BE THE CHANGE
BOOSTING ENTREPRENEURSHIP THROUGH INTERGENERATIONAL EXCHANGE

Hungarian National Report

Association for Women’s Career Development in Hungary
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Intellectual Output 1 - Open Educational Resources
Action 2: Reporting. The Framework Analysis

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1. INTRODUCTION

In Hungary, the real entrepreneurship creation began after the economic, social and political change of regime (1990). At that time the newly legislated laws and rules allowed development in this direction. After 27 years the number of well established businesses, in the country, is relatively small. The deep roots have not yet had time to develop, so there can’t be too much history in the entrepreneurial sector. However profound economic analyses have outlined the development paths.

From the analyses, you can see that the country has specific and interesting processes for business creation.

From 1990 onwards, the creation of a consumer society has progressed rapidly. The first and most important part being the dismantling of the state-socialist system and the drastic, reduction of total state intervention and involvement.

All this can be read from the data handled by the Central Statistical Office (KSH) (see Fig. Entrepreneurship in (country) chapter) Entrepreneurship in Hungary

In the modern era many people are trying to start and maintain businesses today. Every so often the SMEs come up with new ideas, innovations, and products which either create new markets or transform current market conditions.

There is outstanding growth potential in Hungary.

1.1 Aims of the project and expected outcomes at national level (Sara Santini)

We could say that Hungary uses a complete network from elementary school to keep NEETs in the education system or getting into employment. This project is another approach to us. Based on a questionnaire survey and a collection of good practices, it develops training material for NEETs. The result of the training program could be piloted and then introduced in Hungary by the labour organisations. Under the pilot, entrepreneurs would comment. Subsequently, training can be announced, conducted, and the dissemination of the results can take place. Corrections could be made based on the experience of the pilot program, and then the continuous use of training material could be assured.

In order to be able to interpret and value the results of the “Be The Change” project on its merits it is necessary to review the Hungarian specifics at the national level. On the basis of this review we can see how the results of the project can connect at the employment and the education.

Provisions Measures

Seeing the potentials, the Hungarian government takes important measures to strengthen the SME sector, expand its business and promote the economic growth. Its main actions and plans are summarized in the National Reform Program, the most important of which is the following:

- Investment and employment strengthening taxation (e.g. introduction of a flat-rate 9% corporate tax since 2017).
- The determination of the tax base has been substantially simplified.
- In the case of small tax payers the income threshold has increased.
- The transparency of the economic system is ensured by the introduction of compulsory use of online cash registers. The usage of online cash register is gradually expanding year after year.
- Develops a competitive business environment continuously.
- Supports the integration of SMEs into (international) production chains and the development of long-term co-operation.
- Supports the suppliers and clusters collaborations.
- Motivation for a higher level of ICT tools usage by raising approach, awareness and financial support. This will improve the competitiveness of the economy.
- The aim of the planned Digital Commerce Development Strategy is to encourage domestic digital commerce, to enter the digital marketplace of Hungarian retailers, to expand the market and the traditional merchants to become a digital merchant.

The Hungarian Minister of National Economy calls attention to the development of SMEs by setting up the “Award for Successful Business” in 2013. Since then, monthly awards have been made, in three categories, to the companies selected by the professional jury. Over the past two and a half years more than seventy Hungarian companies have been awarded the prize.

With the support of the European Union, the government launches programs for entrepreneurship support and business growth.

- Young people to become entrepreneurs: Support for start-up costs for enterprises (GINOP-5.2.3-16)
- Loans to increase the competitiveness of micro, small and medium enterprises (GINOP-8.3.1-16 -)

Besides these measures the changes in education and training have also contributed to the progress that has been made.

As a result of the series of measures, the unemployment has fallen nationwide in all Hungarian regions.
Figure 1. Unemployment

Unemployment between 2001-2015 by region

<table>
<thead>
<tr>
<th>Year</th>
<th>Közép-Magyarország</th>
<th>Közép-Dunántúl</th>
<th>Nyugat-Dunántúl</th>
<th>Dél-Dunántúl</th>
<th>Észak-Magyarország</th>
<th>Észak-Alföld</th>
<th>Dél-Alföld</th>
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<tr>
<td>2014</td>
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<tr>
<td>2015</td>
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<td>33.0</td>
<td>35.0</td>
<td>37.0</td>
<td>39.0</td>
</tr>
</tbody>
</table>

Source: KSH

Education

Entrepreneurship education does not happen overnight. The education, the vocational and adult training and the lifelong learning have a huge role to play in achieving the goals.

In Hungary, from 1990 onwards, the education administration has continuously developed the teaching of entrepreneurial attitudes and methods of developing entrepreneurial skills.

In the past 27 years, education has changed continuously in line with the circumstances of enterprise development, maintaining the system integrity.

In 1990, there were no curricula. Since then the “9 small purple curricula” has been introduced for adults in agricultural land to prepare them for start-ups (pasta, vegetable acidifier, brewery, butcher, sticker, baker, cookie maker, jam maker, brandy maker).

These qualifications have played an important major role in launching small businesses especially in the countryside.

Rapid change in school-based vocational training has also taken place.

The change was especially important in VET. In the first phase of the transformation, in 1993, public education, vocational and higher education laws and related implementing regulations were published. Later, in 2001, the Adult Education Law was introduced. Then, following the economic recession, in 2011 a new public education, vocational and higher education law, then in 2013 a further adult education law was legislated.

In 1993, almost immediately the Social Economics subject was replaced by Business Studies. Various approaches and viewpoint differences were typical of the practitioner experts during
this period. Therefore the Business Studies was initiated in three variations with experimental introduction.

- A curriculum developed by an active working group of teachers.
- Junior Achievement Curriculum offered by the Head of Hungary.
- Curriculum offered by Seed Foundation.

Among the curricula, schools were free to choose. From the integration of these three curricula, a unified new business curriculum was developed over a period of 8 years.

Of course, since then, the curriculum has been continuously developed in accordance with the actual economic and regulatory environment.

In the public education area the progress was a bit slower because there was a need to design the new curricula for the 8 class of the elementary school and for secondary schools, nevertheless at that time there was no National Curriculum (NAT).

Again experimental curricula were launched.

In 1995, after a wide-ranging social debate the first National Curriculum was issued by the government.

The function of the National Curriculum is to define the compulsory common goals of teaching and learning in the context of general training and the development tasks to be carried out in each training phase, including the teaching of Business Studies as well.

Curricula for the development of Business Studies and skills have been introduced for experimentation. From these the schools were free to select and adapt to their own institution.

Business Studies has existed in the National Curriculum since 2007 under different denominations and with different emphasis.

The change in the teaching of Business Studies was promoted in the SME Strategy for 2007-2013, thus giving a distinct focus in public education.

As a result of changing the National Curriculum in 2007, the initiative and the development of entrepreneurial competence were focused. Entrepreneurial competence is one of the key competences so it has been built up separately, as a new task for schools. Accordingly, the schools’ local curricula have introduced the knowledge and requirements on which students’ entrepreneurial competence can be developed.

The aim of the subject “Businesses” is to provide students with an insight into the operations of enterprises, not only as a consumer, but as a potential entrepreneur, as an employee, and to recognize the activity of this important player in the economy.

The subjects “Ethical Entrepreneurship” of the secondary school education is based on primary education. The aim of the subject is to contribute to the education for independency of young people. One significant aspect is to understand the importance of awareness in their words and actions as a responsible citizen, professionally recognized employee, or as an independent ethical entrepreneur to continue their post-graduate career.

The subject intends to strengthen the student's self-confidence and ability to understand the importance of social responsibility and ethical behaviour during their lives. It focuses on basic knowledge and the adaptive action on social, economic and entrepreneurial issues. The
training provides the students with expertise that can be utilized both in theory and in practice. In this way, education aims to help enter the employees' and entrepreneurs' world from the world of learning.

In contrast to general education which develops economic basic knowledge, concepts and approaches, in vocational training practice became the priority.

Of course, teaching these subjects is a great challenge for the teachers who have been provided with trainings and additional courses for classroom preparation.

Since 1994 in the field of vocational training, school offices in the commercial and economic trade groups have established one after the other in the country.

The school office system is designed to provide the services required for the operation of a simulated firm by the Company service centre.

The role of the Company service centre is complex. It provides the basic services required for the operation of school offices and the practice firms. The Centre is the pedagogical and organisational centre of practice firms in the country, as well as a connecting link between the international network of school offices, educational institutions, politics, economy, administration, media and the international market.

The school office is an educational method, including a right size room equipped with state-of-the-art technical equipment and a fictitious business.

The school office training complements and deepens the theoretical curriculum and gives you the opportunity to learn more about the entrepreneurship and the business world and lifelike simulation as much as possible. Of course, over the last twenty years, the system has developed continuously and typically the IT background has been strengthened.

Vocational training has been significantly changing since 2011.

The new National Qualifications Register has been published with a structure and content that is clear and more aligned to the economic expectation.

It includes those vocational qualifications that play a role in the running of businesses: Entrepreneur and Salary Administrator, Entrepreneurial Certified Public Accountant, Agricultural Entrepreneur, Entrepreneurship Administrator.

A new vocational qualification was launched to support start-ups, such as Managing Director of Small and Medium Enterprises I. and Managing Director of Small and Medium Enterprises II.

For these qualifications the proportion of theoretical training to practical training is 70% to 30%.

Each vocational qualification contains business-related knowledge in module form. Reference is made, in the title of these modules, to the qualifications where necessary:


In accordance with the professional autonomy of higher education institutions, primarily the regulatory framework helps the students to gain comprehensive access to entrepreneurial knowledge and to get the business practice. The vast majority of higher education institutions already have a Faculty of Economics, so it has become possible for any student to take up business-related subjects within the institute.

The aim of the education is to train professionals who have the ability to comprehensively analyse the activities of business organisation using a skill set which includes high-quality, competitive theoretical and methodological knowledge, to understand the influence mechanisms of developmental decisions and the business management of their implementation. In addition, with their high knowledge level in management and enterprise development as well as consciously advanced leadership knowledge and skill, they can perform middle and top management tasks in the various fields of the domestic and international business life.

1.2. Entrepreneurship in Hungary

The economic structure of Hungary has changed enormously since 1990. Most of the companies in the past have been subject to bankruptcy and have ceased trading. Some companies survived transforming themselves into market economy players. A lot of new companies were established from some of those which disappeared.

Since then, companies have been forming continuously and disappearing.

In April 2016 the industrial production in Hungary was 5.3% higher than in the same period of the previous year. Export sales were 6.5%, domestic sales were -1.3% in April 2010. Between 2008 and 2016, the highest monthly growth rate was 15.7% in June 2016, while the lowest value was measured in February 2009 at -29%. Export sales in the post-2008 period were highest in August 2010 by 23.4%, while the lowest in February 2009 was -31.3%.
Figure 2. Industrial production

![Changes in industrial production and sales](image)

- Industrial production
- Export sales
- Domestic sales

The current state of the process (2016) should be reviewed acc. to the registered companies staff categories:

<table>
<thead>
<tr>
<th>Table 1. Number of enterprises in Hungary by number of employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 person and unknown employee number</strong></td>
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<td>331 805</td>
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Similar data can be found for registered partnerships as well.

<table>
<thead>
<tr>
<th>Table 2. Number of corporate enterprises in Hungary by number of employees</th>
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<tr>
<td>280 844</td>
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</table>

The majority of SMEs are micro-enterprises, the proportion of enterprises is 5% of all enterprises and the proportion of medium-sized enterprises is 1%. At the same time, these SMEs are employers for nearly three quarters of the employees and make more than half of the added value produced in Hungary. Small and medium-sized enterprises produce 35% of all added values.

The share of total SMEs in employment is slightly above, while the share of added value production slightly falls below the EU (EU28) average. This gives ammunition an upward-looking process. In this economic-social situation the family business creations, particularly in the agricultural sector was very characteristic.

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1. Source: Central Statistical Office, 3.2.6.2. Number of registered enterprises by number of employees

2. The collective concept of social security, interpreted as partnerships: The general partnership, • the limited partnership, • the limited liability company, • the joint venture2 • the merger, including the European Economic Interest Grouping • the above listed companies as the parent company operation. Social enterprise for whom the length of working time can not be interpreted.
In 2016, the companies formed according to the number of staff increased their production except for small enterprises:

- The production of small enterprises (5–49 people), which were primarily in the domestic market, was 10% lower than a year earlier.
- The output of medium-sized enterprises (50–249 persons) rose by 6.8%, sales in both sales directions increased.
- The heavily export-oriented large companies (at least 250 people) produce nearly three quarters of the output, the production volume was 0.5% higher than one year earlier.

The Hungarian economy is Budapest-centred. Mainly Central Hungary and Western Transdanubia (Győr, Szentgotthárd) are able to attract larger investments. The dynamics of the number of economic organisations says a lot about the economic situation. The 2008-2009 crises did not decimate the domestic companies, but in the last two years there has been a strong market clearing, and the number of disappearing organisations is considerably higher than that of newcomers. The decline affected the central region the least. However overall the number of enterprises has increased and this growth is also proportional in each region (see Figure).

![Figure 3.](http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_qvd009.html)

Source: KSH

Regarding the employment potential of micro and small and medium-sized enterprises (SMEs), improving their competitiveness and adaptability is strategic importance for increasing the employment. The development of SMEs is greatly influenced by the qualifications, expertise and business knowledge of their managers and employees.

**Neets in Hungary**

The situation of young people in the labour market in Hungary is not easy because employers are reluctant to hire workers with low work experience and skills. The lack of practical experience makes it difficult for young people to start their career. The overview presents the employment situation of young people between the ages of 15 and 24, which outlines how to improve the employment situation of young people in Hungary.

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4 [http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_qvd009.html](http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_qvd009.html)
With the number decline in the population of 15-24-year-olds, the NEET rate between 2005 and 2007 also declined in Hungary, but together with the outbreak of the crisis, steadily risen after a short stagnation period and reached the peak of a 15.5% in 2013. Over the last two years, however, there has been a significant improvement in the indicator and in 2015 the NEET rate has fallen to 11.6%, i.e. to pre-crisis levels. The Youth Guarantee Program, of which the main target is the group of non-learners who are not working, launched in 2015 played a role in the improvement.

**Figure 4. Change of youth unemployment rate between 2006 and 2015 in Hungary and the EU (Blue = HU; Black = EU28)**

![Graph showing change of youth unemployment rate between 2006 and 2015 in Hungary and the EU](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsq_urgaed&lang=en)

With the number decline in the population of 15-24-year-olds, the NEET rate also declined in Hungary, but together with the outbreak of the crisis, steadily risen after a short stagnation period and reached the peak of a 15.5% in 2013. Over the last two years, however, there has been a significant improvement in the indicator and in 2015 the NEET rate has fallen to 11.6%, i.e. to pre-crisis levels. The Youth Guarantee Program, of which the main target is the group of non-learners who are not working, launched in 2015 played a role in the improvement.

**Figure 5. The number of young people aged 15 to 24 in Hungary (in person) and their NEET rate (%)**

![Graph showing number of young people aged 15 to 24 in Hungary and their NEET rate](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsq_urgaed&lang=en)

Blue column = number of young people; line = NEET rate.

There is also a decrease in the proportion of population aged 15-24 and total population. While in 2005, there were 1.3 million age members, this number dropped to 1.1 million by 2015. During this period their proportion within the total population decreased by 1.3%.

With the decline in the number of 15 to 24-year-olds, the NEET rate also declined in Hungary, in 2005 to 12.9% and in 2007 to 11.5%. With the outbreak of the crisis, it started to increase immediately and after a short stagnation period reached a peak of 15.5% in 2013. However, in the last two years there has been a significant improvement in the indicator and in 2015 the NEET rate has fallen to 11.6%, i.e. to the pre-crisis level.

The Youth Guarantee Program, of which the main target is the group of non-learners who are not working, launched in 2015 played a role in the improvement.
By gender, in the labor market indicators of Hungarian youth we find that women's economic activity and employment rates are lower than men, while unemployment is typically higher. This trend can be observed also in the 15-24 age group.

Figure 7. Youth unemployment rate by educational level (2005-2015)

Unemployment data may reveal a difference between education and non-education, both for the entire population and for young people. Most of the unemployed young people are the low-educated. Taking the gender into consideration, it can be stated that low educated women are in the most disadvantaged situation. The labour market situation of low-educated people has also been more seriously affected by the crisis than those with higher education. While the unemployment rate of low-skilled young people in 2008 was 32.5%, in 2009 this figure jumped to 45.4%, showing a 13 % increase. For those with secondary and tertiary education, the increase was smaller and more prolonged.

1.3. NEETs and senior entrepreneurs: the intergenerational learning paradigm for boosting entrepreneurship in Hungary

In Hungary the NEETs are not subject to separate research. Within the frameworks of our education system special attention is paid to those who drop-out. When young people who are
inclined to drop out due to some disadvantage are leaving school and do not find a job are encouraged to contact the Labour centres.

The means of proactive and active measures for education and employment are used simultaneously.

- In Hungary the leaders of vocational training and employment cooperate with the aim of reducing early school leaving. For this reason the “Action Plan to combat school leaving without qualifications” was adopted at governmental level NEET indicator.

- Early career guidance and awareness-raising campaigns on employment, education and training help to make the young people understand the need for education and the complex world of work.

- Alignment between the measures for the education and employability and the measures for increasing the labour market participation of young people. Increasing emphasis on prevention and labour market forecasting in order to avoid general exclusion from education or the labour market due to lack of education or lack of information and counselling.

It should be added that NEET-young people in Hungary form a heterogeneous group, which can be divided into two further broad categories, for unemployed young people who are actively seeking employment and for inactive young people who are not looking for work.

- Preventive measures to reduce drop out of school, include the introduction the Cohesion and Vocational Cluster programs for students who were unable to complete elementary school 8 classes or lack the necessary competences for further learning. Skills and competences that meet the needs of the labour market help to develop their adaptability and employability.

- Active measures aimed at young people and their effectiveness:

There are such programs even motivate the NEETs like the “Springboard program”, the “Scholarship program to help them along” and other scholarships and mentoring support, counselling, training, continuous information from schools and work organisations.

- The dual training introduced in vocational training provides a balanced and fair transition from the desktop to the work world.

Of course, all these measures can be demonstrated through good practices.

In Hungary the entrepreneurs do not train unemployed people or motivate them to set up a business. But at the same time the Chamber organizes training courses for entrepreneurs on various subjects. The training sessions are held by an experienced entrepreneur, and his experience is presented as good practice. In addition, several adult education providers advertise and organize trainings on the subject of taxation, operation and organisation development. If the entrepreneur has business or technology questions, the answers are available in forums, exhibitions, fairs, conferences, or research.
2. DATA REPORTING

2.1. AIMS AND METHODOLOGY OF THE SPECIFIC STUDY

The framework analysis aim is twofold. On one side, it wants to analyse in depth the already existing initiatives of intergenerational education to entrepreneurship in the four European countries participating to the project and, on the other, to identify the main characteristics and expectations regarding the project target groups (i.e. older entrepreneurs and young unemployed people) for the development of tailored and useful training courses (Intellectual Output 2). In order to meet these goals, each project consortium organisation gathered information through the collection of 3 Good Practices of intergenerational learning carried out at public and enterprise level as well; 15 face to face qualitative interviews and questionnaires to 50+ entrepreneurs and 2 focus-groups and individual questionnaires with a total of 15 young people 18-29 years old not employed or in formal education pathways (the so-called “NEETs”). The data collection tools used will be described in the paragraph 2.2. and are fully reported in the Annex.

Methodology

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

Each project partner identified three good training initiatives implemented in its country, that were selected on the basis of the subject of the educational program, i.e. the entrepreneurship, and on the adopted method, i.e. the intergenerational learning approach.

The study follows a qualitative methodology mainly, thus the sample of people to involve in the project activities was selected through a non probability technique: subjects were intentionally selected

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<tr>
<td>Total</td>
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</tbody>
</table>

Youngsters were recruited in Labor Center

<table>
<thead>
<tr>
<th>Recruitment channel</th>
<th>Number of youngsters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Center</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Interviews with seniors were on phone

All individuals were informed about the aim of the project and the modality of interviews and they signed a consent letter

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

Both the topic-guide of the interviews to seniors and the topic-guide of the focus-groups to NEETs were articulated in two parts: a quantitative and a qualitative one. In detail, the data collection tool to seniors was mainly aimed at analyzing the professional experiences of entrepreneurs/business people 50+ and their availability on passing on their experiences to young people, for example investigating if and how they (as “mentor”) could help a young person to become a “learner” for starting an entrepreneurial career. The first part of the template contained a questionnaire with 8 mandatory questions and 3 optional questions. The mandatory questions were about socio-demographic characteristics of seniors involved in this stage of the project (e.g. gender, age, level of qualification, employment status, i.e. retired or not), as well as about characteristics of seniors’ business experience (i.e. size and type of company in which they work/worked and implement/implemented their entrepreneurial skills).

In the last mandatory question, focused on entrepreneurial skills, seniors were asked to list, in order of importance, key entrepreneurial skills and to choose the abilities they feel confident with teaching others. In the second part of the template there was a structured topic-guide articulated in 12 questions, aimed at collecting qualitative information through face-to-face interviews. For example, some questions, related to professional experience of seniors interviewed, were aimed to collect their opinions about motivations, competencies, characteristics (e.g. personal, relational, technical) important for an entrepreneur and (also key steps) for starting a business. Other qualitative questions were focused on tools used and episodes in which seniors interviewed overcome challenges and turned weaknesses into strengths. Some of the last questions were more directly aimed at collecting opinions of seniors on their availability on and potential ways to support and motivate young people in identifying business opportunities and/or to start a business and to acquire entrepreneurial skills.

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

Regarding the questions which were not compulsory, both the Seniors and the NEETs opted to tick those competences, from the given list, which they possessed.

While the experienced seniors showed their maturity by ticking few competences, the NEETs have ticked nearly all competences.

The numbers were reversed when it came to methods.

This is an interesting point of the analysis and should be taken into account when the training materials are compiled.

2.2. QUANTITATIVE DATA REPORTING

The quantitative analysis is based on the questionnaires in the appendix. The analysis was done with Google Drive. The figures in the questions are not numbered separately because they are closely related to the issues. In some cases, a graph compiled from KSH data will be presented for national comparison. These diagrams are in the Figure index. The analysis is based on the series of questionnaire questions that appear in the individual graphs.

Emerging themes from the Interviews with Seniors.

**Gender and age composition of respondents**

Among the respondents, the number of men was one person higher. (8-7)

In the Hungarian population age pyramid in 2016 vintages less than 47 years there are men in the majority. The vintages over 47 the female population have the majority. In the age of 62 the difference is already 10%.

**Figure 8. Age tree**
In the age composition of respondents, the age group 55-59 slightly exceeded 50% and the 60-64 year olds were 25%. In Hungary, the current 55-68 year-old age group significantly exceeds the number of grades before and afterwards.

In 2016, the unemployment rate in the over 50s is between 5-6% in different age groups. Interestingly, unemployment in the 60-64 age group has increased somewhat compared to 10 years ago.
**Educational attainment**

In the distribution of the highest level of education of the respondents, the proportion of msc. and bsc. graduates is predominant with 40-40%. 1-1 respondents have a secondary professional graduation or higher professional qualification.

According to the national data of Hungary, in 2016, the age group 15-74 was 7.8% with university degree and 12.2% with college degree. With this degree, you have the highest chance of employment. In 2016, 78.2% of the university graduates were employed. For those with secondary vocational qualifications, the rate of employment is 64.9%, compared to the high school graduates with a value of 52.3%.
The average age of respondents is 58 years, of which only 1 is pensioner.

**5. Are you active or retired?**

15 answers

**Size of businesses**
The majority of respondents are micro-enterprises, about a quarter of them are a member of small enterprises and a fifth of them are a member medium-sized enterprises.
In 2015, more than 92% of Hungarian enterprises were micro-enterprises, with 67.8% of them being a private micro-enterprise. Out of the 680000 enterprises 5750 were not part of the SME category. The SME sector employs two-thirds of the employees in the business sector and produces 42.4% of the net sales revenue.

**Figure 11. Enterprises**

Nearly 80% of the added value of micro-enterprises is generated in the service sector. For small businesses, value added is about 65%. Almost 50% of the added value of medium-sized enterprises comes from industrial activity.
The form of business

The number of the largest limited liability companies is 66.7%, private entrepreneurs is 13.3%.

Entrepreneurial skills

A. In the first group, the “Planning skills” response was nominated by more than half of the respondents, this was the highest number of nominations. Least of “e) The ability to identify and acquire resources of any kind” was nominated for an answer.
A. For improvement by training, the respondents indicated the area “b) The ability to produce new and unusual ideas”. Least of all “a) The ability to set challenging goals” wish to be in the area for training.

B. In the second group although more than 80% chose the “j) The ability to generate alternatives and opportunities” ability, the majority with 60% was the “f) The ability to take new paths and to develop new methods”. The “g) The ability to re-define and think out of the box” did not have any nomination from respondents.
In the second group, respondents considered the most important entrepreneurial education to be the “b) The ability to produce new and unusual ideas”.

The “ability to re-define and think out of the box” and “h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform Barriers into opportunities “are considered the least important by respondents.

In the third group, most of the respondents, nearly 50 % rated important the “n.) Capacity of Having a Positive Vision of the Future” and the o.) “The Ability to Recognize One's Own Limitations”, but the “N “answers have been selected as first priority. The “k) The ability to deliver one's goals through personal effort” only one respondent considered it important.
Improving entrepreneurial skills through education in the third group responded to I.) “The ability to transform obstacles into resources” and the “n.) Capacity of having a positive vision of the future”.

Improving the skills listed in the third group is considered important by the “k) The ability to deliver one's goals through personal effort”.

D. The entrepreneurial skills listed in the fourth group are considered to be the most important of the “p. The ability to motivate others”. The choice of “r. The ability to delegate” was not considered by any interviewee as important.
E. In the fifth group, most of the respondents said the “v.) The ability to remain on task until its completion” and “x) The ability to face uncertainty and manage the risk involved” are important. But with the 1st run, the answer “v” leads the ranking with 50% of respondent’s opinion. The slightest nomination was given to “u) The ability to identify pro-positive elements (for improvement)”.

The fourth group ranking in the education capabilities the “x) The ability to face and manage the risk of involved Uncertainty” led the ranking and the ”u) The ability to identify pro-positives elements (for improvement)” closes it.

**Sectoral distribution of SMEs**
Most respondents are active in the electronics field.
According to national statistics, 24.6% of the GDP was delivered by the Processing industry in 2015.
Figure 13. GDP

% in GDP 2015.

Activities of households
Other services
Art, entertainment, leisure
Human health, social care
Education
Central Statistical Office (KSH) database
Administrative and service support activities
Professional, scientific, technical activities
Real estate transactions
Financial and insurance activities
Information, communication
Accommodation, catering
Transport, storage
Trade, repair of motor vehicles
Building industry
Water supply; Waste water collection, treatment, waste...
Electricity-, gas-, steam supply and air conditioning
Processing industry

Source: KSH

Entrepreneurial competences

A. Personal Competencies

Highly the most, 60% of the respondents have named the “7. Flexibility” ability. The “3. Self control” and “11. Loadability” competences were not selected by any respondent.

B. Group Competitions
The choice of group competences with self-evaluation is somewhat more consistent. Most respondents (40%) selected “16. ability to take initiatives”, the “19. Motivability” and the “20. Management skill”. None of the respondent chose the “25. Ability of efficient asking” and “26. rivalry ability”.

C. Methodological Competitions
Most respondents (60%) chose the “36. Evaluation”. No respondent chose the competences of “27. Receptivity” and “39. Result-orientedness”.

Motivation for the foundation of enterprise
The respondents averagely listed 2.6 aims from the 17 listed purposes. A third of the respondents selected “6. I needed money and I thought I could make it as an entrepreneur” and “11. I wanted to use my former work experience in an enterprise” goals. Three targets were not selected by any of the interviewees:
13. Utilization of my secondary and higher education experiences.
14. I would have liked to work at home.
17. The only goal was to be able to give invoice.

2.2.1. Emerging themes from focus groups with youth

The 2016 Hungarian national data will be presented on the triple and fifth questions. This comparison supports the composition of the selected respondents. The individual questions have been addressed to the processing.

Duration of unemployment

15 answers. Approximately 80% of respondents are unemployed less than one year, with slightly more than half of respondents are unemployed for 3 to 12 months. Only one, ie 6.7% of respondents is unemployed for more than 2 years.
Gender distribution

60% of respondents are women, while the national average of unemployment rate in this age group for men and women slightly differ with 0.4-0.6%. In the age group of 20 to 24, the unemployment rate was 6.7%. In the 20-24 age group 11.7%, in the 25-29 age group 6.7% was the unemployment rate.

Figure 14. Unemployment rate

Source: KSH
Age Distribution

15 answers.

Within this age group among the younger respondents somewhat under-represented in comparison to older. Based on national statistics, the unemployment rate for 20-24 year-olds is almost twice as high as 25-29 years old (Figure 3). The average age of respondents is 25.8 years.

Highest level of education

15 answers.

About 60% of the respondent has the highest level of education in secondary grammar school, 20% have university or college qualifications (13.3% university, 6.7% college). There is one person - 6.7% of respondents - with intermediate level qualifications.

According to the 2016 national statistics, 13.7% of the 15-74 year-olds have the highest level of education at secondary grammar school. In this education group the unemployment rate is 5%. In this age group 24.3% has vocational school; its unemployment rate is 5.5% in 2016. In vocational secondary school to be found in others the rate is 3.7%. The best position is the master skilled wherein the unemployment rate of only 1.9%.
Figure 15. Education and unemployment

Education and unemployment in %, 2006-2016

Source: KSH

Interest in business

6. Are you interested in starting a business?

15 answers. Only 40% of the unemployed respondents are interested in starting the business. Based on the review of individual responses it should be noted that the more educated people are less interested in starting a business.
Entrepreneurial priorities

Most of the nominations are given to “I work according to my interest” and “I have the ability to use my skills in my work” answers. Despite the fact that the answers to the questionnaire are relatively balanced, the individual questionnaires show a very varied picture. Some respondents have selected all possible answers with one or two exceptions, while more candidate selected only one answer.

Motivation for starting a business
Interestingly, most nominations are “There are a number of marketable ideas” and “I would like to be my own self” answers have been answered by 40-40% of respondents. The least appreciated response - only one respondent has indicated - is the risk assumption of the company. Interestingly, the most favoured answer is “My Family Supports My Ideas for Entrepreneurship”. It is likely that, in the case of family embedding, it is more preferable to become entrepreneur.

Support for starting the entrepreneurship

None of the helps offered to start the business have received full support. The order of acceptance of the assistance is as follows:

- Mentor for correcting errors,
- A master would help to start the business
- Supporting an experienced entrepreneur
- Training
Self-knowledge of entrepreneurial candidates

Most of the yes marks, 14 out of the possible 15, the answers “I am able to work in a project” and “I am able to recognize my weaknesses” have been received. The least marks have the answers “I can identify and acquire resources”, “I can transform obstacles into resources” and “I can build a team” with 40-40%. The leader of the “no” list is a “challenge” answer. The c), the j), m), n) o) responses remained unmarked. Respondents are the most uncertain in answering l). The “yes” mark was used about six times more than the respondent's “no” answer. Respondents have averaged 10 “yes”, 2 “no” and 6 “do not know” answers from the 24 questions.
Self-evaluation of competences

Respondents are abundantly selected from personal competencies. On average, nearly two-thirds of the questions have been selected.

The 2nd Reliability / reliability competence was checked by all respondents.

The 7th diligence / Diligence and the 13th Development Capability / Development competence element were also highly rated. The two competences with the least choice in self-evaluation are significantly below the others, these are 5. Self-discipline / Resilience and 1. Risk Taking.

There was a respondent who seemed to have almost all competences in question 14 (only the organisational skills were not selected!!). Some of them have virtually all competences based on their self-esteem, but have become unemployed.
15 answers.

The respondents selected the least from the listed social competence group. On average, half of the competencies were chosen. The highest choice was 92.9% for the 19. Motiva ability ./ The least selected 26. Rivalry skills were scored. Only with one marking more than The 15. Ability of Take Initiatives and the 20. Management Skill / Management Option received only one mark more. The “graph image” of the responses shows the highest variability in this group.

In the Self-Assessment of the Method Competency Group, the average of the elections remained somewhat below the average of the Personal Competence Group (8.7 out of 15). The 28th logical thinking / logic thinking competence got the highest nomination, with one exception all checked. The lowest number of markings was given to the 30th Numerical Thinking option, less than a third of the respondents indicated that ability.
2.3. QUALITATIVE DATA REPORTING

2.3.1. Data from interview to the Seniors

Most of the Hungarian entrepreneurs are small businesses, as the section on business presents statistical data. That is why it is typically made with small entrepreneurs. The interview: These small entrepreneurs have higher education qualifications and use their knowledge in their business. Seven interviews were made by phone, and eight were in person. All of them would consider training as important. As experienced entrepreneurs, they could get ideas and help NEETs to engage in business.

The answers to the questions in the interview are summarized below, and includes some verbatim responses.

1. As a person with entrepreneurial skills, what do you think are the key steps to starting a business?

Almost without exception, the thoughtful design was the answer.

“I have to think over the design because it is the key to my success”

2. What was the motivation that drove you to open your business?

The answers were colourful. Someone lost his job, there was one who could not endure the boss's rule, and someone who had begun the horticultural counselling during the child care leave and was so successful that the business continued for twenty years.

“I want to be my own boss”

3. Could you tell me about a significant business occurrence coming from your professional life, please?

Most of them considered the first contract to be a very significant event, but there were some who considered the binding of a foreign business were very important.
“When I got the first contract I was in heaven”

4. What are the most important competencies for an entrepreneur?
Pay attention to many places, judiciously decide, and take small risks, to keep the control.

“I do not hand over control to anybody else”

5. What are the most important characteristics (e.g. personal, relational, and technical) for an entrepreneur to have?
Many have indicated the contract discipline and proper problem analysis; two respondents mentioned the systematic work and trying the new ideas and solutions.

“New ideas are essential for the business”

6. Can you identify one key aspect that you considered in starting your business?
It is very important to have the ability to review the relevant field, the initiating skills. An entrepreneur mentioned the needed to keep up the hard work.

“Hard work is key part of running a business”

7. What gave you the confidence to start a business?
Most of them had a small amount of money, not many, only enough for 3-4 months to get modest living. There were four entrepreneurs who did not have any capital, and took loans against their apartment but fortunately they were successful.

“It still amazes me what I achieved from the “nothing”

8. Can you identify one stumbling block that you came across in your business life?
These even small businesses do not remember this obstacle.
What were the most important tools that you used to overcome the challenge?
“The way was smooth”

9. Could you tell an episode in which you turned a weakness into strength?
When they get the credit, their weakness turned to strength. The others answered that this was when their self-confidence strengthened and they felt they would be able to do it.

“There is nothing without self-confidence”

10. Could you give me an example of how you managed business risk?
You've always been alert to having some resources on your bank account. Two went to a self-knowledge course to reinforce themselves and then renewed their power to flourish their business. One reported that once a product was manufactured, which was very similar to a patented foreign product. Therefore their own product could not be published on the market. Later on, similar products on international markets were always checked.
“Diligence is very important”

11. What skills and attitudes would you consider important for helping a young person who wants to be an entrepreneur?

There must have international knowledge and domestic knowledge and experience transfer is relevant.

“Knowledge of a foreign language is important”

12. From your perspective as an entrepreneur what type of person makes a good business mentor?

Anyone who can be open, has some helpfulness, loves young people, and is ready to share his/her knowledge with a young person.

“Let’s help young people”

13. In which ways can an entrepreneur or an ex-entrepreneur help a young man/woman so that he/she can follow in your footsteps and become an entrepreneur?

Not only must the entrepreneur's path be good for a young entrepreneur, but also his/her own path. Some have indicated that this is a bad question.

“A young person has to be able to go their own way and learn by their mistakes”

14. As a person with entrepreneurial skills, would you be willing to help young people in starting their own business? If yes, why?

Everyone here said yes, but they did not explain why.

“Too many questions”

15. How would you go about helping a young person identify a good business opportunity?

To identify a good business opportunity, you can only advise and help if the opportunity is close to your business. Otherwise, help is not worth anything for the young person. Others have argued that opportunities can only be discussed jointly, taking into account young people's concerns.

“We would help if we must”

16. How would you go about supporting a prospective young entrepreneur in starting a business?

According to some entrepreneurs, every possible future vision should be drawn, mapping all entrepreneurial environments and pointing to the expected difficulties. The rest of the entrepreneurs said they would first measure the young talent, knowledge and financial resources of the entrepreneur, and if the balance were positive, they would be supported.

“Reality is the most important”
2.3.2. Data from the individual questionnaire administered to the Youth participating in the focus groups

The focus group method was suitable for a deeper understanding of the NEET opinions. This was a kind of group discussion, where the conversation was led by a moderator whose pedagogical, engineering and economics qualifications and experience had led to 11 focus groups. The focus group members were selected by interviews with the labour organisation. The focus group questions are at the end of NEET questions. This was a kind of group discussion, where the conversation was led by a moderator who had pedagogical, engineering and economics qualifications and experience and had led 11 focus groups. The focus group members were selected by interviews with the labour organisation. The focus group method was suitable for a deeper understanding of the NEET opinions.

In addition to the senior management of the focus group discussed the various aspects of NEET during some informal discussion on the basis of a detailed guide and questionnaire. The moderator asked all the questions and received a response, but the questionnaire was filled out by the NEETs. There were two focus groups, one with five people and one with 10 in the other group. The duration of the focus groups was 2.5 hours for the first time and 3.5 hours for the second one.

The focus group discussion took place in an informal atmosphere; the participants spontaneously had the opportunity to comment, while revealing the reasons for their behaviour, their motivations, and attitudes. NEET’s answers were in many cases interesting in the focus group, as they do not have a job, any education or training. Becoming entrepreneur would be an opportunity in their life that they actually assessed. We tried to move in the direction of whether NEETs would be motivated to start a business.

The two focus group results were interesting. I present the results of the focus groups in each question. The second focus group work was difficult. It is likely that there were too many people to open up; I felt a sense of shame in the air, which could arise from the fact that more people have higher levels of education.

1. Could you tell an episode in which you turned a weakness into strength?

First focus group:
Two of the five NEETs refused to join the conversation on this matter. The other three were very active. They revealed almost all of their school and works periods of their life. They explained how they learned to accept “punches”.

Second focus group:
Only two of ten NEETs have answered, namely that they had signed in to the Employment Centre. This is their action which turned their weakness into strength. The others did not want to comment either.

2. Have you never thought about the possibility of starting a business? Would you like to do it? (If “yes”, please answer the question number 3; if “no”, please skip to question number 4)
None of the groups wanted to miss this question.
First Focus Group:
All of them would love to undertake. They are not aware of borrowing possibilities, so they did not get involved. They are uncertain whether their ideas are right.
Second focus group:
Four of them wanted to undertake. The others were of the opinion if they have studied; the state should give them a job appropriate to their qualification.

3. Why would you want to start a business?
First focus group:
There were those who wanted to undertake because they would like to be useful to other people. Others would realize their dreams.
Second focus group:
The four people almost equally explained that they had unique ideas to start a business. Furthermore, if they undertake, then they have no boss. They are their own boss. There is no better feeling.

4. What do you think are the key steps to start a business?
First focus group:
The first and the most important thing to start was a good idea, and secondly the capital was nominated. They emphasized the need to research the market but they did not understand it.
Second focus group:
The main step to starting a business is to think carefully about the idea, to make a financial plan, then to find out where and on what terms to get credit for the start.

5. What do you think of being a good business person?
First focus group:
A good businessman can design, he knows maths well, be persistent
Second focus group:
The most important thing for an entrepreneur is to anticipate, consider, to know, to recruit smart staff and to acquire capital.

6. Think of one person who was successful in business, what do you admire about him / her?
First focus group:
There was someone who mentioned his grandfather who was a shoemaker and the whole village appreciated it. The others did not accept this, but they mentioned György Klapka, known by the TV. He is indeed a famous Hungarian entrepreneur who is considered admirable.
Second focus group:
They did not name a businessman either. They generally admire the entrepreneurs' risk taking and knowledge. One person named Ágnes Pataki, a model entrepreneur, admired her simplicity and her results.

7. How could an experienced entrepreneur help you start a business?
First focus group:
Typically, they did not accept the entrepreneur's help, fearing that he steals their good ideas. One person said that he would like to hire a trained entrepreneur.
Second focus group:
It's a good idea if an entrepreneur helps them start a business, but he should find out how to do it effectively.
### 2.3.3. Reporting of the Good Practices case studies

#### Number 1 case study

<table>
<thead>
<tr>
<th>Name of the good practice in English</th>
<th>Student Entrepreneurship Program</th>
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<tr>
<td>Name of the good practice in Hungarian</td>
<td>Diákvállalkozási program</td>
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**ABSTRACT**

In Hungary it is important that students learn entrepreneurial attitude as early as possible. This case presents that a 9th class 15 year old can be a good entrepreneur. The Good Practice has been continued until today.

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<tr>
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<td>Junior Achievement Magyarország Oktatási, Vállalkozásszervezési Alapítvány</td>
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<td>Junior Achievement HUNGARY</td>
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<tr>
<td></td>
<td>Ildikó Kovács program coordinator</td>
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<td></td>
<td>Telefon: +3630/996-0359</td>
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<td></td>
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<td>High school students of the 10th grade can participate in the program</td>
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1 Organisation Structure.

The Junior Achievement Hungary Foundation for Educational and Entrepreneurship launches the Student Entrepreneurship Program as a Good Practice year by year.

The Student Entrepreneurship Program develops the entrepreneurial competencies of Hungarian young people. The goal is to encourage creative thinking and to help take the necessary steps to realize their business ideas. At the request of the Ministry for National Economy, the content of the program was integrated into the new curriculum for students in the 10th grade. Thus, the school curriculum is supplemented with financial, entrepreneurial and practical knowledge, and the education of entrepreneurial competence in schools is strengthened.

2 Realization

With its new approach, methods and tools the program enables a practical, experience-based learning process. The young people have to realize their business idea in the form of a student business, as part of the program. They have to create their own products or services that they need to sell. This enables the secondary school students to gain first-hand experience related to starting and running an enterprise.

3 Context

Practice is becoming increasingly important in secondary school education. Theoretical foundations are strengthened in practice in Hungary. Widening entrepreneurial knowledge and making it more pragmatic changes the attitudes of students. Entrepreneurial knowledge gained during school learning is helpful in starting a career. Some of the beginners are now thinking about how to start a business with their creative idea. Start-ups may receive support through a tendering procedure to start a business.

4 Objectives

The goal of the program is to help students thinking with entrepreneurial approach. To learn about the boundaries of cooperation with the other entrepreneur. Dare asking questions in areas not known to them. So they can ask professional helpers in the program. The volunteers of the Foundation respond to these questions with enormous enthusiasm and expertise for student companies.

5 Key success factors

In Hungary’s 41 secondary schools, 56 student companies were formed with 614 students.
Nevertheless, all VET students in the country study this framework curriculum. The National Competition for Student Enterprises was organized under the program.

### 6 Key performance indicators
56 student companies of 41 secondary schools directly participated. At the same time, 200 000 students of 800 schools are educated according to the new framework curriculum.

### 7 Beneficiaries
The target group was the secondary school students.

### 8 Benefits
Students are attracted to the 9th grade. Students are looking forward to enter the program. All participants have a success experience. The educated entrepreneurial knowledge is practiced so you will not forget. A student business works like a real business thus helps get ready for life. The program also includes lectures that expand their knowledge and learn about well-functioning businesses.

### 9 Strength and weakness
The strength of the method:
- the real operation of student entrepreneurship
- the use of theoretical knowledge in practice

The weakness of the method:
- more schools should be involved in the competitions
- greater emphasis should be placed on networking

### 10 Network
46 schools of all secondary schools are involved in the program. This is how the school network of student companies was established.

### 11 Sustainability
This good practice is sustainable because the idea was agreed with the ministry. The framework curricula are issued by law and the program has been incorporated into it.

### 12 Unintended impact and results
There was no undesirable effect on the program.
**Number2 case study**

<table>
<thead>
<tr>
<th>Name of the good practice in English</th>
<th>Preparing for Entrepreneurship, Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the good practice in Hungarian</td>
<td>Vállalkozásra való felkészítés, képzés című program</td>
</tr>
</tbody>
</table>

**ABSTRACT**

The project is focusing on those women who do not have a job and would like to start their own business. They are taught in those skills which are required to start an entrepreneurship. Later on they are helped by expert consultancy.

| Leader organisation(s) | Fejér Megyei Kereskedelmi és Iparkamara  
Fejér County Chamber of Commerce and Industry |
|-------------------------|------------------------------------------------|
| Other organisations     | Konzorciumi partnerek, a Fehérvári Civil Központ Nonprofit Kft., a Fejér Megyei Roma Reintegrációs Információs és Tanácsadó Egyesület, és Lajoskomárom Nagyközség Önkormányzata  
Konzortium Partners, Fehérvár Civic Center Nonprofit Ltd., Fejér County Roma Reintegration Information and Consulting Association, and Local Government of Lajoskomárom |
| Contact details         | Erdősné Sz. Zsuzsa: Program manager  
Jenei Bernadett: Professional leader and coordinator  
Tel: 00-36-22-510-320  
tamop@fmkik.hu |
| Website                 | http://www.fmkik.hu |
| Date of data collection | 2014. February-2015 June |
| Operation               | Applying for women who do not currently have jobs, plans to start a business or want to acquire knowledge or want to expand existing ones in order to set up a business. |

---

1 Organization Structure

"Preparing for Entrepreneurship, training" program in the frame of the Fejér County Employment Pact.

The curriculum for the business is prepared and submitted for accreditation. They develop training venues and groups. The project offers free accredited training for entrepreneurship. At the end of the
<table>
<thead>
<tr>
<th>2 Realization</th>
<th>The training curriculum was developed in the framework of the workshops. The curriculum has been accredited so that a certificate can be issued after the exam. At the same time, the recruitment of participants has started. They supported the formation of post-recruitment training groups and the professional workshops. The trainings were competence-building trainings. The successful candidates have been helped to start their businesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Context</td>
<td>In Hungary before the regime change there were no entrepreneurships running under market conditions. Entrepreneurship education was introduced to school. Training for the adult population is incomplete and therefore the elimination of these shortcomings is indispensable. Projects that prepare for starting enterprises are being launched in different fields. The program was launched under the leadership of Fejér County Chamber of Commerce and Industry, because the number of entrepreneurs in the region is not enough and they want to support employment.</td>
</tr>
<tr>
<td>4 Objectives</td>
<td>The purpose of the training is to acquire the knowledge necessary to start an enterprise. They are in more detail the establishing the enterprise, launch, expansion of IT knowledges, business communication and negotiation, business planning, decision making, consumer protection, marketing and communication, quality management. Along with these, assisting and motivating the start-ups of businesses, support creating the equal opportunities.</td>
</tr>
<tr>
<td>5 Key success factors</td>
<td>Nearly 450 times with 26 different programs, more than 1300 people participated in becoming a businessman training, job-seeking training, entrepreneurship and career guidance. They cooperated with entrepreneurs, labour centres, local governments, NGOs and training institutions in the area. An entrepreneurial club and a club for a female target group worked. The target group was assisted with 250 hours of counselling. There were also employment promotion workshops and consultations more than 40 times</td>
</tr>
<tr>
<td>6 Key performance indicators</td>
<td>Nearly 450 times with 26 different program elements, over 1300 people were trained to become entrepreneurs.</td>
</tr>
</tbody>
</table>
### 7. Beneficiaries
Target group: disadvantaged workers, entrant young people, under-25s women, long-term unemployed, returnees from childcare leave, over the age of 50.

### 8. Benefits
Disadvantaged workers, young people, women under the age of 25, long-term unemployed, returnees from childcare leave and people over the age of 50 are difficult to return to the labour market. The training of the target groups is very much needed. Experience shows that 20-30% is able to establish a running business. The program also helps businesses run during the maintenance period.

### 9. Strength and weakness
Indicate what are the main points of strength and weakness of the method of realization of the good practice. 

[max. 200 characters excluding spaces]

The strength of the method:
- Learn how to start a business in the latest legal framework
- training is based on entrepreneurial competences

The weakness of the method:
- there is often a lack of creative ideas for starting businesses
- co-operation is more difficult in the candidate age group

### 10. Network
In Hungary, the network operates under the national consortium. The work of network is supported by the Hungarian Investment Promotion Agency.

### 11. Sustainability
This good practice is sustainable because the Chamber also organizes useful and informative programs for those interested in the period of project maintenance, including disadvantaged workers, young people, women under the age of 25, long-term unemployed, returnees and people over the age of 50.

### 12. Unintended impact and results
There was no undesirable effect on the program
Number3 case study

<table>
<thead>
<tr>
<th>Name of the good practice in English</th>
<th>Youngster, let's establish enterprise in Hungary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the good practice in original language</td>
<td>&quot;Vállalkozz Itthon Fiatal&quot; című projekt</td>
</tr>
</tbody>
</table>

**ABSTRACT**

This program includes 18 to 30 year old young people who can be integrated into the Youth Guarantee Scheme, and fresh graduates from university or college who are registered job seekers. The program is especially important also because its aim is to keep the young people in Hungary by encouraging them to start a business. Otherwise they would go abroad to work.

<table>
<thead>
<tr>
<th>Leader organisation(s)</th>
<th>[organisation(s) in charge of coordinating the initiative: name in original language and in English (when possible)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFA Nonprofit Kft</td>
<td>OFA Nonprofit Ltd.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other organisations</th>
<th>[other organisations involved in implementing the initiative: names in original language and in English (when possible)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFA Nonprofit Kft</td>
<td>együttműködik a Nemzetgazdasági Minisztériummal.</td>
</tr>
<tr>
<td></td>
<td>The OFA Nonprofit Ltd. cooperates with the Ministry of National Economy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact details</th>
<th>[name of the contact person, address, phone number, e-mail]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:vallalkozzitthonfiatal@ofa.hu">vallalkozzitthonfiatal@ofa.hu</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Katalin Vágási, Customer Relationship Manager</td>
</tr>
<tr>
<td></td>
<td>TELEPHONE: (06 1) 555-2900</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:vallalkozzitthonfiatal@ofa.hu">vallalkozzitthonfiatal@ofa.hu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
<th>[if any]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.ofa.hu">www.ofa.hu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of data collection</th>
<th>[month when the good practice template has been filled in]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning on July 4, 2016 every year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operation</th>
<th>Personal, material and financial conditions - if any.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The project for the Central Hungarian Region is implemented under the following conditions:</td>
</tr>
</tbody>
</table>
The program includes young people between the ages of 18 to 25 who can be involved in the Youth Guarantee Scheme, and the registered entrant jobseekers between the ages of 25 to 30 who have higher education degree.

- Young people without majority shareholding (over 50%) in another enterprise may apply to the program.
- The home address in their address card is Budapest or Pest county.
- Young candidates who have a well-founded, realistic ideas and entrepreneurial attitudes for start enterprise will be selected.

| 1 Organization Structure | The “Youngster, let’s establish enterprise in Hungary” entrepreneurial program is implemented in two components.
Through the implementation of the first component the young people receive the necessary competences for start-up training, acquire basic legal, financial, work organisation, management and leading skills. They became familiar with the types of entrepreneurial forms and can be prepared for their becoming entrepreneurs. Through support services they will be assisted in compiling their business plan, and during the start-up period, they will be given priority assistance in counselling and mentoring to run the lawful operation and tax-conscious entrepreneurial behaviour. In the second component, young people who have successfully completed training programs in the first component, will receive a maximum of HUF 3 million (EUR 10,000) non-refundable subsidies to support their business plan costs, where their own part is 10%.

| 2 Realization | Training and professional service delivery is the first component of the program. The financial support is the second component, which can be applied after successful completion of the first component. By completing the training programs provided under the first component, you will be able to obtain the competencies needed to start a business. Within the framework of mentoring, they will be assisted in preparing the business plan. Then, the second component gives you financial support, with 10% of your own.

| 3 Context | In Hungary before the regime change there were no entrepreneurships running under market conditions. Entrepreneurship education was introduced to school.
Training for the adult population is incomplete and therefore the elimination of these shortcomings is indispensable. In the seven regions, they start a program for those who do not have the job or learn. The OFA Nonprofit Ltd. the Central Hungary region to carry out this program.

| 4 | The aim of the program is to prepare young people with entrepreneurial
<table>
<thead>
<tr>
<th>Objectives</th>
<th>attitudes to start their new individual or micro enterprise in Hungary. For this purpose, the program will assist for their business plan with the development of knowledge and skills and financial support for the start-up costs of their enterprise based on an approved business plan. The program is implemented in the framework of the Youth Guarantee Program, thus helping the young people who are not working or studying to become entrepreneur.</th>
</tr>
</thead>
</table>
| 5 Key success factors | The key factors of the program are:  
- entrepreneurial training,  
- skills development and competence development  
- personal mentoring,  
- expert advice,  
- support for preparation the business plan,  
- financial support  
- getting acquainted with young entrepreneur |
| 6 Key performance indicators | The number of training courses can be 500, and the number of enterprises is 330. |
| 7 Beneficiaries | Target group:  
- young people aged between 18 and 25 registered as job seekers for at least 6 months,  
- registered jobseeker aged between 18 and 25 is young,  
- between 18 and 25 years old NEET (but not registered as a job seeker)  
- young job-seeker under 30 years of age with higher education degree. |
| 8 Benefits | The advantage of this initiative is that the project works at full magnitude. Begins with training, which ends with an examination. This is followed by mentoring, counselling, which helps to create a business plan. When the preparations are complete, they will provide the financial source for the entrepreneur. |
| 9 Strength and weakness | The strength of the method:  
- The two programs built on each other giving the opportunity to prepare and then start your business.  
- Due to the two levels of the program, everyone can go on by their own pace.  
The weakness of the method: |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>- there is often a lack of creative ideas for starting businesses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>10 Network</strong></td>
<td>In Hungary the network is nationwide as this program has been launched in all regions.</td>
</tr>
<tr>
<td><strong>11 Sustainability</strong></td>
<td>This good practice is sustainable because it promotes start-ups with counselling during the maintenance period.</td>
</tr>
<tr>
<td><strong>12 Unintended impact and results</strong></td>
<td>There was no undesirable effect on the program.</td>
</tr>
</tbody>
</table>
3. DISCUSSION

Approximately 80% of Hungarian respondents are unemployed less than one year, with slightly over half of respondents being unemployed for 3 to 12 months. Only one, ie. 6.7% of respondents, is unemployed for more than two years.

There was one respondent, who in answer to 14. question considered himself having almost all competences, did not designate the organisational skills.

Some have virtually all competencies, yet they have become unemployed.

Most respondents with advanced education qualify as “excellent” and have the majority of the different competency groups (individual, social, and method). Based on their own assessment, almost all of them are individuals. When compiling the training material, it is advisable to consider that young people have ticked almost all the competences, they indicate that they know everything. The seniors have hardly ticked competences, but they have ticked far more methods. Their life experience and wisdom are clearly evident.

Self-assessment of entrepreneurial competences identifies mentoring tasks. In the senior group, most of the methodological competencies were selected, averaging four competences. Next comes the group’s competences followed by the personal competencies. It is interesting that junior respondents have averaged twice as much competency as the seniors. Also in the junior group the personal competencies were considered the most important and in the senior group the methodological competencies were considered the most important. These results will help in compiling the training materials.

4. CONCLUSION

At the beginning of the interviews the seniors were open first, but later when going deeper into the questions they started to think about the possibility that they might be helping a future competitor. From the seniors the younger ones were rather reserved. The older ones in theory would be more willing to pass on their experiences. Therefore selection of the age group regarding the mentors is important because the older ones seem more prepared to be mentors.

The background of the NEETs was different. At the focus group session it was possible to see who was better in finance or taxation or who best understood his/her own profession or trade. On this basis it would be advisable to measure first an entry level when starting the training. Next step should be to create groups where, from the point of view of entrepreneurship, the people are more or less on similar level. Thereafter they can learn from the same curriculum.

Due to the fact that the competencies and skills of the youngsters are also different regardless their knowledge an alternative method could be considered in which people would be trained in order to achieve the same level of specific entrepreneurial competences.
REFERENCES


### ANNEX

#### TEMPLATE 1

<table>
<thead>
<tr>
<th>Contract number: 2016-1-IT02-KA204-024326</th>
<th>Name of the good practice in English</th>
<th>Name of the good practice in original language</th>
<th>IO1-FRAMEWORK ANALYSIS D1/b: TEMPLATE FOR GOOD PRACTICES COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country name:</strong> BE THE CHANGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>[author(s)]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>[affiliation]</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**COLLECTION OF GOOD PRACTICES OF INTERGENERATIONAL LEARNING IN THE FIELD OF ENTREPRENEURSHIP**

Among the activities of the Intellectual Output 1, **3 good practices** at national level are being selected for an in-depth analysis. The final aim of this activity is to collect all relevant information about the main characteristics of the chosen initiatives, to be included in the final deliverable International Report, and also in a scientific paper that will be finalised within the first year of the Be the change project.

The practices that could be included are not to be limited to the ones carried out in EU founded projects.

In order to collect high-quality information from initiatives of intergenerational learning (if possible) in the field of entrepreneurship, an inquiry form has been developed as a common template to be used during the writing of case study reports. Our aim is to provide a standard that both in form and content will enable us to compare the good practices in our project and make it possible to present them in one system. Please find in the following pages the proposed form.

<table>
<thead>
<tr>
<th>Leader organisation(s)</th>
<th>[organisation(s) in charge of coordinating the initiative: name in original language and in English (when possible)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other organisations</td>
<td>[other organisations involved in implementing the initiative: names in original language and in English (when possible)]</td>
</tr>
<tr>
<td>Contact details</td>
<td>[name of the contact person, address, phone number, e-mail]</td>
</tr>
<tr>
<td>Website</td>
<td>[if any]</td>
</tr>
<tr>
<td>Date of data collection</td>
<td>[month when the good practice template has been filled in]</td>
</tr>
<tr>
<td>Operation</td>
<td>Personal, material and financial conditions - if any</td>
</tr>
</tbody>
</table>
**ABSTRACT** [Brief description of the good practice, max 600 characters excluding spaces]

<table>
<thead>
<tr>
<th>GOOD PRACTICE IN CASE STUDY FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the Organisation Structure. [max. 300 characters excluding spaces]</td>
</tr>
<tr>
<td>2. Describe the good practice and how it was realized. [max. 300 characters excluding spaces]</td>
</tr>
<tr>
<td>3. Describe the Context - Cultural and Environmental factors that had an impact on the initiative (why the initiative was developed, what needs/gaps are covered?) [max. 400 characters excluding spaces]</td>
</tr>
<tr>
<td>4. What are the aims and objectives of this (intergenerational) learning experience in the field of the entrepreneurship? [max. 300 characters excluding spaces]</td>
</tr>
<tr>
<td>5. Describe the Key Success Factors of the initiative. [max. 200 characters excluding spaces]</td>
</tr>
<tr>
<td>6. Describe the Key performance indicators of the good practice. (Give the number of indicators and their definition in one sentence.)</td>
</tr>
<tr>
<td>7. Target groups: who were the beneficiaries? (Give the direct target groups)</td>
</tr>
<tr>
<td>8. What are the observed benefits of this initiative (in terms of change/innovation)? [max. 300 characters excluding spaces]</td>
</tr>
<tr>
<td>9. Indicate what are the main points of strength and weakness of the method of realization of the good practice. [max. 200 characters excluding spaces]</td>
</tr>
<tr>
<td>10. Describe the Networks that have been created. (One sentence)</td>
</tr>
<tr>
<td>11. What makes this good practice sustainable and reproducible in other contexts? [max. 300 characters excluding spaces]</td>
</tr>
<tr>
<td>12. Can you identify any unintended impact and results of the good practice? [max. 300 characters excluding spaces, if any]</td>
</tr>
</tbody>
</table>

---

5 A performance indicator or key performance indicator (KPI) is a type of performance measurement. KPIs evaluate the success of an organisation or of a particular activity in which it engages.
**Template 2**

<table>
<thead>
<tr>
<th>Contract number: 2016-1-IT02-KA204-024326</th>
<th>BE THE CHANGE</th>
<th>IO1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country name:</strong> Intellectual Output 1 Action 1-Deliverable 2a</td>
<td>Erasmus+ Project</td>
<td></td>
</tr>
</tbody>
</table>

**Structured interviews topic:** guide to Seniors (50+)

**Foreseen time:**
- 1st part: questionnaire 15/20 minutes (on the Google Survey)
- 2nd part: 1 hour interview

**Introduction:**

We are going to carry out research of the experiences of the entrepreneurs 50+ with the possibility of passing on their experiences to the young people.

On this basis we would like to present how an older experienced entrepreneur can become a "Mentor" and how he/she could help a young person become a “Learner” and start an entrepreneurial career.

A "NEET" (or "neet") is a young person who is “Not in Education, Employment, or Training”.

The idea of being an entrepreneur might possibly start a career for them.

We would like to ask you to answer the following questions regarding the situation and goals of your business and on the basis of your experiences you would help and motivate a young person to acquire entrepreneurial skills. Information received from you will be used exclusively for this research and will be handled confidentially.

<table>
<thead>
<tr>
<th>1st part: Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which country do you live?</td>
</tr>
<tr>
<td>1. Italy</td>
</tr>
<tr>
<td>2. Hungary</td>
</tr>
<tr>
<td>3. Germany</td>
</tr>
<tr>
<td>4. Slovenia</td>
</tr>
<tr>
<td>5. Malta</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please give your gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male</td>
</tr>
<tr>
<td>2. Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 50-54</td>
</tr>
<tr>
<td>2. 55-59</td>
</tr>
<tr>
<td>3. 60-64</td>
</tr>
<tr>
<td>4. 65-69</td>
</tr>
<tr>
<td>5. 70-74</td>
</tr>
<tr>
<td>6. Over 75</td>
</tr>
</tbody>
</table>
What is your highest level of qualification?

1. No formal qualification □
2. Vocational qualification □
3. Primary school □
4. Secondary school □
5. Post-secondary school education □
6. First degree □
7. Master degree □
8. PhD □

Are you active or retired?

1. Active □
2. Retired □

Please give information about your enterprise!

Enterprise size

1. Large (250 or more employees) □
2. Medium (50-249 employees) □
3. Small (10-49 employees) □
4. Micro (< 10 employees) □
5. I have not an enterprise □

In which type of company did you implement your entrepreneurial skills? Tick all that apply

1. PLC (public limited company) □
2. Limited liability company □
3. Partnership □
4. Sole Trader □
5. Cooperative □
6. Social enterprise □
7. Charity □
8. Other: _______________________

For each group of skills, list in order of importance (1 = most important, 5 = least important) the entrepreneurial skills and choose the two abilities that you feel confident with teaching others

Group A

a) The ability to set challenging goals
b) The ability to produce new and unusual ideas
c) The ability to implement and modify a project
d) Planning skills (transforming an idea into a project analysing its feasibility and obstacles)
e) The ability to identify and acquire resources of any kind (human, financial, etc.)

---

6 A “sole trader” - also known as a sole proprietorship or simply proprietorship - is a company started and run by one individual where there is no legal distinction between the owner and the business.
| Group B | f) The ability to take new paths and to develop new methods |
|         | g) The ability to re-define and think out of the box |
|         | h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities |
|         | i) The ability to transfer one's own expectations to other contexts |
|         | j) The ability to generate alternatives and opportunities |
| Group C | k) The ability to deliver one's goals through personal effort |
|         | l) The ability to transform obstacles into resources |
|         | m) The ability to recognize and value one’s own talents |
|         | n) The capacity of having a positive vision of the future |
|         | o) The ability to recognize one's own limitations |
| Group D | p) The ability to motivate others |
|         | q) The ability to build a team |
|         | r) The ability to delegate |
|         | s) The ability to lead the vision of the enterprise |
|         | t) The ability to identify roles and tasks on the basis of individuals’ characteristics |
| Group E | u) The ability to identify pro-positives elements (for improvement) |
|         | v) The ability to remain on task until its completion |
|         | w) The ability to choose and decide for oneself |
|         | x) The ability to face uncertainty and manage the risk involved |
|         | y) The ability to pursue one’s goals over time, without giving up |
### OPTIONAL QUESTIONS (Q9; Q10; Q11)

#### Q9
Please select the area in which you implemented your entrepreneurial skills! Please select maximum three areas!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Public health</td>
<td>□</td>
</tr>
<tr>
<td>2.</td>
<td>Social services</td>
<td>□</td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>□</td>
</tr>
<tr>
<td>4.</td>
<td>Arts, public education, communication</td>
<td>□</td>
</tr>
<tr>
<td>6.</td>
<td>Electronics</td>
<td>□</td>
</tr>
<tr>
<td>7.</td>
<td>Informatics</td>
<td>□</td>
</tr>
<tr>
<td>8.</td>
<td>Chemical industry</td>
<td>□</td>
</tr>
<tr>
<td>9.</td>
<td>Building industry</td>
<td>□</td>
</tr>
<tr>
<td>10.</td>
<td>Light industry</td>
<td>□</td>
</tr>
<tr>
<td>11.</td>
<td>Wood industry</td>
<td>□</td>
</tr>
<tr>
<td>23.</td>
<td>Other.........</td>
<td></td>
</tr>
</tbody>
</table>

#### Q10
Please select your competencies according to your self-evaluation!

<table>
<thead>
<tr>
<th>Personal competencies</th>
<th>Social competencies</th>
<th>Method competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. risk taking</td>
<td>14. networking ability</td>
<td>27. receptivity</td>
</tr>
<tr>
<td>2. reliability</td>
<td>15. ability of maintaining relations</td>
<td>28. logic thinking</td>
</tr>
<tr>
<td>3. self-reliance</td>
<td>16. ability to take initiatives</td>
<td>29. readiness to try new ideas, solutions</td>
</tr>
<tr>
<td>4. decision making ability</td>
<td>17. persuasion skills</td>
<td>30. numerical thinking</td>
</tr>
<tr>
<td>5. self-control</td>
<td>18. consensus skills</td>
<td>31. gathering information</td>
</tr>
<tr>
<td>6. accuracy</td>
<td>19. motivability</td>
<td>32. conclusion ability</td>
</tr>
<tr>
<td>7. flexibility</td>
<td>20. management skill</td>
<td>33. debugging</td>
</tr>
</tbody>
</table>
8. resilience □ 21. tolerance □ 34. problem solving □
9. diligence □ 22. communication skill □ 35. planning □
10. organisational skills □ 23. listening skill □ 36. evaluation □
11. loadability □ 24. conflict resolution skills □ 37. practical task interpretation □
12. patience □ 25. ability of efficient asking □ 38. openness □
13. development ability, personal development □ 26. rivalry ability □ 39. result-orientedness □

Please indicate what was the motivation for the foundation of your enterprise!
Select as many as you want.

1. I had a technological idea, I invented a new system. □
2. I noticed a new market demand, which I thought I could meet if I act in time. □
3. I wanted to be independent and free, I wanted to realize my ideas, my dreams. □
4. I was fed up with my previous work and I wanted to change. □
5. I was fed up with the unemployment of entrants. □
6. I needed money and I thought I could make it as an entrepreneur. □
7. I wanted to utilize my family and friends in an enterprise. □
8. It just came. □
9. I was in the right place at the right time. □
10. I wanted to utilize my education and expertise within the frameworks of enterprise. □
11. I wanted to utilize my former work experience in an enterprise. □
12. As I saw others’ experiences I thought I could also do it. □
13. Utilization of my secondary and higher education experiences. □
14. I would have liked to work at home. □
15. I lost my previous job and became unemployed. □
16. I retired and I started my enterprise afterword. □
17. The only goal was to be able to give invoice. □
## 2nd part: Interview

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As a person with entrepreneurial skills, what do you think are the key steps to starting a business?</td>
</tr>
<tr>
<td>2</td>
<td>What was the motivation that drove you to open your business?</td>
</tr>
<tr>
<td>3</td>
<td>Could you tell me about a significant business occurrence coming from your professional life, please?</td>
</tr>
<tr>
<td>4</td>
<td>What are the most important competencies for an entrepreneur?</td>
</tr>
<tr>
<td>5</td>
<td>What are the most important characteristics (e.g. personal, relational, technical) for an entrepreneur to have?</td>
</tr>
<tr>
<td>6</td>
<td>Can you identify one key aspect that you considered in starting your business?</td>
</tr>
<tr>
<td>7</td>
<td>What gave you the confidence to start a business?</td>
</tr>
<tr>
<td>8</td>
<td>Can you identify one stumbling block that you came across in your business life?</td>
</tr>
<tr>
<td></td>
<td>What were the most important tools that you used to overcome the challenge?</td>
</tr>
<tr>
<td>9</td>
<td>Could you tell an episode in which you turned a weakness into a strength?</td>
</tr>
<tr>
<td>10</td>
<td>Could you give me an example of how you managed business risk?</td>
</tr>
<tr>
<td>11</td>
<td>What skills and attitudes would you consider important for helping a young person who wants to be an entrepreneur?</td>
</tr>
<tr>
<td>12</td>
<td>From your perspective as an entrepreneur what type of person makes a good business mentor?</td>
</tr>
<tr>
<td>13</td>
<td>In which ways can an entrepreneur or an ex-entrepreneur help a young man/woman so that he/she can follow in your footsteps and become an entrepreneur?</td>
</tr>
<tr>
<td>14</td>
<td>As a person with entrepreneurial skills, would you be willing to help young people in starting their own business? If yes, why?</td>
</tr>
<tr>
<td>15</td>
<td>How would you go about helping a young person identify a good business opportunity?</td>
</tr>
<tr>
<td>16</td>
<td>How would you go about supporting a prospective young entrepreneur in starting a business?</td>
</tr>
</tbody>
</table>
Introduction:

As young person who at present is not in Education, Employment, or Training, the idea of being an entrepreneur might possibly start you on a path or career.

We hope that you would be interested in learning from an experienced business person to potentially start your own business. On this basis we would like to research how an experienced entrepreneur could help you to start your own business.

By answering the following questions you will help us to design a programme which will enable young people interested in starting a business to develop entrepreneurial skills.

Information received from you will be used exclusively for this research and will be handled confidentially.

1st part: Questionnaire

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>In which country do you live?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Italy □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hungary □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Germany □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slovenia □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malta □</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>How long have you been unemployed?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 months □</td>
<td></td>
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<tr>
<td></td>
<td>Less than 1 year □</td>
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<td></td>
<td>1 year □</td>
<td></td>
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<tr>
<td></td>
<td>More than 1 year □</td>
<td></td>
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<tr>
<td></td>
<td>2 years or more □</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Please give your gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male □</td>
<td></td>
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<tr>
<td></td>
<td>Female □</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How old are you?</td>
<td></td>
</tr>
</tbody>
</table>
| 5 | What is your highest level of qualification?  
   | No formal qualification  
   | Vocational qualification  
   | Primary school  
   | Secondary school  
   | Post-secondary school education  
   | First degree  
   | Master degree  
   | PhD |
| 6 | Are you interested in starting a business?  
   | Yes (Please, answer all questions below)  
   | No (Please, skip to question n. 8) |
| 7 | If you are interested in starting a business, which of the following job aspects would you view as positive?  
   | Please select as many as you want!  
   | Independent working  
   | Possibility to create new things  
   | To be successful  
   | To do what interests me  
   | To work flexible working hours  
   | To utilize my abilities and talent in my work  
   | Other: ____________________________ |
| 8 | Which of these sentences are nearest to your idea for starting a business? (Please select 3 most important sentences and number them from the most (1) to the least important (3))  
   | I am thinking about a long term business investment  
   | I have a lot of marketable ideas  
   | I am able to recognize new market possibilities  
   | I think that it is too risky to start a business nowadays  
   | My family supports my entrepreneurial ideas  
   | I would not start my own business alone without partners  
   | I have a good basis to be a successful entrepreneur  
   | I would be pleased to take part in entrepreneurial trainings / education  
   | My workload ability and persistence are above average  
   | I would like to be my own boss  
   | I would like to work freely without any interference |
| 9 | Would you welcome an experienced entrepreneur to help you in starting your own business?  
   | Yes  
   | No |
10. Would you accept the opinion of a mentor regarding any lack of knowledge?
   Yes □
   No □

11. Would you be willing to attend a course about starting a business?
    Yes □
    No □

12. Would you be able to maintain regular contact with the mentor in order to learn about starting a business?
    Yes □
    No □

13. Mark yes/no/I don’t know for the following statements:

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>YES 1</th>
<th>NO 0</th>
<th>I DON’T KNOW 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I can set challenging goals for myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b I can generate creative ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c I can work on a project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d I can plan a project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e I can identify and acquire resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f I can create new ways of doing things</td>
<td></td>
<td></td>
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<tr>
<td>g I can think out of the box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h I can recognize potential projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i I can overcome challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j I can generate alternatives and opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k I am able to finish projects that I start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l I can transform obstacles into resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m I can recognize my strengths</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>n I have positive vision of the future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o I can recognize my weakness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p I can motivate others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q I can build a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r I trust others in my team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s I can lead others in my projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t I can get the best out of people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u I can identify the strengths of a project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v I am not easily destructed from my goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w I can take decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x I am not afraid to try new things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y I am determined</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### OPTIONAL QUESTION

**14** Please select your competencies according to your self-evaluation!

<table>
<thead>
<tr>
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<td>self-reliance</td>
<td>ability to take initiatives</td>
<td>readiness to try new ideas, solutions</td>
</tr>
<tr>
<td>decision making ability</td>
<td>persuasion skills</td>
<td>numerical thinking</td>
</tr>
<tr>
<td>self-control</td>
<td>consensus skills</td>
<td>gathering information</td>
</tr>
<tr>
<td>accuracy</td>
<td>motivability</td>
<td>conclusion ability</td>
</tr>
<tr>
<td>flexibility</td>
<td>management skill</td>
<td>debugging</td>
</tr>
<tr>
<td>resilience</td>
<td>tolerance</td>
<td>problem solving</td>
</tr>
<tr>
<td>diligence</td>
<td>communication skill</td>
<td>planning</td>
</tr>
<tr>
<td>organisational skills</td>
<td>listening skill</td>
<td>evaluation</td>
</tr>
<tr>
<td>loadability</td>
<td>conflict resolution skills</td>
<td>practical task interpretation</td>
</tr>
<tr>
<td>patience</td>
<td>ability of efficient asking</td>
<td>openness</td>
</tr>
<tr>
<td>development ability, personal development</td>
<td>rivalry ability</td>
<td>result-orientedness</td>
</tr>
</tbody>
</table>

---

**2nd part: Focus-group topic-guide**

1. Could you tell an episode in which you turned a weakness into a strength?

2. Have you never think about the possibility of starting a business? Would you like to do it? (If “yes”, please answer the question number 3; if “no”, please skip to question number 4)

3. Why would you want to start a business?

4. What do you think are the key steps to start a business?

5. What do you think being a good business person means?

6. Think of one person who was successful in business, what do you admire about him/her?

7. How could an experienced entrepreneur help you to start a business?
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APPENDIX

Hungarian Proposals (to be submitted by 31st August 2017)