

ARGUMENTS FOR DESIGNING PROGRAMMES FOR ENCOURAGING THE YOUTH IN SERBIA TOWARDS ENTREPRENEURSHIP

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Abstract: *This paper points out a way to help with solving the high levels of unemployment amongst the young in Serbia – by designing and realising programs which would allow their inclusion in the entrepreneurial waters - either self-employment and/or employment of others. The idea is to identify and recommend to stakeholders competencies and motives driving the young entrepreneurs nowadays – as models for enabling and motivating unemployed youths to engage with the entrepreneurial world. On the basis of facts obtained by research – which pinpoint the competencies - both practical and theoretical - and the motives of the young entrepreneurs in Serbia, as well as on the basis of their beliefs/attitudes about the same aspects of starting and undertaking entrepreneurial projects, some recommendations have been generated for designing programs to encourage those young people to join the ranks of entrepreneurs. That which remains is for the relevant authorities - in the legal and even family settings, i.e. all those who can recognise some self-interest, to get started and dedicate themselves to the young and their entry into the world of entrepreneurship. The contribution of this paper is in the packages of suggestions for the different types of stakeholders which would help them design programs to bring the young generations into the entrepreneurial sphere. We also consider useful even the very fact of pointing out the different roles of the various social subjects/stakeholders in bringing the young in Serbia into the world of entrepreneurship, as a form of care for the young generations.*

Keywords: *young of Serbia, competencies for entrepreneurship, motives for entrepreneurship, programmes for encouraging the young towards entrepreneurship*

1. INTRODUCTION

From the second half of the 20th C there is an increased “piling up” of young people in the unemployed category. The sudden world population growth (and therefore the numbers of young people too) as well as the growth of better equipped and more automated workplaces, ICT and standardisation, have brought about a relative decrease in the number of available work places (especially in the area of production) – measured in percentages (as seen against the overall number of people in the world). The migration of capital (especially to Asia) has caused, especially in the highly developed parts of the world, the “extinction” of big parts of industries (like the automotive industry of USA, for example). Although the service sector has been developing quickly, it has not proven capable of absorbing the entire excess of the workforce so that, for decades now, the period of waiting for one’s first job is extended and there is a growing “unemployed army”.

Serbia is also a part of this “trend” where the young, for decades now, increasingly have to wait to find a job and their numbers (those unemployed) in the employment centres just keeps – growing; that can be seen both in absolute terms and in relation to the overall population numbers. Unemployment rate in Serbia 2013 was 22.1%, according to World Bank Indicator; in 2014 was 18.9% (Labour Force Survey, 2014).

It is for that reason that the theme of this paper is connected to the idea of solving the problem of youth unemployment in Serbia: 49.4% for total labour force ages 15-24, according to World Bank Indicator (2013). The idea is to encourage the youth to greater inclusion in the world of work and business – through entrepreneurship – both by self-employment and the employment of others. Namely, although it may be possible to solve the above stated problem in other ways, it may be worth bearing in mind that 2016 was voted the *Year of entrepreneurship in Serbia*. We attempt to contribute to the solving of youth unemployment problem through the use of “entrepreneurial climate support”. As the climate on its own is not enough, we point out in this paper that anyone who is truly interested (stakeholders) in solving the youth unemployment problem must begin with a serious, systemic and systematic, work to address the problem.

Entrepreneurship can be defined as the process by which individuals follow opportunities without regard to resources they currently control, and as “art of turning an idea into a business” (Barringer & Ireland, 2010, p. 30). Entrepreneurs recognize opportunities (i.e. discover market needs as opportunities) and turn them into

successful businesses (launch new firms to meet those needs) (Hsieh et al., 2007; Moore et al., 2008, p. 6). According to Omerbegović-Bijelović (2010, p. 234), entrepreneurship can be defined as “a social function of creating new values through the creative combination of business resources”. Zampetakis et al. (2013) claim too that entrepreneurship is linked with the value creation, and has a significant impact on economic growth and employment. Due to the fact that entrepreneurial activity is a key engine of economic growth, promoting youth entrepreneurship has become a priority for policymakers throughout the world (Sobel & King, 2008). Kasim et al. (2014) review global trends and practices from past research on regenerating youth development through entrepreneurship, listed existing youth empowerment programs, marked major stakeholders for this issue, and give some interesting prepositions. Sobel & King (2008) found positive influence of school voucher programs (government funds for school tuition and expenses) on a rate of youth entrepreneurship.

In solving the problem of youth unemployment in Serbia there are the following “interested parties” (stakeholders): the State and the ministries (above all: Ministry of Education, science and technological development, Ministry of commerce, Ministry of work, Ministry of youth and sport, Ministry of culture), Local communities, Businesses and institutions (at least national ones), Family businesses (owners and their progeny), Media, Other stakeholders (Banks, Youth organisations, Employment centres...). All of them could give support by desisting with the “firing strategy” and instead started the “strengthening internal/corporative entrepreneurship” (with the understanding that they have a lack of ideas and not an excess of employees) and “everything that is not a core competency should be outsourced” strategy (which would in turn create a “business satellites orbit” for “excess”/experienced workers, as well as for young entrepreneurs/employees).

Every one of them could generate a package of their own strategies for helping with the unemployment problem (including youth unemployment which is the main focus of this paper) in which there would unfailingly be different ways of support for future youth entrepreneurs. In that way, for example, every stakeholder in the employment of the young through entrepreneurship could create their own “package of recommendations”, i.e. The Programme for encouraging the young (in Serbia) to take up entrepreneurship. (It would be especially good if their activities could be coordinated – which would avoid one-sidedness in allowing the young generations to truly utilise all their potential.)

In designing such programmes, every stakeholder, as a good manager, ought to start with establishing the current status in the area of youth entrepreneurship: the number of young entrepreneurs, their competencies and motives etc. One should also bear in mind the circumstances for that particular entrepreneurial branch: the structure of needs, opportunities for including the young and their companies, availability of resources to those youths and their companies, available and needed support to young entrepreneurs... Also, it would be useful to tie in projections of the social/state development with roles of young entrepreneurs.

The idea is to create the basis of programmes (meta-programme) to support youth entrepreneurship - in Serbia and elsewhere. It - the basis - could be seen as a meta-programme for creating programmes to support youth entrepreneurship, applicable everywhere - in every country and for every stakeholder. The other aspect of this idea has to deal with the uniqueness of stakeholders, especially bearing in mind national characteristics; they should be offered examples/suggestions of stakeholder's programmes or, at the very least, some ideas for their content - to stimulate youth entrepreneurship.

This idea is intended for "the group of stakeholders who support (would like) some change in the entrepreneurial spirit": the State and its ministries (of: education, commerce, youth, as well as the culture ministry and others!), local and organisational communities (supply/value chains and networks, business incubators/hubs and parks, clusters etc.), companies and institutions, family businesses (especially the owners and their heirs!), media and other stakeholders (banks, youth organisations, job seeking institutions).

The intention is for the stakeholders to be inspired to design their own programmes for encouraging the young to entrepreneurial efforts (including through cooperation with a specific stakeholder). For that they need a meta-programme, examples and/or ideas for the design of the Programme as well as their own decision (if they can recognise their self-interest). Through the observed stakeholders it would be possible to obtain some sort of national consensus for the fight against youth unemployment and for their introduction to entrepreneurship and the world of work, i.e. it would be possible to promote and spread the entrepreneurial spirit/culture further.

2. THE IMPORTANCE OF INCLUDING THE YOUTH IN SERBIA IN ENTREPRENEURSHIP

Long term benefits of promoting entrepreneurship among young in Serbia are presented in (Hutchinson et al. 2012): Creating employment opportunities for young entrepreneur and they future employees; Involvement of youth marginalized groups into economic flow; Helping youth develop new skills, knowledge and experiences that can be applied to various challenges in life; Promoting the recovery of the local community especially those that are rural; Capitalizing on the fact that young entrepreneurs may be particularly responsive to new economic opportunities and trends.

Apart from the stakeholder side of solving unemployment, it is also important to become aware of the interests of the young. They, in the here and now, choose long term career plans, but also to make families (and the number of children in the future), to deal with their housing situation (and to enter into a long term debt for it!), to "look after their parents" in their old age, as well as to further educate themselves, to name just a few.

For that reason it is important to understand what keeps them here - in Serbia - and what they find discouraging (i.e. regarding jobs and entrepreneurship). It is important to understand how to best help them in making their dreams a reality, as well as to work out how to bring the societal needs for implementing the latest scientific findings into the field of vision of the young, in order to encourage those young for entrepreneurship in those -creative, promising and profitable industries/fields. (In closest connection with that we find the educational-development perspective of the young generations and therefore some new demands ahead of the educational system itself - in which it is important to create curious, flexible, wise yet enterprising workers, entrepreneurs and managers).

The young should be made to feel closer to the work culture as well that of entrepreneurship. If we could alter the view of Work as something that is compulsory, that must be done ("a fight against Nature", if you will) to a view of Work as the normal state of healthy people - who work with and coexist with the Nature, it would increase the understanding of the need for adjusting work circumstances, it would strengthen the desire and readiness to "play" different roles in business systems and also for life long personal (and collective) development. Such a community would surely "dream" of changes, improvement, development... It is to be expected earnings that such a culture and such relationships could ensure a value system which would guarantee a permanent survival.

It is for that reason that it is important, right now, for all subsystems of the State to start to work on their own, publically announced and transparent promotion of the value system and on their own contributions to that very system. Entrepreneurial young people are, even as we speak, keenly following what goes on in their surroundings, where it all leads to and where there is a place for them; they are surely willing to share their observations with their environment and contribute to its promotion.

3. RESEARCHING THE COMPETENCIES AND MOTIVES OF YOUNG ENTREPRENEURS OF SERBIA

Motives for starting business and entrepreneurship might be influenced by many factors. Papulová & Papula (2015) have been summarized motives into four groups. 1) Motives that are connected to profit - entrepreneurs interests in gaining an economic effect on the basic of their work; 2) Professional self-realization and emotional motives (non-motivated by profit directly) - people that are professionals in certain area which want to gain a full satisfaction without managers limitations. Also these motives can be linked with emotions and effort to achieve something. 3) Social motives – in passive economic regions entrepreneurs can be motivated to create jobs for others, family, relatives, friends. 4) Motives which are result of external stimulations - through funding programs of local authorities, states, European Union, business agency. Besides motives for entrepreneurship, Robles & Zárraga-Rodríguez (2015) explore with Delphi method the next key individual competencies of entrepreneurs: risk assumption, initiative, responsibility, dynamism, troubleshooting, search and analysis of information, results orientation, change management and quality of work.

In order to solve the problem of youth unemployment (of Serbia), we suggest they be guided towards entrepreneurship. Youth entrepreneurship is a practical application of entrepreneurial characteristics of young people, such as initiative, innovation, creativity and risk taking in a working environment (either self-employment or work in small enterprises), using appropriate skills (Delgado, 2004, p. 99).

According to Nabi et al. (2010), higher education reduces the likelihood of entrepreneurship. Opposite to this,

Zhang et al. (2013) state that relationship between high education and entrepreneurship is positive. Solesvik et al. (2013) showed that there is positive relation between entrepreneurship education and entrepreneurial intention. Farashah (2013) differ tree types of entrepreneurial education: learn to understand entrepreneurship, learn to act in an entrepreneurial way and learn to become an entrepreneur. Vilcov and Dimitrescu (2015) analysed entrepreneurship education and the development of entrepreneurial competencies of young people in Romania. They concluded that entrepreneurial education leads students to understand daily life problems, helping them identify and assess the consequences of personal decisions. From the research presented in Roberts (2008), the most common sources of different forms of support for young entrepreneurs comes from entrepreneur's close environment. Primarily, family of young entrepreneurs is the main source of support (71% of support comes from the family). After that, 20% comes from close friends. Unfortunately, modest share came from banks, the state and other organisations.

Into creating a favourable entrepreneurial environment, for growing the spirit of entrepreneurship, the already mentioned stakeholders are required (the State and its ministries, companies, institutions etc.). The idea is that they could create their own programmes for encouraging the young to enter the world of entrepreneurship - bearing in mind their own interests too. Those programmes should be in accordance with the missions (and the visions) of stakeholders and be relevant to including the young into the waters of entrepreneurship.

Bearing in mind the publically proclaimed and available missions of all categories of viewed stakeholders, what remains is to ask the young about their idea(s) of entrepreneurship. Following on from that, it should be possible to start generating recommendations for programme designing - and for generating the meta-basis for programme creation and the specifics for stakeholder programmes to encourage youth entrepreneurship.

3.1 Research methodology

In the aim of checking the idea about the possibility of designing set of stakeholders' programmes for encouraging youth entrepreneurship, in addition to an overview of theoretical achievements, circumstances related to making the idea come true and the specific missions of individual stakeholder categories (which all is not within the purview of this paper), it is also important to become acquainted with the experiences and views/motives of today's young entrepreneurs. They need to show and evaluate their own experiences and motives, pointing out the acceptable and unacceptable aspects of behaviour towards young entrepreneurs they have themselves experienced.

For this purpose we have generated the basic/general hypothesis H(0): It is possible from young entrepreneurs in Serbia to find out about the competencies (knowledge/theory and experience/practise) and the motivation which the youth of Serbia requires for self-employment (being included in entrepreneurship).

From this, we have deduced two specific hypotheses:

- The specific hypothesis H(1): It is possible from young entrepreneurs in Serbia, to find out about the competencies for the youths (in Serbia) which would make self-employment possible (and becoming entrepreneurs in the process).

This specific hypothesis further divides into two individual hypotheses:

- H(1;1): It is possible from young entrepreneurs in Serbia, to find out about knowledge/theory for the youths which would make self-employment possible (and becoming entrepreneurs in the process).
- H(1;2): It is possible from young entrepreneurs in Serbia, to find out about experience/practice for the youths which would make self-employment possible (and becoming entrepreneurs in the process).
- The specific hypothesis H(2): It is possible from young entrepreneurs in Serbia, to find out about motives which direct and drive the youths (in Serbia) towards entrepreneurship.

Therefore, the basic hypothesis H(0) was deconstructed into three individual ones (as in Figure 1): H(1;1), H(1;2) and H(2). All three will be tested through field research, using questionnaires - with between 8-32 research based questions per individual hypothesis. The special hypothesis H(1) and the basic/general one H(0) will be induced – from the lower hypotheses.

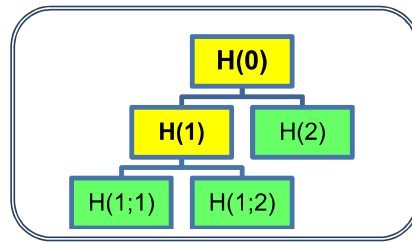


Figure 1: The hypotheses structure

For this occasion we made a considerable questionnaire about the competencies (theoretical knowledge and experience from practice) as well as the motivation for embarking into the world of entrepreneurship. The questions were grouped by areas: about the subject (16 questions), the subject's company (9 questions), experience with learning about and becoming enabled for entrepreneurship (32), attitudes in learning about entrepreneurship (11), experience in becoming motivated for entrepreneurship (9) and attitudes for becoming motivated for entrepreneurship (8 questions). The questionnaire contained altogether 85 questions.

The sample group participants who filled out the questionnaire consisted of 35 young entrepreneurs in Serbia. The research was conducted 2016 in Serbia. Filling out the questionnaire was done electronically.

3.2. Research results and discussion

The basic data on the (mostly young) entrepreneurs of Serbia (Table 1) prevail men (58% of the sample), highly educated (86.2%), the founders of the companies (50%), with experience in entrepreneurship (80%), with no formal education for entrepreneurship (38.8+25=63.8%) - or with a permanent (or non-formal) education (for entrepreneurship and management), a former high school students (58.3%), with the entrepreneurial tradition in the family (63.9%) and with entrepreneurs in the region (88.9%) . They are (Table 2) aged of 28.31 years (Mean (M)=28.31; Std. Deviation (SD)=5.89), with 0.75 based companies, average (M=0.75; SD=0.69).

Table 1: The attributes structure of the survey sample with frequencies of categorical variables (Part 1)

N°	Categorical variables about respondents	Percentage	
1	Male	58.0 %	
	Female	48.0 %	
2	Bachelor degree	55.6 %	
	Master degree & PhD degree	30.6 %	
3	Founder	50.0 %	
	Successor	36.1 %	
	Employee	13.9 %	
4	Entrepreneurial experience	Yes	80.0 %
5	Without education	38.8 %	
	Courses and seminars	25.0 %	
6	Grammar school	58.3 %	
	Schools of economics	13.9 %	
7	Family tradition for entrepreneurship	Yes	63.9 %
8	Any entrepreneur in your surrounding?	Yes	88.9 %
9	Formally	42.4 %	
	Informally	51.5 %	
	Both	6.1 %	

Table 2: The attributes structure of the survey sample with frequencies of categorical variables (Part 2)

	Scale variables	Mean (M)	Std. Deviation (SD)
1	Respondent's age	28.31	5.89
2	The number of established enterprises	0.75	0.69

Information about companies in which respondents work (Table 3) show that 91.7% of respondents work in their own or in a family business (other more "apprenticeship" in other people's businesses), and 66.7% of these enterprises are in Belgrade; the most common type is "Ltd" (58.3%) and mainly is engaged in the provision of services (13.9+36.1=50%). The majority (77.7%) are micro-enterprises - including

entrepreneurial shops, agencies and the others, with average of 11.34 employees (M=11.34; SD=8.15). They are mainly (Table 4) older than 1 year (83.3%), with 52.8% in the phase of ascent/rising (Table 3).

Table 3: The attributes structure of the survey respondents' enterprises

N ^o	Categorical variables about respondents' enterprises	Percentage	
1	<i>Business owner</i>	Respondent	50%
		Respondent's parents	41.7 %
2	<i>Location</i>	Belgrade	66.7 %
3	<i>Enterprise type</i>	Limited liability company	58.3 %
4	<i>Activity</i>	Services	36.1 %
		Mostly services	13.9 %
5	<i>Enterprise size</i>	Micro enterprise	44.4 %
		Entrepreneur	33.3 %
6	<i>Enterprise life cycle</i>	Climbing phase	52.8 %

Table 4: Statistical data about the number of employees in the enterprise

Scale variables	Mean (M)	Std. Deviation (SD)
<i>The number of enterprise employees</i>	11.34	18.15

The experiences and recommendations on theoretical knowledge of entrepreneurial ventures and the establishment of enterprises, according to the sample of young entrepreneurs of Serbia, are given in Table 5. It can be seen that, since high school, they got and they expect that other young people should also be taught discipline and work habits – which is, as one of the three most important areas of high school education, from comprehensive list of authorities, elected by 39% respondents. The following are general knowledge/culture (25%), ICT (25%), and then the knowledge of the business and others; that indicates further that of the (compulsory) high school practices they get exploring business (18%) and manufacturing/service process (15%), learning about the proper attitude toward customers/clients (13%) and others. Young people are recommended a gradual entry into professional life - through the general living and scientific knowledge and through practice that introduces them to the basic flow - when it comes to high school education.

Table 5: Relevant entrepreneurial knowledge types and practice

N ^o	Frequencies of respondents' answers	Percentage	
1	<i>Important secondary school knowledge for entrepreneurship</i>	Discipline and work habits	39 %
		General Knowledge (from general culture)	25 %
		Information and communication technology	25 %
2	<i>The most useful knowledge from Secondary school practice</i>	Exploring business process	18 %
		Exploring of production / service process	15 %
		Exploring customer/buyer relationship	13 %
3	<i>Important academic knowledge for entrepreneurship</i>	Marketing and sales	27%
		Finance and Accounting	24%
4	<i>The most useful knowledge from faculty practice</i>	Verification of theoretical knowledge	21%
		Exploring the own preferences	12 %
		Exploring the business process	12 %
5	<i>The most important entrepreneurial knowledge and skills after starting business phase</i>	Operations management (operations and resources in manufacturing and service delivery)	64 %
		Human resources	50 %

From University institutions, in the start-up phase of entrepreneurial ventures, mostly appreciate and expect from youth (Table 5), training (theoretical knowledge) to engage in marketing (27%) and finance (24%), while from the practice in Universities, as most important, they recognize and expect for young people: the verification of theoretical knowledge (21%), Introduction to their own preferences/interests (12%) and Introduction to business processes (12%). When a company exists, young entrepreneurs realize that the competitiveness of the work depends on the knowledge and skills in all positions, but expect the competence to manage the operational function, operations management and resources management in producing and servicing (64%), followed by the Human Resource Management (50%), and by the other functions.

Table 6: Respondent opinions about knowledge of entrepreneurship

N ^o	Frequencies of respondents' answers	Percentage
1	<i>Entrepreneurship in teaching programs of primary and secondary schools</i>	Yes 91.2 %
2	<i>Method of education for entrepreneurship</i>	School + Practice School + Practice + Media+ Different informal ways of education + Entrepreneurial culture in society 22.9 % 37.1 %
3	<i>The most important entrepreneurial knowledge and skills in starting a business</i>	Identifying business opportunities 64% Creating a business plan 50% Recognition / generate business ideas 42% Determining market potential of entrepreneurial ideas (planning and price range) 42% Providing money for the founding costs 33% Planning of providing staff 31%
4	<i>Is there a need for training of future entrepreneurs?</i>	Yes 94.4% No 5.6%
5	<i>The cooperation with young entrepreneurs will be useful for future entrepreneurs</i>	Yes 97.2% No 2.8%

The idea of introducing the subject Entrepreneurship in primary and high schools (Table 6), respondents support (91.2%), where as a method of education for entrepreneurship they choose combination of "School+ Practice+Media+Various informal methods of education" (37.1%); the first variant is the next "School+ Practice" (22.9%). When they were asked about the most important entrepreneurial knowledge and skills for starting to work, they choose (Table 6): Business opportunities identification (64%), Preparation of the business plan (or, at least, Co-operation in preparation...) (50%), Recognition/generating entrepreneurial ideas (42%), Determination of market potential of entrepreneurial ideas (42%), Providing money for the founding costs (33%), Planning security staff (31%) and the other - in descending order. For the family support in preparing future entrepreneurs "voted" 94.4% of respondents, and that the help of young entrepreneurs for future entrepreneurs is welcome agreed 97.2% of respondents.

Table 7: The attributes structure of the survey sample about motives for entrepreneurship

N ^o	Categorical variables about motives for entrepreneurship	Percentage
1	<i>Motives for entering entrepreneurship</i>	Realization / Approving own ideas 44% Inheritance (preservation of family tradition) 31% Self-employment 28% Earnings / Money 19%
2	<i>Do you have any role models while you are engaging in entrepreneurship?</i>	Yes 82.4% Successful entrepreneurs 47% Family members 39%
3	<i>How entrepreneur in your surrounding motivates you</i>	Motivated me to start discovering business opportunities and ways to use them 50% Aroused my interest in business, economic activities, practice 33,3%
4	<i>Do you think that young people should be involved in entrepreneurship?</i>	Yes 97.2% No 2,8 %
5	<i>If the previous answer is YES, tell the right time for it?</i>	During studies (20-25 years) 33.2% During high school (16-20 years) 27.1% After studies (25-30 years) 21.3%
6	<i>Do you think that young people should be motivated to entrepreneurship?</i>	Yes 100 %
7	<i>If the previous answer is YES, tell the right time for it?</i>	During high school (16-20 years) 52.9% During his studies (20-25 years) 32.3%
8	<i>What can motivate young people for entrepreneurship?</i>	Independence (in work and / or living by their own) 53% Earning (money) 50% Gaining experience / Skills / Competencies 36% Companionship (expanding circle of acquaintances, enrichment intelligence ...) 36%
9	<i>What do you consider as the reasons for their entrepreneur dissatisfaction of their enterprise / company?</i>	Lack of support / help 30% Low profits 25% Lack of preparedness / capability 25%

Talking about their own experiences/characteristics, respondents from the sample represent the status of youth entrepreneurship in Serbia; their attitudes provides arguments for the design of educational programs (and theoretical and in practice) for the introduction of entrepreneurship into the new generation of young people (not only Serbia). The possible use of information about the experiences and attitudes of the respondents (the theoretical training and on the practice) is to generate/design programs prepare young people for the introduction of the entrepreneurship confirms individual hypotheses H(1;1) - the theoretical knowledge and H(1;2) - Education through practice. This might suggest that it is certified by the hypothesis H(1) – the possibility of obtaining data for future programs for preparing youth to enter entrepreneurship.

In order to test the H(2) - the young entrepreneurs from Serbia we can get arguments about the motives and motivation for entrepreneurship, useful in planning/designing programs to prepare young people - future entrepreneurs, some questions were asked and some answers were received - shown in Table 7. From there, we can see that young people are mostly motivated to achieve/prove their own ideas (44%), and (in Serbia in 2016!) to preserve the family tradition (31%) and more. They have "entrepreneurial idols" (82.4%), and most often successful entrepreneurs (47%) and family members (39%). The environment motivates the discovery of business opportunities and ways to take advantage of those (50%) and arouses interest in jobs, economic activities and practices (33.3%). They find that young people should be involved in entrepreneurship (97.2%) during the study (33.3%) high school (27.1%) and business doing (21.3%). Everybody (100%) agrees that young people should be motivated for Entrepreneurship: During high school (52.9%), during the studies (32.3%), but also in other age groups. The most successful "tools for motivating" consider: autonomy (53%), earnings/cash (50%), gaining experience/knowledge/competence (36%) and socializing (26%). They warn to the danger of discouraging (the reasons for their dissatisfaction entrepreneur's venture/enterprise), which stand out: lack of support/assistance (30%), lack of preparedness/capability (25%) for entrepreneurship (and management - in the later stages of the development of entrepreneurial ventures) and low profit (25%).

Based on the results (Table 7), it is possible to recognize and use the arguments for designing programs to encourage young people to get involved in entrepreneurship - in terms of their motivation in ways that they consider most suitable or the most appropriate. In this regard, the hypothesis H(2) can be considered as proven.

As hypotheses H(1) and H(2) are established, the general hypothesis H(0) can be regarded as proven.

4. ARGUMENTS FOR DESIGNING A PROGRAMME FOR ENCOURAGING THE YOUNG TOWARDS EMBARKING ON THE ENTREPRENEURIAL PATH

Concluding on the basis of the provided answers (to the research questionnaire described in the above text), the general hypothesis H(0) was proven. However, as only Practise can be considered the highest form of criterion when it comes to truth, we point out some examples of the application of the developed arguments from the given research for designing and constructing the Programme for encouraging the young (in Serbia) towards entrepreneurship; this, in a practical sense, proves the hypothesis H(0).

As was claimed, it is possible to quote (only some of) the facts and recommendations for the Programme (meta-programme):

1. The young should be enabled entry into the world of entrepreneurship through the development of their competencies (knowledge and skills);
2. Entrepreneurial knowledge to be transferred using both theory and practise (through developing skills and gaining experience);
3. Family and the environment play a significant role in the fostering of and enabling one for the entrepreneurial approach;
4. The young expect the entire society (the State, enterprise, media) to be supportive of entrepreneurship...

In addition to this, every one of the stakeholders could specify their own elements of his Programme. Below are given some examples of the programme elements they might generate:

The State: on the level of the State it would be possible to (as expressed by the entrepreneurs who completed the questionnaire):

1. Create a National programme for the creation of the "entrepreneurial climate" (promotion and support of entrepreneurship);

2. Ensure a well planned-out, affordable support for SMEs, lasting the entire life cycle and support for entrepreneurs;
3. Use the media at the State level (public media, Internet, distance learning tools etc.) for affordable dissemination of new and relevant knowledge to the SME and Entrepreneur sectors (SMEE);
4. Create a network of local centers for the support of SMEE – in which they could meet and exchange experiences;
5. Create opportunities for young entrepreneurs to work with potential entrepreneurs (“peer support”)(Table 6, Point 4: “Yes” was the response by 97.2% of the questionnaire participants!), creating opportunities for work and success;
6. Create and make publically available the long term plans (and strategic) development of the State – as an orientation guide for entrepreneurs;
7. All the participants agree that the youth need to be motivated towards entrepreneurship (T7, P6)...

The Ministry of Culture: Since culture is, according to the “Metamanagement” concept (Omerbegović-Bijelović, 1998), seen as the highest form of management, it is hereby given some very important tasks:

1. The promotion of the entrepreneurial culture, of work and the responsibility for one’s own position in society (T7, P2);
2. The awakening of the interest of the young for work, commerce and practise... (T7, P3);
3. To show entrepreneurship in the context of becoming self reliant, freedom of choice, gaining competencies (experience and knowledge), socialising (meeting others, enriching one’s intelligence...) – according to (T7, P8);
4. To inform the young about the latest scientific findings and their implementation (T7, P3)...

The Ministry of Education: Since this ministry is in charge, together with the Ministry of youth and sports, of solving the problems of the youths, there are numerous possibilities for them to be involved with the promotion and support of entrepreneurship:

1. In the educational programmes – include curriculum for entrepreneurship – for all ages (from kindergarten to post doctoral studies) – according to (T6, P1), (T6, P5), (T5, Ps1,3,5...);
2. The theoretical education programmes for entrepreneurship should be made relevant to the age of the students, the overall climate, local communities, culture... (which can be seen in several Tables: 1, 5, 6, 7);
3. Entrepreneurship is also learned through school practise (dual education) with the proviso that it should be planned out (with a clear task for the student and with mentors in both the institution doing the teaching and the insitution in which the pratical experience takes place) – on which there is more information in both the tables and the original data;
4. From the exhibited tables it can be seen that there are different areas of knowledge which needs to be taught to the young – depending on their age and life cycle phase of their company (it is interesting that, after the very first steps in entrepreneurship, the educational needs tend to focus on specific work related functions: operations (64%), human resources management (50%) etc. (T5, P5);
5. In the knowledge of entrepreneurship different themes have a different level of importance (hence “recognising the business opportunity” was seen as paramount by 64% of the participants, according to T6, Ps2-9...

Media: They could (if they are at all entrepreneurial themselves and able to recognise a business opportunity) to aid greatly the promoting of entrepreneurship nad entrepreneurial culture, either on their own or networked with other stakeholders of encouraging the young towards entrepreneurship in many ways:

1. By developing entrepreneurship induction programmes (for primary and secondary school pupils, for students and for already proven entrepreneurs), by following entrepreneurial undertakings... (T6, P6);
2. Together with the ministries of education, work, commerce and culture, they could help the spread of the entrepreneurial culture (and every other culture worth promoting) as well as pointing out the successful examples and lessons to be learnt from entrepreneurs who were less so, as well as spreading the knowledge and the drive to learn and work;
3. They could accept and maintain programmes (of life-long) long distance learning in the area of entrepreneurship – thus ensuring their own relevance, interactivity and availability...

Parents: The owners of the companies can also draw conclusions from the conducted reasearch and the available take, which would enable them to:

1. Prepare their own successors (in family run businesses), especially bearing in mind the fact that the young in Serbia care deeply about family tradition (Tab. 7, P 1,2);

2. Define the contents and the ways of preparing the young through a combination of environment programmes and “family programmes”;
3. Ensure the survival of the family business by directing the creativity and enthusiasms of their heirs and successors towards the areas which are of significance to the family business;
4. Find areas of entrepreneurship which are compatible with the personality of the (future) family business heirs...

The remaining stakeholders in encouraging the young towards entrepreneurship have their own (and/or common) “packages of specific programme recommendations, which are deliberately left out here (for space and scope reasons).

The above examples, again – in practise, confirm the general hypothesis H(0).

5. CONCLUSION

This paper has pointed out the possibility of solving the problem of youth unemployment (not only in Serbia!) by way of encouraging those youths towards entrepreneurship. It has been shown that today's young entrepreneurs (with their experience and their views) can contribute towards a better understanding of the needs of the young for entrepreneurial competencies (for theory/knowledge and experience/skills), as well as towards better understanding the motivation which drives the young towards entrepreneurship in the first place. We have also shown the dynamic of the above needs (eg. According to the life cycle phases of the entrepreneurial undertakings, but also according to the age of the „entrepreneurial candidate”).

We have also pointed out the different stakeholders of entrepreneurship culture spread, as well as the possibility for them to apply a Programme (a meta-programme) for encouraging the young to become entrepreneurs; we also make a suggestion that in the proces they further complete it by generating their own, specific, stakeholder requirement programmes – according to their own interests and circumstances. On the examples of some of the arguments for creating stakeholder programmes, it was shown that the experience and views of the young entrepreneurs (participants in the reasearch conducted) are useful in defining the programmes and encouraging the young (in Serbia) towards entrepreneurship, by which the general hypothesis H(0) was confirmed in practise.

Naturally, the research resulted in many more and a much wider number of insights (applicable in practise), outside the purview of this paper, of which – for the sake of illustration – only a choice was presented (the authors hope: enough to be understood and perhaps even adopted). (The remaining data and ideas - will have to wait for another opportunity).

Decades of experience warn that this paper could, despite all its usability (and possibly even significance and modern day relevance), end up as merely „letters on a page”. Those of us who – in Serbia – dwell in academia and research, still yearn for an environment where every kernel of knowledge will be greeted with enthusiasm (if only because it has been discovered marginally earlier than one's competition) and an eagerness to be put into practise, to enable even a small increase in competativeness, of life, of progress. It is beatiful, and also sad at times, to be a scientist – if there is no-one to understand and apply that science.

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