



ASSOCIATION OF YOUNG
ECONOMISTS OF GEORGIA

**STUDY REPORT OF THE KNOWLEDGE AND ATTITUDES IN PUBLIC
SCHOOLS ABOUT ENTREPRENEURIAL ACTIVITY**

The study was conducted in the scope of the project “Piloting Entrepreneurship Education in Public Schools of Georgia”, implemented by the Association of Young Economists of Georgia, with the financial support of the U.S. Embassy Democracy Commission Small Grant Program



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The purpose and design of the study

The purpose of the study was to study the attitudes and knowledge of public schools students about entrepreneurial activity. It is broadly recognized that the school stage of education significantly contributes to the formation of an entrepreneurial culture. Accordingly, the development of entrepreneurial skills has a positive impact on society, which leads to the creation of successful business organizations.

School students will become active citizens one day, and some of them will become entrepreneurs. Students can work on, and start to think about, their own future activity from school age and gain entrepreneurship knowledge and skills, enabling them to start their own business or use the knowledge in various professions when the time comes.

The survey results will be used to pilot and develop a new business training course to be delivered in Tbilisi, Kutaisi and Gori public school for the 9th, 10th, 11th and 12th grade students.

The main research objectives

1. Study the intention of public school students to start an entrepreneurial activity;
2. Assessment of the schools' students' opinion about entrepreneurs and entrepreneurial activity;
3. Research the main obstacles to start entrepreneurial activity and identification of the main supporters;
4. Evaluation of the existing educational program to promote the development of entrepreneurial activity;
5. Analyze the reasons for starting the entrepreneurial activity and determine the specific fields of interest.

In order to achieve the research objectives, both quantitative survey and qualitative survey methods were adopted by the research team (face to face interviews, focus groups, in-depth interviews). Quantitative research tools were used for a structured questionnaire. Quantitative and qualitative researches were held in Tbilisi.

The quantitative survey

Sample size	-500 interviews
Number of selected schools	-25 public schools
The number of interviews conducted in the selected schools	-20 interviews
Target grades (classes)	-9 th , 10 th , 11 th and 12 th
The number of conducted interviews per class	-5 interviews
The sampling method of respondents	- Random

Note: In the 47th, 94th, 159th, 163rd, and 195th public schools it was not possible to interview 12th grade students. The reason for that was the refusal of the school directors, because these students were preparing for the school graduation exams.

Duration of the field work	- 5 days
The number of interviewers engaged in the field work	- 6 interviewers
The number of interviews conducted by interviewers	- 5 interviews
The duration of the interviews in minutes:	-Average 10 minutes

The technical obstacles observed during the fieldwork

During the fieldwork, interviewers have not faced any problems, since the directors of the selected public school were informed about the project, as well as about conducting the quantitative research in the 9th, 10th, 11th and 12th grade school students. The only case of a non-cooperation during the survey was the 131st public school where the director refused to participate in the project.

The qualitative survey

Focus-groups – two focus-group meetings were conducted in Tbilisi. In each focus-group students representing different public schools and from diverse school grades took part. The focus group meetings were held using a special guidebook. A total of 21 participants attended the focus group meetings and participants were also represented as evenly as possible in terms of gender.

In-depth interviews – in total, 20 in-depth interviews were conducted with different public schools' students from various grades using special questionnaires. The respondents to the in-depth interviews were selected following the quantitative survey upon the recommendation of the interviewers.

1. The main findings

- The majority of the school students (58%) has the general desire to start their own business in order to implement their ideas;
- The greatest obstacle to entrepreneurship was named as a lack of knowledge, experience and skills (by 47.2% of respondents);
- The respondents believe that they first of all need relevant / sufficient education in order to start entrepreneurial activity. Only 49% of the respondents think that the existing education system provides them with the required knowledge to start their own business, promotes interest in this regard and assists in understanding the role of business;
- School students believe that during school age it is possible to start small business and relatively for this reason the proper education is required;
- The respondents think that schools and/or the Ministry of Education should conduct special flexible and practical training courses for school students in order to acquaint them with how businesses operate.

Additionally:

- A large proportion of the students, understand the essence of entrepreneurship and the role of the entrepreneurs. The majority of respondents (58%) have a general desire to start their own business and no gender disparity was recorded;
- The desire to start their own business activities increased proportionally according to the age and grade of the respondent;
- Those students who do not want to start their own entrepreneurial activities (only 13.8%), the main reason (for 50.8%) cited was unwillingness and, for a smaller percentage (18.5%), fear of risks was the reason given;
- The main reasons why students may not become entrepreneurs are: financial risks (68.1%), unhealthy business environment (49.9%), competition (28.9%) and the lack of appropriate skills/knowledge (27.1%). Presumably, if appropriate conditions are created (eg. special education), the students are less likely to have no desire to start business activities;
- Three quarters of respondents know someone closely (parent, relative, a friend of the family, etc.). who owns their own business and could be used as a mentor;
- The majority of the interviewed students would consult a member of the family, or another experienced person who owns a business or consulting company for advice about starting or developing a business;
- The majority of respondents (53%) want to start their own business in order to implement their own ideas and 30.4% of them have always wanted to start up their own business.

Gaining financial independence and an advantageous position to obtain more financial resources are the most commonly given motivational factors;

- The lack of finances to start/develop business (66.4%) and the lack of entrepreneurial knowledge, skills and experience (47.2%) have been named as the key obstacles to entrepreneurial activity. Therefore, it is important to instruct students on how to obtain financing and equip them with the basic knowledge and skills;
- Almost 80% of respondents consider that the business climate in Georgia is more or less attractive to start a business. However, the students failed to name the favorable environmental factors for business. Accordingly, it is clear that the most important economic and industrial issues should be taught at the secondary schools, so that the citizens (regardless of whether or not they intend to start their own business activity) would have a clear idea about the current economic situation in the country;
- The opinion of the respondents was that in order to start the entrepreneurial activity they first of all must require teaching/trainings and then obtain access to the financial sources and consulting. Therefore, the majority of pupils (69.8%) believe that general education assists them to succeed in life. But 49% think that the existing education system provides them with the required knowledge to start their own business, and promotes the interest in this regard and assists in understanding the role of business;
- The majority of students (67.4%) think that if they work hard they will be able to develop their own business. Only a small proportion prefer to work in a stable job;
- In addition, the majority of pupils do not have a clear understanding of the importance of starting their own business. For example, only 35% name personal enrichment as a reason. However, we may conclude that at this age, entrepreneurship is more related to realization of the ideas and the need of self-actualization;
- A total of 45.2% of respondents answered that they have a business idea, and 78.3% of them claimed a desire to start a business in the future. We can assume, that because the wish of respondents to start a business is high, the probability of starting a business in case of existence of the business ideas is quite high. In the agenda the elimination of obstacles and issuance of supportive measures (eg. special entrepreneurial training courses in public schools) are set up;
- It should be noted that a large part of the respondents (42%) think that to accomplish their ideas amounting to only 20,000 GEL. For the sake of being better prepared, it would have been efficient during the school period to increase the skills of students in budget preparation and counting costs;
- It is worth underlining that the majority of respondents wish to start a business activity in the following sectors: trade (24.8%), food processing (23%) and tourism (17.3%).

2. Entrepreneurship and the desire to start an entrepreneurial activity

The term “entrepreneurial activity” to the respondents of the focus-groups and the in-depth interviews meant something associated with trade, production and profit. From their point of view, an entrepreneur is an ambitious, purposeful person oriented on how to earn money and achieve results.

Students think that entrepreneurs do not like being dependent on others (in terms of hierarchy). The main factors they named as being important for achieving success in entrepreneurship were as follows: business planning, a good business idea, and hard work. One of the focus-group participants stated: “Entrepreneurs need an idea and commitment. When you have an idea you will be able to find someone who can fund your business ...”.

Responding to the question, “Do you think it's possible that every person can become an entrepreneur?” the focus-group participants answered:

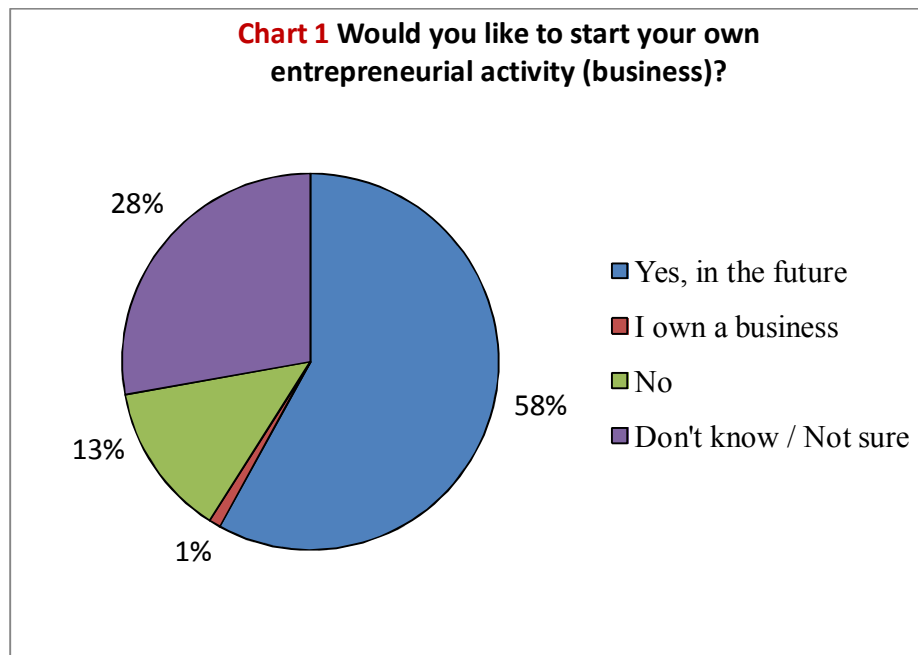
“One can always start a small business and then develop and increase production. But the failure needs to be accounted for”.

“Certain characteristics are required in order to become an entrepreneur. It is not all about the characteristics, there must also be a great desire. Not all people need to become entrepreneurs”.

The participants of the in-depth interviews demonstrated their knowledge about entrepreneurship. One participant stated: “The entrepreneur has to know the consumers and identify their needs” while another claimed that “the entrepreneur should be responsible, attentive, and a warrior in order to achieve the goal and must not fear potential risks and threats.”

We can conclude to some degree that the school students have a clear understanding of what is related to entrepreneurial activity and what kind of person an entrepreneur should be.

According to the survey results there is a high level of interest among school students in entrepreneurial activity. In the quantitative survey, when asked the question “Would you like to start your own entrepreneurial activity (business)?” the majority of respondents gave a positive answer.

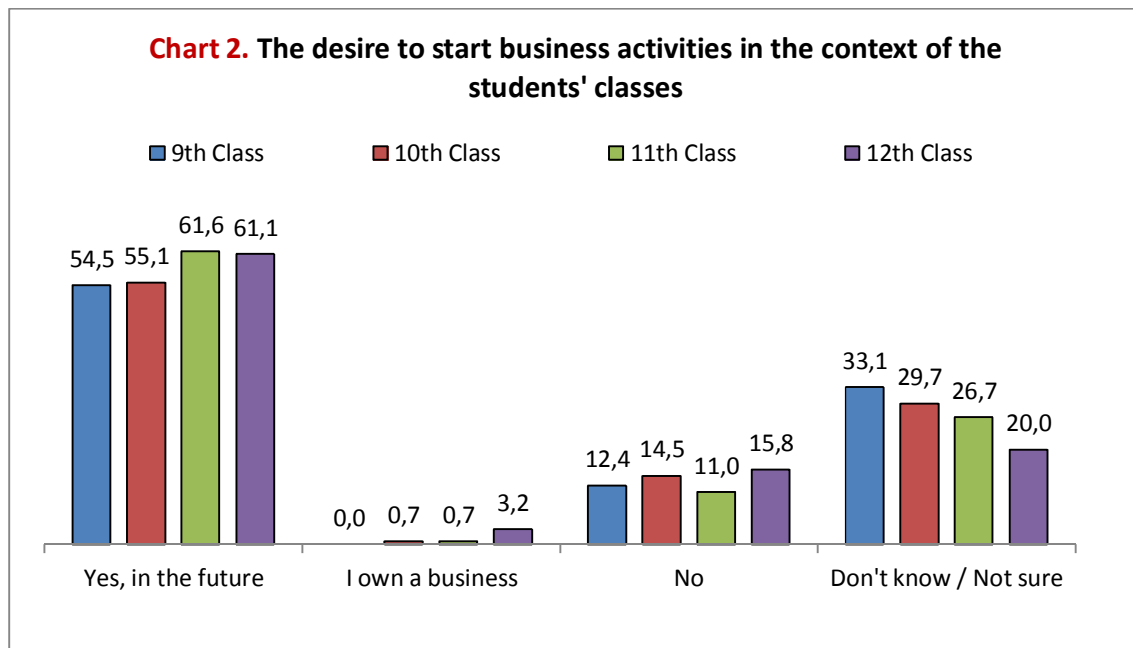


According to the above mentioned answers, we can state that the pre-graduates of Tbilisi secondary schools are already thinking about their own entrepreneurial activity in the future – whether or not they will have the financial sources to start a business.

The ownership of private business in this case can be considered as an ownership of the family business, the respondents consider that they already own a business, when a family member does. Such a high rate of the wish to start own business in school students has been already pointing out of the student's life-style choice.

Interestingly, from a gender perspective, the answer “Yes” was given by a very high percentage of both male and female respondents with only an insignificant 6% difference between the two. Therefore, entrepreneurial activity is equally important for students irrespective of gender.

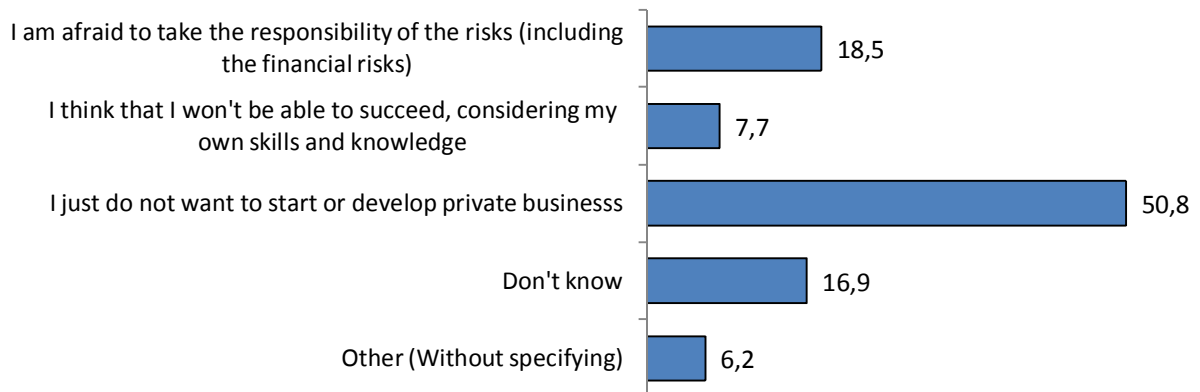
It is interesting to review the above mentioned answers considering the classes of the respondents.



The responses of “don’t know / not sure” were of particular interest here. There is a direct proportional decrease in the number of answers as the age of the respondents increase. It implies that as students get closer to starting an independent life, there is less uncertainty about whether or not they intend to become involved in entrepreneurial activity.

It should also be noted that the focus-group and in-depth interview participants name entrepreneurial activity as a source of stable income despite its inherent risks. According to one of the respondents “The entrepreneur has to try business in diverse fields of production. A person has to be active, because if one earns income then ignoring the activity is not allowed. It does not matter how much money the entrepreneur earns, he has to reinvest the money in business in order to gain more profit. The business always needs to be developing, and innovations must be implemented in their activities and must never be satisfied with the achieved results. The entrepreneur must always want to achieve more. The profit that the businessman will receive will have to be invested back into the business that should be expanded.” These results and responses represent a fairly clear understanding of the essence of entrepreneurship among the school’s students. In the respondents’ opinion it is important for the entrepreneur to have professional qualifications as well.

As part of the survey, respondents with no interest in beginning their own entrepreneurial activities (13.2% of respondents), were asked why. Their reasons are presented below in Chart 3.

Chart 3. Why don't you want to start your own entrepreneurial activity?

- Out of those respondents with no desire to start a business (13.2% - 65 respondents), only 18.5% expressed fear of risks.
- Out of 65 respondents, half simply do not want to start and develop a business. For example - one of the focus-group participants claimed: "Whether I had the funding or not, I would not start a business, because I think that at the moment I do not have the proper education to start a business. I do not have any experience ... I would not dare to take such responsibility on myself. We have no idea about business so first I would need to attain information and proper education. "

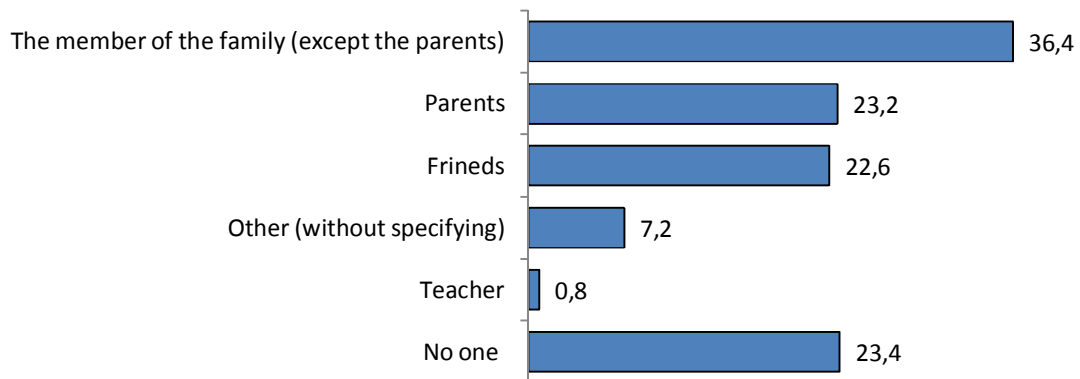
According to the presented data, a large number of answers are "I just do not want to", but a percentage of respondents with the above mentioned answer out of the total number equals up to just 6.6%, and the response – "I'm afraid of the risks " out of total represented only up to 2.4%.

According to the responses, we can definitely state that for the majority of the respondents consider themselves ready, or at least have the desire, to start their own entrepreneurial activities.

3. The example of business operation

It is significant that the majority of the respondents name a lack of knowledge as the main obstacle for them to start a private business, which in their opinion is possible to gain from entrepreneurs with whom they are familiar.

In Chart 4, the results are presented of the answers to the questions "Who do you know who has started his/her own private business?"

Chart 4 Who do you know who has started his/her own private business?

Note: The respondents had an opportunity to respond with several answers; accordingly the number of responses exceeds 100%.

- ✓ Almost one quarter of respondents are not familiar with anyone who owns a private business;
- ✓ Three quarters of the respondents know persons who run entrepreneurial activity and the mentioned person is in a close relationship with the respondent (parent, relative, friend, etc.).

It is interesting to cross-reference the data reviewed: a desire to start a business with knowing a business owner.

Table 1. A desire to start own business with the business operation example

Who do you know who has started own private business?	Would you like to start your own entrepreneurial activity (business)? %			
	Yes, in the future	I own a business	No	Don't know / Not sure
Parents	27	40	18	19
A member of the family (except the parent)	40		16	39
Friend	27	20	12	20
Teacher	0,3			2
Other	6		10	9
No one	17	40	47	26
Total	100.0	100.0	100.0	100.0

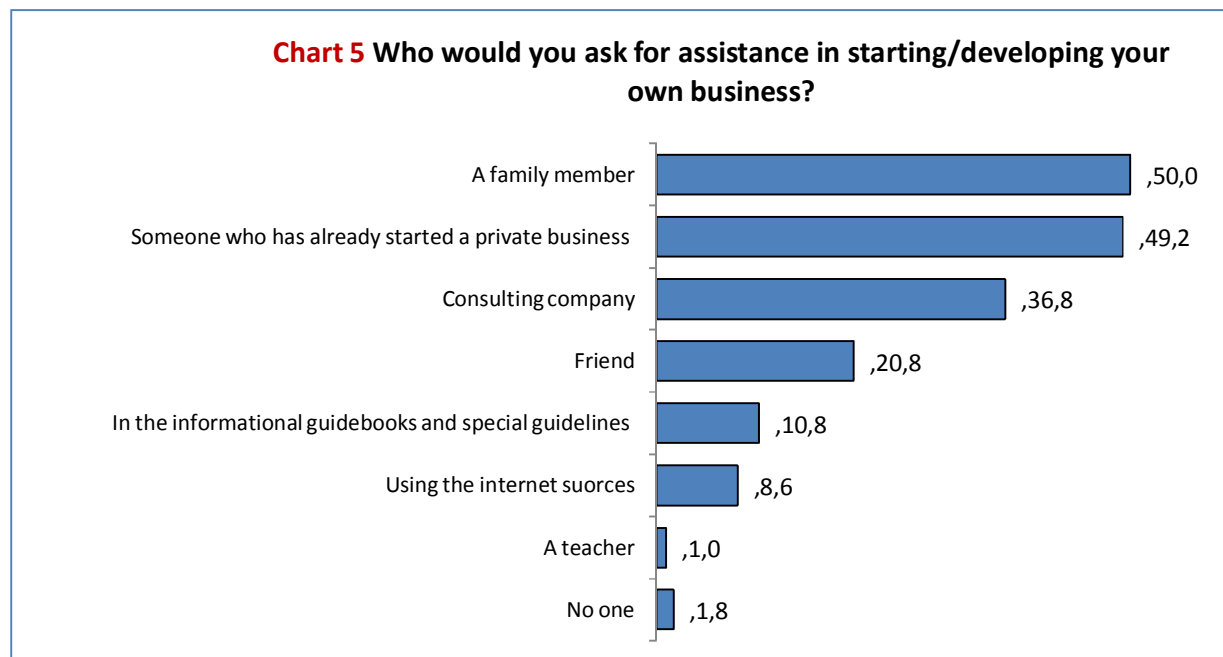
Of the respondents who wish to have their own business in the future - 83.4% directly know someone (most of them family members) who runs his or her own business.

For this category of respondents, business is something they are observing and learning from family members and thus, gradually, the desire to own a private business grows. For example, one focus-group meeting student shared her experience: "My father has a car wash, which is located in a place that in my opinion is not attractive and would not be profitable. The location is in Vake district,

which is not justified in my opinion, as it is not very accessible and visible for drivers. I would have done this elsewhere, more in the suburbs.”

4. Potential supporters/partners

The questions “Who would you ask for assistance in starting/developing your own business was also asked and the responses are presented below in Chart 5.



Note: The respondents had the opportunity to give several answers; accordingly the number of responses exceeds 100%.

- Only 1.8% of the respondents would not ask anyone for assistance to start up their own business;
- Everyone else would ask for assistance from experienced entrepreneurs, a family member, a consulting company or educational literature.

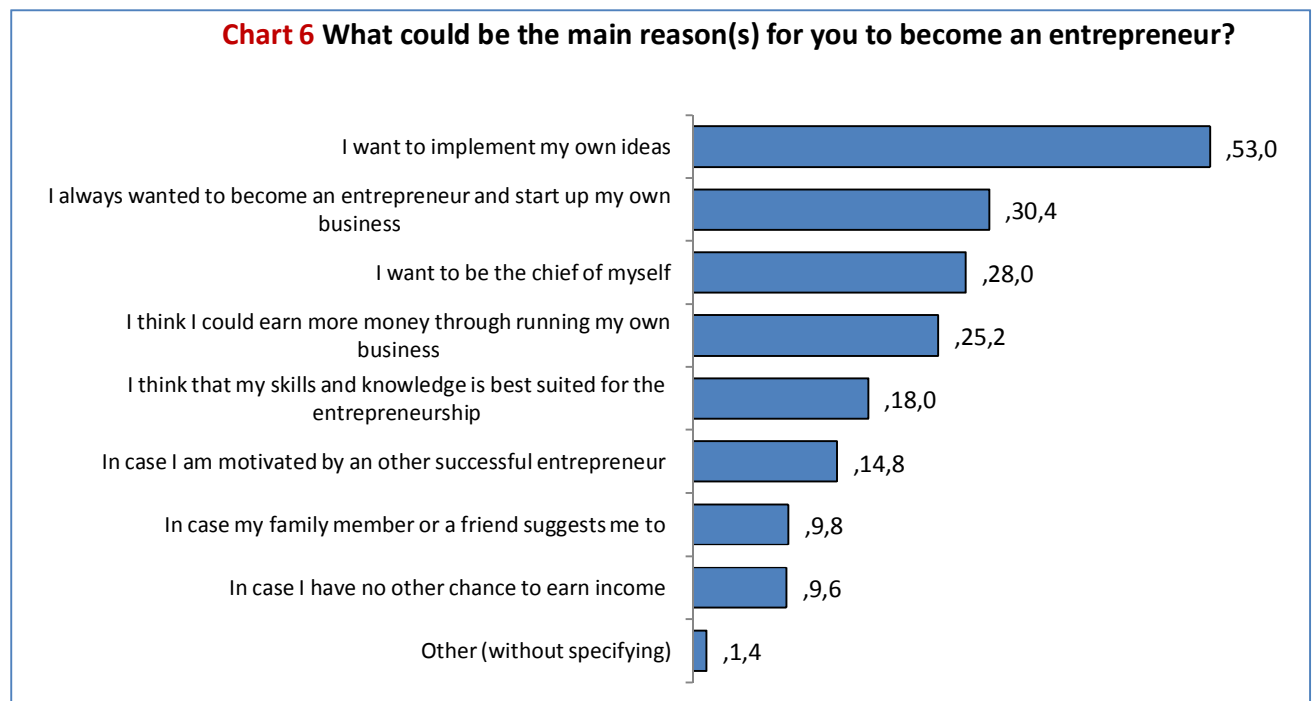
The majority of the respondents have a clear sense that at least in the beginning of entrepreneurial activity, consulting is crucial in order to set off in the right directions for development. In the opinion of the focus-group participants: “First of all it is important to address the person experienced in the field, in which I want to start a business.” Other focus-group member stated: “Some do not even need the education provided in the secondary schools, related to the totally different issues and the entrepreneur needs radically different knowledge”. Also the students think that it is crucial to receive the advice from the people we trust.

The above mentioned finding illustrates the respondents' desire to start their own business and underlines the conceivability of this desire.

5. The reasons why a student might want or not want to start up a business

5.1 The reasons why students want to become entrepreneurs

To broaden knowledge of the reasons why a student would want to become engaged in entrepreneurial activity, the study asked participant for the reasons behind this interest as presented below in Chart 6.



Note: The respondents had the opportunity to give several answers; accordingly the number of responses exceeds 100%.

- Out of the interviewed respondents, 53% answered that they want to implement their own business ideas, the highest.

Thereafter it was worthwhile to review the respondents' reasons for wanting to become, entrepreneurs, cross-referencing with his or her desire to start a business.

Table 2. Would you like to start your own entrepreneurial activity (business)?

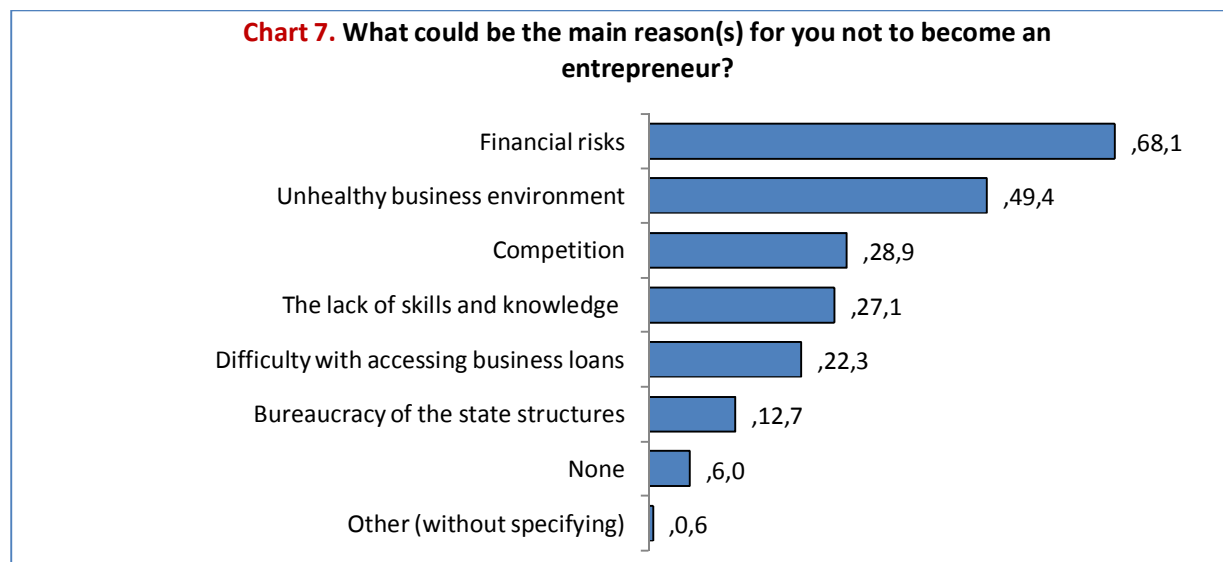
	Yes, in the future	I own a business	No	Don't know / Not sure
I want to implement my own ideas	57.2	60.0	28.8	55.4
I always wanted to become an entrepreneur and start-up own business	36.9	20.0	39.4	12.9
I think I could earn more money through running an own business	29.3	40.0	13.6	21.6
I want to be the chief of myself	27.6	60.0	22.7	30.2
I think that my skills and knowledge is best suited for the entrepreneurship	20.7	40.0	12.1	14.4
In case I am motivated by another successful entrepreneur	13.4		15.2	18.0
In case my family member or a friend suggests	9.7		6.1	12.2
In case I have no other chance to earn income	5.5		18.2	14.4

A total of 57.2 % of respondents who want to become businessmen in the future, named the main reason as “I want to implement my own ideas”. Also, the majority of the focus-group members believe the main reason is to gain financial independence and to earn more income than being employed in any other activity.

The above mentioned desire to become an entrepreneur among respondents was estimated to be strong. Indeed, the ambition of the respondents who wish to start up a private business in the future is strengthened by a desire to implement their own ideas.

5.2 The reasons why students do not want to become entrepreneurs

The respondents were asked for key reasons for not wanting to start up a business and become entrepreneurs in the future, as exhibited in Chart 7 below.



Note: The respondents had the opportunity to respond several answers; accordingly the number of responses exceeds 100%.

- Financial risk was named by the 68.1% of the interviewed respondents;

- Unhealthy business environment was named by the 49.4% of the interviewed respondents;
- Almost one third of the respondents fear competition;
- Almost the same amount of respondents cites a lack of skills and knowledge as the main reason.

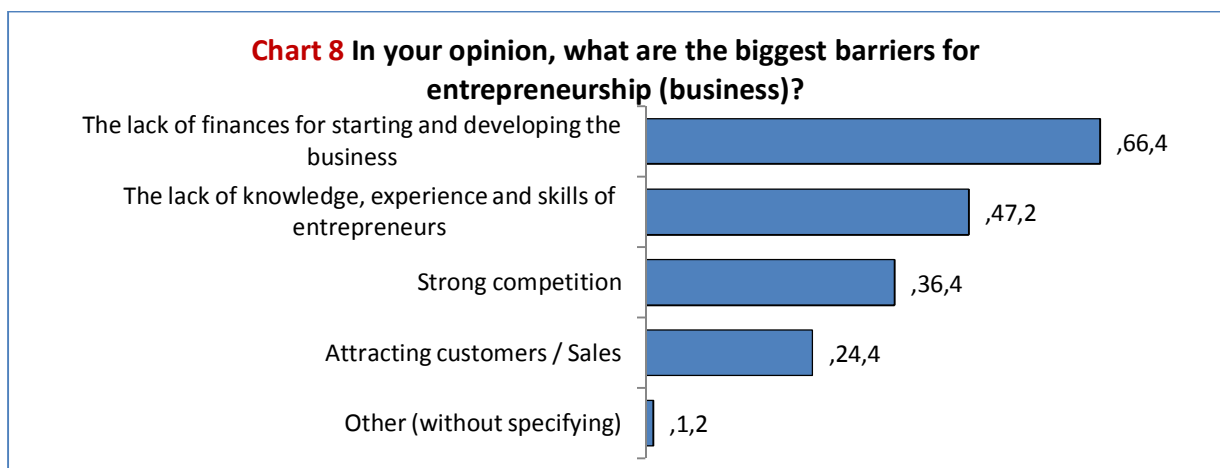
An unhealthy business environment is a separate discussion topic when studying the respondent's opinion about the business environment. Current business environment is an objective factor, which many considered when giving their answers.

All of the above mentioned reasons scored high - the financial risks, competition, lack of skills and knowledge, those are the traditional barriers for any start-up businesses. Accordingly, the fear of the respondents is real, and the respondents are aware of the problems related to starting a business. Approximately the same results were obtained in the focus-group survey, the main preventive reasons were named as competition, financial risks, and unhealthy business environment.

Presumably if the person will create the preconditions for starting a business, and learn how to foresee the financial risks, how to compete with the similar businesses and how to develop the skills of business, the business development opportunities will increase.

5.3 The barriers to entrepreneurship

The respondents were asked what they perceived as the biggest barrier for entrepreneurship and their answers are presented below in Chart 8.



- 66.4% of the respondents name “the lack of finances for starting and developing the business” as the biggest barrier.

Focus-group participants have also named the political environment, competition, and the lack of influential acquaintances and the lack of finances as main obstacles.

There exists an idea and a desire to start-up a business, there does not exist at least a theoretical knowledge of financial risks, competition and business skills and most important, there is no start-up

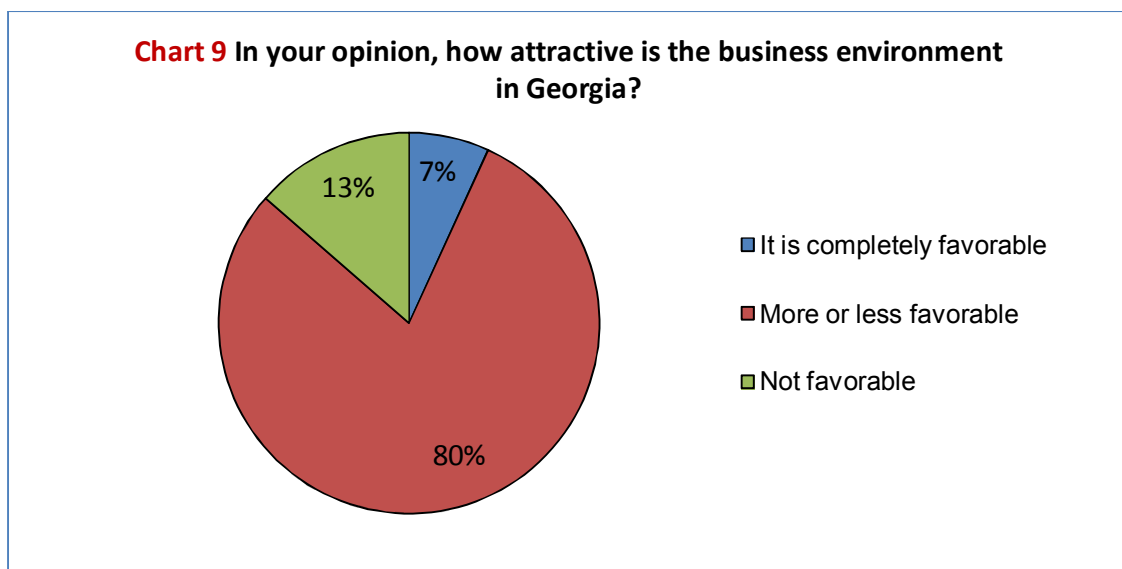
capital. The minimal solution to the current situation can be as follows - the stakeholders, in this concrete study the survey respondents, can be given theoretical and practical knowledge of:

1. Financial risks;
2. Competition;
3. Business skills;
4. How to obtain financing for start-ups.

6. Attractive business environment and types of assistance

6.1 Business Environment Assessment

The respondents were asked about the business environment in general, and how attractive the business environment is in Georgia. Their responses are recorded below in Chart 9.



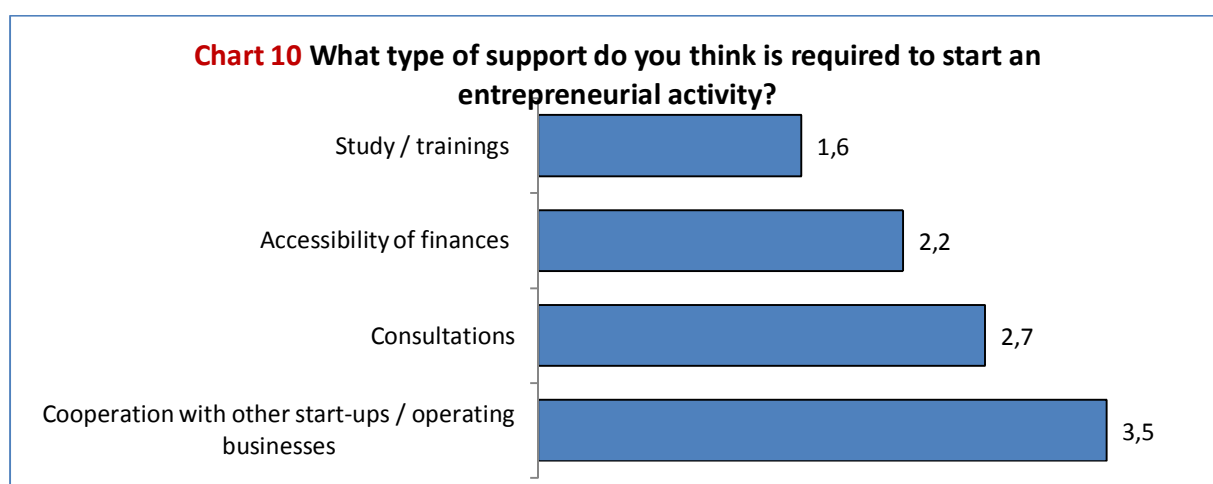
- ✓ Almost 80% of the respondents think that in Georgia the business environment is more or less favorable. The focus-group participants did however state that the high rate of taxes was a negative influential factor for the business environment.

The percentage is not likely to be considered as an accurate reflection of the status quo, although a significant proportion of the respondents have some kind of relationship with entrepreneurs.

6.2 Required types of assistance

The respondents were asked about what kind of assistance they thought would be necessary to start an entrepreneurial activity, and their answers are illustrated in Chart 10..

The answers are ranked according to priority with grade 1 being the highest.



In the previous chapter a lack of financial resources was cited as the key barrier in the way of starting entrepreneurial activity. However, when answering the above question about the priority needs for entrepreneurs, the respondents named study/trainings as the most important, ahead of second-placed accessibility of finances. To give proper support to the young entrepreneurs, they have to be given special programs, which will furnish the students with relevant knowledge and skills. The same issue was raised in the focus-group meetings, where the majority of the school students named entrepreneurship education as the top priority.

For example, one of the focus-group participant from the tenth class stated: “First of all, receiving proper education is a priority, and only then do you obtain finances to start a business. So at this point I have money, but I have no idea how to start a business, what to do, who to address, etc. So, first of all comes business education and entrepreneurial knowledge.”

The priorities for school students reflected a maturity about their perceptions on entrepreneurship. Besides the respondents’ young age, they have a clear vision about the business operation and there exists a real entrepreneurial potential in them.

7. Self-assessment and opinions on the creation of public welfare

7.1 Private education

The school students were asked to evaluate their private education, and what the overall aim of their education was for them. Their answers are presented in Table 4 below.

Table 3. To what extent do you agree with the following opinions? My Education ...

	Completely agree	More or less agree	Disagree
Helps me to succeed in life	69.8	26.4	3.8
Provides me with enough knowledge and skills in order to develop my private business in the future	41.2	51.2	7.6
Motivates me to develop my private business in the future	49.6	39.6	10.8
Helps me to understand the role and importance of business	47.4	41.4	11.2

- ➔ For the majority of the respondents their current general education helps them to succeed in life.

Succeeding in life is the main reason they study, although the existing education is general and not specific, oriented to strengthen their skills sets for entrepreneurial activity. This point was raised in the figures below:

- ➔ Only 42% of respondents agreed that their current education provides them with enough knowledge and skills in order to develop my private business in the future;
- ➔ Similarly, only a slightly higher percentage of respondents (49.6%) agreed that the current education they receive motivates them to develop their own private business in the future.

It certainly appears that the respondents receive a basic education, and it does have some links with the business issues. However, the school students with ideas who wish to start a private business, do not have enough knowledge about business operation issues.

7.2 Personal views

Table 4. To what extent do you agree with the following opinions?

	Completely agree (%)	More or less agree (%)	Disagree (%)
If I work hard, I will be able to develop my private business	67.4	26.6	6.0
I prefer to work in a stable job than on my own entrepreneurial activity	35.8	34.2	30.0

I would prefer to develop a private business to career building	27.0	31.4	41.6
-----------------------------------------------------------------	------	------	------

Developing one's own entrepreneurial activity and building a career were the two priorities drawn from the responses. For respondents, the top priority is to develop their own entrepreneurial activity. Even though career building is attractive, owning a private business is more acceptable for the school students (67.4%). Business development is dependent on hard work for which the respondents have expressed their readiness.

The opinion "I prefer to work on a stable job to the own entrepreneurial activity" is favored in some way by a slightly majority of respondents. Although operating in a changing environment always carries risks, this is more or less acceptable for more than one third of the respondents.

7.3 The opinions on the creation of public welfare

The respondents were asked about their opinion of the creation the public welfare, and who and what has to contribute to public welfare. Their responses are shown in Table 6 below.

Table 5. Who and what has to contribute to the creation of public welfare?

	Great (%)	More or Less (%)	No (%)
Individuals	29.2	51.0	19.8
Small businesses	17.4	58.0	24.6
Large businesses	53.6	36.4	10.0
Government	61.8	25.6	12.6

- ✓ For the majority of the respondents (61.8%) the greatest role in the creation of public welfare belongs to the government;
- ✓ A significant number of the respondents (53.6%) think that the large businesses should also make a significant contribution;
- ✓ As for the small businesses (58.0%) and individuals (51.0%), by the opinion of the respondents they have more or less share of contribution to the creation of social welfare.

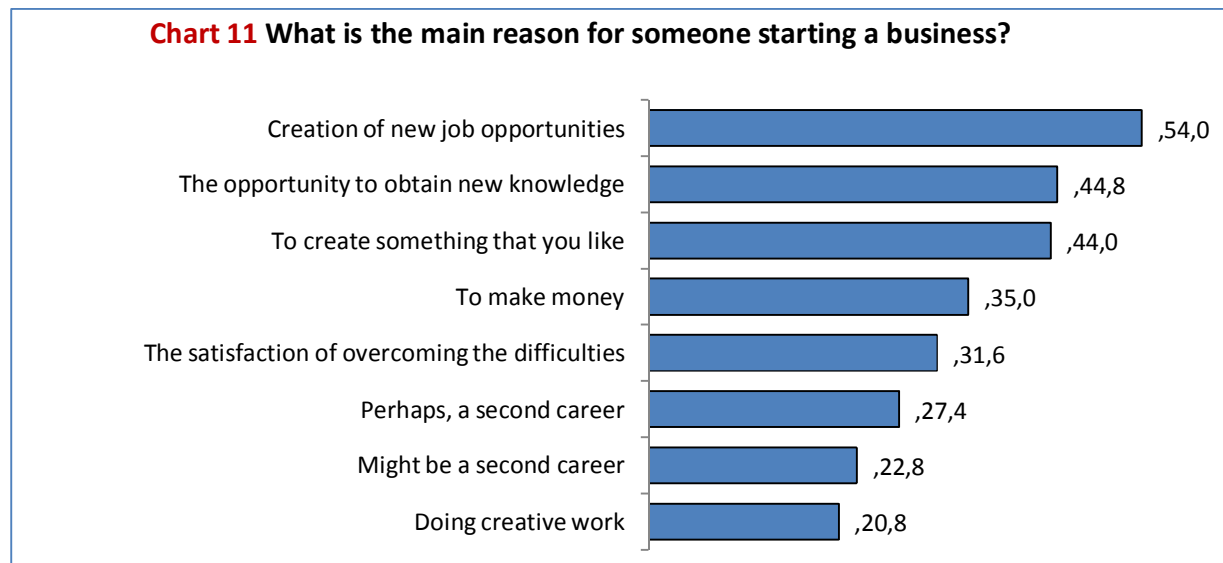
The respondents think that the government takes the greatest share of responsibility for creating public welfare and this indicates that they do not clearly understand the role of entrepreneurship in the creation of the welfare process.

However, several of the answers identified the role of large businesses, which is probably due to the fact that large businesses employ many people. Accordingly, the welfare of many employees is dependent on large business.

Meanwhile, the respondents believe that small businesses and the work of individuals are less important in the creation of public welfare. We can assume that the school students mostly do not realize the importance of their activities and that is why they need additional education in this regard.

8. The reasons for starting a business, business ideas

8.1 The reasons for starting a business



Note: The respondents had the opportunity to respond several answers; accordingly the number of responses exceeds 100%.

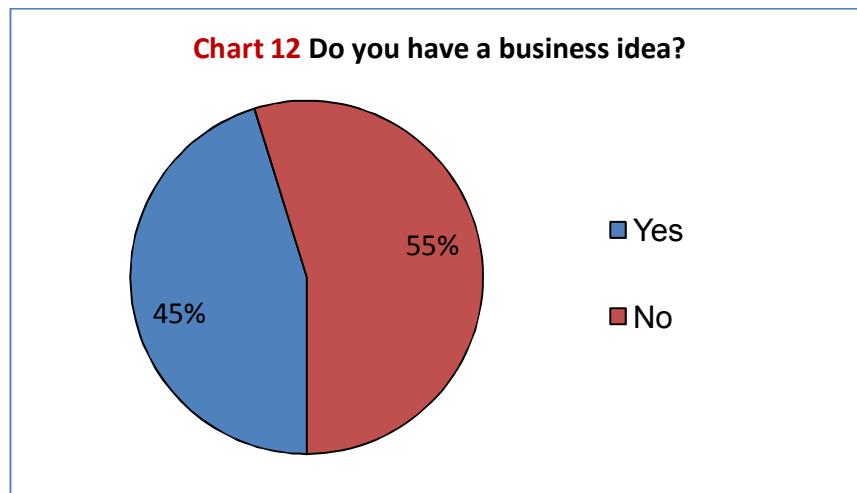
In general, the reasons are diverse and cover issues of public and private interest.

The most important thing for the majority of respondents (54%) involved the public – the creation of new job opportunities, which supersedes personal interests. Answers which come under personal interests are only named as second or lower priorities. For a significant number of students (44%) the creation of things that one likes is one of the main reasons while only 35% named making money as a reason to go into business.

The least common reasons for starting up a business given by the school students wanting to start a private business were: the desire to be independent in decision making (27.4%), having a second career (22.8%) and doing creative work (20.8%).

for the order of priorities illustrated above implies that the majority of the school students still do not have a clear vision about the importance of starting entrepreneurial activity.

8.2 Business idea



- ✓ 45.2% of the interviewed respondents answered that they do have a business idea and 78.3% of them plan to start a private business in the future.

It is fair to assume that because the wish of respondents to start a business is strong, the probability of starting a business where business ideas are already in place is quite high. Afterwards in the agenda has to be set up the elimination of obstacles and issuance of supportive measures (eg, special entrepreneurial training courses in public schools).

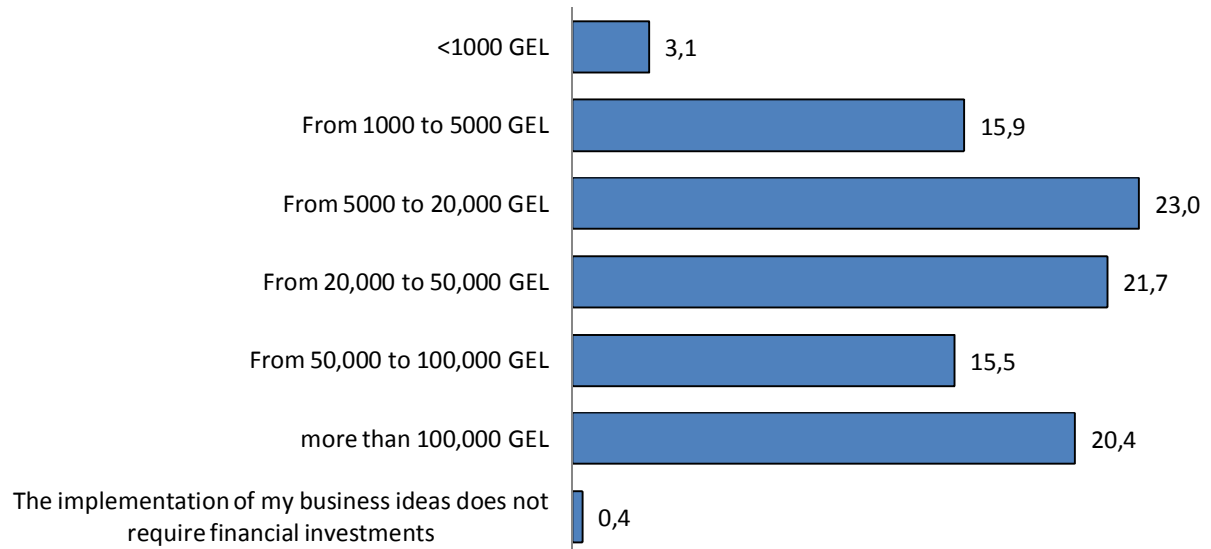
The respondents mentioned the need for financial resources for the implementation of their business ideas.

They were asked: In your opinion what amount of money is needed to implement your business ideas?

Chart 13

In your opinion what amount of money is needed to implement your business ideas?

For the respondents who already have business ideas (45.2% of the total)



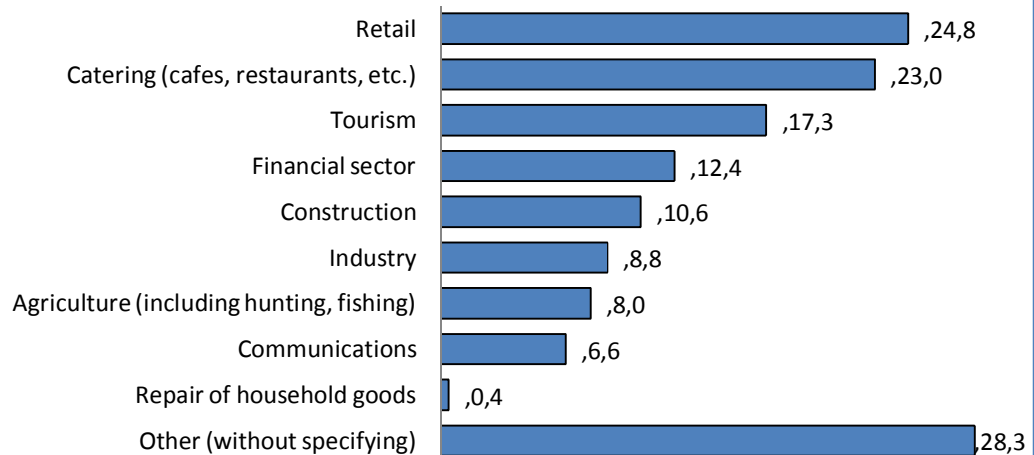
Significantly, for the majority of the respondents (42%) the level of financial investment needed to implement their business ideas is less than 20 000 GEL. This indicates that the implementation of the school students' business ideas do not require significant financial resources.

As for the fields where they want to start a business of their own, the respondents have answered as follows:

Chart 14

In which field of business would you like to start an entrepreneurial activity

For the respondents who already have business ideas (45.2% of the total)



Note: The respondents had the opportunity to respond several answers; accordingly the number of responses exceeds 100%.

It should be noted that the majority of respondents would like to start a business in the retail (24.8%), catering (23%) and tourism (17.3%) sectors.

The focus-group participants discussed whether it is possible for a school student to start a private business. Respondents claimed that it would be possible for them to start a small business, if they receive the relevant education. The respondents think that schools and/or the the Ministry of Education should conduct special flexible and practical training courses for school students in order to demonstrate how a business operates.

The focus-group participant have stated: “I have heard that there are business training courses in the private schools and the school students have the opportunity to participate. I think that there should be such an opportunity for our schools as well”.

In the opinion of one of the focus-group members “First of all the applicants who wish to attend business trainings should be selected, then there must be an appropriate organization appointed to deliver stimulating trainings. The training should be diverse and capable of interesting and involve children. It should also take the participants to some small businesses for study tours and to see how businesses operate first hand.”

One of the respondents stated: “It would be good if at schools different types of trainings were delivered together with official lessons. We would be eager to participate”.

Another school student said: “At the graduation classes, participating in such training courses would increase the desire and motivation of achieving more in life. More creative ideas would come to our minds”.

“The trainings should be in accordance with the wishes of participants, only for those who are really interested in the field”.