MY-WAY in web entrepreneurship

http://www...

My web business

D2.3 Report on the survey results

Project no.	644367
Project acronym:	MY-WAY
Project title:	Strengthening the web entrepreneurship ecosystem and the services offered across the chain of actors by actively engaging student networks and student entrepreneurship centres
Instrument:	Horizon 2020 ICT-13-2014
Start date of project:	01.01.2015
Duration:	24 month
Deliverable title:	D2.3 Report on the survey results
Due date of deliverable:	Month 6

Organisation name of lead contractor for this deliverable: AEGEE (P5)

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Dissemination Level		
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

History			
Version	**Date**	**Reason**	**Revised by**
Version 1.0	19.06.15	First version	AEGEE
Version 1.1	22.06.15	Revision	EUROPA MEDIA
Version 1.2	02.07.15	Final version	AEGEE
Version 1.3	15.07.15	Approval of the final version	PMB

* PMB – Project Management Board

Partnership

Europa Media Non-profit Ltd. (EM)

Bar-Ilan University (BIU)

The London Association of Enterprise Agencies Ltd.
(trading as Capital Enterprise) (CE)

Sabanci University (SABU)

AEGEE Student Network (Association des
États Généraux des Étudiants de l'Europe)

EU-Startups.com (EU-S)

National Association of College and University Entrepreneurs (NACUE)

European Confederation of Young Entrepreneurs (YES)

EUCLID Network (EUCLID)

H-Farm Italia SRL (H-Farm)

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Executive Summary

Web entrepreneurship ecosystem is, for MY-WAY project, a key to stimulate entrepreneurship and to provide access to information and opportunities to student support centres and targeted young adults (TYAs). It is a way to enhance the collaborative work among practitioners and to support on resources, policy development, ensure innovation and a quality service for (aspiring) web entrepreneurs.

MY-WAY aims at enhancing and improving the collaboration and efforts of web entrepreneurship initiatives, web/business experts, educational actors and the young adults as the final beneficiaries.

Within the context of this project and with the aim of analysing the real needs and capabilities of TYAs and student support centres on web entrepreneurship a study research was conducted across Europe and in Israel.

This report presents a detailed data analysis from the survey and interviews results, highlights main conclusions and present some recommendations for further improvements.

Currently both target groups of this study research are facing challenges on financial resources, mentoring, physical places where entrepreneurs can work close to each other, innovate and improve their business plans/ideas. The student support centres express their strong need for more connections and synergies among them that could help the improvement of their services for the TYAs.

I. Introduction

A. Definition

Web Entrepreneur is an umbrella term covering "startup founders who build innovative and often disruptive businesses on top of the Internet, mobile and various cloud-based technologies, programming interfaces and platforms";

Web entrepreneurs are those who create new digital services and products that use the web as an indispensable component.

Social entrepreneurs "seek to serve the community's interest (social, societal, environmental objectives) rather than profit maximisation. They often have an innovative nature, through the goods or services they offer, and through the organisation or production methods they resort to. They often employ society's most fragile members (socially excluded persons). They thus contribute to social cohesion, employment and the reduction of inequalities".

Student support centres – providers of information and services for targeted young adults (TYAs) and aspiring web entrepreneurs.

B. Context of the survey

MY-WAY addresses the challenge of the fragmentation of access to information, support services, training and networks in the web entrepreneurship ecosystem for young adults particularly students. The project enhances and improves the collaboration and efforts of web entrepreneurship initiatives (hubs, projects, accelerator networks, contests, etc.), web/business experts (accelerators, mentors, etc.), educational actors (business teachers and trainers) and the young adults as the final beneficiaries (through student networks, their alumni and student entrepreneurship centres, hereinafter referred to as student support centres). This coordination will create synergies and find ways to embed flexible and cost-effective services based on the existing best practices to be sustained by the student centres in any European country. The social network of young adults across Europe will enable information to be widely spread and foster the discovery of synergies and linkages between organisations within the ecosystem.

The active engagement of student networks, their alumni, student entrepreneurship centres and connecting them with business networks within the web entrepreneurship ecosystem and its activities, such as the development of the support services (training, mentoring, access to funding, regulation, policy, etc.) will strengthen the ecosystem and will also increase the visibility and effectiveness of the web entrepreneurship initiatives and services. A network of student support centres will act as multipliers and successfully represent the targeted young adults boosting web entrepreneurship in the long term.

The project is implementing support actions boosting the entrepreneurial spirit, especially changing the mindset, confidence and readiness of young people for starting their own business. MY-WAY will focus on young adults (age around 20-30; students within or still close to a higher educational organisation, young researchers at research universities, higher education alumni networks and members of young entrepreneurs' networks – hereinafter referred to as targeted young adults (TYA). The project will on one hand help TYAs in accessing and using the relevant information, services and provide motivational support as well access to the available educational and training materials (and Massive Open Online Courses (MOOCs)). This access will increase their commitment to being an entrepreneur and help them become more knowledgeable and skilled so that they will be able to start their own web business. In addition the representatives of the students (student support centres: student networks and student entrepreneurship centres in HE1) will be actively engaged and better integrated into the web entrepreneurial ecosystem.

In the context of this project a survey and interviews using Survey Monkey were implemented to collect answers from the target group and to identify the needs and capabilities of the student networks and the targeted young adults (TYAs) in different EU countries that are to be involved in a transversal and transnational way.

The target groups for this study research were: young adults - students and/or recent graduates, young researchers, university alumni members - interested in tech (web) entrepreneurship in 21 countries, while the interviews targeted student support centres and Universities (entrepreneurship support centres) in 4 countries.

The survey was available online as described above and the interviews were conducted by volunteers of AEGEE offices in the different European countries.

AEGEE got the support from partners on the dissemination of the survey in order to reach the largest number of people getting more data by directly contacting local student entrepreneurship centres and student organisations.

The results presented here in this report will be later taken into account when developing the action plans in later phases of the project.

C.   Statement of the problem

Considering the main objective of this research, we were interested to know more about the challenges and needs of the web entrepreneurship field. Thus this project highlights the main challenges:

Digital enterprises typically utilize new digital technologies to sharpen their business intelligence, engage with their customers, improve their operations and invent new business models.

Digital and Web entrepreneurs are creating the jobs and growth of the future. Young adults are not sufficiently motivated and suitably educated to start their own businesses when they leave or are still within the education system. They lack the relevant entrepreneurial skills and experience and may even lack the digital skills needed to create a web startup - currently only 27% of Europeans aged 16-74 have

high ICT skills[1]. Because there are fewer examples of good practices, role models and case studies in Europe, an additional layer of support is needed to inspire and enable the next generation of businesses. A network of web startup 'alumni' working with the young adults would generate new routes for open collaboration.

MY-WAY aims at setting up collaboration between established successful web entrepreneurs and young adults. Through this collaboration ideas could be shared and with the help of the network the necessary business skills would be available for the talented young adults.

One more aspect to consider here is the low level of startup financing in Europe. Demand for venture and angel capital investment is considerably higher than the available startup finance. The European investors are taking lower risks. While there is a $144 investment per capita for startups in Israel, it is below $10 in the EU10[2]. Engaging experienced young web entrepreneurs with the talented young adults in MY-WAY, we can successfully link the web business idea, the skills, experience and the infrastructure with the financing and thus help filling a gap in startup financing.

A critical component of helping web entrepreneurs is ensuring that they have access to adequate support services and information that is relevant for them, e.g. coaching and critical insights through the form of a mentor. Whilst some web entrepreneurs informally seek out mentors, it can be challenging to identify appropriate mentors for the stage and type of business that founder is running with the experience and knowledge of web tech startups. Equally the mentor plays a critical role in the coaching and helping to develop the mindset where experience plays a critical role. The problem is further exacerbated when considering our target group. Young web entrepreneurs typically have less experience and confidence in seeking out potential mentors and asking for help, as well as less awareness in assessing the appropriateness of mentors. Web entrepreneurship on the other hand is different from an everyday startup business. It requires different skills from the founder, a different business structure, novel and flexible business models, etc. This is why mapping the web entrepreneurship ecosystem will form a basis for all following activities regarding stakeholder engagement, access to relevant information, services, people, networks and initiatives.

D.   Objectives

Considering the aim of the project – strengthening the web entrepreneurship ecosystem in Europe for young people by creating a pan-European network of actively engaged student networks and student entrepreneurship centres- a survey and face-to-face interviews were implemented by volunteers in AEGEE local offices to identify the needs and capabilities of young adults regarding web (tech) entrepreneurship.

Considering that this research employed the use of mixed methods – online survey and face to face interviews – the data analysis should be done through a statistical analysis of the combined survey and quantized interview responses using the **Sequential Design** method (see Section III). However the Survey

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[1] Eurostat, Information Society Statistics, 2012.
[2] Data shared on the European Digital Assembly, 2012.

Monkey tool served the purpose of collecting the responses from both methods – interview and online survey, to facilitate the collection of data.

E. Expected Impact of the Study

This study research intends to contribute to an under-researched topic, reveal the topics that need more attention and initiate discussion at local/international level on the needs and capabilities of the student networks and student support centres regarding the web entrepreneurship ecosystem.

We believe that providing concrete information on the needs and expectations on the topic will contribute to a better understanding and know-how about this resource; at the same time, it will be extremely important for the MY-WAY project, in view of the creation of a system based on the real basics as felt by its practitioners and potential individuals involved in the field. The findings of this research can contribute to foster national and international discussions on the above-mentioned matters and re-thinking on strategies to sustain web entrepreneurship within the youth/students sector. Bringing evidence to the field might contribute to its external impact and to foster further interests and collaboration in different initiatives among different dimensions/countries.

Link with other work packages of the project:

2.1 Relevant inputs from this task were:
  » Definition of the procedure
  » AEGEE responsibility on the mapping procedure
  » Help defining the needs and capabilities of the student centres/networks in different EU countries

2.3 Finding synergies: the outputs of 2.2 will be used by conducting an in-depth gap analysis of TYA needs and demands in the area of web entrepreneurship support against the current capabilities and offer of support centres in the respective countries. This initiative will build a list of the capability gaps, and will suggest means of tackling the major issues identified, accompanied with examples of best practice where they exist.

The outcomes of this study will be useful to identify the major issues on needs and expectations collected from the ground.

II. Background / Conceptual Framework

"A critical component of helping web entrepreneurs is ensuring that they have access to adequate support services and information that is relevant for them – e.g. coaching and critical insights through the form of a mentor. Whilst some web entrepreneurs informally seek out mentors, it can be challenging to identify appropriate mentors for the stage and type of business that founder is running with the experience and knowledge of web tech startups. Equally the mentor plays a critical role in the coaching and helping to develop the mindset where experience plays a critical role. The problem is exacerbated further when considering our target group. Young web entrepreneurs typically have less experience and confidence in seeking out potential mentors and asking for help, as well as less awareness in assessing the appropriateness of mentors. Web entrepreneurship on the other hand is different from an everyday startup business. It requires different skills from the founder, different business structure, novel and flexible business models, etc. This is why mapping the web entrepreneurship ecosystem will form a basis for all following activities regarding stakeholder engagement, access to relevant information, services, people, networks and initiatives" (expert from the Description of Action).

MY-WAY aims at overcoming the common problems student networks currently face:
  » student network members are not equipped with the necessary knowledge, skills, guidance and external support to implement the services needed to assist the students seeking their help;
  » there is too much information available online and it is not structured or focused on their needs;
  » the student networks face difficulties in accessing mentors, accelerators;
  » student networks' representation in entrepreneurship programme development, stakeholder meetings and platforms is not adequate.

Student networks need financial and human resources to maintain regular support services; any action plan MY-WAY will develop has to be flexible, simple as well as understandable for all newcomers in the student network. It also has to enable them to find collaboration opportunities to gain in-kind and financial support.

The aim is also to reach the decision-makers and business support networks and highlight the need that youth shall be recognised separately within the web entrepreneurship policies and strategies and actively involve young people in the concrete realisation and implementation of any proposed measures." (MY-WAY app, 2014, p. 7&8)

III. Methodology

Both online and offline surveys used Survey Monkey as a platform. Online surveys were distributed in more than 30 countries in Europe, as well as Israel. The target group for the survey was young adults: Students and/or recent graduates, young researchers, university alumni members – interested in tech (web) entrepreneurship.

Population and sampling

INTERVIEWS

Offline interviews were conducted by volunteers in AEGEE local offices across Europe, and were targeting university support centres in order to assess their capabilities and needs when it comes to supporting young entrepreneurs. The responses to offline survey were regularly monitored, and the dissemination/promotion strategy was adjusted according to the progress. The interviews used open-ended questions. All volunteers conducting the interviews were provided with background information so that they had full awareness of the purpose of these interviews and so that they could offer further explanations and clarifications if necessary.

MY-WAY project partners were also contributing to the face-to-face interviews within their own network and enhanced the promotion of the survey among the target group.

In the end 10 interviews from 4 countries were implemented.

RESEARCH QUESTIONS

1. Which are the capabilities of student support centres to stimulate entrepreneurship among TYAs?
2. What are the needs and challenges of student support centres to stimulate entrepreneurship among TYAs?
3. What is the added value to have developed web entrepreneurship ecosystem?
4. What makes a web entrepreneurship ecosystem an answer to the improvement of entrepreneurship among TYAs?

ONLINE SURVEY

» 17-40 age group of young adults: students and/or recent graduates, young researchers, university alumni members – interested in tech (web) entrepreneurship
» Responses received from 342 young adults throughout 21 European countries.

For more information about the respondents you can consult the report attached to this document.

Research Methods & Data Analysis

This study used a **QUAN-qual Model**.

The Explanatory mixed methods design had the following characteristics:
- » Quantitative data are collected first and weighted more heavily than qualitative data;
- » In the first study or phase 1, the researcher formulates hypotheses, collects quantitative data and conduct the data analysis;
- » Based on the findings of the quantitative data, the researcher decides what type of qualitative data is needed in a second study or phase 2 as a source of interpretation/explanation;
- » The qualitative data analysis and interpretation can be used to help explain or elaborate on the quantitative results.

In this case a **Sequential Design** is considered as a reference to design the implementation strategy of this study research. The "Sequential mixed methods data collection strategies involve collecting data in an interactive process whereby the data collected in one phase contribute to the data collected in the text. Data were collected in these designs to provide more data about results from the earlier phase of data collection and analysis, to select participants who can best provide that data, or to generalize findings by verifying and augmenting study results from members of a defined population (Creswell & Plano Clark 2007:121). Sequential designs in which quantitative data are collected first can use statistical methods to determine which findings to augment in the next phase". (Driscoll, D. et al., 2007, p.21)

SEQUENTIAL DESIGN

(source: Driscoll, D. et al., 2007, p.21)

Different strategies exist, by which qualitative data collected using the above mentioned method can be quantified to create a single comprehensive dataset. One of the most common strategies counts the number of times a qualitative code occurs.

Within this study, AEGEE follows this model using Survey Monkey software, which can generate the quantitative/statistical report with results from the survey, beyond being a tool to collect offline gathered data from the interviews.

PRACTICAL PROCEDURE ADOPTED FOR THE PURPOSE OF THIS STUDY

QUESTIONS OF THE SURVEY AND INTERVIEW
The survey uses optional, multiple choice questions.
Interviews use open-ended questions.

PROCEDURE
The survey and interviews were designed by AEGEE-Europe together with partners of MY-WAY project. All had the opportunity to contribute to the questions and to the structure of the two tools used under this study research. The survey was launched in April 2015 and was closed on the 18th of June, while the interviews were still running as of 13th of July.

All partners of MY-WAY project were actively involved in the promotion and dissemination of the survey while AEGEE was also taking care of managing the implementation of the interviews together with its members spread in different countries around Europe.

The data analysis was carried out by AEGEE-Europe in June 2015 by analysing data collected through the survey and interviews. The process of analysing data was based on a description of the sample and the results of the main variables and on relating them with the research questions that guided this study research. The results are also further analysed bringing up a discussion based on students and their needs regarding web-entrepreneurship and a presentation of main limitations and recommendations for the future.

Regarding the impact of the survey and in order to ensure the expected number of responses, some incentives were offered to survey respondents, in agreement with all partners of the project.

Some of the incentives we agreed upon are the following:
» Free of charge participation at events of certain partners (ex. AEGEE, YES, NACUE) to maximum 2-3 respondents;
» Online consultation of wannabe entrepreneurs with Capital Enterprise to 1 respondent;
» Access to web streaming for certain events to maximum 2-3 respondents;
» Mentoring sessions to 3 entrepreneurs.

Furthermore, the number of responses was monitored regularly, and the dissemination/promotion strategy adjusted accordingly.

With regards to privacy issues, a consent form was signed at the beginning of the survey so that the participants were informed and agreed on how their personal data would be stored and used. All data was handled in accordance with AEGEE-Europe's data privacy policy statement (See Appendix VI).

DISSEMINATION

As mentioned above the promotion and dissemination of this survey was performed by AEGEE with the support of MY-WAY project partners that were actively involved.

Hereby we present a list of communication channels used for the promotion/dissemination of the survey and interviews:

AEGEE-Europe channels:
» Network Commission (Survey)
» Announce-L (Survey)
» Newsletter (Survey)
» Network Meetings - March @ Hambourg and Catania (Survey and Interviews)
» Members Portal (Survey)
» AEGEEan (Survey)
» Website
» Social networks: Facebook, Twitter (Survey)
» Direct contact with key members to implement the interviews

> » Among partners (for example by emails, Courier of the European Youth Forum, etc.)

In Annex I of this report you can find a list of countries that have received the information about the project and this study research.

MY-WAY Project channels:
> » Website
> » Basecamp

ICT-13 projects were notified about the survey and collaboration opportunities to join forces for best results.

MY-WAY Partners (see Annex II)
> » Article written by Thomas Ohr from EU-STARTUPS.COM / MENLO MEDIA UG
> » Europa Media: Project Website, Facebook account, Google + account, LinkedIn Group, Twitter account
> » BAR ILAN University
> » EUCLID

IV. Results

The following data analysis is results from the survey and interview template which were part of the Deliverable 2.2 of MY-WAY project.

A.   Survey results (results from TYAs)

According to 342 responses:

» **A majority of respondents were already web entrepreneurs or considering to become web entrepreneurs (66.67%), but there was also a significant percentage of people who were not entrepreneurs/considering to become entrepreneurs (33.33%) (see graph 1)**

Graph 1: Are you a web entrepreneur or do you wish to become a web entrepreneur?

Q2 **Are you a web entrepreneur or do you wish to become a web entrepreneur?**

Answered: 291   Skipped: 51
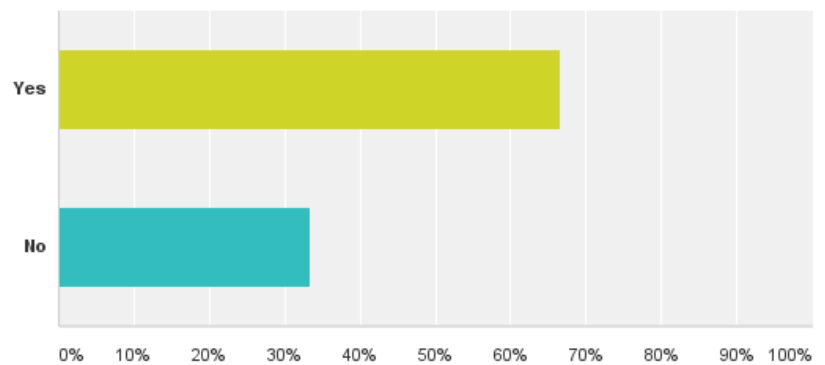
» **Out of 103 respondents who identified themselves as entrepreneurs, most are receiving funding from friends/family (61.17%), student networks follow (25.24%), and a significantly smaller percentage of entrepreneurs are receiving funding from other sources – NGO (9.71%), student support centre (7.77%), accelerators (7.77%), governments (4.85%), EU institutions (3.88%) and the corporate sector (2.91%) (see graph 2)**

Graph 2: Are you currently receiving support from: ...

Q3 **Are you currently receiving support from:**
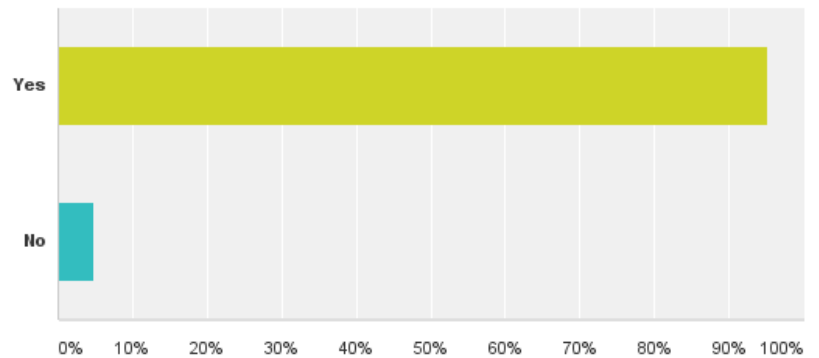
Answered: 103   Skipped: 239
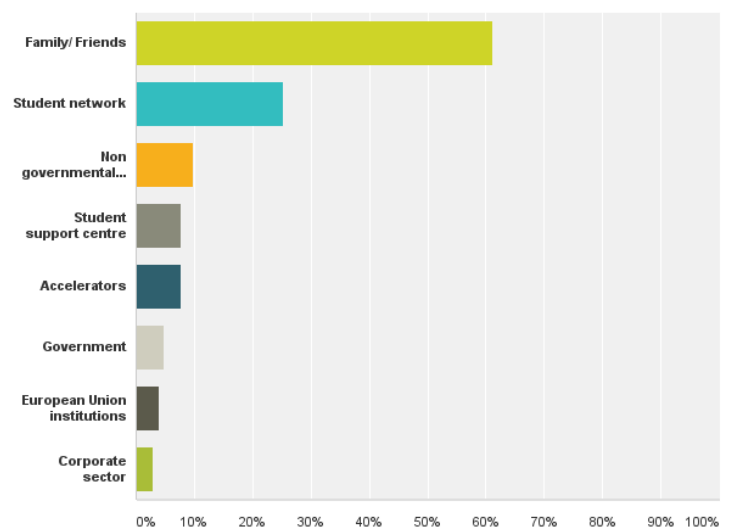
» **For the majority of (aspiring) entrepreneurs, it would be helpful if their student network/association could help with first steps (out of 103 respondents, a large majority – 95.15% believes so) (see graph 3)**

Graph 3: Would it be helpful for you if your student network/association/support centre could help in the first steps?

Q4 Would it be helpful for you if your student network/association/support centre could help in the first steps?
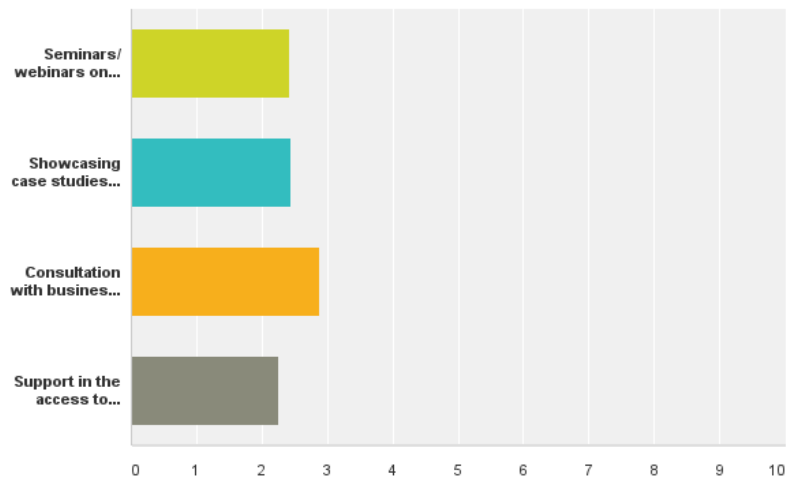
Answered: 103 Skipped: 239

» **Consultation with business experts or establishing the link with potential investors is cited as the most useful service for those wanting to become web entrepreneurs, followed by support in the access to mentoring programmes and start-up competitions – this shows importance of direct contact between experts and aspiring web entrepreneurs (see graph 4)**

Graph 4: Which of the following services would be useful for you if you would like to become a web entrepreneur?

Q5 Which of the following services would be useful for you if you would like to become a web entrepreneur? Please put in order of your preference:

Answered: 103 Skipped: 239

» **50.49% of those who are entrepreneurs have received mentoring support, 37.86% have received networking opportunities with other entrepreneurs. 34.95% are receiving financial support. Lower percentage of (aspiring) entrepreneurs are receiving access to incubator/accelerator centres and access to a client base (23.30%) and only 13.59% are receiving access to enterprise societies (see graph 5)**

Q6 In case you are an entrepreneur, what support did you receive in order to build your own web enterprise?

Answered: 103   Skipped: 239
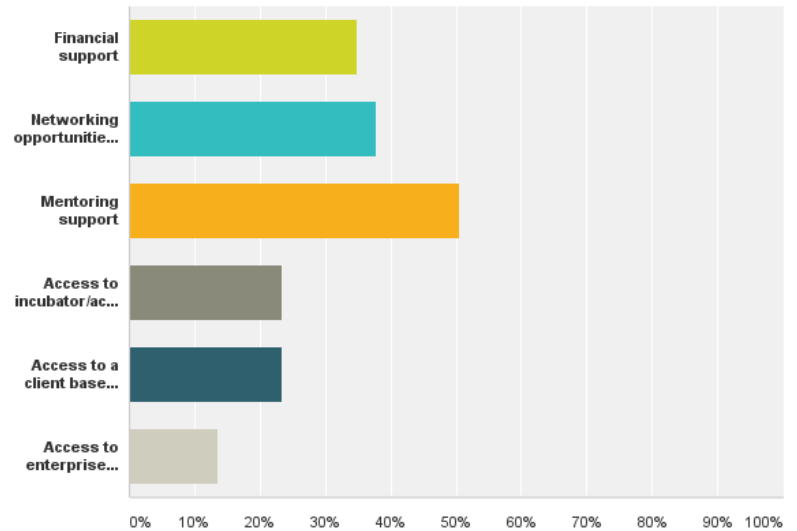
Graph 5: In case you are an entrepreneur, what support did you receive in order to build your own web enterprise?

» **56.31% entrepreneurs describe themselves as innovative, this being the most frequently cited trait, followed by flexible (48.54%) and responsible (46.60%). Interestingly, only 22.23% of web entrepreneurs describe themselves as having adequate tech skills (see graph 6)**

Q7 If you are a web entrepreneur which of the following best describes you?

Answered: 103   Skipped: 239
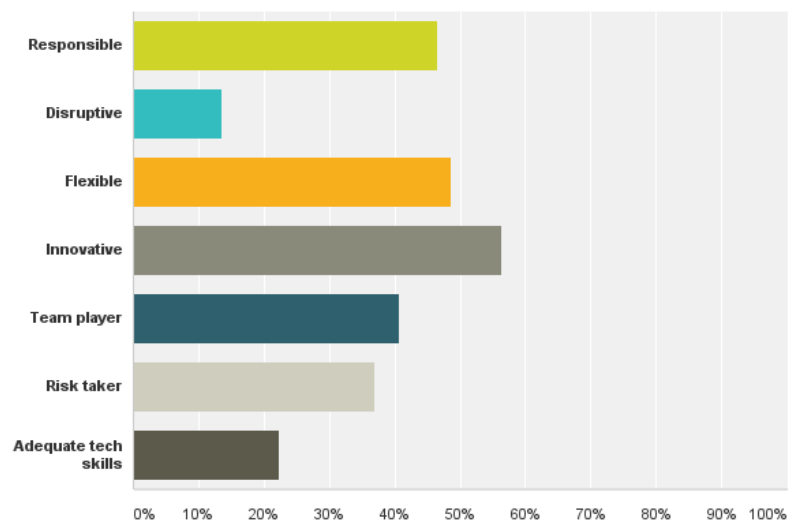
Graph 6: If you are a web entrepreneur which of the following best describes you?

» **66.04% respondents believe the most important thing in determining whether they will become web entrepreneurs or not is a good idea, followed by a good team (63.64%).**
Tech talent is cited by only 26.21% of respondents (see graph 7).

Q8 What do you think is most important in determining whether you will become a web entrepreneur?

Answered: 103   Skipped: 239
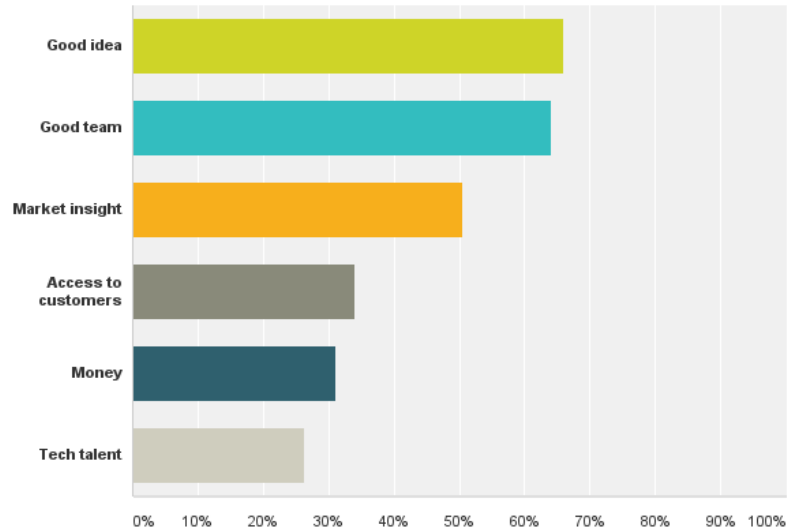
Graph 7: What do you think is most important in determining whether you will become a web entrepreneur?

» **61.83% of respondents (out of 179) are aware of programs/services supporting entrepreneurship in their countries (see graph 8)**

Q9 Do you know any service/programme in your country that supports entrepreneurship?

Answered: 179   Skipped: 163
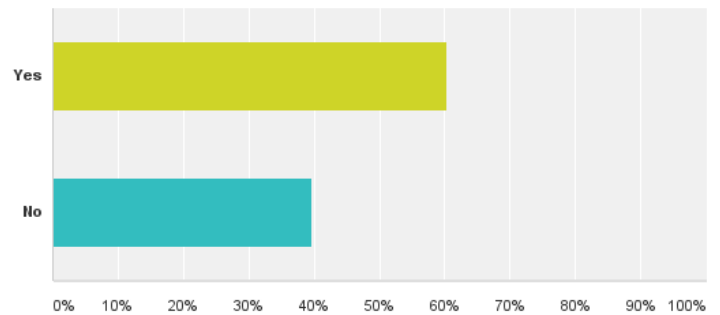
Graph 8: Do you know any service/programme in your country that supports entrepreneurship?

» **63.13% respondents plan to become web entrepreneurs in the next 5 years (see graph 9)**

Q10 Do you plan to become an entrepreneur in the next 5 years?

Answered: 179   Skipped: 163

Graph 9: Do you plan to become an entrepreneur in the next 5 years?
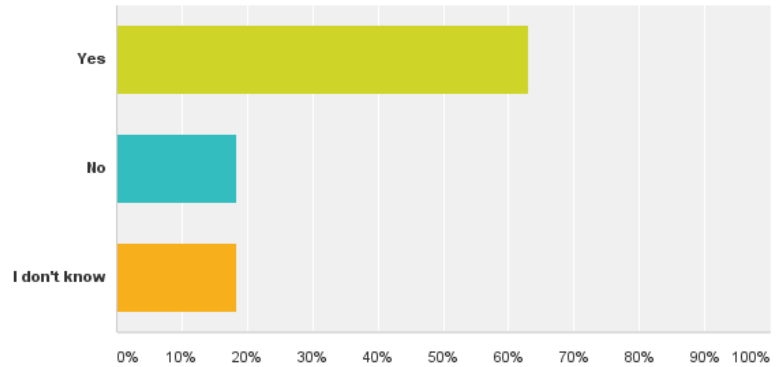
» **72.79% respondents would approach an entrepreneurship centre for support, rather than approaching an entrepreneurship centre at their university (41.18%),
  or a student support centre (21.32%)
(see graph 10)**

Q12 Who would you approach for support?

Answered: 136   Skipped: 206

Graph 10: Who would you approach for support?

» **The internet is by far the most popular way for finding information on available support, with 94.12% out of 136 respondents citing it as the source where they would find information. Thi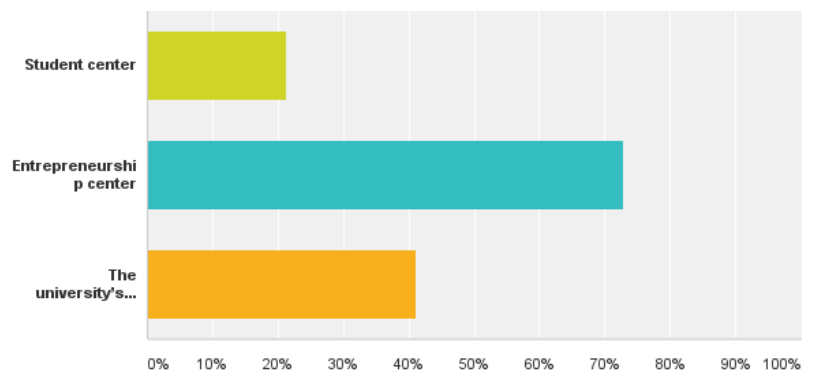s is followed by family/friends (41.18% respondents), university / college (36.03%) and Ministry of Commerce (18.38%) (see graph 11)**

Graph 11: Where would you get information on available support?

Q13 Where would you get information on available support?

Answered: 136   Skipped: 206
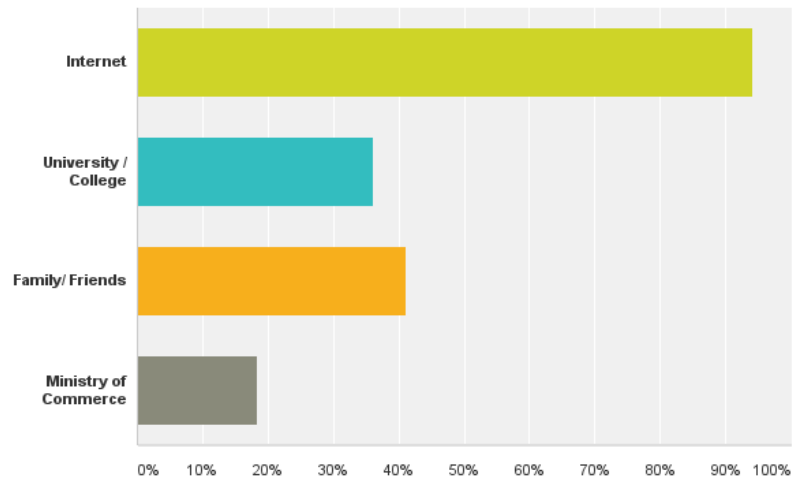
» **Out of 136 respondents, 63.97% would seek funding through business angels, 52.94% through venture capitalists, 45.59% through own resources, 39.71% through family/friends, 30.88% through EU institutions, 25.74% through banks, 21.32% through office of career services, and only 2.94% do not need an investment (see graph 12)**

Graph 11: Where would seek funding?

Q14 Where would you seek funding?

Answered: 136   Skipped: 206
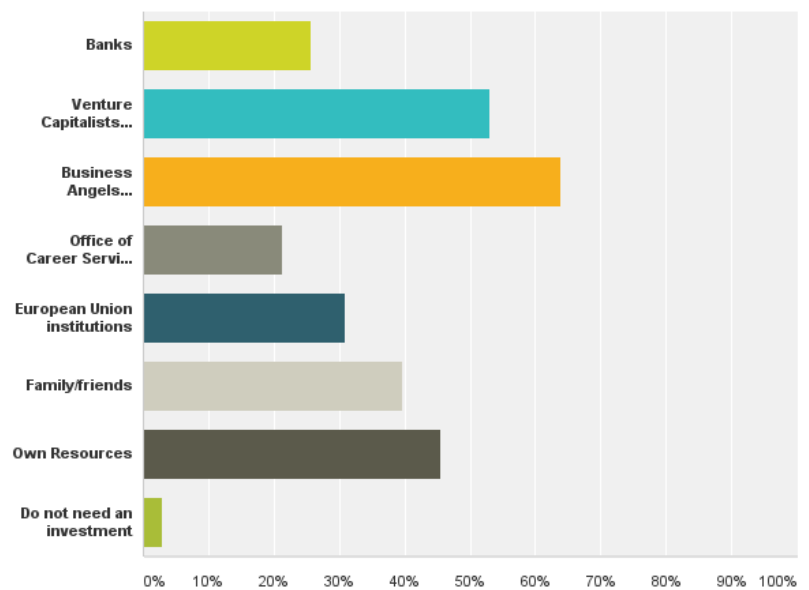
» **56.62% of respondents claim that their university/city has a network of entrepreneurs (see graph 13)**

Q15 Does your University or city have a network of entrepreneurs?

Answered: 136   Skipped: 206
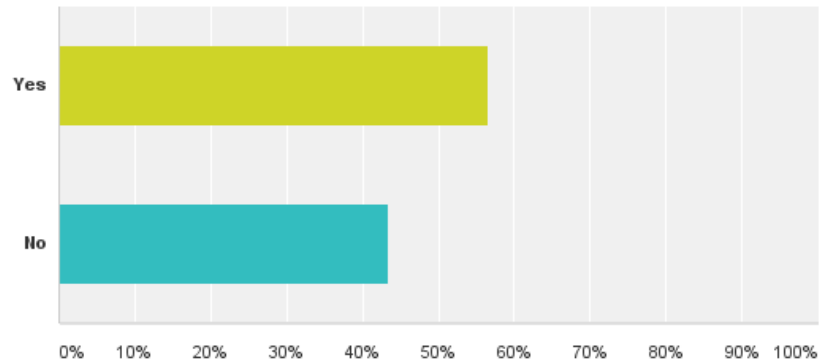
Graph 13: Does your University or city have a network of entrepreneurs?

» **There is mixed feedback to how useful these networks are for the respondents' entrepreneurial activity. 20.58% consider it very useful, 34.56% consider it useful, 24.26% believe it is not very useful, and 20.58% think it's not useful at all (see graph 14)**

Q16 If yes, how useful is such an alumni network for your entrepreneurial activity?

Answered: 136   Skipped: 206
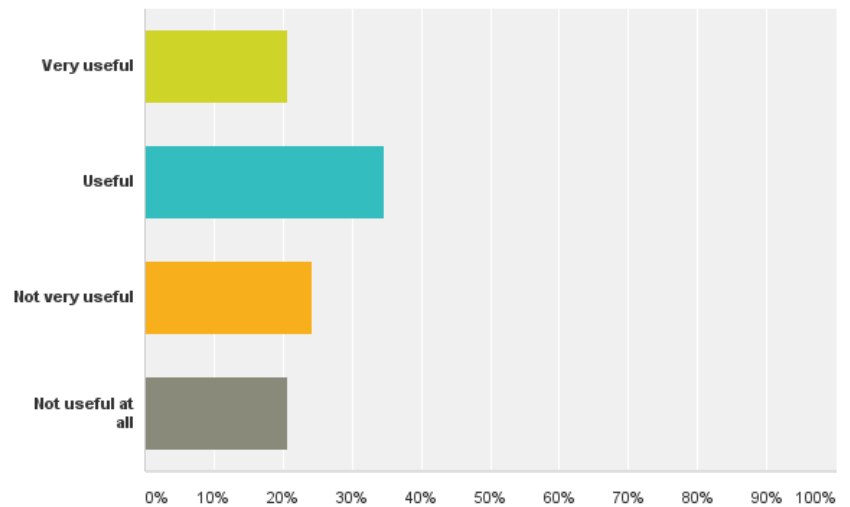
Graph 14: If yes, how useful is such an alumni network for your entrepreneurial activity?

» **A majority of respondents (70.63% out of 160) believe there is not enough information about web entrepreneurship initiatives in their country/city (see graph 15)**

Q17 Do you think that there is enough information about web entrepreneurship initiatives in your country/city?

Answered: 160   Skipped: 182

Graph 15: Do you think that there is enough infromation about web entrepreneurship initiatives in your country/city?
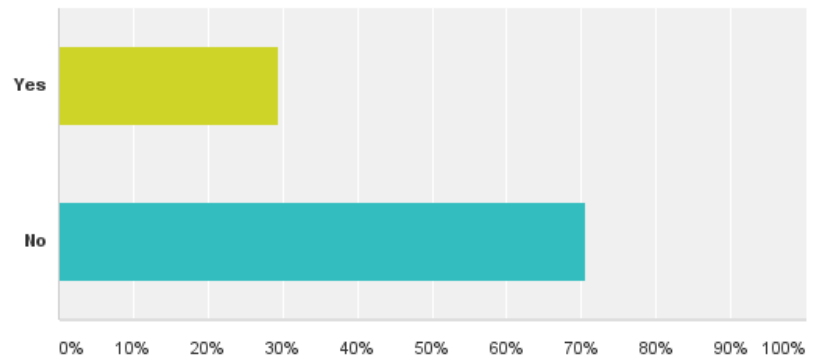
» **35.63% respondents claim there is a student entrepreneurship centre or other type of support at their university with regard to web entrepreneurship, 33.13% respondents claim there is no such centre, and 31.25% does not know the answer (see graph 16)**

Q18 Is there a student entrepreneurship centre at your university or any other support in regards to web entrepreneurship?

Answered: 160   Skipped: 182

Graph 16: Is there a student entrepreneurship centre at your university or any other support in regards to web entrepreneurship?
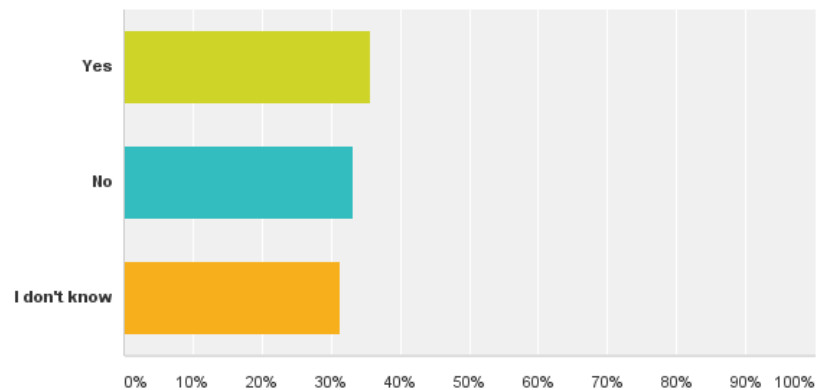
» **58.75% of respondents are aware of investors, startup incubators or accelerator programs in their country/city (see graph 17), while 41, 25% are not aware of any investors, startup incubators or accelerators in their city or country. It is crucial to be aware of this, as it will be the role of MY-WAY to find the way to integrate these young people into the web entrepreneurship ecosystem and connect them with relevant stakeholders who are a part of the ecosystem**

Q19 Are you aware of investors (Venture capitalists, angel investors, etc.), startup incubators or accelerator programs in your country/city?

Answered: 160   Skipped: 182
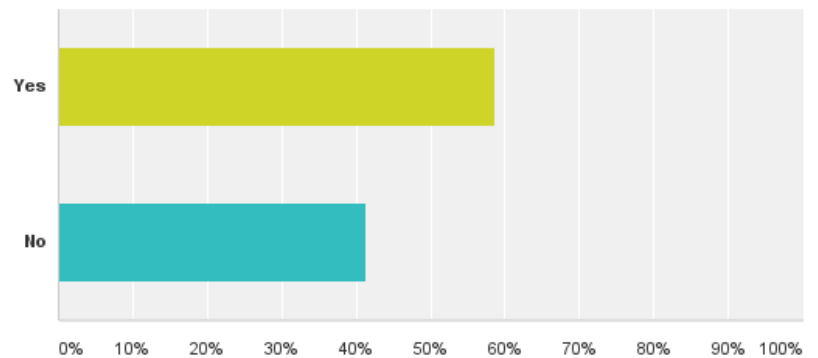
Graph 17: Are you aware of investors (Venture capitals, angel investors, etc.), startup incubators or accelerator programs in you country/city?

» **76.67% of respondents believe confidence is a necessary skill to become a web entrepreneur, followed by flexibility (70.67%), positive thinking (62.67%), assertiveness (42.67%), attentiveness (32.67%), and empathy (24.67%) (see graph 18)**

Q20 In your opinion, what skills are necessary to become a successful web entrepreneur?

Answered: 150   Skipped: 192
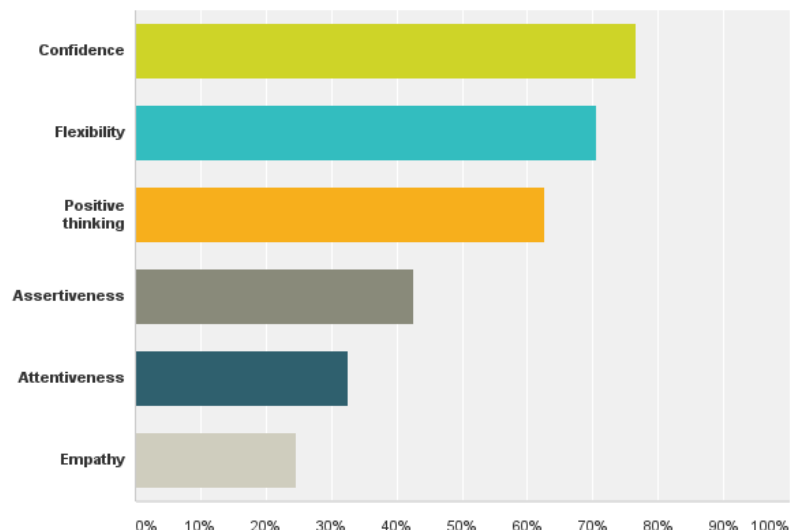
Graph 18: In your opinion, what skills are necessary to become a successful web entrepreneur?

» **access to finance and investment is considered essential for an enterprise to scale its activities according to 72.67% of respondents.**
71.33% of respondents consider access to network and contacts essential,
56.00% believe it is advice and mentoring,
50.67% believe it is information on how to set up a business, and
30.67% believe it is access to accelerator centres
(see graph 19)

Q21 In your opinion, which of the following are essential for an enterprise to scale its activities?

Answered: 150　Skipped: 192
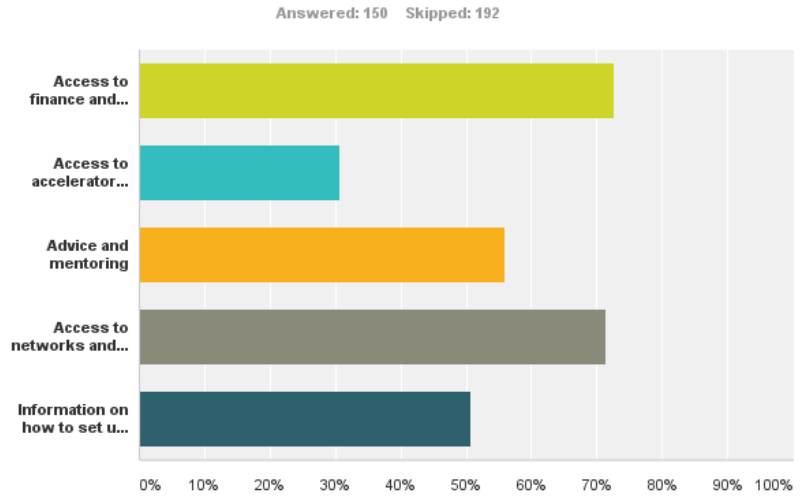
Graph 19: In your opinion, which of the following are essential for an enterprise to scale its activities?

» **in order to build their own enterprise, respondents would like to receive financial support (75.33%),**
mentoring support (70.67%),
networking opportunities (56.57%),
access to client base (48.00%),
access to incubator / accelerator centres (44.00%), and access to enterprise societies (28.00%)
(see graph 20)

Q22 What support would you like to receive in order to build your own web enterprise?

Answered: 150　Skipped: 192
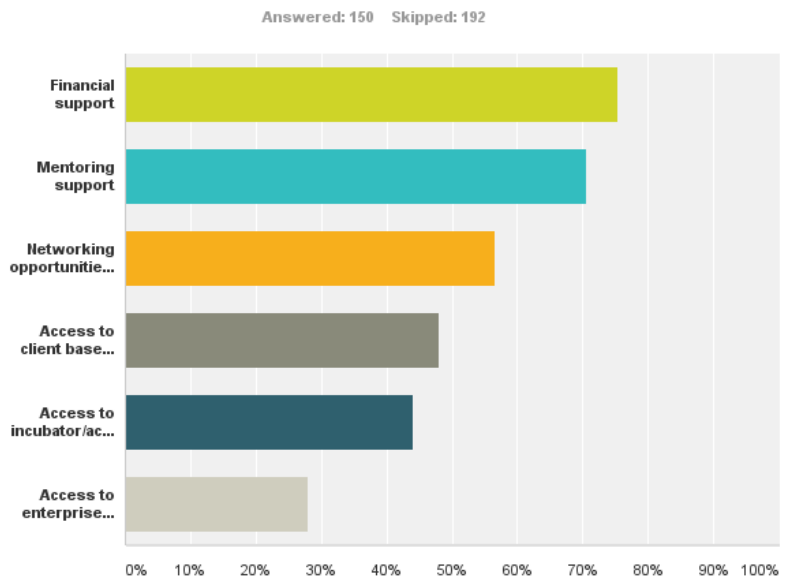
Graph 20: What support would you like to receive in order to build your own web enterprise?

DEMOGRAPHICS

145	respondents
53.10%	male
46.21%	female
0.69%	other

OVERALL

» The survey confirms that financial support is one of the main challenges when it comes to web entrepreneurship. A significant percentage of respondents believe that financial support is necessary to build an enterprise and for an enterprise to scale its activities. However, most respondents who already are entrepreneurs are receiving funding from family/friends rather than other sources. More commitment is needed from other sources to fund young entrepreneurs.

» One of the needs highlighted by young (aspiring) entrepreneurs is direct contact with successful entrepreneurs, through consultations and mentoring.

» There seems to be a lack of coherent information on how to become a web entrepreneur and where to get funding, which is why most of the respondents turn to the internet. While it is natural that the internet is an easy way to search for information, the information on the internet is not properly structured or coherent enough.

» There needs to be more information on web entrepreneurship in the communities and at universities so that young people can get an easier start to their entrepreneurial activities. It is important for aspiring entrepreneurs to have a direct contact at the local level with people who could mentor/advise them, whether they are entrepreneurs, guidance counsellors at their universities or others.

» It is interesting that respondents do not consider tech talent an essential trait to become a successful web entrepreneur. Perhaps it is simply because they find other things to be more important (good idea, good team, funding etc.), but it also shows that ICT skills are not something that 'pops' into young people's minds automatically. This could probably mean that there needs to be more emphasis on development of ICT skills among young people.

B. Interview results (results from student support centres)

We managed to receive 10 responses, from 4 different countries: The Netherlands, Portugal, Spain and Serbia) The size of the respondents varies from 70 to 40 000.

The respondents are:
» 3 non-governmental organisations (NGOs)
» 6 Student support centres (among those, two specified further they are municipal business centres, and one is a European business and innovation centre)
» 1 University department

» **Assessment of services these networks offer to their members:**
  » The networks offer a variety of services to (aspiring) web entrepreneurs, with the most widely offered services being coaching and training services, networking, financial consulting (some networks specified help with applications for entrepreneurship support programs and institutional grants) and legal consulting (with one network specifying consulting on registration).
  » Furthermore, they support (aspiring) web entrepreneurs by providing work space (with one network specifying their offer of free phone, Wi-Fi, conference rooms and services of the staff such as cleaning staff, handymen etc.), support for visualising ideas, incubation, help in finding work force and help with organising events.

» **Type of support the (aspiring) young web entrepreneurs usually ask**
  » (aspiring) Young web entrepreneurs most notably ask for funding or links to funding opportunities, coaching and advisory services, and networking opportunities.
  » Work space is also important, with one interviewee emphasizing that what the young entrepreneurs value the most is the atmosphere, as many of them state that they feel much better working with other young entrepreneurs, rather than working from home.
  » Young entrepreneurs also state that they need help with business development, with one interviewee specifying that the members of the network in question are specifically looking for a good chief technology officer (CTO) to help them develop their ideas.
  » It is also important to mention that the support the students need depends on the stage their business is in, for example, in early stage information is the most important (ex. where and how they can register their business? Where can they find funding opportunities?).

» **Needs of (aspiring) young web entrepreneurs, according to the interviewees:**
  » Most of the interviewees believe that the young (aspiring) entrepreneurs need financial resources and access to financing, as well as guidance and networking.
  » Some respondents had specific recommendations which can be addressed to policy makers, such as introducing simpler business regulations to start and register a company and inserting the subject of entrepreneurship into the formal education system, where youth would learn directly from successful entrepreneurs.
  » Some respondents emphasized the importance of having certain skills, such as the courage to start your own business, strong competences to support their ideas, as well as the ability to look through the market after doing a good analysis of the problem they wish to solve.
  » Some other needs cited in individual responses are: information, learning the basics of being an entrepreneur and acquiring experience in their business area, employees and partners, having a good team, access to the market, especially to the IT sector.

» **Needs of these networks in order to improve their support to their members:**
  » The most frequent need cited was financial support and more direct links to funding, followed by a proper working space, and ability to establish partnerships with other similar networks and strengthen the already existing partnerships.

» Other needs that the interviewees cited were the need to expand the network, more human resources, ability to offer more tools to entrepreneurs, as well as creativity and bravery to initiate activities.

» **Sources supporting the networks:**
  » When it comes to sustainability of the networks, respondents cited a variety of sources that support them financially. Many of them receive support from the private sector (ex. partnership with corporations, donations etc.).
  » Some networks also receive support through EU grants, as well as support from the national governments, municipalities and universities.
  » One network is financed mostly through projects, and one is financed from the development of own products.

» **Support to web entrepreneurs**
  » Most of the networks are actively supporting students with the goal to become web entrepreneurs, only one interviewee answered 'no' to this question, with one interviewee saying that they are providing information about web entrepreneurship and modern entrepreneurship trends, but they haven't taken any specific action towards actually supporting students to become web entrepreneurs.

» **Cooperation with experts:**
  » All networks regularly work with experts, mentors and organizations that are actively involved in the Internet economy.

» **Interest of students in web entrepreneurship**
  » All networks feel there is an increasing interest of their students in regards to web entrepreneurship, with one respondent saying: 'Nowadays young people here are more eager to create a start-up than ever before. It could be because of the economical crisis that fosters "new ways to survive" or a change in the paradigm, but surely this is increasing, and when it comes to business ideas, young people are also increasing their interest about web solutions.'

» **New services**
  » Most of the networks are open to offering a new service to their members to support them to become web entrepreneurs. One network is developing their own service therefore they would not offer a new one, and one responded 'maybe'.
  » One network cited a specific service they are offering, an action intended to prevent young people from leaving their country by offering them to work on the international market by founding IT companies and still staying in the country.
  » When asked if their members would be willing to pay for a new service, there are mixed responses. While some respondents believe the members would be willing to pay, there are also those who think they would not, or would do so under certain conditions (ex. discounts).
  » Some respondents emphasized that their members would pay if the services were high-quality, with one respondent saying: 'In first stages of the developing the service, we would show the benefits and advantages of being a web entrepreneur. After they are familiar with

quality that this service provides, they surely would pay for it.' and another one saying: 'Perhaps if the value is symbolic or a highly professional service that is advantageous.'

» One respondent emphasized that the policy of the network is to give their services for free or asking for a reduced fee.

» One respondent said: 'We've considered several times if making members pay for the services we offer will increase their value for them, but every time we concluded that you cannot charge an entrepreneur when s/he is starting their project. Following that, this should be free for members and paid by the Centre at least during a certain period, as we are already doing with the consultant's office. It's free for one year, all included, for new entrepreneurs.'

» All respondents except for one (as they are developing their own service) are interested in finding out more about the support scheme that will be developed by MY-WAY.

» Slightly more than half of the networks interviewed (6) have access to financial resources to develop new schemes, while the other 4 do not.

» Of those who do not have access to financial resources for developing new schemes, only one respondent said they would not know where to obtain them.

C.   Answers to research questions

Which are the capabilities of student support centres to stimulate entrepreneurship among TYAs?

» According to the survey, respondents believe that support from these centres is beneficial, especially when it comes to making the first steps. However, it is also visible that there is a lack of direct links between TYAs and the support centres.

» According to the interview results, student support centres interviewed offer a variety of services to their members, and those services actually link with the needs cited by survey respondents, ex. access to funding opportunities, coaching, networking, legal and financial consulting etc. From the interview responses, we see that the centres observe an increasing interest in web entrepreneurship among young people, and while they are offering various services, they are also facing certain challenges in responding to the needs of young entrepreneurs.

What are the needs and challenges of student support centres to stimulate entrepreneurship among TYAs?

» According to the survey answers, we see that TYAs are not receiving enough structured information that would allow them to start and develop their online businesses. Student support centres are not among the key actors in the web entrepreneurship ecosystem at the moment, as the results show that students do not seek funding or information through them. However, the survey shows a need for a greater link between these centres and TYAs, as the majority of TYAs claim that there is not enough information on entrepreneurship in their universities/cities. In that sense, student support centres should become more prominent in the ecosystem and play a bigger role.

» According to the interview results, student support centres are facing challenges, such as lack of financial support or a proper working space. They also see a need to establish more connections and partnerships with other similar centres, therefore it can be concluded that it is useful not only to connect the centres with TYAs but also to connect the centres with each other so they can have a better impact and improve their services to TYAs.

What is the added value to have developed web entrepreneurship ecosystem?

- » The survey shows that there is a need for a greater coherence between actors in the web entrepreneurship ecosystem, as TYAs do not have enough direct contact with relevant stakeholders, but those who do, rate it as useful and helpful (ex. consultations or mentoring sessions with successful entrepreneurs).

- » The survey shows that a vast majority of TYAs turns to internet for information and to family/friends for funding. However, they do not rate funding as the most important factor in succeeding as a web entrepreneur, but rather having a good idea and a good team. Therefore, a question for reflection can be: what happens to those who have a good idea/team but do not have access to funding from family/friends? They should be better integrated into the ecosystem, i.e. there should be more investment in financing web entrepreneurs.

- » This situation shows that a structured approach is lacking with regards to encouraging and fostering web entrepreneurship among young people. Those who have access to internet and manage to find useful information there, and those who have access to funding from family/friends have an advantage, because there is a lack of information in the physical proximity of TYAs (support from the student centres), and a lack of funding from sources other than family/friends. So if the ecosystem was more connected, TYAs would better understand where to find information and where to seek for funding.

- » The importance of connections is also highlighted through the interviews with the student support centres, as they believe that having a more integrated ecosystem would improve their services and enable them to adequately respond to the needs of young entrepreneurs

What makes a web entrepreneurship ecosystem an answer to the improvement of entrepreneurship among TYAs?

- » If actors in the web entrepreneurship ecosystem are better connected, TYAs will have a better understanding of how to start their online businesses, where to find information and where to seek for funding. If they have a more structured access to information and more opportunities for networking/mentoring/consulting sessions with successful entrepreneurs, they will be more likely to turn their ideas into reality, to start their businesses and to achieve success with those businesses.

V. Conclusions and Recommendations

The purpose of this study research was to identify the needs and capabilities of the student networks and the targeted young adults in different EU countries that are to be involved in a transversal and transnational way. More specifically, it intended to bring results regarding web entrepreneurship impact on students and support centres following the research questions: Which are the capabilities of student support centres to stimulate entrepreneurship among TYAs?; What are the needs and challenges of student support centres to stimulate entrepreneurship among TYAs?; What is the added value to have developed web entrepreneurship ecosystem?; What makes a web entrepreneurship ecosystem an answer to the improvement of entrepreneurship among TYAs?

From the results of the survey on TYAs needs it is clear that students need to have closer contact and support from support centres, easy access structured information especially through internet and know more about funding opportunities. Considering the data analysis it seems that a good mentoring program or process could be one of the keys to support young entrepreneur, web entrepreneurs and TYAs that intend to become an entrepreneur. "A good mentor helps you think through a business idea, suggests ways to generate that startup capital and provides the experience and savvy you're missing. You'll get praise when you deserve it and a heads-up when trouble comes - probably long before you would have noticed it yourself" (Toren, 2012). However and according to the main fields of this project – ecosystem and web entrepreneurship – it is important to highlight the importance of e-mentoring, which is definitely a resource that should be accessible to anyone that aspires to be an entrepreneur or that intends to climb the career ladder. "Online mentoring (…) puts young people in touch with a trained online mentor who can answer questions about education and careers and provide personal advice to guide them in the right direction" (Brightside website, 2013-2015).

Considering this, we agreed that e-mentoring should be one of the services provided by networks supporting youth and entrepreneurship in order to reach the biggest amount of members spread around largest geographical area ensuring the development of entrepreneurship and most importantly to support young adults to start their own business or putting in practice their good ideas. During the results analysis, one element was also pointed out, which can contribute to the motivation of initiators become entrepreneurs: the importance of a collaborative work within a new challenge, which seems to be one of the main requisites; in this sense youth networks can also play a very important role by creating opportunities to support and help launching new ideas. For example by creating committees composed of experienced people in the field and inviting experts to discuss and support some actions – this could also be in line with mentoring. These kinds of measures can be organized and provided online and offline. Other initiatives that these networks can take are for example organizing events, consultations, workshops etc. to help initiators or to support the improvement of entrepreneurs. For example, AEGEE is a part of a project 'Joining Hands', aiming to create a strong partnership which supports and reinforces the concept of youth social entrepreneurship as a means of smart, sustainable and inclusive growth. Within the project, there are trainings organised in different European project, gathering youth in order to explore the

principles of social entrepreneurship, paying special attention to examining different aspects of social entrepreneurship. Another example comes from NACUE, which launched a new product called 'NACUE talent' which supports young entrepreneurs by providing a number of services such as mentoring. Mentors such as industry experts and entrepreneurs share their knowledge, skills and experience with young people. The mentoring support may involve meetings, phone calls, emails or other written communications from time to time. The exact content and frequency should be agreed between the mentor and his/her mentee. The duration of these relationships will be for 12 months from the beginning of a mentee's membership or until terminated by any party by giving written notice. At their events, NACUE asks their students what is most important in developing their businesses, and every time the answer that generates the most responses is Access to advice and mentors (see graphs 21-22-23 in Annex IV).

One last point from the results was related to the funding opportunities, this issue can be solved through the actions recommended above, meaning through mentoring or through youth networks initiatives. One good example of a platform that represents students all over Europe is the creation of a European list with foundations that can support projects in the youth field. This could also be done by every organization that has the appropriate resources and time to spend on creating this list and provide to its members. Moreover, an event could be organised to help promote and disseminate such list.

Youth Networks and support centres can actually play a very important role on meeting the needs of the students by being closer to them and to fill the gaps between the main actors in the field of entrepreneurship, including the ones providing information and guidance and encouraging young people to develop their ideas and support the fulfilment of their dreams.

On the other hand this study research has also approached the support centres for entrepreneurs that work closely to facilitate or helping engaging TYAs in developing their business idea or plan. The idea was to understand their needs and capabilities on providing the service to TYAs.

Considering the results presented on the previous section it was clear that despite the fact that they count on financial resources from private sector, governments, universities, municipalities and EU grants, support centres are still facing challenges at this level especially when it comes to fit the needs and expectations of young entrepreneurs. Within this context they would need more financial support to enlarge the scope of their work and service options for example to invest more on web entrepreneurship, create more spaces for collaborative work among entrepreneurs, providing coaching etc...

Another relevant need shared was the idea to connect the centres among themselves and connect them with the TYAs for a better and updated service and at the same time benefitting from existing good practices and access to information.

The collaborative work is an essential method or vehicle to ensure innovation, progress, creation of synergies, interaction, sharing and investment in knowledge transfer, so indeed this last need pointed out links directly with relevance of MY-WAY project tools as they will benefit the centres by providing more access to information about each centre and consequently can stimulate the collaborative work among them. And the same for web entrepreneurs that want to get more information to existing good practices, information about centres, resources, to innovate their business plans and ideas, etc.

Considering the main points we got out of the target groups we see that there's a need for the structures to collaborate in order to improve and innovate entrepreneurship support services online and offline. In this sense we think is important that an European platform could be created to represent the student support centres in Europe with the main aim of giving support to the centres, bridge the gap with external stakeholders and decision makers as well as providing information and opportunities so they could improve and enlarge the scope of their work and the approach with TYAs and all the policy and advocacy work that is needed to monitor on European level to stimulate the bottom-up and top-down approach among centres and stakeholders. This platform should be representative of student support centres and student organizations that are eligible to give support to students or represent them towards the decision making process on European level. In that sense the interests of the TYAs would be also ensured through their own platforms.

VI. References

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http://www...

My web business

VII. Annexes

STARTUP
E U R O P E

European
Commission

Annex I – List of countries that received information about the project and this study research

Nr.	Country	Local Contact (s)	Observations
1	Spain		AEGEE
2	France		AEGEE
3	Italy		AEGEE / H-Farm
4	Belgium		AEGEE/ YES
5	England		AEGEE/ Capital Enterprise / NACUE/ EUCLID
6	Netherlands		AEGEE
7	Germany		AEGEE / Menlo Media UG
8	Austria		AEGEE
9	Slovenia		AEGEE
10	Croatia		AEGEE
11	Bosnia and Herzegovina		AEGEE
12	Hungary		AEGEE / Europa Media
13	Slovakia		AEGEE
14	Serbia		AEGEE
15	Poland		AEGEE
16	Czech Republic		AEGEE
17	Romania		AEGEE
18	Bulgaria		AEGEE
19	Turkey		AEGEE/ Sabanci University
20	Georgia		AEGEE
21	Azerbaijan		AEGEE
22	Ukraine		AEGEE
23	Belarus		AEGEE
24	Lithuania		AEGEE
25	Latvia		AEGEE
26	Estonia		AEGEE
27	Russia		AEGEE
28	Armenia		AEGEE
29	Cyprus		AEGEE
30	Greece		AEGEE
31	Malta		AEGEE
32	Portugal		AEGEE
33	Denmark		AEGEE
34	Finland		AEGEE
35	Israel		BAR ILAN University
36	Montenegro		AEGEE
37	Luxembourg		AEGEE
38	Albania		AEGEE
39	Moldova		AEGEE
40	Switzerland		AEGEE

Annex II – Dissemination by partners

Organization	Communication channel
BIU	Website
Europa Media	Project's Website
	Facebook Account
	Twitter Account
	Google + account
	Linkedin Group
EUCLID	Website
AEGEE-Europe	Network Commission (Survey)
	Announce-L (Survey)
	Newsletter (Survey)
	Network Meetings - March @ Hambourg and Catania (Survey and Interviews)
	Members Portal (Survey)
	AEGEEan (Survey)
	Website
	Social networks: Facebook, Twitter (Survey)
	Direct contact with key members to implement the interviews
	Among partners (for example by emails, Courier of the European Youth Forum, etc.)
Menlo Media UG	EU-STARTUPS.COM

Annex III – AEGEE-Europe's Data Privacy Policy Statement

DATA PRIVACY STATEMENT

Agora Patra, May 2014

I - General Provisions

Article 1: Object and purpose
(1) [1]The purpose of this statement is to secure right to privacy of AEGEE members, with regard to:
[2]a) the gathering and automatic processing of personal data relating to them;
[3]b) information and all relevant data about the Association, its work and its members.

Article 2: Definitions
(1) [1]For the purposes of this statement the following expressions shall have the meaning hereunder assign to them:
[2]a)   "anonymous statistical data" is information collected on a categorical basis (by survey from data subjects, or from AEGEE data bases) in terms of the design of survey in such a way that the further reconstruction of the information about the data subject is not possible;
[3]b) "automatic processing" includes the following operations if carried out in whole or in part by automated means: storage of data, carrying out of logical and/or arithmetical operations on those data, their alteration, erasure, retrieval or dissemination;
[4]c) "blocking" means the marking of stored personal data with the aim of limiting their processing in future;
[5]d) data subject" is the member of a local or contact of AEGEE to which the information applies;
[6]e) "external data subject" is a person or organisation not member of AEGEE to which the information applies;
[7]f) "data subject's consent" means any freely given specific and informed indication of the wishes by which the data subject signifies his agreement to personal data relating to him being processed;
[8]g) "external data" is information which emphasize the aim, purposesof the Association and its work, available and open for all interested parties;
[9]h) "internal data" is information about the Association and it's work which can be accessed only by AEGEE members;
[10]i) "internal confidential data" is information about the Association and it's work which can be accessed only by certain number of AEGEE members, due to a position in the Association they hold;
[11]j) "internal AEGEE body data" is information belonging to a specific body and is for internal use of that body and can be accessed by those people as is defined in the internal rules of that body.
[12]k) "Ombudsman of AEGEE" is body charged with representing the interests of the data subjects by investigating and addressing complaints reported by the members of AEGEE;
[13]l) "personal data" is meant any information relating to an identified or identifiable data subject;
[14]m) "personal data filing system" means any structured set of personal data which are accessible according to the specific criteria, whether centralized, decentralized or dispersed on a functional or other kind of basis;
[15]n) "processing of personal data" means any set of operations which is performed upon personal data, whether or not by automatic means such as collection, recording, organisation, storage, adaptation or alteration, retrieval, consultation, usage, disclosure by transmission, dissemination or otherwise making available, alignment or combination, blocking, erasure or destruction;
[16]o) "processing responsible" means a person who is in charge of the safe personal data processing and storage of the data on behalf of AEGEE.
[17]A processing responsible shall sign the Contract of Confidentiality, after being appointed by the competent body;
[18]p) "processor" means a body of AEGEE who has the right to use and apply the data which is handed and trusted by the data subjects (the Comité Directeur, organisers, locals etc.);
[19]q) "recipient" means any person, body, institution or organisation to which data is disclosed;
[20]r) "suspension" refers to accessing services provided by all the bodies of AEGEE-Europe, except for those provided by the local the data subject is a member of.

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Article 3: Scope
(1) ¹AEGEE-Europe undertakes necessary actions to certify the correct application of this statement to the personal data files and the automatic processing of personal data of all data subjects and all AEGEE-Europe's actions, events and activities.

II - Basic principles for data protection

Article 4: Levels of protection of the data
(1) ¹Having in mind best practices and aiming to guarantee due usage and corresponding levels of secrecy, all the information of the Association shall be divided into:

a) external data or data accessible for all;

b) internal data or data accessible only for AEGEE members and subject to exceptions granted by the Ombudsman;

c) Internal confidential data or data accessible only for certain AEGEE members holding official position in the Association and responsible for information which they deal with and/or have access to for as long their term lasts.

(2) ¹The Ombudsman shall publish a list of the data according to the division stated in paragraph (1) of the present Article.
²This list shall be ratified by the Agora.

(3) ¹Changes to the list as defined in paragraph (1) of the present article can be proposed to the Ombudsman.

Article 5: Data communication tools and data storage tools
(1) ¹All the data about the Association and its work shall be stored and presented through certain official tools meant for storing and spreading information accordingly.

(2) ¹The Ombudsman shall comprise a list of data communication tools and a separate list of data storage tools according to the levels of protection the data communicated or stored through on the respective medium requires.
²Possible use of encryption or safety requirements may be indicated in the list.

(3) ¹The Ombudsman shall publish a list of data communication tools and a separate list of storage tools and send an update before each Agora.
²These lists shall be ratified by the Agora.

(4) ¹Only those data communication and storage tools included in the list shall be used to store, present and spread information about the Association and its work.

(5) ¹To obtain a status of data communication tool of the Association, a formal request shall be sent to the Ombudsman.
²The Ombudsman shall decide on the matter and send its reply within 2 weeks after the request will be received.

(6) ¹Storing information on any other devices or locations that are not included in the list require an exception granted by the Ombudsman.

(7) ¹At the end of the term of certain AEGEE members all confidential data that was stored on their personal storage devices should be removed.
²A copy may be kept on storage devices of AEGEE-Europe which is only accessible to those as defined in the data storage tools list.

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(8) [1]At any time, any AEGEE member can request the Ombudsman to provide information about the storage and use of his/her personal data.
[2]Within the confidentiality limits set out in Article 4, the Ombudsman shall provide the fullest possible account of this data within 2 weeks.

Article 6: Quality of data
(1) [1]Personal data undergoing automatic processing shall be:
[2]1) obtained and processed fairly and lawfully;
[3]2) stored for specified and legitimate purposes and not used in a way incompatible with those purposes;
[4]3) adequate, relevant and not excessive in relation to the purposes for which they are stored;
[5]4) accurate and, where necessary, kept up to date; keeping in mind the obligation of individual members to update their data to the current situation as defined in article 6(3);
[6]5) preserved in a form which permits identification of the data subjects for no longer than is required for the purpose for which those data are stored.

Article 7: Data security
(1) [1]AEGEE-Europe stores and is responsible for the application of adequate security measures relating to the process of storage and automatic data processing.

(2) [1]AEGEE-Europe uses personal data of each AEGEE member only for those purposes defined in the present statement.

(3) [1]Processing responsible persons have to sign a contract of confidentiality with the Comité Directeur before they are granted access to the databases.

(4) [1]For the purposes of this statement the functions of the Ombudsman of AEGEE are entrusted to the Mediation Commission.

III - Rules for handling and storing of personal data

Article 8: Rights and obligations of data subjects
(1) [1]A data subject has the right to request all its personal data that is stored; for that purpose, the data subject must contact the processor.

(2) [1]Data subjects should obligatorily define the next kind of personal data:
[2]a) real name/surname;
[3]b) email;
[4]c) local/contact;
[5]d) date of birth;
[6]e) nationality;
[7]f) field of studies;
[8]g) gender.

(3) [1]The Comité Directeur may require extra personal data like home address or social network/messenger identifiers.
[2]Those extra data will always be provided on an optional basis.

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(4) [1]A data subject has the right to withdraw the permission to store its personal data.
[2]This will result in suspension.
[3]For the coherence of the personal data filling systems and the anonymous statistical data, the following data cannot be withdrawn: local/ contact, year of birth, nationality, field of studies, gender.
[4]This kind of data can be stored for five years after the suspension and must be deleted afterwards.

(5) [1]Data subjects are obliged to keep their data up to date and make the needed changes when necessary.

(6) [1]In any case when a data subject or a group of data subjects holds probable that their data is not stored or processed in accordance to the provisions of the present statement, they may request an enquiry by the Mediation Commission.
[2]The Commission will give a binding verdict within two weeks after the initial request was made and after contacting both parties.
[3]Until there is a verdict, the data may not be processed.

Article 9: General rules of data processing

(1) [1]Data is collected for specified, explicit and legitimate purposes and is not further processed without the prior data subject's consent or in a way incompatible with AEGEE purposes.

(2) [1]Certain personal data may be published online in a system open to AEGEE members only in case the data subject gives its consent.

(3) [1]The processing responsible has the necessary access and power in order to ensure proper functioning of the personal data filling system and validity of the data.

(4) [1]The Comité Directeur:
[2]a) composes and publishes a list of data processing responsibles. 2Changes in this list have to be announced to the Network in a sufficient way;
[3]b) defines the optional scope of data which AEGEE would like to gather from data subjects by subscription or other means;
[4]c) has the opportunity to delegate the rights defined in sub paragraph a) and b) paragraph 4 of the present article to any other AEGEE body.

(5) [1]Activities organised by AEGEE:
[2]a) the information concerning the data subject mentioned in sub-paragraph of the present article is also used in order to confirm your participation in any kind of AEGEE-activities as a member of the AEGEE;
[3]b) with the purpose of the organisation of different kinds of AEGEE-activities, except the obligatory data any other subsidiary or extra data can be required by the Organiser of current activity;
[4]c) the whole scope of the information mentioned in sub-paragraph b) paragraph 4 of the present article, given by the data subject by its consent, is used only according to the purposes and aims of the current activity and is valid only for one time usage within such activity.

(6) [1]Activities in co-operation with AEGEE:
[2]a) in order to apply and take participation in such joint activities the data subject shall give its consent for the usage of the required data according to the provisions of the present article in any such case;
[3]b) the data usage shall be used only within the current external activity;
[4]c) in case you apply for an event of a partner of AEGEE the data privacy of that partner is in apply;
[5]d) in case of a joint activity, it should be announced beforehand which data privacy statement is in apply.

(7) [1]The provisions of this article shall be used while organising any AEGEE-activity.

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Article 10: Commercial usage of data

(1) [1]AEGEE-Europe will not give non-anonymised personal data to third parties, unless the involved data subjects give their consent.

(2) [1]The Comité Directeur may give anonymous statistical data about the data subjects to third parties in order to gain profit from this.
[2]The Mediation Commission should give permission to do so.
[3]If the Mediation Commission will not respond to the permission request within two weeks from the request application date it will be considered as rejected.

(3) [1]The Comité Directeur may send advertisements by third parties to specific to data subjects (e.g. Law or Engineering students) of AEGEE.

(4) [1]To minimise inconvenience, data subjects can only receive up to ten commercial messages a year.
[2]The Mediation Commission should be notified in advance.

(5) [1]Each data subject has right to refuse to get any kind of such advertisements.
[2]The refusal note shall be first made while signing the data protection statement personally by each data subject.
[3]The information about the refusal will be automatically reserved in the data base.

Article 11: Transition period

(1) [1]All existing systems should comply with the rules within two years from the date of approval of the document.
[2]The Agora may grant an exception for a specific system if it appears to be impossible to fix the problems in time and set a new deadline.

IV - Final Clauses

Article 12: Applicable law

(1) [1]Access to the data can be forced by court decision.
[2]AEGEE-Europe will fully cooperate with the legal authorities in order to fulfil the decision of the court.

(2) [1]AEGEE-Europe shall do its utmost best to protect subject's data.

(3) [1]AEGEE-Europe shall not be responsible for unauthorized access outside its control, including, but not limited to, hacking, theft of hardware and eavesdropping.

Article 13: Amendments and special procedures

(1) [1]Amendments to this document can be made by the Agora only with a qualified majority of votes.

(2) [1]For cases not regulated, the Comité Directeur may act outside its competence provided it gets a permission from the Mediation Commission to do so.
[2]If the Mediation Commission will not respond to the permission request within two weeks from the request application date it will be considered as rejected.

(3) [1]Other processing responsibles need to phrase a request for actions outside their competence to the Mediation Commission via the Comité Directeur.

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Annex IV – NACUE questions to students on what is most important in developing their businesses

Support Needed by Finalists to Grow their Business
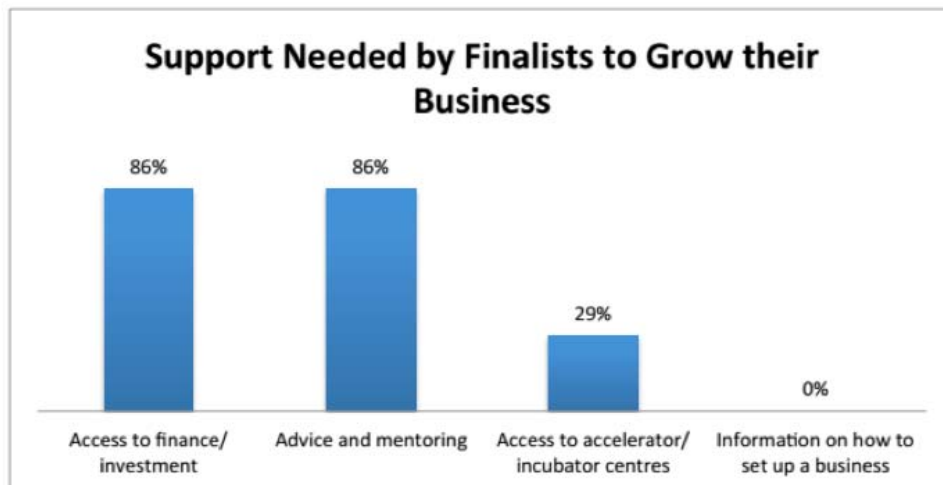
86% of Varsity Pitch Bootcamp attendees stated that financial investment and advice and mentoring are equally as important for them. 29% stated that they also required access to accelerator centres to grow their business.

We asked survey participants "In your opinion, which of the following are essential for an enterprise to scale its activities?"
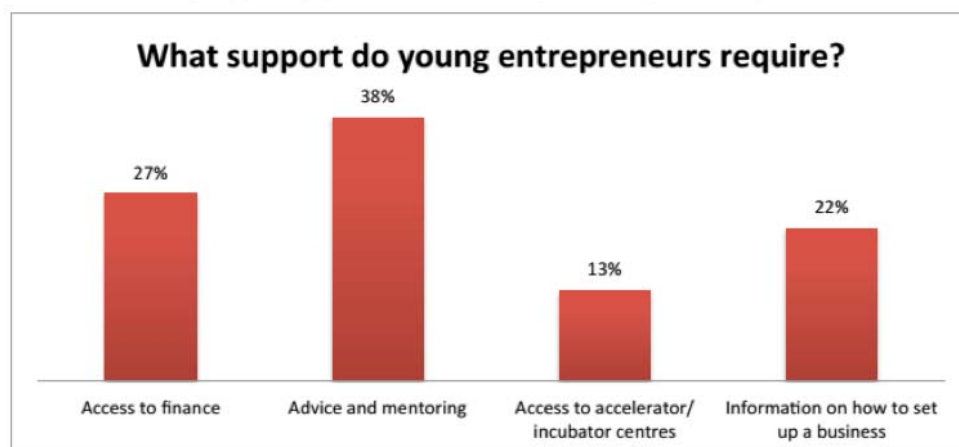
Student responses tell us that they think the most important benefits for their business, in order to scale are:

Access to finance and investment (73%)
Advice and mentoring (71%)
Access to network and contacts (68%)

Identifying Support Needed by Young Entrepreneurs

The findings of the survey showed that access to finance (27%) is an important area in which young entrepreneurs need support. However, the results suggest that advice and mentoring (38%) is the most important form of support for young entrepreneurs. This point is closely linked to the demand of 22% of attendees for information on how to set up a business. Besides practical and financial support, also infrastructure in the form of access to accelerator/incubator centres was listed.