



PAN European Study



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Introduction

The European Commission wishes to make certain disadvantaged populations aware of the opportunities within entrepreneurship. The EU ENSPIRE project provides the means to do so through the identification and diffusion of a number of best practices reflected in a cross-section of initiatives in entrepreneurial awareness activities provided across Europe.

The purpose of this report is to present the overall approach adopted to determine these best practices and to describe the methodological approach chosen in order to do so. The report will also reveal the definitions that the ENSPIRE EU partnership adopted in relation to the whole issue of entrepreneurial awareness and to how we approached the subject of the selection of the programs and initiatives focused on entrepreneurial awareness activities.

The report is divided into three parts. The first section will recall the challenges of entrepreneurship in Europe today, going beyond the stereotypes associated with this field and also taking into account the limits that this domain imposes. So as to reap the benefits of the ENSPIRE EU project, it is essential not to build on ideological assumptions but rather to highlight the positives impacts and outcomes that can be obtained through entrepreneurship.

A particular emphasis will be placed on the notion of entrepreneurial opportunity and of the importance of nurturing both exploration and exploitation processes in relation to the potential offered by such opportunities. We will present the relevant theories associated with this notion as well as to its inherent « mindset ».

This theoretical dimension contributed to constructing the methodology adopted to select the best ENSPIRE EU practices and oriented our choice towards those that successfully exploit the strategic levers identified by the different operators. The second section of this report presents this methodological approach. We will demonstrate how its overall structure is linked to theoretical considerations and in particular, how the various categories selected for the scoring grids relate to subjective norms, the self-efficacy construct and to the attitude in relation to entrepreneurship. This theoretical background also helped us in identifying the different families that exist within the initiatives that we studied and the best practices that we finally selected.

These different families of initiatives do not obviously play the same role in terms of efficiency regarding the development of the entrepreneurial mindset among the targeted populations. As the report on Best Practices shows, some of them focalize more on

logistical or financial aspects and less on recommendations for developing self-efficacy whereas other initiatives are designed and delivered to coach the target populations in acquiring this behavioral perception.

The third and final part of this report is devoted to a discussion on this last topic. Building on the results obtained through the implementation of the ENSPIRE EU methodology, we outline possible articulations for entrepreneurial awareness activities with regard to the target populations.

The overall aim of the report is to enable the reader to understand why the practices selected contribute to attaining the objectives laid out for the ENSPIRE EU project.

Section1

Why are we searching for best practices, and which one: some contextual considerations

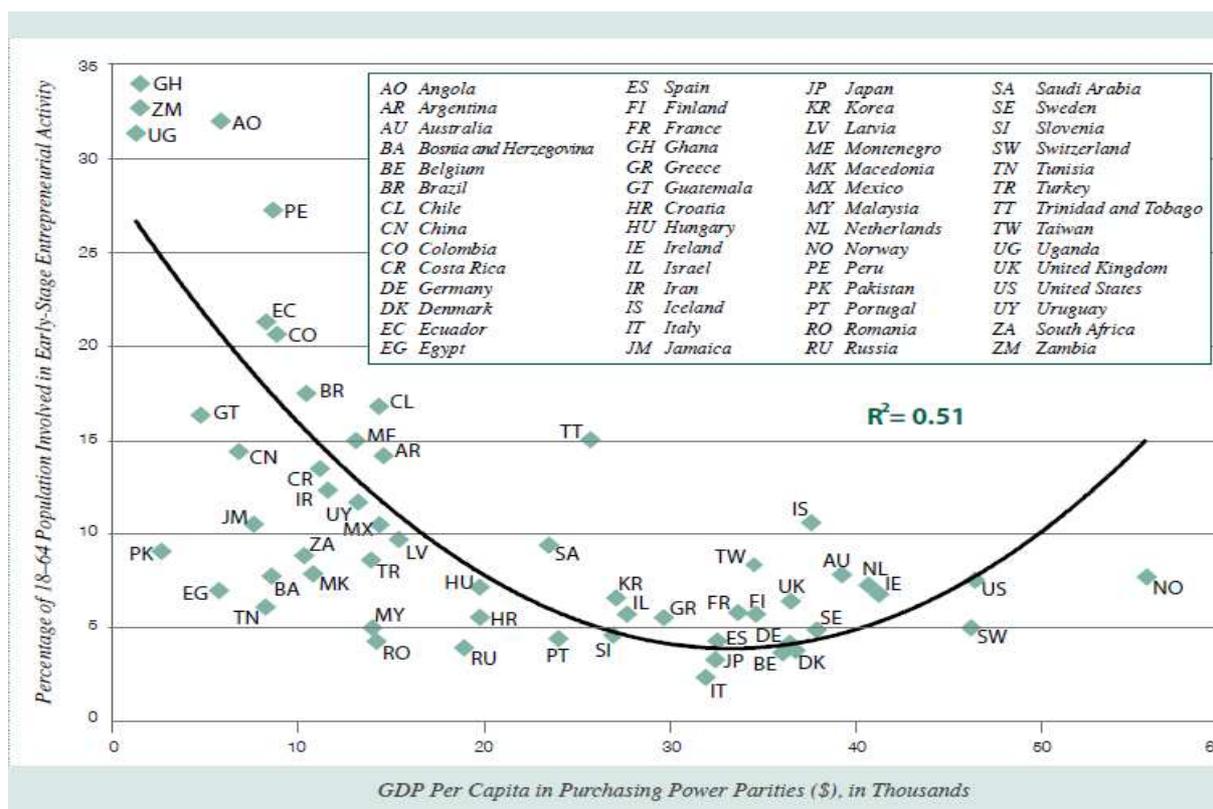
1/Limits of entrepreneurial voluntarism and false best practices

It's a very common belief that entrepreneurship is a key factor for economic growth, especially in view of the axiom that "everything goes" to improve the entrepreneurial spirit among European populations. The situation is however more complex, and calls for careful analysis to identify which entrepreneurial "best practices" are welcomed, and which are not.

Van Stel, Carree, et Thurik (2005, p. 311) recall that "many economists would claim that entrepreneurial activity is vital to economic progress. They will, for example, refer to the demise of communist economies where entrepreneurial activity was almost absent and to contributions by Schumpeter (1934) and (neo-) Austrian economists (like Kirzner, 1973)." Such beliefs can be translated into some counterproductive policies, like – for instance – some kinds of auto-entrepreneurship in France. Three years ago, the French government passed a law, facilitating the creation of companies by individuals. Several hundreds of thousands of companies have been created since but, it must be remembered that most of them are and will remain in a very fragile position in relation to the market.

The rigorous analysis of economic reality shows that there is no linear relationship between entrepreneurship and economic development. Acs et Szerb explain that "there is empirical evidence that entrepreneurial activity varies across stages of economic development, indicated by a U-shaped relationship between level of development and the rate of entrepreneurship. A positive effect of entrepreneurial activity on economic growth is found for highly developed countries; a negative effect is found for developing nations (van Stel et al., 2005; Wennekers et al., 2005; Acs and Varga, 2005)" (Acs et Szerb 2006, p. 109).

This is a fact which has been illustrated in the last Global Entrepreneurship Monitor (GEM), as the following figure shows :



¹ Bolivia and Vanuatu are not shown in this figure, because their TEA rates are outsiders

Source: GEM Adult Population Survey (APS) and IMF World Economic Outlook Database

Figure 1 - entrepreneurship effect on Growth Domestic Product (GDP) according to the Global Entrepreneurship Monitor (GEM)

The Global Entrepreneurship Monitor (GEM) “is a not-for-profit academic research consortium that has as its goal making high quality information on global entrepreneurial activity readily available to as wide an audience as possible” (GEM 2011). The GEM leads “the largest single study of entrepreneurial activity in the world” (GEM 2011). With the 2010 report, the GEM “has completed 12 annual surveys of the entrepreneurial attitudes, activities and aspirations of individuals around the world. Starting with just 10 developed countries in 1999, GEM has grown to include over 80 economies during the course of these 12 years. In 2010, over 175,000 people were surveyed in 59 economies” (GEM 2010). To assess the level of entrepreneurship in these countries and among these peoples, The GEM defined some indicators, and in particular the “Total Early-Stage Activity (TEA) rates”. This indicator is the “percentage of the 18-64 population who are either a nascent entrepreneur or owner-manager of a new business” (GEM 2011). To be an “owner-manager of an established business” according to GEM’s definition is to “be owning and managing a running business that has paid salaries, wages, or any other payments to the owners for more than 42 months”, and to be a “nascent entrepreneur” is to be “actively involved in setting up a business they will own or co-own; this business has not paid salaries, wages, or any other payments to the owners for more than three months” (GEM 2011).

The above figure shows for 56 countries the relation between TEA and the GDP Per Capita. This scatter plot is fitted with a parabolic curve which, with a coefficient of determination at 0,51, seems to be a good approximation and also seems to show a positive effect of TEA on developed countries. But the following figure indicates that this positive effect is very disputable.

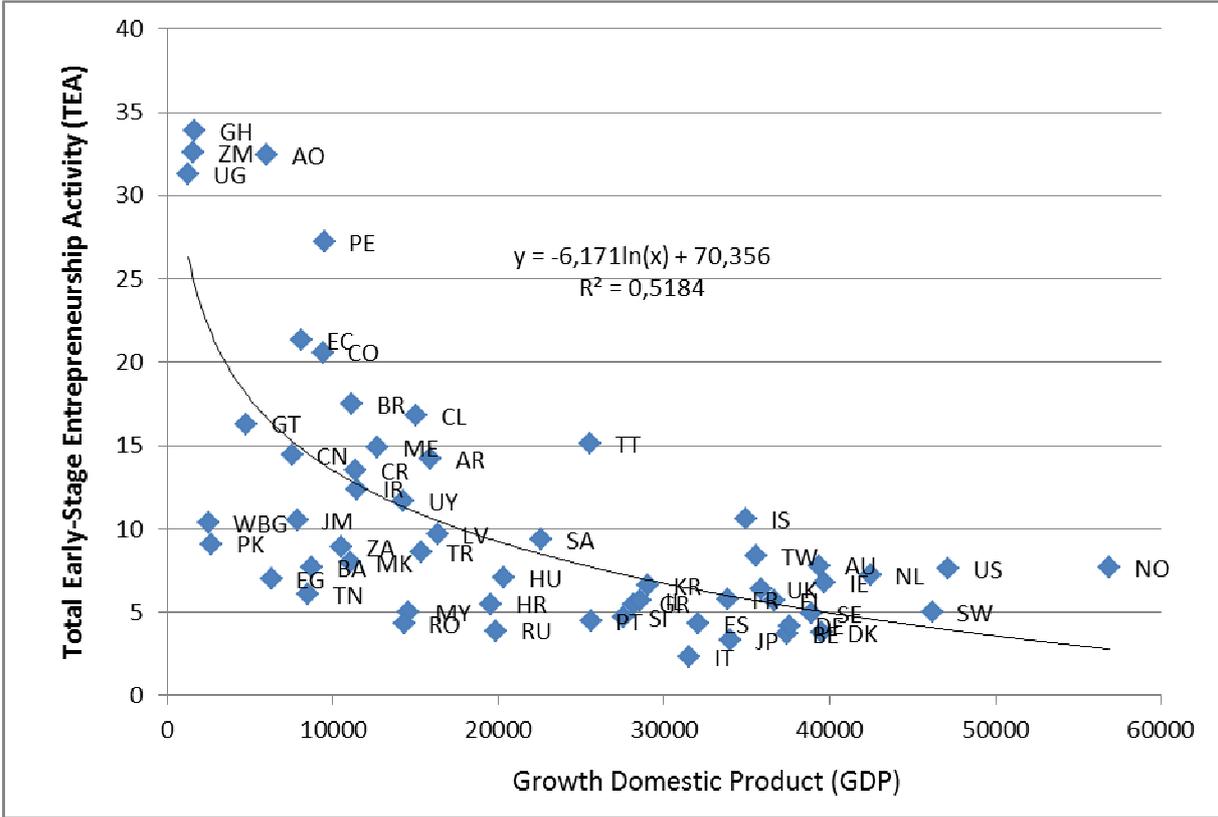


Figure 2 - GEM data fitted with strictly decreasing curve

Indeed, the same data¹ can be fitted with a strictly decreasing curve, and with a best coefficient of determination!

If there is some positive effect for the developed countries, it is very weak. The figure above fits the data for the richest countries of the GEM panel. The very low coefficient of determination shows that – if we accept that causality which is also very disputable – entrepreneurship explains only a tiny part of the GDP.

¹ The GEM report doesn't give any indication about the source of the data for the GDP per Capita. Then, we used the data of the Word Bank, which seems to be the closest of those used by the GEM.

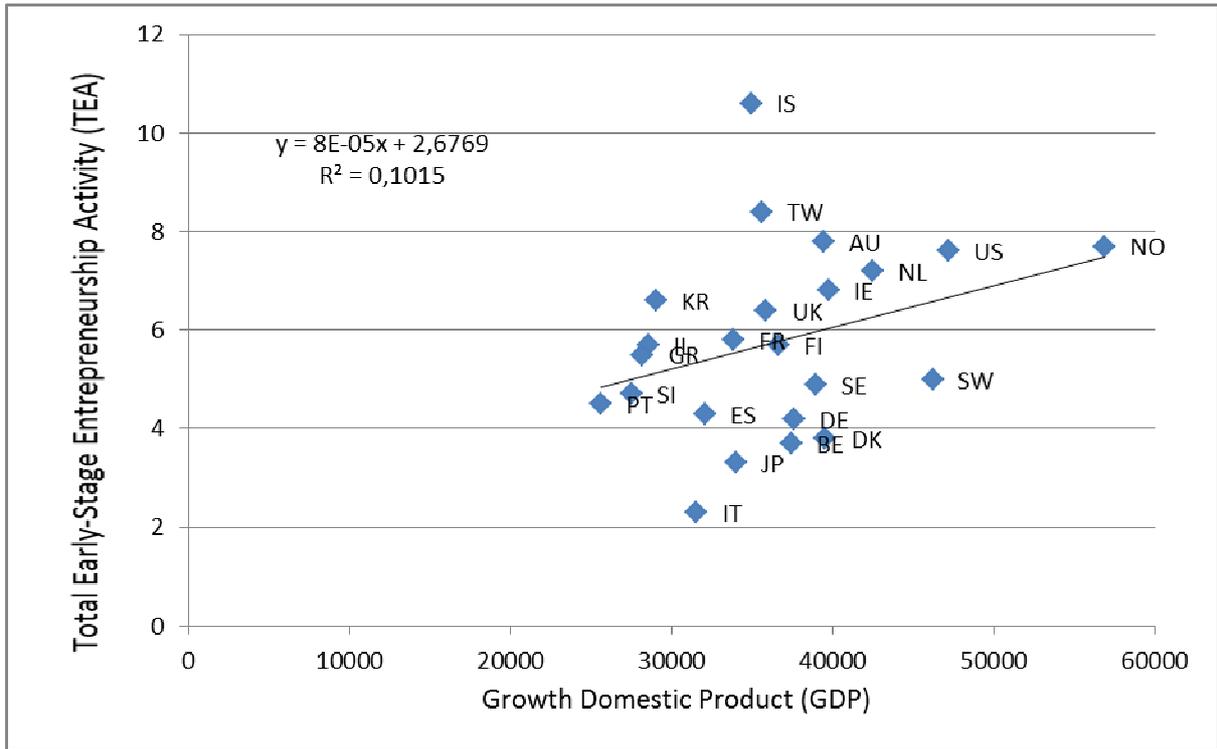


Figure 3 - A weak correlation between entrepreneurship and TEA for the richest countries

And for the riches European countries, the effect is even weaker :

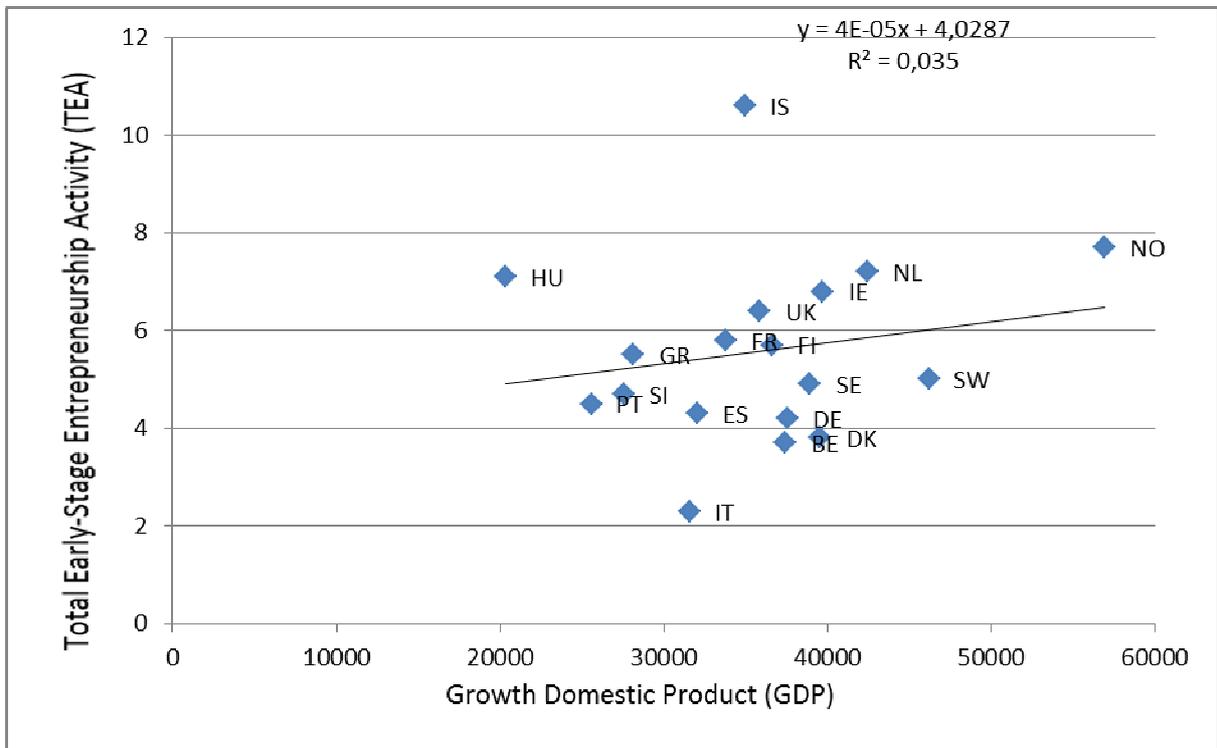


Figure 4 - A very weak correlation between entrepreneurship and TEA for the richest countries

But, like GEM, we need to distinguish between two kinds of entrepreneurship : the Improvement-Driven Opportunity Entrepreneurial Activity and the Necessity Driven Entrepreneurial Activity. The first is defined as the “percentage of those involved in TEA who (i) claim to be driven by opportunity as opposed to finding no other option for work; and (ii) who indicate the main driver for being involved in this opportunity is being independent or increasing their income, rather than just maintaining their income” (GEM 2011). The second is defined as the “percentage of those involved in TEA who are involved in entrepreneurship because they had no other option for work” (GEM 2011).

The kind of entrepreneurial activity which needs to be improved is the first one.

The following figure shows that the Necessity Driven Entrepreneurial Activity is declining with the wealth of the countries. It’s not counter-intuitive : in a country with bad economic results, it’s difficult to find a job with a good wage. Thus, entrepreneurship is a possible solution to escape from poverty. It’s a way to create your own job.

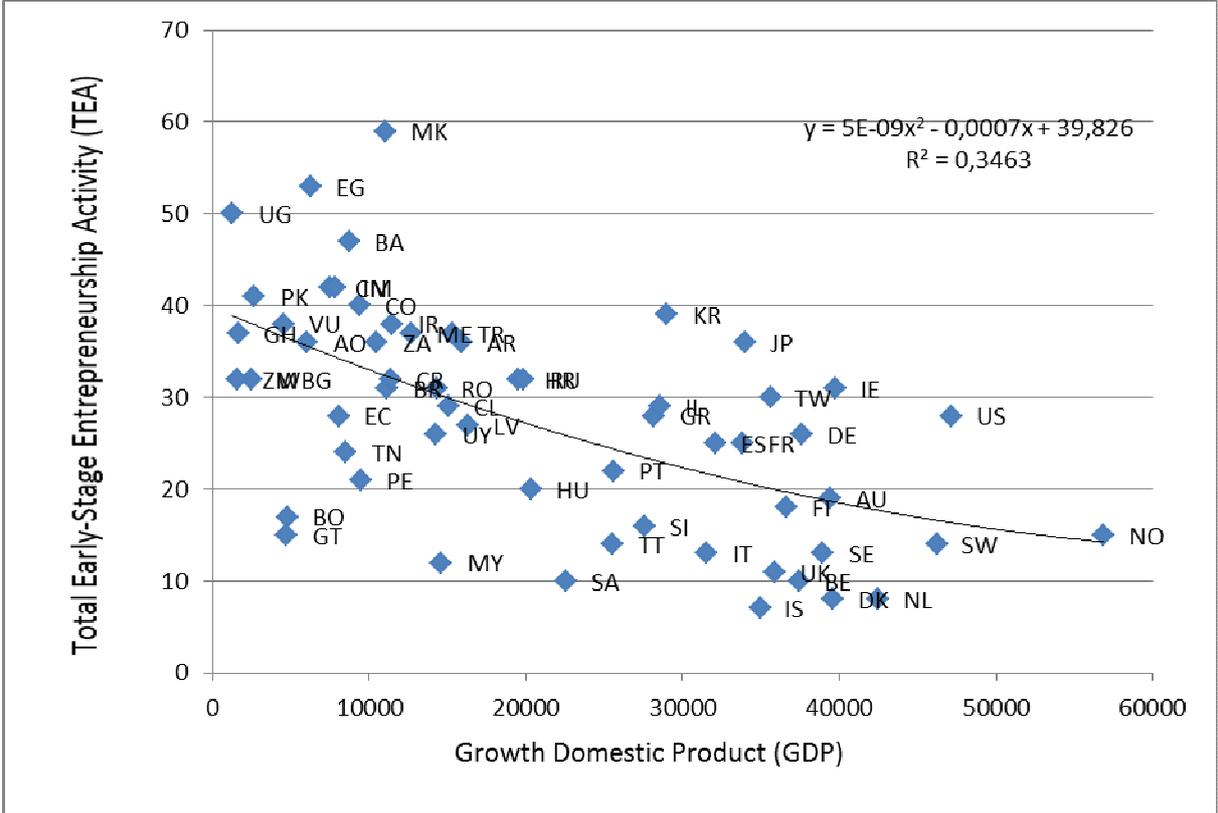


Figure 5 - The Necessity Driven Entrepreneurial Activity is declining with the wealth of the countries

On the other hand, the following figure shows that the Improvement-Driven Opportunity Entrepreneurial Activity is increasing with the wealth of the countries.

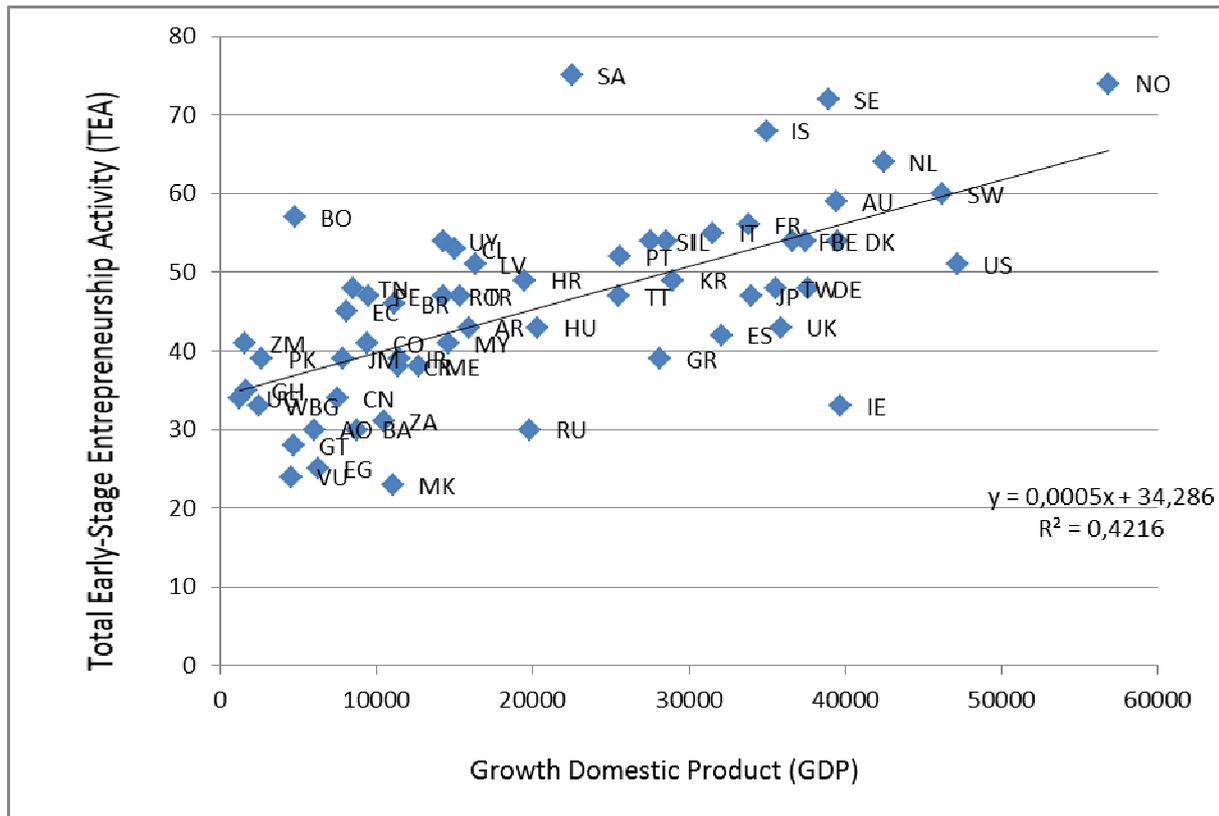


Figure 6 - The Improvement-Driven Opportunity Entrepreneurial Activity is increasing with the wealth of the countries

But the correlation between Improvement-Driven Opportunity Entrepreneurial and wealth of the countries is not so clear. We cannot conclude that entrepreneurial activity is a factor of economic growth. The entrepreneurship spirit, which can be associated with the Improvement-Driven Opportunity Entrepreneurial Activity, is perhaps not the cause of the wealth, but the effect. Arguably, there is more opportunity in a wealthy country than in a poorer one.

2/Entrepreneurship as a way of helping the “3D”

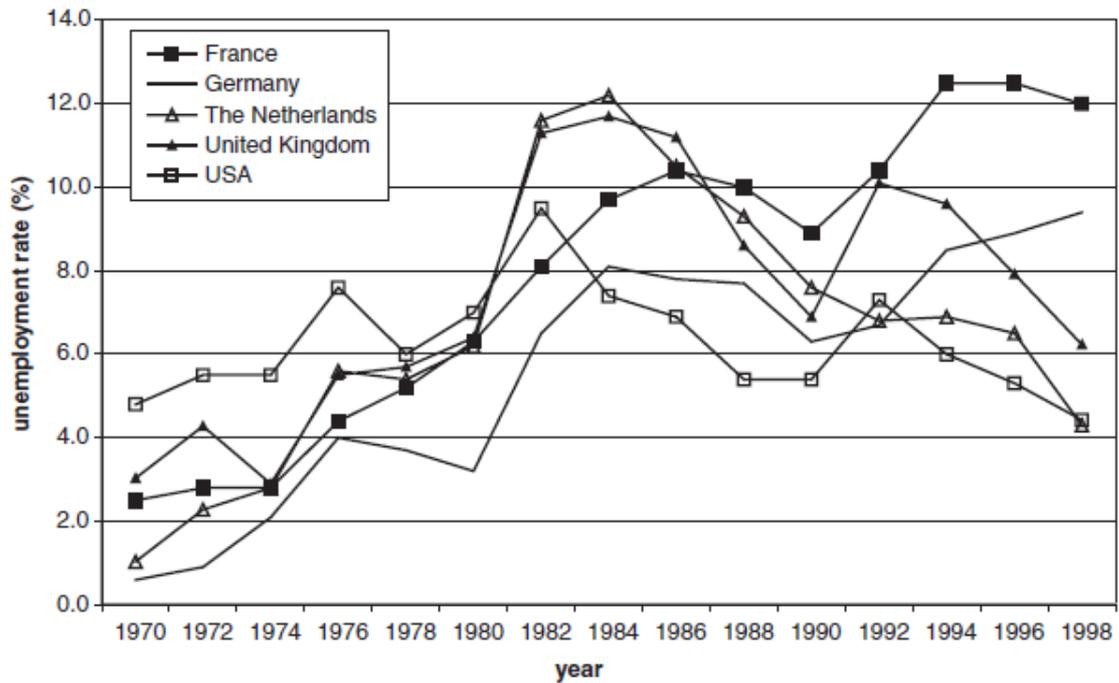
This relationship between entrepreneurship and individual wealth – and in particular with unemployment – also exists on a national scale, but is more complex. D.B. Audretsch, M.A. Carree, and A.R. Thurik give the following explanations:

“The relationship between unemployment and entrepreneurship has been shrouded with ambiguity. On the one hand, the simple theory of income choice, which has been the basis for numerous studies focusing on the decision confronted by individuals to start a firm and become an entrepreneur (Blau, 1987; Evans and Leighton, 1990; Evans and Jovanovic, 1989; and Blanchflower and Meyer, 1994) suggests that increased unemployment will lead to an increase in startup activity on the grounds that the opportunity cost of not starting a firm has decreased. “

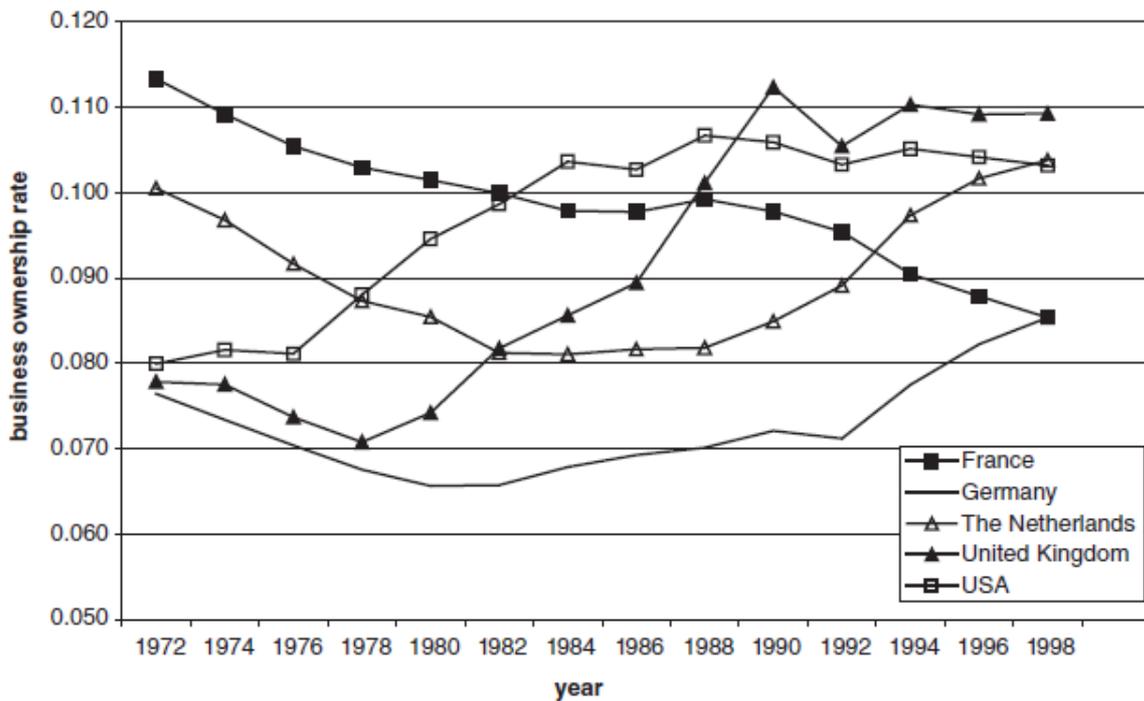
Such a position is for instance that of the European Commission. It is illustrated in table 1 which provides evidence that it is the Small and Medium enterprises (SMEs) which in fact create employment.

But “on the other hand – continues Audretsch – the unemployed tend to possess lower endowments of human capital and entrepreneurial talent required to start and sustain a new firm (Lucas, 1978; Jovanovic, 1982), suggesting that high unemployment is associated with a low degree of entrepreneurial activities. A low rate of entrepreneurship may also be a consequence of the low economic growth levels, which also reflect higher levels of unemployment (Audretsch, 1995)” (D.B. Audretsch, M.A. Carree, et A.R. Thurik 2001).

Ultimately, the real effect of entrepreneurship on employment remains ambiguous. The following figures illustrate this complexity:



Source: EIM (2000), COMParative Entrepreneurship Data for International Analysis (COMPENDIA).
The data for Germany refer to West Germany for the period 1972-1990.



Source: EIM (2000): COMParative Entrepreneurship Data for International Analysis (COMPENDIA).
The data for Germany refer to West Germany for the period 1972-1990.

(Roy Thurik 2003)

According to D.B. Audretsch, M.A. Carree, and A.R. Thurik, the difficulty in assessing the real link between entrepreneurship and unemployment – which results in a largely incoherent literature – comes from the existence of two contradictory effects, which can be analytically differentiated:

“A large literature trying to ascertain the relationship between unemployment and entrepreneurship has produced ambiguous results at best. While some studies find a positive link between unemployment and entrepreneurship (the "refugee" effect), still others find evidence supporting a negative relationship (the "Schumpeter" effect). This study has attempted to disentangle what is obviously a complex relationship. Based on empirical evidence from OECD countries for a recent period, the evidence suggests that the relationship between unemployment and entrepreneurship is, in fact, both negative and positive. Changes in unemployment clearly have a positive impact on subsequent entrepreneurship. At the same time, changes in entrepreneurship have a negative impact on subsequent unemployment. Because these are essentially dynamic inter-temporal relationships, previous studies estimating contemporaneous relationships have confounded what are essentially two relationships each working in the opposite (dynamic) direction.” (D.B. Audretsch, M.A. Carree, et A.R. Thurik 2001).

What needs to be improved is of course the “Schumpeter effect”, which is strongly linked to the entrepreneurial mindset. According to the green paper of the European Commission (2003), *“Entrepreneurship is first and foremost a mindset. It covers an individual’s motivation and capacity, independently or within an organisation, to identify an opportunity and to pursue it in order to produce new value or economic success. It takes creativity or innovation to enter and compete in an existing market, to change or even to create a new market. To turn a business idea into success requires the ability to blend creativity or innovation with sound management and to adapt a business to optimise its development during all phases of its life cycle. This goes beyond daily management: it concerns a business’ ambitions and strategy.”* Finally, we can define entrepreneurial mindset as *“the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organisation.”* (European Commission, 2003).

3/How to improve entrepreneurship awareness?

The development of these psychological dispositions (the *“individual’s motivation and capacity, independently or within an organisation, to identify an opportunity and to pursue it in order to produce new value or economic success”*: European Commission, 2003) rests upon three psychological factors, theorized par Icek Ajzen: the attitude towards entrepreneurship, the subjective norms and the perceived behavioral control.

According to Jean-Michel Degeorge (2007), two of these factors relate to the perceived desirability of-behavior (Attitudes Toward the Behavior and subjective norms) and the third (Perceived behavioral control) refers to the subjective feeling of behaviour mastery. We can detail and explain each of these factors as follows:

Degeorge (2007) writes “that Attitude Toward the Behavior depends on beliefs about the consequences of behavior and the value placed on these consequences. Jean-Michel Degeorge quotes Krueger and Brazeal (1994) who say that “It is from our contexts that we learn our beliefs, attitudes, and assumptions about the world” (Krueger and Brazeal, 1994: 92). It’s about individual evaluation of the behaviour: “The first is the attitude toward the behavior and refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question” (Ajzen, 1991: 188). We have to keep in mind that an attitude is “an inner disposition of the person which results in moderate emotional responses that are learned and felt each time that person is in the presence of an object (or idea or activity); These emotional reactions lead the person to approaching (to be favorable) or departing (being negative) the object” (Morissette and Gingras, 1989; cited by Emin, 2003: 137). It is essential to distinguish between attitudes toward a phenomenon (starting a business for example) and the attitude toward a behavior (the act of creation, for example). The validity of the model seen by Ajzen stresses that the behavior must be well matched to a target behavior.”

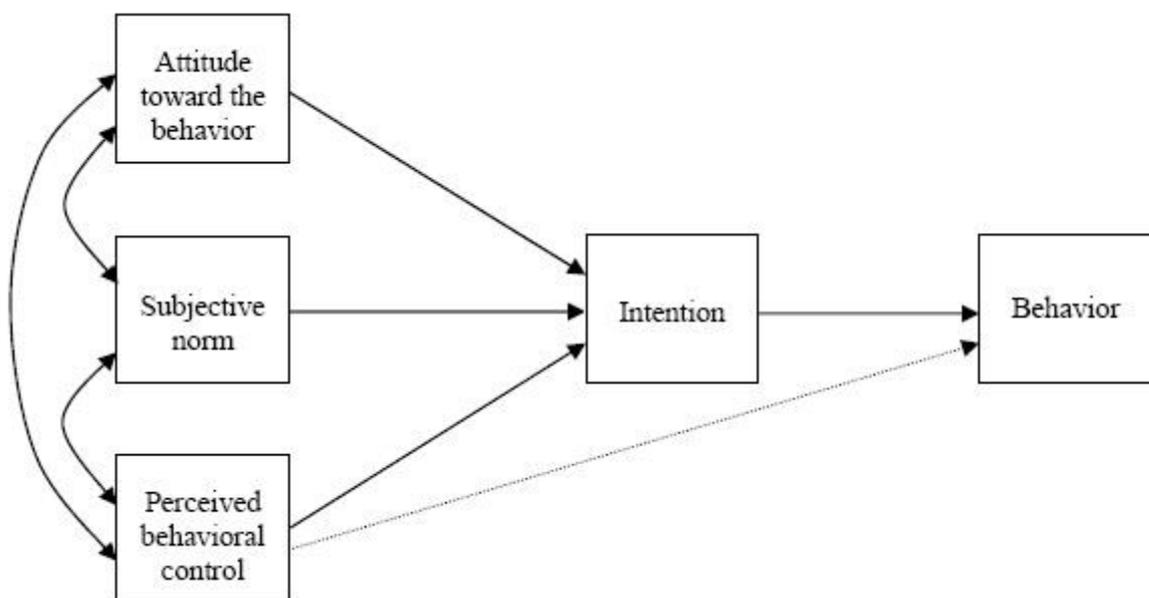
As regards–the second factor, the “Subjective norms”, Degeorge (2007) writes that “it’s a sensitivity to norms and social pressure which rests upon beliefs about what others (who are important for the individual in question) think about what we should do. It rests also upon the motivations to meet the expectations of others. “The second predictor is a social factor termed subjective norms: It refers to the perceived social pressure to perform or not perform the behavior” (Ajzen, 1991: 188). For instance, the family has always been the primary agent of socialization (Vallerand, 1994). But this perception can also come from a wider circle than the immediate surroundings: friends and colleagues have an influence. Tkachev and Kolvereid (1999) have shown that the model of parents (entrepreneurs or not) is the dominant factor in predicting the choice of the status of an individual (employee or being your own boss). More generally, in a historical context in which entrepreneurship is

associated with an economic structure allowing possible funding, the probability of creating a new company is presumed higher (Krueger, 1993; Shapero and Sokol, 1982).

Finally, Degeorge writes about the Perceived Behavioral Control that :

“it is determined, firstly, by the perception of opportunities and resources necessary to achieve the behavior and, secondly, by the belief that it will be possible to have these resources. We then have to take into account the degree of knowledge of the person. This factor has probably the greatest impact on the intention. The relationship between this perception and the intention is relevant to several authors (Boyd and Vozikis, 1994; Davidsson, 1995). Moreover, Ajzen (1991: 184) states: "According to the theory of planned behavior, perceived behavioral control, together with behavioral intention, can be used directly to predict behavioral achievement". One of the main factors contributing to the development of entrepreneurial intentions is probably the perception of self-efficacy (Davidsson, 1995, Krueger and Brazeal, 1994). Krueger and Brazeal (1994: 94) have shown that increased levels of perceived self-efficacy can improve the perception of opportunities. The perception of one’s own capacity to influence the final outcome is crucial so as to take an entrepreneurial decision. Furthermore, Davidsson (1995) also suggested that past experience (which are or not directly related to entrepreneurship) and social influences are factors that can affect the intent and/or the decision to start a business. Boyd and Vozikis (1994) also showed that the perception of its effectiveness comes from the influence of one’s family (parents, entrepreneurs, friends etc.)”

The following figure summarizes this analysis.



(Degeorges 2007)

We based our methodological reflexion on this model to determine the assessment of the very specific dimensions of the initiatives. The different stages of the selection process were based on the different components of the Ajzen model. In order to implement successful entrepreneurial awareness activities, we need a clear understanding of the different triggers that compose the entrepreneurial mindset, commonly named as desirability, feasibility and appropriateness. Ajzen's framework which resulted from years of research and experiments represents a sound framework that can be usefully mobilized in such situations. This will be demonstrated in Section 2.

Section2

Presentation and description of the ENSPIRE-EU methodology

Our methodology is based upon a formal and an informal process. It is very important to preserve the informal dimension of the selection process, for it is the only way to grasp some very subtle aspects of the good practices employed by our partners and which cannot be assessed with a set of indicators. The global selection process is thus a balance between the formal and the informal.

For this informal process, we used the initiative fact sheet. For the formal selection process, we used indicators. For both processes, we used our theoretical framework, as will be seen below.

During the mapping phase, the partnership identified and collected 70 initiatives from all the regions that were related to entrepreneurship. In order to select the best practices at the Brussels meeting (which was devoted to the identification of a final set of best practices) we had to go through a certain number of steps to refine our selection of good practices. First we compared them at a regional level and obtained 53 good practices then at the European level, which resulted in 15 recommended “best practices”.

1/Initiative fact sheet (IFS)

The objective of the initiative facts sheets was to enable the operators to qualify the initiatives. This tool enables them to formalise each initiative and to begin the process of identifying good practices regarding the design and delivery of entrepreneurial awareness activities.

By doing this, all the partners formalised the initiatives in the same way. The IFS was created to enable a first description of each practice, according to our knowledge of what is a relevant best practice. The aim of these IFS was to allow the discussion and the comparison of the practice.

Because we know that entrepreneurial mindset is very important, we distinguished between the coaching and training practices and those that focus on entrepreneurship awareness, which is the main entrepreneurial practice we have to improve, according to empirical and theoretical studies. We also distinguished between motivation, knowledge, skills and “psychological relevance” of the project. The first and the last aspect are linked to the question of the entrepreneurial awareness, and in particular to the perceived behavioural control and the attitude toward the entrepreneurial behaviour.

Obviously, these subjective parameters had to be completed with some objective parameters.

On the basis of these considerations, we structured the initiative fact sheet as follows (see appendices):

Principal objective of the initiative: this explains how knowledge is diffused to the public. It also helps us to identify the specific entrepreneurial activity that the initiative proposes.

For example:

- An awareness initiative is more appropriate to someone who has just had a business idea but who has not started creating it.
- A training program is more appropriate for someone who is about to launch a business.
- A coaching initiative is more appropriate for someone that has just started a business.

Target populations: people that the initiative is aimed at.

The first disadvantaged group consists of people without the same opportunities as the average European, such as women (in some cases), immigrants and/or disabled people.

The second disconnected consists of people that are disconnected from the labour market; typically long term unemployed and people with low education.

The third discouraged group consists of young people at secondary level of education discouraged with the education system and close to or already dropped out of school.

Principal intentions of the initiative: the different foci of an initiative which helps people to develop themselves

- Development of motivation: Does the initiative help gaining more self-confidence, higher motivation to find a job?
- Development of knowledge: Does the initiative provide new entrepreneurial knowledge?
- Development of skills: Does the initiative teach new skills to the participants?
- Suitability between project and potential entrepreneur: Does the initiative help people realize if they will be able to become an entrepreneur or if the business they want to start corresponds to the profile of the entrepreneur.

Duration of the initiative : How long does the initiative last for ?

Organisational aspects (approach, methods, tools): Way in which the initiative progresses.

Geographical coverage of the initiative: Where does the initiative take place and what coverage does it have?

Year in which initiative was launched: When the initiative started?

Number of beneficiaries: How many people have benefitted from the initiative?

Stakeholders involved in the initiative: How is the initiative financed?

Impacts on target populations: What are the different results of the initiative?(number of companies launched, employability, self-confidence, etc.)

These IFSs were used for monitoring—the focus groups, which were held in Paris and which allowed us to bring together the regional partnerships involved in entrepreneurial awareness activities. This first round of discussions allowed us to identify some very specific parameters, on which we based the construction of a set of indicators to prepare the formal phase of the selection process.

2/Second phase of selection process: regional level

The second step undertaken to select our initiatives was carried out at a regional level. Based on the results of the focus groups from the Paris seminar where we focused on the relevant points that entrepreneurial initiatives should teach on entrepreneurship, we created a list of indicators. We first validated this list in a working session with the operators; then with a selection of our operators and finally they were all validated at the Seville seminar by all the partners. 33 indicators (see indicators grid in Appendices) were selected to analyze the initiatives that we categorized into 6 different fields of “entrepreneurship initiatives”.

The 6 fields are composed of:

Environment implantation

This is about the initiatives’ networking availability in their environment and how they all work together.

The 7 questions (see in the score grids the seven sub-questions on the following question: “How well does the initiative adapt to the constraints of the local environment?”) enable one to know how well the initiatives are implanted in their working area.

These indicators were in particular very useful to be able to grasp the socio-geographical dimensions of the subjective norms. For example, networks established in the inner cities

are completely different to those that propose their services in suburban areas to discouraged populations.

Entrepreneurial mindset development

This is about the skills that the initiatives help to develop. As an entrepreneur you have to develop competencies such as leadership, teamwork, etc.

Socialization

Because norms are fundamentally social, we have to take into account the social dimension of the practices.

Socialization is about meeting people from different fields of entrepreneurship. It also enables exchanges between people in similar situations and positions (Network) and helps them to share their experience.

Proximity to reality

When the initiative provides practical exercises in which market reality is reflected, it's crucial for the development of a strong commitment, which reinforces the entrepreneurial mindset. The activity simulation and role play indicators are another way to assess this aspect of the practices.

Scoring system

All of the indicators were scored from 0 to 5 to weigh their relative importance in relation to the initiative as a whole.

Every partner had to score all their region's initiatives to obtain a first selection of good practices from each country. Then they had to select the 5 initiatives with the highest scores.

Each partner did not grade her or his own practices in the same way. Some give very high rates, others are stricter. To correct these differences and allow a rigorous comparison, we normalized the score grid (see appendices).

3/Second phase of selection process: European level

During this phase the analysis was based on the aims of Enspire EU project. We created a typology with 3 basic categories: the 3 Ds (Disadvantaged, Discouraged and Disconnected), Awareness, The Entrepreneurial mindset. We took all the initiatives one by one to see if they correspond with the Enspire Project. By doing this we found some new interesting categories which appeared in one or several initiatives. We ended up with 10 different categories:

- 3D
- Children
- Awareness
- Entrepreneurial mindset
- Employability
- Education
- Advice/ training
- Support
- Personal development
- Network

We then revisited the initiatives in the light of these categories, which enabled us to arrive at the following results:

- We had 15 initiatives which covered all of the initial 3 categories: 3D, Awareness and Entrepreneurial mindset
- We had 14 initiatives which covered all of the following 3 categories : Employability, Personal Development and Training/Advice
- We had 20 initiatives which dealt with issues of Education or Children
- We had 20 initiatives providing support for the beneficiaries of the initiatives

We focused our work on the first 15 initiatives because they correspond with the overall aim of the Enspire EU project.

4/Perspectives

This methodology gave us a first insight on local entrepreneurship initiatives which can be used to foster entrepreneurship policies. But such future policies have to rely upon a deep-seated knowledge of the given territories. In order to do so, further studies need to be carried out. We recommend in particular the implementation of a set of survey foci on the needs of local operators and political and financial stakeholders in place. Such surveys will also be very useful in order to define and validate the transferability process. As our study demonstrated the complexity of the diversity within the awareness initiatives, we cannot propose a definition of the transferability process. Such surveys also need to take into

account the intercultural dimension present in the implementation of the initiatives. This represents in itself one of the key success factors for the transferability phase. A specific budget is of course necessary in order to finance and implement the surveys.

Section 3

The 5 dimensions of entrepreneurial awareness activities

The overarching aim of the ENSPIRE EU project is to inform and improve policy-making regarding regional development through the promotion of the entrepreneurial mindset of the 3 specific target populations. One of the outcomes of the project is to produce a set of best practices that can be valorized across Europe, thus improving access to entrepreneurial activity.

According to our empirical and theoretical framework, on the basis of the formal and informal processes of selection and with regard to the 3 target populations, we identified 3 factors that the target populations should be able to articulate in order to envisage the world of entrepreneurship and which should be included in an entrepreneurial awareness activity. These were:

- Motivation: which should be sufficiently present to create an effect of desirability on the part of the population being targeted? This factor is linked to the attitudinal dimension of the entrepreneurial mindset.
- Information: which should be deemed appropriate (both in terms of access and usability) to enable the target population to advance and progress. This information possesses a normative and sociological dimension.
- Effectuation which should inform potential candidates on the nature and degree of feasibility involved, to undertake an entrepreneurial venture. It's linked to the perceived behavioral control.

The purpose of this section is to revisit this issue of entrepreneurial awareness in the light of the initiatives identified following the implementation of the ENSPIRE EU methodology. Building on section 2 of this report shows, and on the outcomes of the methodology - the ten categories of initiatives, identified on page 24 can now be regrouped and reorganized in the following way:

Articulation of ENSPIRE-EU initiatives



Successfully designed and diffused entrepreneurial awareness activities will, in the long-run increase **employability** and contribute to enhancing target **populations' knowledge, skills and attributes** (KSA), enabling them to construct and/or reinforce their professional trajectory. This aim is at the centre of the ENSPIRE EU project. Around this aim, the **target populations** (the 3D and the children) will focus on acquiring the entrepreneurial mindset and the proactive attitude which goes with it (**objectives**). A certain number of pedagogical **modalities** (advice, coaching...) will be available to be adapted according to learners' needs and a set of **resources** (finance, logistics...) will also contribute to enabling them to attain this aim.

1/Employability and personal development

The World Economic Forum published a report in 2009 entitled "Educating the next wave of entrepreneurs" in which the role of education is highlighted for empowering socially excluded populations to benefit from entrepreneurial activities. Both employability and personal development strategies are explored in order to enhance the development of

entrepreneurial skills. The contents and approaches that can be found in ENSPIRE EU initiatives such as 1, 4, 9, 11 and 12 (**Entrepreneurial Foundation in Zary, PAEM, CORE, Hampshire School for Social Entrepreneurs, Entrepreneur Teams**) echo the recommendations made in the WEF report. These entrepreneurial awareness activities focus on the personal development component of educational approaches, emphasizing the notion of building confidence, encouraging motivation, strengthening the entrepreneurial mindset and fostering the desire to achieve and inspire action.

Within Initiative 1, we find the successful exploitation of an integrated local ecosystem, whereby a whole range of training, coaching and financial services are proposed to the discouraged and disconnected populations. This initiative uses a bottom-up approach to take into account all of the stakeholders interests and needs, thus attempting to ensure the effective diffusion and production of new knowledge to support employment within this economic milieu.

Initiative 4 focuses on support for women entrepreneurs, recognizing the importance of this disadvantaged population as an untapped source of economic value. However, the initiative does not state how women are inspired to join this programme which appears to have been successful over a long period of time (10 years or more). While research recognizes that women and men are different in their approaches to entrepreneurship (Henry & Treanor, 2007), policy and support initiatives for the former tend not to accommodate such differences, relying on the mere reproduction of mainstream, male oriented support configurations to assist women in coming into their own as legitimate entrepreneurial actors. Welter (2011) argues for a more contextualized view of entrepreneurship taking into account the historical, temporal, institutional and social factors that necessarily influence and are influenced by individual entrepreneurial activity, including that of women. Such an approach would enable a more comprehensive treatment of the gender issue that still besets the endeavors of women entrepreneurs.

The focus of Initiative 9 is to support the conversion of the long-term unemployed into business ownership. There is a certain degree of justification on micro-economic levels for providing funding for unemployed populations, as their routes into employment are often blocked. They tend to suffer from a lack of confidence, may be unaware of the self-employment option and will also encounter difficulties in accessing finance (Storey & Green, 2010). The CORE initiative responds to these difficulties effectively in facilitating the transition into self-employment, highlighting the importance of career counselling and competence assessment. However, on a macro-economic level, research has demonstrated that programmes seeking to convert the unemployed into self-employed have a poor track record (Kellard et al, 2002) as they tend to spend a disproportionate amount of public funding and time on nurturing the entrepreneurial spirit amongst individuals whose chance of success remains generally limited.

Initiatives 11 and 12 call on an integrated academic approach to motivate all of the 3 ENSPIRE EU populations to find a way back to the self-employment route. They both introduce a battery of role-modelling, advisory and mentoring activities, leading to individualized training trajectories for the populations involved, thus ensuring a higher degree of transformation into recognized self-employment activities. Their success has been confirmed by recent research studies that have focused on coaching practices and have analyzed them in the light of models of professional postures as proposed by Paul (2004). Three professional postures, inherited from Greek philosophy (Homer, Plato, Hippocrate) are mobilised by coaching experts to enable them to adjust to the specific demands of each individual: 1) the functionalist posture which consists of providing expertise, contacts and advice in a technical framework, 2) the hermeneutic posture which consists of facilitating awareness on the part of the individual of his/her own values in relation to his/her professional project and 3) the reflexive and critical posture which facilitates decision-making so as to reach concrete objectives in a precise context. This approach to guiding the 3 populations throughout the learning process appears to represent a significant explanatory factor for success. A further specificity of initiative 11 lies in its emphasis on creating ventures that are perceived as useful and beneficial for society at large.

In terms of future employability, the required technical, financial, networking and overall business skills are seen to be provided by these initiatives, the aggregation of which may lead to self-improvement and engagement in self-employment. On a more general level, all of the initiatives, in one way or another, deal with the skills identified in the World Economic Forum report that contribute to entrepreneurial development. Policy recommendations for supporting ENSPIRE EU best practices can usefully build on their results in terms of support for transitions into self-employment and higher levels of employability.

2/Target populations

The target populations concerned by the ENSPIRE EU project results go from young people through to seniors and all can benefit in different ways from entrepreneurial awareness activities. As initiatives **n°2 (Growth)**, **n° 3 (Entrepreneurial Course)** and **n° 13 (InnoCamp)** show, young people from an early age can be inspired to “see” entrepreneurial opportunities and to progressively learn how to deal with them during the early educational phase. Such an approach is echoed by researchers such as Sarasvathy and Venkataraman (2011) who argue in favor of the recasting of the whole issue of entrepreneurship. Rather than treating it as a subset of other disciplines such as economics or management, they propose to view entrepreneurship as a generalized method (such as the scientific method), enabling a specific form of reasoning and logic “the exercise of which would be as useful a skill as arithmetic, reading, writing and basic scientific reasoning” (2011:120). Entrepreneurship could thus be learned (from the very early stages) as a way of tackling problems on a human level providing the target populations with a supplementary

methodology for dealing with life and change. Such an entrepreneurial 'way of life' goes far beyond present considerations of entrepreneurship as a mere career option or an alternative in the case of company downsizing.

The rationale behind these 3 initiatives is based on the notion of anticipating possible defection from school trajectories and in this way contributing to the prevention of future unemployment. However, it must be pointed out that school children as a target are not specifically included in the 3 populations of the ENSPIRE EU project. Furthermore, the initiatives do not provide data on the social environment of the schools in which they are implemented, thus making it more difficult to assess their value for disconnected or discouraged youth.

On the other hand, **initiative n°8 (Enterprise program)** appears both as a significant preventive measure to keep young people in the system (discouraged), as well as a vehicle for re-injecting the necessary energy, enthusiasm and inputs for those who may be disconnected. This programme was set up by Prince Charles in 1976 in the United Kingdom. "It targets young disadvantaged people (e.g. unemployed, ex-offenders, the disabled) between the ages of 18 and 30, providing those who are contemplating starting a business with a range of grants, 'soft' loans business planning and mentoring services" (Storey & Greene, 2010, p.455). This initiative appears to be the most effective best practice of all the practices identified by the ENSPIRE EU methodology, with more than 80% of its participants declaring positive outcomes as a result of the programme. This integrated approach designed to inspire the 3 populations should be taken on board in the policy recommendations made to ensure the durability of the ENSPIRE EU project.

3/Objectives

In order to stimulate entrepreneurial awareness particularly amongst those populations who remain outside both educational and economic systems, researchers such as Gibb (2005) highlight the importance of nurturing an entrepreneurial mindset and encouraging the development of proactive behavior. However, learning such skills and attitudes is not sufficient to promote action. Targeted populations also need to believe that the application of such skills is feasible for them and to be convinced of the desirability of taking on an entrepreneurial trajectory. **Initiatives n° 9 and n° 10 (CORE, Entrepreneurship and Equality of opportunity)** are particularly significant in this light as they mobilize a bottom-up pedagogical approach which inspires the populations in developing their personal concepts of what it means to be an entrepreneur and in helping them construct a professional identity based on their own skills and competencies. Central to this empowering approach is enabling the target population to design and progressively implement their own strategic vision of their future, which as Gibb points out, is closely linked to the reality of entrepreneurs as they go about their daily business. These two initiatives also include the

recognition of trial and error in opportunity-seeking strategies, as experienced by potential or novice entrepreneurs. They highlight the importance of learning from failed as well as successful ventures, again reflected in everyday entrepreneurial activity.

More generally, as Radu & Redien-Colloot (2008) point out in their article on the social representation of entrepreneurs in the French press“ the intentions-based models developed in social psychology (Ajzen, 1985, 1991) and entrepreneurship literature (Krueger, 2000; Shapero and Sokol, 1982) explain the genesis of individual behavior as the result of positive desirability and feasibility beliefs”. Such beliefs may be successfully or indeed unsuccessfully conveyed by official discourse on entrepreneurial ventures in the media, impacting public perceptions and evaluations of what is considered desirable and feasible in terms of social practice (2008:2). Policy recommendations for supporting ENSPIRE EU best practices need to explore the role of media across Europe in supporting entrepreneurial intentions and actions for the populations involved.

4/Modalities

There is a growing consensus on a world-wide level on the importance of including an entrepreneurial approach within the design and delivery of educational and training content to learners. This consensus has progressively evolved given the growing complexity and uncertainty that characterizes modern economic systems; in the successive financial crises which beset the world and following the recognition that displaced and disadvantaged populations can also be empowered to find their place and role. This is reflected in the growing interest in active pedagogical methods centered on learners’ needs and in the conviction that it is through learning by doing that learning can lead to effective action. Such an approach requires a focus on developing entrepreneurial skills and attitudes, such as a sense of initiative and of commitment and on enabling learners to become responsible for their own learning. Initiative n° 5 (**Ethnic Coach for Ethnic Entrepreneurs**), n° 6 (**Assistance centre for women entrepreneurs**), n° 7 (**Life Blood and Bottom Line**) and n° 14 (**Regional School of Business Projects**) provide significant examples of this pedagogical approach in which learners benefit from a wide ranges of individual coaching activities as well as training and advisory inputs in order to refine their business ideas and to structure their projects.

In the case of initiatives 5, 6 and 7, research has shown that there is a clear case for supporting these populations and in enabling them both to oversee and manage the initiatives themselves (Storey & Greene, 2010). However, as Ram & Jones (2008) argue, there is a danger within such public policy to reduce individuals to ethnic and minority stereotypes. There is a certain consensus that further research needs to be carried out in order to evaluate overall effectiveness of interventions to support ethnic or minority businesses.

The initiatives all harness a wide range of professional expertise that is made available as the learners go through the various phases prior to launching and managing their projects. Evaluation strategies are in-built in the programmes, providing the necessary time and feedback opportunities to learners to reflect on and readjust their entrepreneurial strategies, if necessary. Finally, in the case of initiative 14, a further individualized feedback session is provided six months after the launching of the project. However, as Fayolle (2012) states, the best empirical research studies on evaluations of entrepreneurial programmes and which are based on the intention model, contribute only modestly to increasing our knowledge on the subject. Robust criteria and stabilized evaluation approaches are still few and far between and have yet to be elaborated in a comprehensive manner.

5/Resources

A systemic view of effective supply and support for entrepreneurial activity will reflect the necessity to design resource input in function of the overriding objectives and expected outcomes inherent in the initiatives provided. The ENSPIRE EU methodology devised to identify and evaluate the best practices proposed for promoting the entrepreneurial mindset took particular care to focus only on those initiatives in which the role of resources - be they financial, human, technological or other - were mobilized to support their aims and objectives. However, given that the vast majority of the initiatives depended on some form of public funding in order to sustain and develop entrepreneurial awareness support, the question of their effective return on investment remains difficult to determine. As Bridge et al (2009:141) point out "there appears to be no strong body of evidence to say that (public) intervention has worked and a number of studies which suggest that so far, intervention has failed. It seems reasonable to conclude that, overall, the evidence is that the methods so far applied have not worked in that they have not had the effect intended on improving rates of entrepreneurship awareness".

This raises a series of questions which need to be addressed in relation to the design and implementation of policy recommendations on both European and regional/national levels for the target populations under study as to resource allocation for such initiatives. Effective evaluation policies also need to be explored so as to position the role and place of entrepreneurship education for these target populations in the light of their potential contribution to economic performance.

Conclusions

The identification of the 11 best practices enabled us to provide examples that may inform future policies and recommendations on support for entrepreneurship across the European Union. Even though further research is required in some fields, particularly as regards the business model for sustaining such initiatives, this enquiry has yielded a certain amount of information and knowledge that can be deemed useful for policy-making. The first positive result of this enquiry has been to enable partners within the ENSPIRE-EU team and to those stakeholders involved at regional levels in the EU, to be inspired by best practices in entrepreneurial awareness initiatives. It has also contributed to highlighting the ways in which they can be usefully exploited in order to help those populations which find themselves in difficulties. This enquiry has also helped us to identify the five critical dimensions that must be integrated in a flexible manner and that policies in support of entrepreneurship could take on board. This constitutes the main lesson that can be learned from this project: the most effective way for policies in favor of entrepreneurial awareness activities to function is to focus on developing self-employment, to improving levels of employability and to paying particular attention to the personal development issue. This approach must keep in mind the overall objective which is to support these populations in difficulty by inculcating the entrepreneurial mindset. Implementation strategies should include a specifically designed pedagogically inspired approach, complete with the necessary resources which need to be harnessed to achieve these objectives.

According to the World Economic Forum report (2009) the big message that needs to be remembered is that the vast majority of working people around the world are either self-employed or work in small organizations. This is also the case for developed countries in Europe. While economic and political reforms play an important role in helping excluded populations successfully negotiate the transition to employed occupations, the single most significant lever in accompanying them lies in the provision of the requisite knowledge, skills and mindset that will enable them to take advantage of opportunities for building their own sustainable futures. We hope that some of the best practices identified in the ENSPIRE EU project will contribute to this.

Appendices

Example of Initiative fact sheet (tool 5B in the mapping Methodology)

N°	Description	Target	Administration
5b	Initiative Fact sheet	Operators-	Word format-

INFORMATION CONCERNING THE INITIATIVE	
Title of the initiative	
Name of the operator responsible for the initiative	<p>NAME:</p> <p>FIRST NAME:</p> <p>JOB FUNCTION :</p> <p>TELEPHONE :</p> <p>NAME OF THE STRUCTURE :</p> <p>MAIL : @</p>
Principal objective of the initiative <i>Tick the relevant box (es)</i>	<input type="checkbox"/> COACHING <input type="checkbox"/> TRAINING <input type="checkbox"/> AWARENESS
Target populations <i>Tick the relevant box (es)</i>	<input type="checkbox"/> DISADVANTAGED <input type="checkbox"/> DISCONNECTED <input type="checkbox"/> DISCOURAGED
Principal intentions of the initiative	<input type="checkbox"/> DEVELOPMENT OF MOTIVATION <input type="checkbox"/> DEVELOPMENT OF KNOWLEDGE <input type="checkbox"/> DEVELOPMENT OF SKILLS <input type="checkbox"/> SUITABILITY BETWEEN PROJECT AND POTENTIAL ENTREPRENEUR
Duration of the initiative	

Specific objectives	
Organisational aspects (approach, methods, tools...)	
Geographical coverage of the initiative	
Year in which initiative was launched	
Number of beneficiaries	<input type="checkbox"/> NUMBER OF PEOPLE <input type="checkbox"/> DO NOT KNOW <input type="checkbox"/> INITIATIVE IS TOO RECENT
Stakeholders involved in the initiative (direct and indirect investments, subsidies...)	
Impacts on target populations	
Further information	

Indicators grid

Score each Indicator out of 5 (5= very good, 1 = poor)			0	1	2	3	4	5
How well does the initiative adapt to the constrains of the local environment?	1. If the initiative is mainly networking based how well does it enable opportunities for the entrepreneur to meet with/find out about:	a: other members of the local business community?						
		b: other stakeholders/partners and their initiatives in the area?						
		c: resources and other useful information?						
	2. How well do the operators of the initiative understand the needs of their customers (the entrepreneurs)?							
	3. How well do the operators of the initiative understand the economic challenges of the area?							
	4. How well do the operators of the initiative provide access to information							
	5. How good is the operator at providing a matching/mediation service between the entrepreneur and key organisations?							
How good is the initiative at developing the entrepreneur's mindset?	1. How well does the initiative develop a person's attitudes, skills, knowledge and mindset by focusing teaching on these areas:							
	a. Values	a1. creativity						
		b2. autonomy/independence						
		c3 teamwork						
		d4. leadership						
		e5 responsibility						
	b. Being a self starter							
	c. Self Esteem & Confidence							
	2. How well does the initiative develop a person's leadership and management skills?							
	3. How much does the initiative use role-models in its teaching?							
How much opportunity does the initiative provide for the entrepreneur to meet/network with different members of society?	1. How much opportunity does the initiative provide for its attendees to meet entrepreneurs from other walks of life?							
	2. How much opportunity does the initiative provide for its attendees to work with others to share knowledge and experience?							
	3. How much opportunity does the initiative provide for its attendees to learn new behavioural skills (i.e. how to introduce oneself etc)							
How real does the initiative make the entrepreneurial venture for the attendees	1. How well does the initiative do at providing a grounded, realistic view for its attendees as they develop a new enterprise?							
How much opportunity does the initiative provide the entrepreneur with to learn by doing in a safe or simulated environment?	1. How much opportunity does the initiative provide for its attendees to undertake management activities to learn in a safe or simulated environment?							
	2. How much opportunity does the initiative provide for its attendees to set up a company structure and run it in a safe or simulated environment?							
	3. How much opportunity does the initiative provide for its attendees to create and develop a business plan or strategy?							
Others	1. How much does the initiative offer the opportunity for black market businesses to become legal?							
	2. How financially sustainable is the initiative?							
	3. How much is the initiative dedicated to the ENSPIRE EU 3 D's target groups?							
	4. What is the balance between direct financial support for the entrepreneur and theory/practical training given? How would you score this?							
	5. How strong is the partnership between the initiative and other organisations (schools, local government, private business etc)							
	6. how much do mentors allow attendees to make their own decisions							
	7. How much psychological testing does the initiative offer/use?							
	count			0	0	0	0	0
	ponderated			0	0	0	0	0
	TOTAL		0					

Final scoring

TITLE OF THE INITIATIVE	COUNTRY	Score	Normalized score	3D		Children	Sensib.	Entrep. Mindset	Employability	Educatio n	Counsel./ Training	Support	Per. dev.	Network	factsheet
Cyprus Network of Supporting Entrepreneurship	Cyprus	136	133	-	All three D's	-	+	-	-	-	+	+	+	?	ok
Cyprus Productivity Centre	Cyprus	128	114	-	All three D's	-	-	+	-	-	+	+	+	?	ok
Women Cooperation Cyprus	Cyprus	120	95	+	Disadvantaged	-	+	-	-	-	+	+	+	?	ok
Cyprus Federation of Business and Professional Women	Cyprus	134	128	+	Disadvantaged	-	-	+	+	-	+	-	+	?	ok
Women Entrepreneurs	Cyprus	126	109	+	Disadvantaged	-	+	+	+	-	+	-	+	?	ok
Initiative for the business StartUp and support for new business strenght (Programa INCYDE)	Spain	113	106	+	Disadvantaged + disconnected	-	+	+	-	-	-	-	-	?	ok
Proyecto LUNAR	Spain	116	128	-	All three D's	-	+	+	-	-	+	-	-	?	ok
PAEM (Enterprise Advisory for Women)	Spain	117	135	+	Disadvantaged	-	+	+	+	-	+	+	+	?	ok
SENIORS	Spain	114	113	-	All three D's	-	-	+	+	-	-	+	-	?	ok
VUE (One Stop Shop for business StartUp)	Spain	112	98	-	All three D's	-	+	-	-	-	-	+	+	?	ok
Supporting the motivation of young entrepreneurs' activity : SUCCESS - Knowledge and information for the success of young entrepreneurs	Hungary	132	128	+	Disadvantaged	-	-	+	-	-	+	-	+	?	ok
Entrepreneurial course (Educational office/workshop, Party service, Catering, Operating school buffet)	Hungary	126	122	+	Discouraged	-	+	+	-	+	+	-	+	?	ok
Subsidy for job seekers to become entrepreneurs	Hungary	100	99	+	Discouraged	-	-	+	-	-	+	-	?	?	ok
«Association for Supporting Small Entrepreneurship in Dobiegniew, Lubuskie (Poland)»	Poland	140	131	+	Discouraged + Disconnected	-	+	+	+	-	+	?	?	?	ok
Women and dependant person (from Zielona Gora)	Poland	97	103	+	Discouraged	-	-	-	+	+	+	-	+	?	ok
Stop pasiveness (from Zielona Gora)	Poland	91	100	+	Disadvantaged + Discouraged	-	-	?	+	-	+	?	?	?	ok
Disabled people on the labour market	Poland	113	114	+	Disadvantaged	-	-	-	+	-	-	?	?	?	ok
«Entrepreneurship Foundation in Zary»	Poland	141	132	+	Discouraged + Disconnected	+	+	+	+	+	+	-	-	?	ok
ET STRUCT LEARN TRAIN	Slovenia	102	119	+		-	-	+	+	+	+	+	+	?	mangler
TRAINING FOR UNEMPLOYED PEOPLE	Slovenia	114	129	+		-	-	-	+	-	+	-	-	?	mangler
ONE STOP SHOP FOR ENTREPRENEURS ; NATIONAL PROGRAM (UNDER MINISTRY FOR PUBLIC MANAGEMENT; ONE STOP SHOPS IN ALL REGIONS IN SLOVENIA	Slovenia	79	100	+		-	+	+	-	-	+	-	+	?	mangler
CORE – Enhanced correlation of the labor force with the market requirements in South West Oltenia and the North West regions of Romania	Romania	116	130	+	Discouraged + Disconnected	-	+	+	+	-	+	-	+	?	ok
ENTREPRENEURSHIP AND EQUALITY OF OPPORTUNITY. INTER-REGIONAL MODEL OF ENTREPRENEURIAL SCHOOL FOR WOMEN	Romania	118	134	+	Discouraged + Disconnected	-	-	+	-	+	+	-	+	?	ok

National multi-annual Programme for the 2005 – 2012 period for developing the entrepreneurial culture among female managers in the SME sector	Romania	101	101	+	Disadvantaged + discouraged	-	+	+	+	+	+	+	+	ok	
Young Entrepreneurs	Romania	106	111	-	Disadvantaged	-	-	+	-	-	+	-	?	?	ok
START - Implementing the program for developing entrepreneurial skills amongst young people and facilitating access to finance -	Romania	102	103	+	Disadvantaged	-	?	+	-	-	+	+	?	?	ok
Growth	Sweden	116	128	+	Disadvantaged + Discouraged	+	+	-	-	+	-	+	-	?	ok
Entrepreneurial Halland	Sweden	117	129	+	Disadvantaged	+	+	+	?	+	-	?	?	?	ok
ENTRIS	Sweden	89	100	+	Disadvantaged	+	+	?	?	+	-	?	?	?	ok
Vara Lyftet	Sweden	95	106	-	All three D's	-	+	+	-	-	-	-	+	?	ok
Business Ability	England	130	130	+	Disadvantaged + Discouraged	-	-	?	?	?	+	+	?	?	ok
Start Up Workshops	England	117	111	-	All three D's	-	+	-	+	-	-	-	?	?	ok
Hampshire School for Social Entrepreneurs	England	123	120	-	All three D's	-	-	+	+	-	-	+	+	?	ok
Enterprise Programme	England	128	127	+	Discouraged + Disconnected	-	+	+	+	-	+	-	+	?	ok
EMPOWER Workshops	England	104	92	-	All three D's	-	+	+	-	-	-	-	+	?	ok
The officer dedicated to raise awareness of entrepreneurship in urban poor areas : a new job !	France	111	98	-	All three D's	-	+	+	+	-	-	+	+	?	ok
« CREARIF QUARTIERS », A BUSINESS MEETING DEDICATED TO THE URBAN POOR AREAS OF THE REGION ILE DE FRANCE	France	132	119	-	All three D's	-	+	+	+	-	-	+	+	?	ok
REGIONAL SCHOOL OF BUSINESS PROJECTS	France	153	139	-	All three D's	-	-	+	+	-	+	+	+	?	ok
Créa-Jeunes	France	122	109	-		-								?	mangler
Groupements of Createurs (Entrepreneurs Team)	France	128	115	-	All three D's	-	+	+	+	-	+	-	+	?	ok
Assistance centre for women entrepreneurship	Czech Republic	134	125	+	disadvantaged	-	+	+	+	-	+	+	+	-	ok
Low cost e-learning for start – up with personal approach and social environment.	Czech Republic	147	138	+	disadvantaged + discouraged	-	+	+	+	-	+	+	-	-	ok
Finantial support fromtheLabouroffice	Czech Republic	116	108	-	All three D's	-	+	-	-	-	-	-	-	-	ok
Student enterprise	Czech Republic	111	103	+	Discouraged + disconnected	-	+	+	-	+	-	+	+	-	ok
Competitionofstudent's business plans	Czech Republic	113	105	+	Discouraged + Disconnected	-	+	+	-	+	-	-	+	-	ok
Ethnic Coach for Ethnic Entrepreneurs	Denmark	118	134	+	Disadvantaged	-	-	?	-	-	+	-	?	?	ok
IDEA Entrepreneurship Centre	Denmark	100	98	-	All three D's	-	+	+	-	+	-	-	?	?	ok
InnoCamp	Denmark	115	128	-	All three D's	-	+	?	-	+	-	-	-	?	ok
Life Blood and Bottom Line	Denmark	105	108	+	Disadvantaged	-	-	+	+	-	+	+	+	?	ok
Project Edison	Denmark	107	112	-	All three D's	+	+	+	-	+	-	-	?	?	ok

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