	8.1%
More than 500 PPS/ euro	1	2.7%

18. In which of these skill/competence domains would you need specific training/support?



Job-specific skills/competences *	32	86.5%
Transversal skills/competences **	12	32.4%
Blue/green technologies	4	10.8%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



Annex 6 CZECH REPUBLIC Questions and Responses

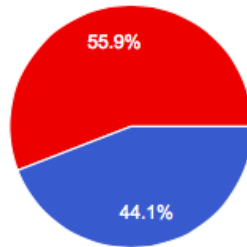
1. CERlecon Regional Ecosystem (Region)

Czech Republic **34** 100%



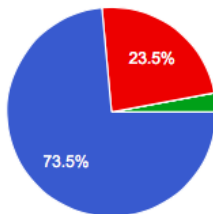
2. Gender

Male	15	44.1%
Female	19	55.9%
Other	0	0%



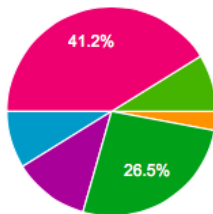
3. Age

18-24	25	73.5%
25-34	8	23.5%
35-44	0	0%
45-54	1	2.9%
55-64	0	0%
65-74	0	0%
75-84	0	0%

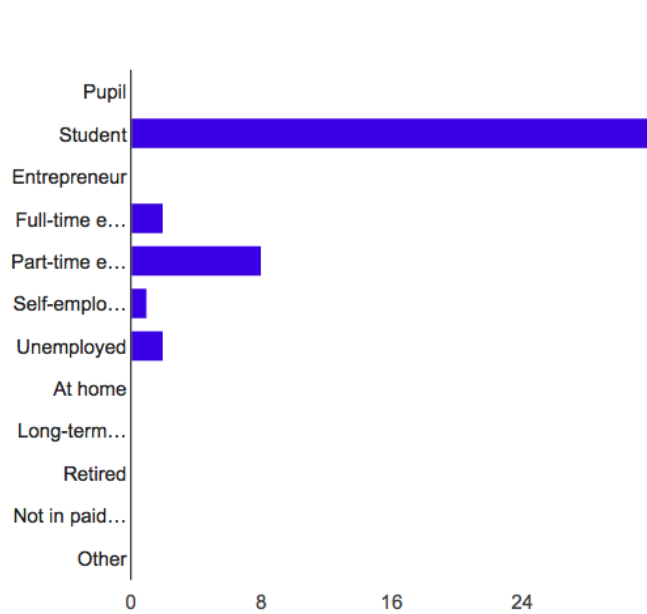


4. Highest level of education achieved (ISCED 2011):

ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	1	2.9%
ISCED 3: Upper secondary education	9	26.5%
ISCED 4: Post-secondary non-tertiary education	4	11.8%
ISCED 5: Short-cycle tertiary education	3	8.8%
ISCED 6: Bachelor or equivalent level	14	41.2%
ISCED 7: Master or equivalent level	3	8.8%
ISCED 8: Doctoral or equivalent level	0	0%

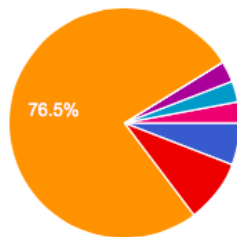


5. Which category best describes your current status?



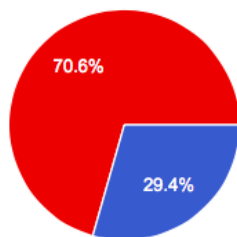
Category	Count	Percentage
Pupil	0	0%
Student	32	94.1%
Entrepreneur	0	0%
Full-time employee	2	5.9%
Part-time employee	8	23.5%
Self-employed	1	2.9%
Unemployed	2	5.9%
At home	0	0%
Long-term sick or disabled	0	0%
Retired	0	0%
Not in paid work for other reasons	0	0%
Other	0	0%

Name of the school/university you study at:



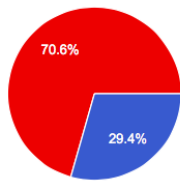
School/University	Count	Percentage
Masarykova univerzita	2	5.9%
Vysoké učení technické v Brně	3	8.8%
Mendelova univerzita v Brně	26	76.5%
Vysoká škola Karla Engliš, a.s	0	0%
Smíchovská střední průmyslová škola	1	2.9%
not a student	1	2.9%
Other	1	2.9%

6. Have you had experience as an entrepreneur or have been self employed?



Yes	10	29.4%
No	24	70.6%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?



Yes 10 29.4%
No 24 70.6%

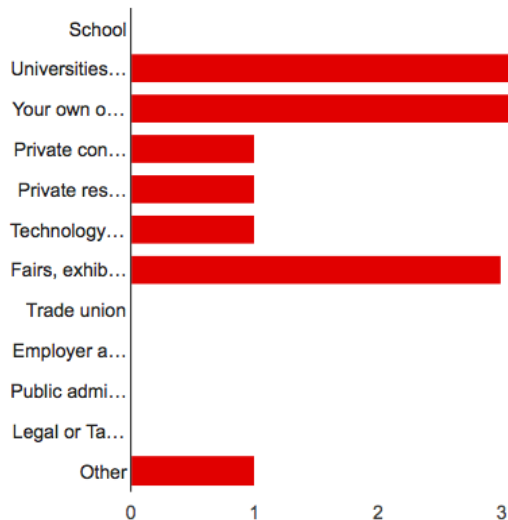
Attended support

8: Which kind of support did you receive?



Individual consultancy 0 0%
Structured training (minimum 16 hours) 1 10%
Workshops/seminars 9 90%

9. Who provided the training programme/support activities? (max 3 choices)



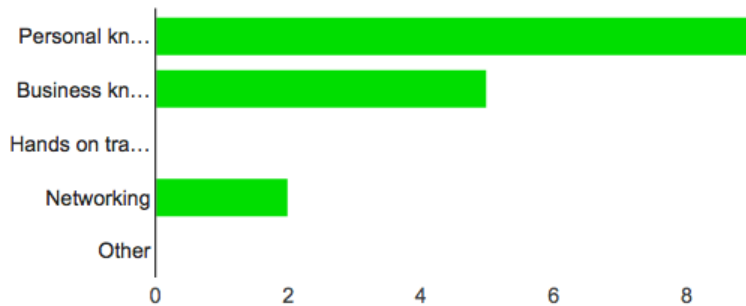
School 0 0%
Universities/public training centers 4 40%
Your own organization/company 4 40%
Private consultants 1 10%
Private research or training centers 1 10%
Technology transfer centers 1 10%
Fairs, exhibitions, conferences and seminars 3 30%
Trade union 0 0%
Employer association 0 0%
Public administrations 0 0%
Legal or Tax advisors 0 0%
Other 1 10%

10. The subject/content of the training or support was related to:



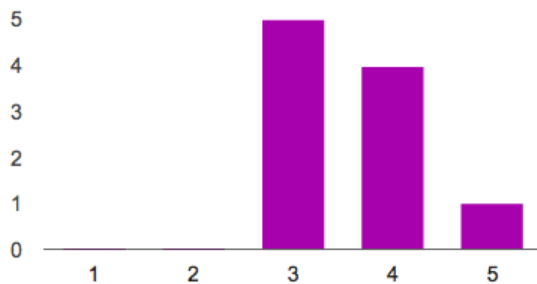
Job-specific skills/competences * 5 55.6%
Transversal skills/competences ** 4 44.4%
Blue/Green technologies 0 0%

11. The training/support was useful for:



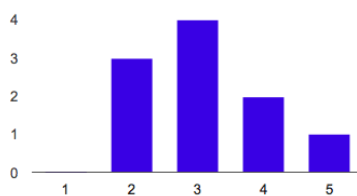
Personal knowledge	9	90%
Business knowledge	5	50%
Hands on training	0	0%
Networking	2	20%
Other	0	0%

12. Perceived level of usefulness: The training/support was:



Definitely not useful: 1	0	0%
2	0	0%
3	5	50%
4	4	40%
Very useful: 5	1	10%

13. Were your training/support needs actually achieved:



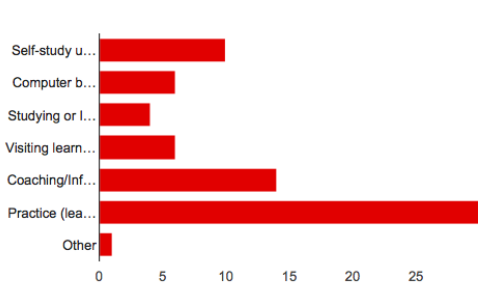
Definitely not achieved: 1	0	0%
2	3	30%
3	4	40%
4	2	20%
Completely achieved: 5	1	10%

Entrepreneurial support and training provision needs

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)

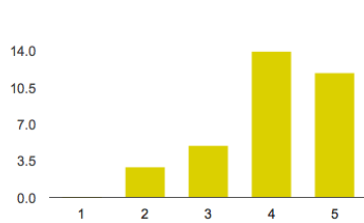


15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



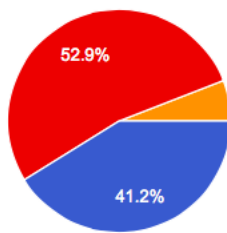
Self-study using books, publications, manuals, etc.	10	29.4%
Computer based learning/training; online internet based web education	6	17.6%
Studying or learning using educational broadcasting or offline computer based learning	4	11.8%
Visiting learning facilities (libraries, learning centres etc.)	6	17.6%
Coaching/Informal tuition	14	41.2%
Practice (learning by doing)	30	88.2%
Other	1	2.9%

16. Do you prefer online- or face-to face training?



100% online: 1	0	0%
2	3	8.8%
3	5	14.7%
4	14	41.2%
100% face to face: 5	12	35.3%

17. How much would you be willing to spend for training/support?



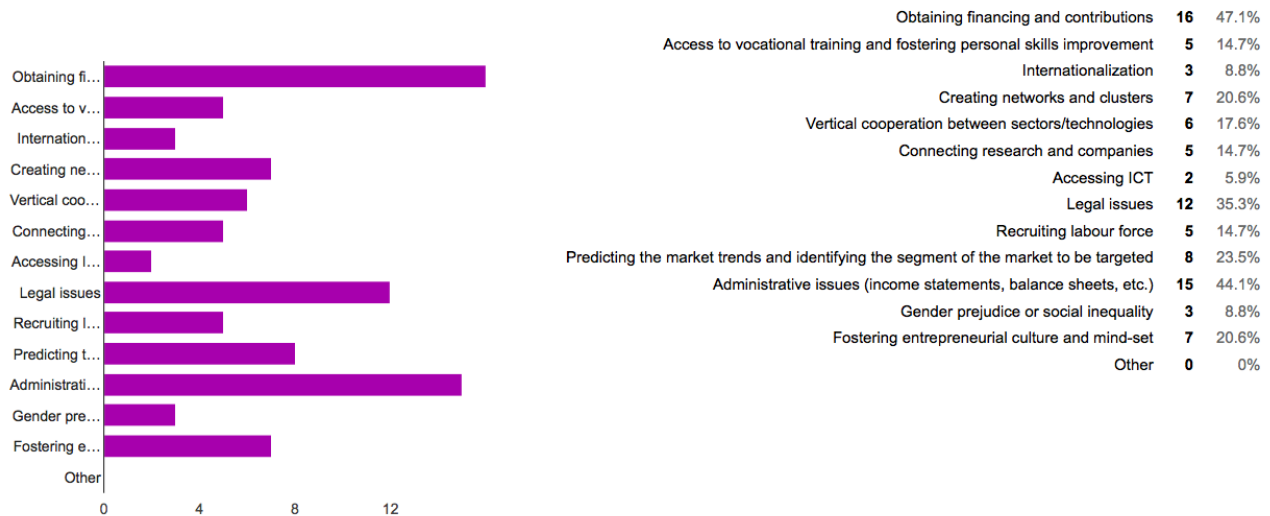
Only free training/support	14	41.2%
Up to 100 PPS/euro	18	52.9%
Up to 500 PPS/euro	2	5.9%
More than 500 PPS/ euro	0	0%

18. In which of these skill/competence domains would you need specific training/support?



Job-specific skills/competences *	21	63.6%
Transversal skills/competences **	14	42.4%
Blue/green technologies	3	9.1%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



REGION Brno

DESCRIPTION OF THE TARGET GROUP

Main target group were university students.

1. Number of end-users surveyed: **83**

2. Gender

male 40,9%
female 59,1%
other 0%

3. Age:

- 18/24 72,2%
- 25/34 26,9%
- 35/44 0%
- 45/54 1,2%
- 55/64 0%
- 65/74 0%
- 75/84 0%

4. Highest level of education achieved (ISCED 2011):

- ISCED 0: Early childhood education ('less than primary' for educational attainment) 0%
- ISCED 1: Primary education 1,2%
- ISCED 2: Lower secondary education 1,2%
- ISCED 3: Upper secondary education 34,1%
- ISCED 4: Post-secondary non-tertiary education 4,9%
- ISCED 5: Short-cycle tertiary education 10,9%
- ISCED 6: Bachelor's or equivalent level 40,2%

- ISCED 7: Master's or equivalent level 7,3%
- ISCED 8: Doctoral or equivalent level 0%

5. Which category best describes your current status?

- Pupil 0%
- Student 67,8%
- Entrepreneur 4,2%
- Full-time employee 4,2%
- Part-time employee 16,9%
- Self-employed 2,5%
- Unemployed 3,4%
- At home 0%
- Long-term sick or disabled 0%
- Retired from paid work 0%
- Not in paid work for some other reason 0,8%
- Other 0%

Name of school/university you study at:

- Mendel University in Brno 91,5%
- Masaryk University 3,6%
- Technical University Brno 2,4%
- Smíchov Technical High school 1,2%
- University of West Bohemia in Pilsen 1,2%

6. Have you had experience as an entrepreneur or have been self employed?

- Yes 26,5%
- No 73,5%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?

- Yes 44,6%
- No 55,4%

8: Which kind of support did you receive?

- Individual consultancy 14,9%
- Structured training (minimum 16 hours) 14,9%
- Workshops/seminars 70,2%

9. Who provided the training programme/ support activities? (max 3 choices)

- School 7,7%
- Universities / public training centers 33,8%
- Your own organization/company 16,9%
- Private Consultants 7,7%
- Private research or training centers 3,1%
- Technology transfer centers 1,5%
- Fairs, exhibitions, conferences and seminars 16,9%
- Trade union 1,5%
- Employer association 1,5%
- Public administrations 6,2%
- Legal or tax advisors 0%
- Other 3,1%

10. The subject/content of the training or support was related to:

- Job-specific skills/competences * 48,8%
- Transversal skills/competences ** 46,5%
- Blue/Green technologies 4,7%

11. The training/support was useful for:

- Personal knowledge 46,3%
- Business knowledge 34,3%
- Hands on training 4,5%
- Networking 14,9%
- Other 0%

12. Perceived level of usefulness: The training/support was:

1 = Definitely not useful met 5 = Very usefu

- 1. 0%
- 2. 2,7%
- 3. 40,5%
- 4. 46,0%
- 5. 10,8%

13. Were your training/support needs actually achieved:

1 = Definitely not achieved 5 = Completely achieved

- 1. 0%
- 2. 16,2%
- 3. 54,1%
- 4. 24,3%
- 5. 5,4%

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)

- Lack of time 28,8%
- Feeling that the training/support does not have a direct return in terms of output 11,5%
- Cost of training/support 25,6%
- Location of training/support (distance) 9,0%
- Lack of post-training support 9,0%
- Length of training 5,8%
- Training/support not available 7,7%
- Other 2,6%

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)

- Self-study using books, publications, manuals, etc. 11,4%
- Computer based learning/training; online internet based web education 9,1%
- Studying or learning using educational broadcasting or offline comput. based learning 6,9%
- Visiting learning facilities (libraries, learning centres etc.) 9,1%
- Coaching/Informal tuition 21,7%
- Practice (learning by doing) 41,2%
- Other 0,6%

16. Do you prefer online- or face-to face training?

1=100% Online 5 = 100% Face to Face

- 1. 0%
- 2. 4,9%
- 3. 20,7%
- 4. 34,2%
- 5. 40,2%

17. How much would you be willing to spend fo training/support?

- Only free training /support 36,1%
- Up to 100 PPS/euro 56,7%
- Up to 500 PPS/euro 7,2%
- More than 500 PPS/ euro 0%

18. In which of these skill/competence domains would you need specific training/support?

- Job-specific skills/competences * 49,5%
- Transversal skills/competences ** 33,9%
- Blue/green technologies 16,5%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)

- Obtaining financing and contributions 17,3%
- Access to vocational training and fostering personal skills improvement 4,1%
- Internationalization 5,0%
- Creating networks and clusters 7,7%
- Vertical cooperation between sectors / technologies 4,5%
- Connecting research and companies 5,4%
- Accessing ICT 1,8%
- Legal issues 11,4%
- Recruiting labour force 6,8%
- Predicting the market trends and identifying the segment of the market to be targeted 9,1%
- Administrative issues (income statements, balance sheets, etc.) 16,8%
- Gender prejudice or social inequality 3,6%
- Fostering entrepreneurial culture and mind-set 6,4%
- Other 0%

Are you interested in participating in a residential joint transnational training?

Yes: 35,3%

No: 64,7%

Shrnutí potřeb a očekávání respondentů, kteří předpokládají účast v rámci půlročního tréninku v Playparku (v čj.):

V případě účasti půlročního tréninku v Playparku očekávám, že si osvojím schopnost interaktivního učení a schopnosti úspěšně založit a vest podnikání na regionální I mezinárodní úrovni a budu schopna toto učení a schopnosti předávat dál.

Dále přivítám osvojení prospěšné komunikace I s velmi těžce komunikativními či uzavřenými lidmi. Potřebuji se orientovat v regionální I mezinárodní ekonomice a státních záležitostech. Momentálně jsou mé potřeby hlavně v oblasti marketingu. Chci se naučit jak spravovat stránky, jak dělat PPC reklamu, obecně online marketing a další. Dále se chci naučit používat photoshop pod taktovkou někoho zkušeného. A vždy se hodí mít prohloubené znalosti v program Excel.

Očekávám specifické tréninkové modely, směřující k mým podnikatelským potřebám, Predikce trendů trhu a indentifikace segment trhu, na který se zaměřit.

INTERPRETATION OF RESULTS

(Please provide a description of the survey's results)

83 respondents took part in the questionnaire survey and it includes five schools - four universities and one secondary school.

The overwhelming majority of respondents were in the age of 18 – 24 years (72,2%) and 25-34 years (26,5%). From the point of view of the gender – more women responded (59%).

The biggest group was the one with the secondary, tertiary and bachelor's level of education, which means students and graduates. A little less than 30% of students are employed for part-time job, full-time job or they are entrepreneurs or self-employed.

Regarding courses and seminars about entrepreneurship almost half of the students has some experience with it (44,5%). At the same time it is the most common type of the support which they received (70,2%).

Students stated that most frequent are training programmes at their universities (33,8%), they often use the fairs and conferences (16,9%) and trainings within their own organization and company (16,9%). They use the legal and tax advisor services at minimum, most likely it is financially inaccessible for them.

The content of the training was mainly related to the job-specific skills/competences and transversal skills.

Students appreciate primarily the gain of personal and business knowledge, when it comes to usefulness they describe the support as "more" and "average" useful.

There are some factors that are hampering the achievement of their training needs and most common are the lack of time, finances and the fact that the support does not have a direct return in terms of output.

According to the answers the best method to improve entrepreneurial skills is practice - "learning by doing" (41,1%) and coaching.

The most of the students prefer face - to face training (40,2%).

63,8% of students are willing to spend their of financial resources for training and just up to 100 EUR. 36,1% of student expects the training to be free of charge.

The students stated that they mainly need to gain specific competences in job-specific skills, transversal skills (83,4%) and in blue/green technologies 16,5%.

According to student's opinion the low interest in entrepreneurship is caused primarily by the lack of financing and legal and administrative issues.

Annex 7 POLAND Questions and Responses

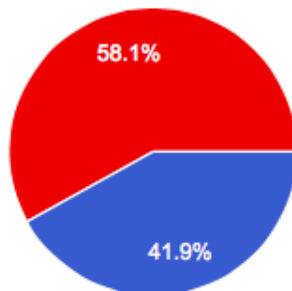
1. CERlecon Regional Ecosystem (Region)

Poland **32** 100%

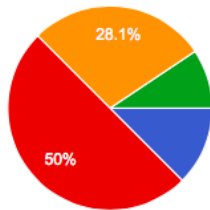


2. Gender

Male **13** 41.9%
 Female **18** 58.1%
 Other **0** 0%

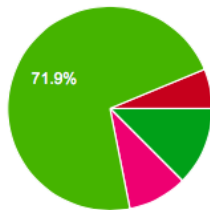


3. Age



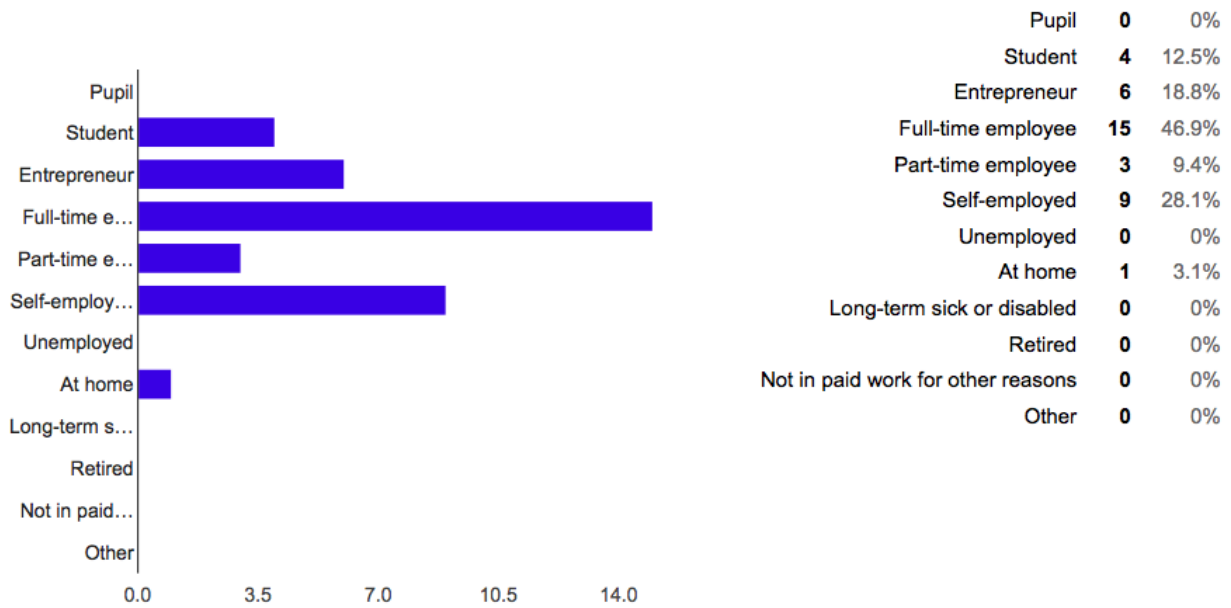
18-24	4	12.5%
25-34	16	50%
35-44	9	28.1%
45-54	3	9.4%
55-64	0	0%
65-74	0	0%
75-84	0	0%

4. Highest level of education achieved (ISCED 2011):

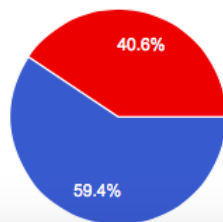


ISCED 0: Early childhood education	0	0%
ISCED 1: Primary education	0	0%
ISCED 2: Lower secondary education	0	0%
ISCED 3: Upper secondary education	4	12.5%
ISCED 4: Post-secondary non-tertiary education	0	0%
ISCED 5: Short-cycle tertiary education	0	0%
ISCED 6: Bachelor or equivalent level	3	9.4%
ISCED 7: Master or equivalent level	23	71.9%
ISCED 8: Doctoral or equivalent level	2	6.3%

5. Which category best describes your current status?

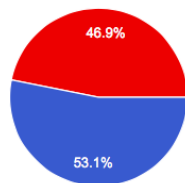


6. Have you had experience as an entrepreneur or have been self employed?



Yes	19	59.4%
No	13	40.6%

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?

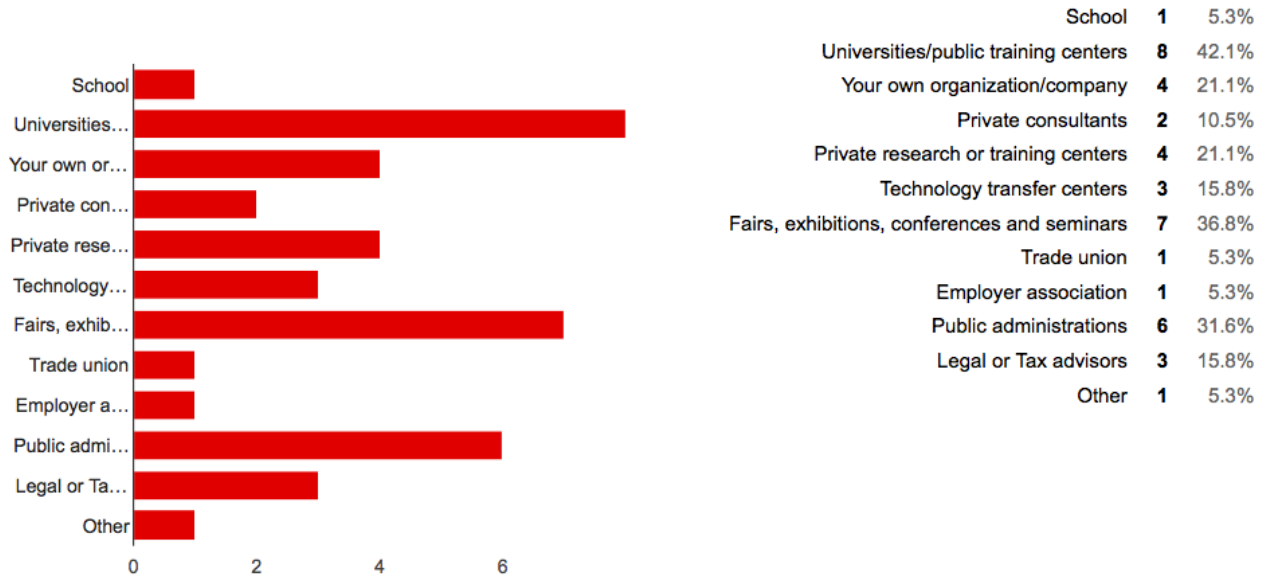


Yes	17	53.1%
No	15	46.9%

8: Which kind of support did you receive?



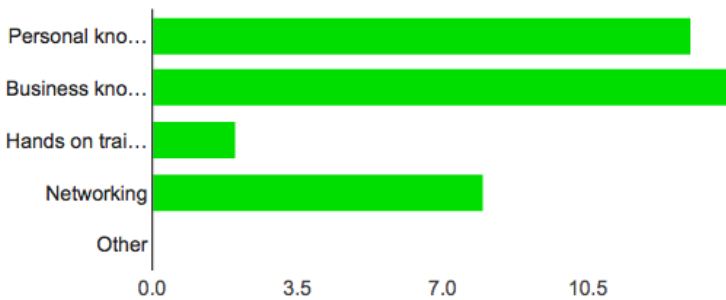
9. Who provided the training programme/support activities? (max 3 choices)



10. The subject/content of the training or support was related to:

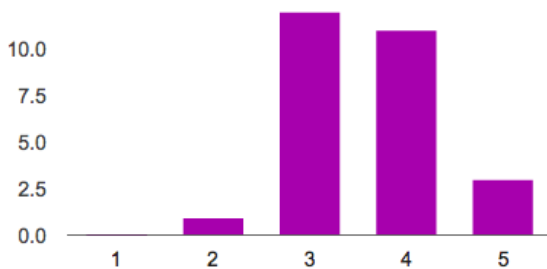


11. The training/support was useful for:



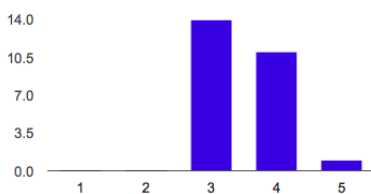
Personal knowledge	13	68.4%
Business knowledge	14	73.7%
Hands on training	2	10.5%
Networking	8	42.1%
Other	0	0%

12. Perceived level of usefulness: The training/support was:



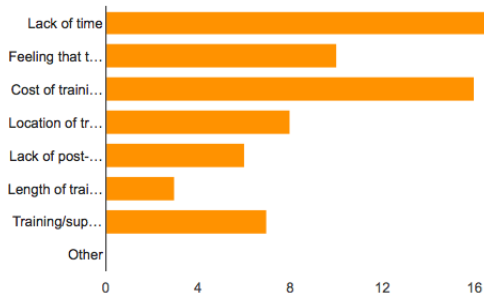
Definitely not useful: 1	0	0%
2	1	3.7%
3	12	44.4%
4	11	40.7%
Very useful: 5	3	11.1%

13. Were your training/support needs actually achieved:



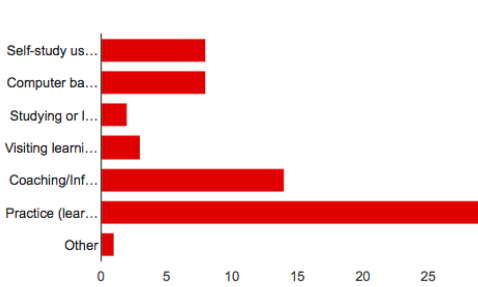
Definitely not achieved: 1	0	0%
2	0	0%
3	14	53.8%
4	11	42.3%
Completely achieved: 5	1	3.8%

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)



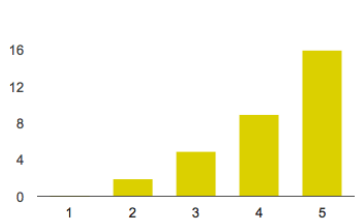
Lack of time	17	53.1%
Feeling that the training/support does not have a direct return in terms of output	10	31.3%
Cost of training/support	16	50%
Location of training/support (distance)	8	25%
Lack of post-training support	6	18.8%
Length of training	3	9.4%
Training/support not available	7	21.9%
Other	0	0%

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)



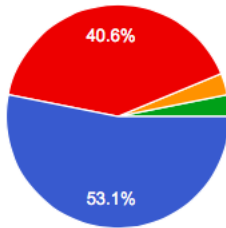
Method	Count	Percentage
Self-study using books, publications, manuals, etc.	8	25%
Computer based learning/training; online internet based web education	8	25%
Studying or learning using educational broadcasting or offline computer based learning	2	6.3%
Visiting learning facilities (libraries, learning centres etc.)	3	9.4%
Coaching/Informal tuition	14	43.8%
Practice (learning by doing)	29	90.6%
Other	1	3.1%

16. Do you prefer online- or face-to face training?



Preference Level	Count	Percentage
100% online	0	0%
2	2	6.3%
3	5	15.6%
4	9	28.1%
100% face to face	16	50%

17. How much would you be willing to spend for training/support?



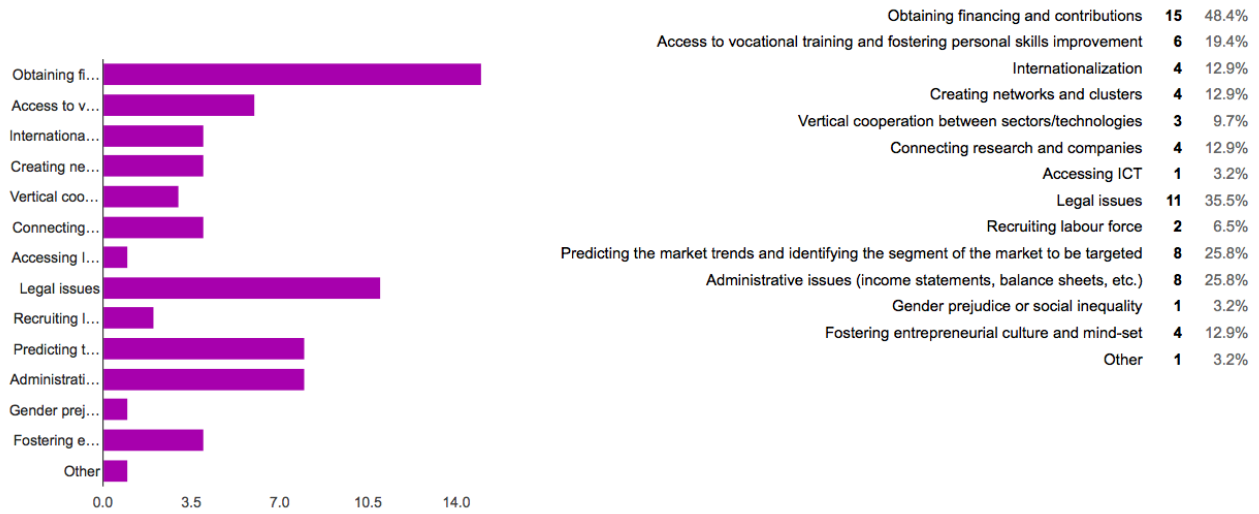
Spending Level	Count	Percentage
Only free training/support	17	53.1%
Up to 100 PPS/euro	13	40.6%
Up to 500 PPS/euro	1	3.1%
More than 500 PPS/ euro	1	3.1%

18. In which of these skill/competence domains would you need specific training/support?



Domain	Count	Percentage
Job-specific skills/competences *	25	78.1%
Transversal skills/competences **	12	37.5%
Blue/green technologies	3	9.4%

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)



ANNEX 8 CERlecon Questionnaire

1. CERlecon Regional Ecosystem (Region)

- Austria
- Italy
- Germany
- Slovak Republic
- Croatia
- Czech Republic
- Poland

2. Gender

- male female other

3. Age:

- 18/24
- 25/34
- 35/44
- 45/54
- 55/64
- 65/74

4. Highest level of education achieved (ISCED 2011):

- ISCED 0: Early childhood education ('less than primary' for educational attainment)
- ISCED 1: Primary education
- ISCED 2: Lower secondary education
- ISCED 3: Upper secondary education
- ISCED 4: Post-secondary non-tertiary education
- ISCED 5: Short-cycle tertiary education
- ISCED 6: Bachelor's or equivalent level
- ISCED 7: Master's or equivalent level
- ISCED 8: Doctoral or equivalent level

5. Which category best describes your current status?

- Pupil
- Student
- Entrepreneur
- Full-time employee
- Part-time employee
- Self-employed
- Unemployed

- At home
- Long-term sick or disabled
- Retired from paid work
- Not in paid work for some other reason
- Other

6. Have you had experience as an entrepreneur or have been self employed?

Yes No

7. Have you ever attended courses, seminars or conferences about entrepreneurship? Have you ever received support to foster an entrepreneurial culture (i.e. attending start-up clubs, specific entrepreneurship training)?

Yes No

(IF NO, GO TO QUESTION N.12)

8: Which kind of support did you receive?

- Individual consultancy
- Structured training (minimum 16 hours)
- Workshops/seminars

9. Who provided the training programme/ support activities? (max 3 choices)

- School
- Universities / public training centers
- Your own organization/company
- Private Consultants
- Private research or training centers
- Technology transfer centers
- Fairs, exhibitions, conferences and seminars
- Trade union
- Employer association
- Public administrations
- Public administrations
- Lawyers or tax advisors
-
-

10. The subject/content of the training or support was related to:

- Job-specific skills/competences *
- Transversal skills/competences **
- Blue/Green technologies

ESCO Classifications: * Job-specific skills/competences: Health, Mathematics and statistics,

Computing, Environmental protection, Architecture and building, Veterinary, Physical sciences, Security services, Journalism and information, Humanities, Life sciences, Metal processing and mechanical engineering, Social and behavioural science, Social services, Personal services, Education, Electrical engineering, Law, Business and administration, Agriculture, forestry and fishery, Manufacturing and processing of textiles, clothes, footwear, leather, Manufacturing and processing of food, Transport services, Manufacturing and processing materials, Arts - ** Transversal skills/competences (Attitudes and values at work - Application of knowledge - Social skills and competences - Language and communication - Thinking skills and competences)

11. The training/support was useful for:

- Personal knowledge
- Business knowledge
- Hands on training
- Networking
- Other

12. Perceived level of usefulness: The training/support was:

1 = Definitely not useful met 5 = Very useful 1.

13. Were your training/support needs actually achieved:

1 = Definitely not achieved 5 = Completely achieved 1.

14. Which of the following factors are currently hampering the achievement of your training/support needs? (max 3 choices)

- Lack of time
- Feeling that the training/support does not have a direct return in terms of output
- Cost of training/support
- Location of training/support (distance)
- Lack of post-training support
- Length of training
- Training/support not available
- Other

15. What are, in your opinion, the best methods to improve entrepreneurial skills? (max 2 choices)

- Self-study using books, publications, manuals, etc.
- Computer based learning/training; online internet based web education

- Studying or learning using educational broadcasting or offline computer based learning
- Visiting learning facilities (libraries, learning centres etc.)
- Practice (learning by doing)
- Other

16. Do you prefer online- or face-to face training?

- 100% Online 5 = 100% Face to Face 1.

17. How much would you be willing to spend fo training/support?

- Only free training /support
- Up to 100 PPS/euro
- Up to 500 PPS/euro
- More than 500 PPS/ euro

18. In which of these skill/competence domains would you need specific training/support?

- Job-specific skills/competences *
- Transversal skills/competences **
- Blue/green technologies

ESCO Classifications: * Job-specific skills/competences: Health, Mathematics and statistics, Computing, Environmental protection, Architecture and building, Veterinary, Physical sciences, Security services, Journalism and information, Humanities, Life sciences, Metal processing and mechanical engineering, Social and behavioural science, Social services, Personal services, Education, Electrical engineering, Law, Business and administration, Agriculture, forestry and fishery, Manufacturing and processing of textiles, clothes, footwear, leather, Manufacturing and processing of food, Transport services, Manufacturing and processing materials, Arts - ** Transversal skills/competences (Attitudes and values at work - Application of knowledge - Social skills and competences - Language and communication - Thinking skills and competences)

19. According to your opinion, the low interest in entrepreneurship is due to a lack of support/training in: (max 3 choices)

- Obtaining financing and contributions
- Access to vocational training and fostering personal skills improvement
- Internationalization
- Creating networks and clusters
- Vertical cooperation between sectors / technologies
- Connecting research and companies
- Accessing ICT
- Legal issues
- Recruiting labour force
- Predicting the market trends and identifying the segment of the market to be targeted
- Administrative issues (income statements, balance sheets, etc.)
- Gender prejudice or social inequality
- Fostering entrepreneurial culture and mind-set
- Other

