

# Entrepreneurship and SME policies across Europe

The Swedish mapping/comprehensiveness project

**The IPREG-2 project:** Entrepreneurship and SME policy across Europe aims to map the politics towards entrepreneurship (E) and Small and Medium-sized Enterprises (SME) in Europe. One goal has been to investigate the E/SME policy costs in European countries. This report describes and analyzes the comprehensiveness of the E/SME policy measures in Sweden.

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## Foreword

IPREG is the Innovative Policy Research for Economic Growth. It undertakes research leading to a better understanding of how entrepreneurship, innovation and small business can create sustainable economic growth in Europe and its' constituent regions. IPREG is a European "network of networks" comprising researchers, policymakers and representatives from business organisations interested in Entrepreneurship and SME policy. IPREG is currently co-ordinating two collaborative projects in Sweden, Flanders (Belgium), Poland, Spain and Austria:

- Estimating the full cost of Entrepreneurship and SME policy
- Mapping Entrepreneurship and SME Policy expenditure, policy focus and perceived impact

Subsequently IPREG will undertake a third project:

- Linking the input of Entrepreneurship and SME Policy to impact- most notably that of enhancing the entrepreneurial vitality of European countries.

The findings of the two current projects will be summarised in nine reports:

- One synthesis report covering all countries
- Individual country reports for Sweden, Flanders (Belgium), Poland and Austria.
- Two technical manuals for each of the current projects
- Two detailed reports for Sweden

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## Summary

The objective of the international project Innovation Policy Research for Economic Growth, IPREG, sub-project 2, is to quantify and analyse the comprehensiveness of entrepreneurship and SME policies in different regions and countries. This report describes the Swedish work with and results from sub-project 2. The method used in this study is interdisciplinary and includes three parts: interviews, surveys and policy document analysis. A total of 24 interviews were conducted with 26 people representing policymakers, researchers and business organisations.

### **Expert knowledge about innovative entrepreneurship and innovation is high**

The results of this study show that the sub-areas for which experts expressed most knowledge in both policy areas are innovative entrepreneurship and financing.

### **Expert knowledge about the sub-areas training and policy research is low**

The experts have the least knowledge in the sub-areas training and policy research. In the interviews, it came clear that experts had little knowledge about training and some of the experts had to think a bit about training and what it stands for. Some experts could not find any examples and some referred to projects they had been involved in.

### **Experts agree that financing and counselling are the most important sub-areas**

There is general consensus among experts concerning the importance of different sub-areas for entrepreneurship and SME policies, and financing and counselling are seen as the most important sub-areas in both policies. In SME policy, innovative entrepreneurship is also an important sub-area and in entrepreneurship policy, entrepreneurship education is regarded as important.

### **Consensus among experts that entrepreneurship education should start early and be a natural part of the education system**

There is a consensus that measures in the sub-area of entrepreneurship education are important. Furthermore, when asked about this sub-area, experts felt that it should be a natural part of the educational system and that it is important for entrepreneurship education to start early. Some experts talked about kindergarten and others mentioned primary school.

### **Consensus among experts that there is a lack of funding in early stages**

The financing area is where there is the largest consensus among the respondents as to what the biggest problem is and the single biggest problem area concerns the lack of funding in early stages.

Biggest problems in counselling and information deal with the supply system

In the counselling and information sub-area, the respondents focus on highlighting problems concerning the supply system - the counselling system. There is however no consensus concerning the biggest problem in the area. Problems highlighted deal with a lack of quality in the counselling system and too many actors in the counselling system.

### **Biggest problems in training concerns the companies**

Problems that the respondents emphasize in this area mostly concern the lack of competence in firms. Lack of competence concerning innovative companies is for example lack of knowledge concerning internationalisation, and for companies in general a lack of knowledge in accounting and employment regulations are emphasised. Problems concerning implementation of competence initiatives also concern the companies, their lack of time and lack of financing for fill-ins.

### **Experts question measures in the target group area**

Target group policy is the area where there is the clearest divide between the problem descriptions - those who think that the focus on target groups is a problem in itself (35% of the problem descriptions), and those who believe that there should be special efforts in this area.

### **Experts believe most resources are invested in financing, entrepreneurship education and counselling**

The experts estimate that most resources are invested in the financial sub-area followed by entrepreneurship education and counselling. According to the experts, the least resources are invested in attitudes and research relevant to policy.

### **Administrative burden and innovative entrepreneurship have the highest mean values in the comprehensiveness index**

Administrative burden and innovative entrepreneurship have the highest mean values in the comprehensiveness index. Financing, promotion and training have the lowest mean values.

### **No direct relationship between resources that the experts believed were invested and the comprehensiveness index**

One conclusion is that there is no direct relationship between resources that the experts believed to be invested and the comprehensiveness index for different sub-areas. The financing sub-area is believed, for example, to have the most resources invested despite the low ranking value in the comprehensiveness index.

### **Few differences between the policy areas**

There are few differences between the entrepreneurship and SME policy areas concerning the experts' knowledge about the different sub-areas, what areas they believe to be most important and where they estimate that most resources are spent. One explanation could be that there is no real difference between entrepreneurship and SME policies, according to those interviewed, or at least that they see the two areas as integrated. The results however show that although some of the interviewees did not see any real difference between

entrepreneurship and SME policies, or felt that they were very integrated, the use of these definitions slightly changes the focus of what is considered important.

**Changes in the tax system - a solution for entrepreneurship and SME policy in the long run?**

There are some crucial differences in views between different experts. One group of experts takes narrow policies for granted and emphasizes the importance of special measures to assist entrepreneurs and SMEs. The other group of experts instead emphasizes that the market itself should solve the problems and supports measures should concern broad policies. In other words, general changes in the tax system are demanded and individuals should be able to save money and invest with a “proper” tax system. In this line of thinking, information, training, etc. should be delivered by the market or the general system.

**The system conserves “old stories”.**

Stories are told about how complicated it is to start a business, although several of the experts do not think it is complicated to start a business in Sweden today. Their view is that it is easy to register a business on the Internet and if you need any help or advice, there are plenty of organisations to get in touch with. With regard to the tax system, which is often regarded as complicated, there are also meetings you can attend to receive personal counselling/information if you need it even from tax authorities.

## Sammanfattning

Syftet med det internationella projektet Innovation Policy Research for Economic Growth, IPREG, delprojekt 2, är att kvantifiera och analysera omfattningen av entreprenörskaps- och SMF-politiken i olika regioner och länder. Denna rapport beskriver det svenska arbetet med, och resultaten från delprojekt 2. Metoden som använts i denna studie är tvärvetenskaplig och omfattar tre delar, intervjuer, enkäter och analys av policydokument. 24 intervjuer har genomförts med totalt 26 experter vilka företräder politiker, forskare och representanter från näringslivsorganisationer.

### **Experternas kunskap om innovativt entreprenörskap och finansiering är enligt deras egna bedömningar hög**

Resultaten i denna studie visar att de delområden som sakkunniga uttryckt mest kunskap om inom både entreprenörskaps- och SMF-politiken är innovativt entreprenörskap och finansiering.

### **Experternas kunskaper om delområdena kompetensutveckling och policy relevant forskning är på motsvarande sätt låg**

Experterna har minst kunskap inom delområdena kompetensutveckling och policyrelevant forskning. I intervjuerna var det tydligt att experterna hade låg kunskap om kompetensutveckling och en del fick lov att fundera en stund över vad det är och står för. Vissa experter kunde inte hitta några exempel på insatser inom området medan andra kunde referera till projekt som de varit involverade i.

### **Samsyn bland experterna om att finansiering och rådgivning är viktigaste delområden**

I hög grad finns en samsyn bland experter om olika delområdets betydelse för att stimulera företagande och entreprenörskap inom entreprenörskaps- och SMF-politiken. Finansiering och rådgivning betraktas som de viktigaste delområdena i båda politikområdena. Inom SMF-politiken anses också innovativt entreprenörskap vara ett viktigt område och inom entreprenörskapspolitiken lyfts istället entreprenörskap i skolan fram som ett viktigt område.

### **Samsyn bland experterna om att entreprenörskap i skolan ska starta tidigt och vara en naturlig del av utbildningssystemet**

Det finns en samsyn bland experterna om att åtgärder inom delområdet entreprenörskap i skolan är viktigt. När experterna tillfrågades om detta delområde ansåg de också att det borde vara en naturlig del av utbildningssystemet och att det är viktigt att entreprenörskap inkluderas tidigt i skolan. En del experter nämnde förskolan medan andra nämnde lågstadiet.

### **Samsyn bland experterna angående brister i finansieringssystemet**

Finansieringsområdet är det område där det är den största samsynen kring vilket som är det största problemet. Det enskilt största problemet inom området anses vara bristen på finansiering. Experterna lyfter främst fram bristen på finansiering i tidiga skeden men också för växande företag, generationsväxlingar och för innovativa företag.

### **Problem finns avseende utbudet av företagsrådgivning**

Inom rådgivningsområdet fokuserar experterna på att belysa problem som berör utbudet av företagsrådgivning - rådgivningssystemet. Det finns dock ingen enighet om vilket det största problemet rörande rådgivningssystemet är. Ett problem som lyfts fram berör bristande kvalitet och alltför många aktörer i rådgivningssystemet.

### **Problem avseende kompetensutveckling berör främst efterfrågesidan**

Problem som experterna betonar i detta område berör främst bristen på kompetens i företagen. Brist på kompetens som rör innovativa företag är t ex kunskap om internationalisering och rörande företag generellt betonar experter brister på kunskap i bokföring och anställningsregler. Problem som rör implementering av kompetensinsatser berör också främst företagen, deras brist på tid och brist på finansiering för vikarier.

### **Experterna ifrågasätter åtgärder inom delområdet speciella målgrupper**

Speciella målgrupper är det delområde med den tydligaste klyftan mellan olika experters åsikter rörande vilket det största problemet är - de som anser att insatser som görs mot speciella grupper är ett problem i sig (35 % av experterna) och de som anser att det bör finnas särskilda insatser på detta område och ser skilda problem för olika grupper.

### **Experterna tror att mest resurser investeras inom finansiering, entreprenörskapsutbildning och rådgivning**

Experterna tror att mest resurser investeras i finansieringsområdet följt av entreprenörskapsutbildnings- och rådgivningsområdet. Minst resurser tror experterna investeras i områdena attityder och policy relevant forskning.

### **Administrativa bördor och innovativt entreprenörskap har det högsta medelvärdet i ”comprehensiveness index”**

Administrativa bördor och innovativt entreprenörskap har det högsta medelvärdet i ”comprehensiveness index” vilket innebär att inom dessa områden finns ett flertal instrument samt målsättningar. T ex finns beträffande administrativ bördor tydliga mål för att underlätta start av företag och en tydlig regelförenklingsprocess. Finansiering, attityder och kompetensutveckling är de delområden som har lägst medelvärdet. Inom finansieringsområdet används t ex garantisystem i mindre omfattning eller speciella skatteprogram för entreprenörer och småföretag saknas exempelvis krediter för att stimulera forskning och utveckling, eller riskkapitalinvesteringar i tidiga skeden. Noteras bör dock att det inte är så att fler åtgärder inom ett område är bättre än färre. Indexet visar på aktiviteter inte på resultat.

### **Inga direkta relationer mellan de resurser som experterna tror är investerade och ”Comprehensiveness index”**

En slutsats är att det inte finns något direkt samband mellan hur experterna tror att resurserna investeras i olika delområden och resultaten i ”Comprehensiveness index”. Beträffande t ex delområdet finansiering uppskattar experterna att det har satsats mest resurser men ger samtidigt delområdet ett lågt värde för ”Comprehensiveness index”.

### **Få skillnader mellan policyområden**

Det finns få skillnader mellan entreprenörskaps- och SMF-politiken beträffande experternas kunskap om olika delområden, vilka områden de anser vara viktigast och även när de bedömer hur resurserna fördelas. En förklaring kan vara att det finns, enligt de

intervjuade, ingen verklig skillnad mellan entreprenörskaps- och SMF-politiken, eller att de ser dessa två områden som integrerade.

### **Förändringar i skattesystemet - en lösning för entreprenörskaps- och SMF-politiken på sikt?**

Det finns några avgörande skillnader i åsikter mellan olika experter. En grupp av experter tar entreprenörskaps- och SMF-politiken för given och betonar vikten av särskilda åtgärder för att hjälpa entreprenörer och företag. Den andra gruppen av experter betonar istället att marknaden själv ska lösa problemen och att åtgärder bör vara mer i form av generella insatser. Den senare gruppen av experter efterfrågar generella förändringar i skattesystemet för att individer själva ska kunna spara pengar och investera. I linje med dessa tankar ska rådgivning och kompetensutveckling levereras av marknaden eller t ex utbildningssystemet

### **Systemet konserverar ”gamla berättelser”**

Vissa experter berättar om hur komplext det är att starta företag men å andra sidan är det många experter som inte uppfattar att det numera är svårt att starta företag i Sverige. Deras uppfattning är att det är lätt att registrera ett företag på Internet och om det behövs hjälp eller råd finns det gott om organisationer att kontakta.

# 1 Introduction

Every year, countries and regions in the European Union spend billions of euros on innovation, entrepreneurship and policies for small and medium-sized enterprises (SME policies). Such policies, if effective, could play a major role in stimulating enterprise and innovation, which, in turn, leads to wealth and job creation.

However, the work undertaken by IPREG<sup>1</sup> to date has suggested that policy-making and implementation in this area lacks both an explicit strategy and reliable evidence of effectiveness. Secondly, IPREG research has emphasized the need to consider the totality of policy measures, rather than each measure individually, because of their close interaction with one another. Thirdly, IPREG has emphasized the almost total absence of information on the cost of these policies.

The second phase of the IPREG work (IPREG-2) will therefore build upon the networks established in earlier collaborations and deliver clear evidence-based research recommendations designed to improve the impact of entrepreneurship and SME policies in all participating countries.

Specifically, three inter-related projects are undertaken. Each country/region:

- will quantify the total budget devoted to entrepreneurship and SME policies;
- will map the expenditures, activities, policy focus and perceived impact within these policy areas;
- will link policy input to impact in terms of enhancing entrepreneurial vitality in the relevant country/region.

This report describes the Swedish work with and results from sub-project 2 concerning the map of the expenditures, activities, policy focus and perceived impact within the entrepreneurship and SME policy in Sweden. The objective of this project is to quantify and analyse the comprehensiveness of entrepreneurship and SME policies in different regions and countries. The value of the project is to facilitate a discussion within the policy community about whether the current “suite of policies” reflects political priorities.

The methodological starting point for the mapping/comprehensiveness sub-project of IPREG-2 is the general methodological framework described in the Method manual. The Method manual contains definitions, guidelines and recommendations common to all countries participating in IPREG-2.

Based on the *Method manual*, this report describes how the Swedish research team has implemented the definitions, guidelines and recommendations in order to map and analyse activities, focus and perceived impact of entrepreneurship and SME policy. The report has the following structure: Section 3 describes the methods used and some definitions. In Section 4, focus on entrepreneurship and SME policies is presented in terms of knowledge, the most important sub-areas, the resources invested and the comprehensiveness index. In Section 5, all the sub-areas are presented in detail with regard to the biggest problems, solutions and the most important measures carried out. The report continues with a discussion and conclusions in Section 6.

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<sup>1</sup> For more information about IPREG, see [www.ipreg.org](http://www.ipreg.org).

## 2 Definitions and Method

The project takes its point of departure in the definitions of entrepreneurship and SME policies. According to the Method manual, entrepreneurship policy is defined as policy measures taken before and up to three years after the start of business. SME policy concerns measures after the three first years and is defined as publicly funded measures aimed at existing firms with up to 249 employees. The entrepreneurship and SME policies are divided in the sub-areas of Finance, Counselling and information, Administrative burden, Promotion activities (Attitudes), Target groups, Policy-relevant research, Innovative entrepreneurship and Training. Entrepreneurship policy also includes the sub-area of Entrepreneurship education.

Another definition used in this report is the difference between a *narrow* and a *broad* definition of entrepreneurship and SME policies. The first group deals with measures explicitly aimed at entrepreneurship and SME policy areas. The second one deals with firms regardless of size, where one has to estimate the share of the costs allocated to the areas of entrepreneurship and SME policies.

The method used in this study is interdisciplinary and includes three parts, interviews, questionnaires and policy document analysis.

### 2.1 Interviews

During the period May to October 2010, 24 interviews were conducted with a total of 26 people representing policymakers, researchers and business organisations. This means that in two cases two persons were interviewed. Every interview was associated with a questionnaire and was tape-recorded and transcribed. The 24 interviews were carried out in 21 organisations, and 14 interviews represented policymaking, five business organisations and five the research community. Of the respondents, six were women. Eight of the interviews were carried out with persons representing the regional level (researchers and regional policymakers) and the rest were carried out with persons representing the national level (national policymakers and business organisation representatives). In the initial phase of the interview work, two test interviews were conducted to test the interview questions and to secure that the interviews were carried out in a similar way. All three researchers responsible for this study attended these interviews. These two test interviews are included in the empirical material, given the total number of 24 interviews. The reason for also using the test interviews is that the survey questions were not changed due to the results of these interviews. The interviews were carried out at the respondents' organisations apart from one that was carried out by phone.

#### 2.1.1 Deviations and reflections

Some parts of this study deviate from the manual for the mapping/comprehensiveness project. The networking sub-area is missing because it was added after the interview study had commenced. The manual also states that the interviews should be carried out with at least eight policymakers, seven business organisations and five representatives of the research community. Six business organisations were contacted but one declined participation. On the other hand, in one business organisation, two persons were interviewed. There was a discussion in the research team about which organisations and experts needed to be interviewed. From this discussion, 20 organisations were initially

chosen. It then became clear that additional experts/organisations needed to be interviewed.

There are some additional deviations with regard to the interviews. The interview questionnaire covers several areas and it was sometimes hard to pose all questions in the time allotted (normally one hour, but with variation in both directions). The latter part of the interview had a tendency to result in shorter answers and the three final questions were not always asked due to a lack of time or a tired respondent and interviewer. In one of the later interviews, the order of the questions was reversed. The result was a longer answer for the latter part of the interview guide concerning the sub-area Training. However, independent of this, most interviewees expressed most concern about the Financing sub-area – the first sub-area. It appeared as if it was difficult to cover all sub-areas in one interview because there is not enough time for the respondent to elaborate on their answers. The time frame was exceeded for some interviews which continued for at least two hours. Lack of elaboration of some answers complicated the analysis. On the other hand there is a high degree of consensus for most of the sub-areas in the view of problems and proposed solutions.

## **2.2 Questionnaires**

One week before the interviews, the comprehensiveness survey questionnaire was sent out by post to each person to complete before the interview (see Annex 8.1). The interviews began with a discussion of the questionnaire and handing it over to the interviewer. The questionnaire was completed by 23 respondents, which was not the case for the first test interview. Of the 23 respondents, 18 completed the questionnaire, resulting in a response rate of 78%. Respondents who had not completed the questionnaires were asked to send them in by post or e-mail. Despite at least three reminders, both by e-mail and by telephone, all questionnaires could not be collected. Eleven of the questionnaires represent the policy makers' opinions, three the opinions of the business organisations' and four of the questionnaires represented the opinions of the researcher community. Six of the questionnaires represent the regional level (four researchers and two regional policymakers) and the remaining 12 the national level.

### **2.2.1 Deviations and reflections**

The networking perspective is also missing in the questionnaire for the same reason as for the interviews. The respondents felt the questionnaires were very comprehensive and some reacted to the design of the knowledge test. This may be due to there being so many different types of projects and programmes in the area of entrepreneurship and SME policies that the level of detail had to be rather high.

Another deviation is that the Swedish project only maps the comprehensiveness/coverage of entrepreneurship and SME policies for the national level, and not as stated in the manual, for one region as well.

### 3 The focus of entrepreneurship and SME policies

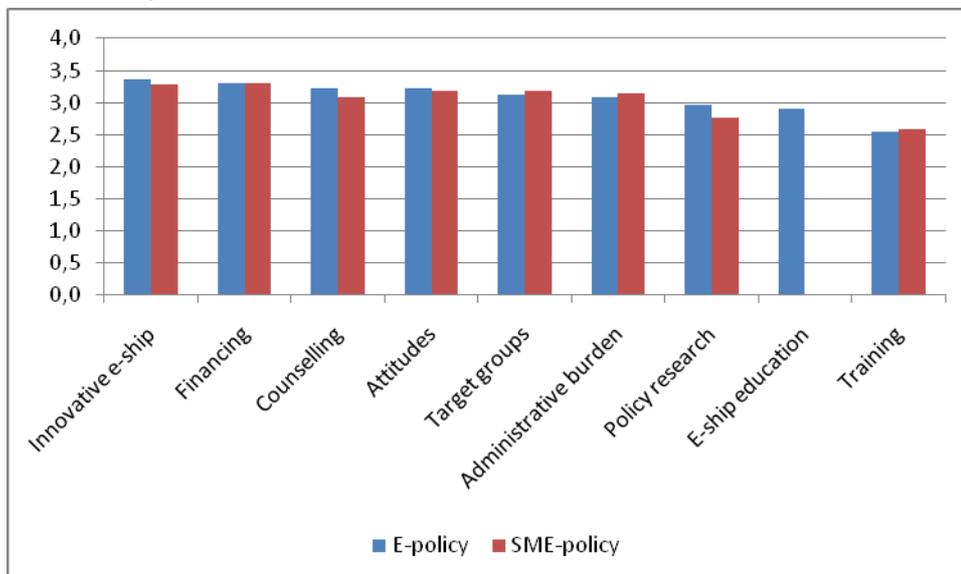
This section is based on both the questionnaires and the interviews. The results presented concern the focus of entrepreneurship and SME policies, how important the experts find the policy sub-areas, how they think resources have been spent and, finally, the comprehensiveness index results. One clarification concerning the questionnaire must be made. To make it easier to analyse the answers, the respondents were asked about their knowledge of different measures in different policy sub-areas. In doing so, we hope to be able to gauge if the views expressed were based upon knowledge from experience, general opinions expressed in media or by other persons or organisations. We start with the results concerning knowledge about the different policy areas.

#### 3.1 Knowledge about policy areas

In the interviews, the experts were asked about their knowledge of the different sub-areas in entrepreneurship policy and SME policy. The experts were asked to give a value of four in areas where they felt they possessed considerable knowledge and a value of one for areas where they think they have no knowledge concerning measures taken. It was also possible to use the alternative answer of “do not know”.

The sub-areas for which experts expressed most knowledge in both policy areas are Innovative entrepreneurship and Financing. The experts have the least knowledge in the sub-areas of Training and Policy research (Figure 1).

Figure 1 Knowledge about entrepreneurship and SME policy, according to experts (1, least knowledge 4, most knowledge).



### 3.1.1 Entrepreneurship policy - all experts knowledge

Table 1 below presents how the experts answered regarding their knowledge of entrepreneurship policy by type of expert and sub-area. The mean value for all experts in the entrepreneurship policy area is 3.04.

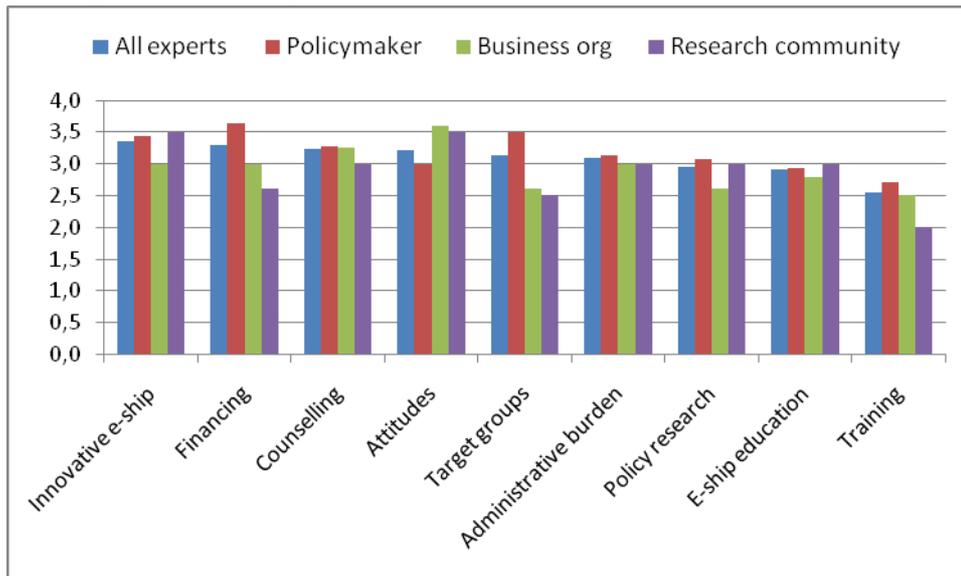
The sub-areas in which experts expressed most knowledge are Innovative entrepreneurship followed by Financing and Counselling. The experts have the least knowledge in the sub-areas of Training, Entrepreneurship education and Policy research. Since the table shows how different experts answered, it is evident that two experts have answered 4 in all sub-areas. Both of them are policy experts. Two of the experts have low values for all the sub-areas and are both representatives of the research community. Notice that one of them has only given an answer in one of the sub-areas.

Table 1 Knowledge about entrepreneurship policy, all experts (1, least knowledge 4, most knowledge).

| Expert Type | Financing | Counselling | Administrative burden | Attitudes | Target groups | Policy research | E-ship education | Innovative e-ship | Training | Mean | Average deviation |
|-------------|-----------|-------------|-----------------------|-----------|---------------|-----------------|------------------|-------------------|----------|------|-------------------|
| Policy      | 4         | 4           | 4                     | 3         | 4             | 3               | 3                | 4                 | 2        | 3.44 | 0.62              |
| Policy      | 4         | 2           | 1                     | 2         | 3             | 2               | 3                | 4                 | 3        | 2.67 | 0.81              |
| Policy      | 4         | 4           | 3                     | 3         | 4             | 3               | 2                | 4                 | 3        | 3.33 | 0.59              |
| Policy      | 4         | 3           | 3                     | 4         | 3             | 3               | 3                | 4                 | 1        | 3.11 | 0.59              |
| Policy      | 4         | 4           | 4                     | 4         | 4             | 4               | 4                | 4                 | 4        | 4.00 | 0.00              |
| Policy      | 4         | 4           | 2                     | 1         | 3             | 3               | 3                | 4                 | 3        | 3.00 | 0.67              |
| Policy      | 3         | 3           | 4                     | 3         | 4             | 3               | 2                | 2                 | 2        | 2.89 | 0.59              |
| Policy      | 3         | 2           | 4                     | 2         | 3             | 3               | 2                | 3                 | 2        | 2.67 | 0.59              |
| Policy      | 4         | 3           | 3                     | 3         | 4             | 3               | 2                | 4                 | 2        | 3.11 | 0.59              |
| Policy      | 4         | 4           | 4                     | 4         | 4             | 4               | 4                | 4                 | 4        | 4.00 | 0.00              |
| Policy      | 3         | 3           | 3                     | 3         | 3             | 4               | 3                | 3                 | 2        | 3.00 | 0.22              |
| Policy      | 3         | 3           | 3                     | 3         | 3             | -               | -                | 3                 | 3        | 3.00 | 0.00              |
| Policy      | 4         | 4           | 3                     | 4         | 4             | 3               | 4                | 3                 | 4        | 3.67 | 0.44              |
| Policy      | 3         | 3           | 3                     | 3         | 3             | 2               | 3                | 2                 | 3        | 2.78 | 0.35              |
| Bus.        | 3         | 3           | 3                     | 3         | 2             | 2               | 3                | 2                 | 3        | 2.67 | 0.44              |
| Bus.        | 2         | 3           | -                     | 4         | 3             | 2               | 3                | -                 | -        | 2.83 | 0.56              |
| Bus.        | 3         | -           | 4                     | 4         | 3             | 3               | 3                | 3                 | 2        | 3.13 | 0.44              |
| Bus.        | 3         | 3           | 2                     | 3         | 2             | 3               | 2                | 4                 | 3        | 2.78 | 0.52              |
| Bus.        | 4         | 4           | 3                     | 4         | 3             | 3               | 3                | 3                 | 2        | 3.22 | 0.52              |
| Rsrch       | 3         | 3           | 3                     | 4         | 2             | 4               | 3                | 4                 | 2        | 3.11 | 0.59              |
| Rsrch       | 3         | 4           | 3                     | 4         | 4             | 4               | 4                | 4                 | 3        | 3.67 | 0.44              |
| Rsrch       | 2         | 2           | 2                     | 2         | 2             | 2               | 2                | 2                 | 2        | 2.00 | 0.00              |
| Rsrch       | 2         | -           | -                     | -         | -             | -               | -                | -                 | -        | 2.00 | Not defined       |
| Rsrch       | 3         | 3           | 4                     | 4         | 2             | 2               | 3                | 4                 | 1        | 2.89 | 0.81              |
|             | 3.29      | 3.23        | 3.09                  | 3.22      | 3.13          | 2.95            | 2.91             | 3.36              | 2.55     |      |                   |

Comparing how the experts answered by “type” of expert, the mean value for policymakers is 3.2, while it is 2.9 for experts representing the research community and the business organisations, meaning that there are no real differences between different groups, which is illustrated by the Figure 2 below.

Figure 2 Knowledge about entrepreneurship policy, according to three groups of experts (1, least knowledge 4, most knowledge).



### 3.1.2 SME policy knowledge of all experts

The following table presents how the experts answered regarding their knowledge in the SME policy area by type of expert and sub-area. The mean value for the knowledge of all experts is 3.07.

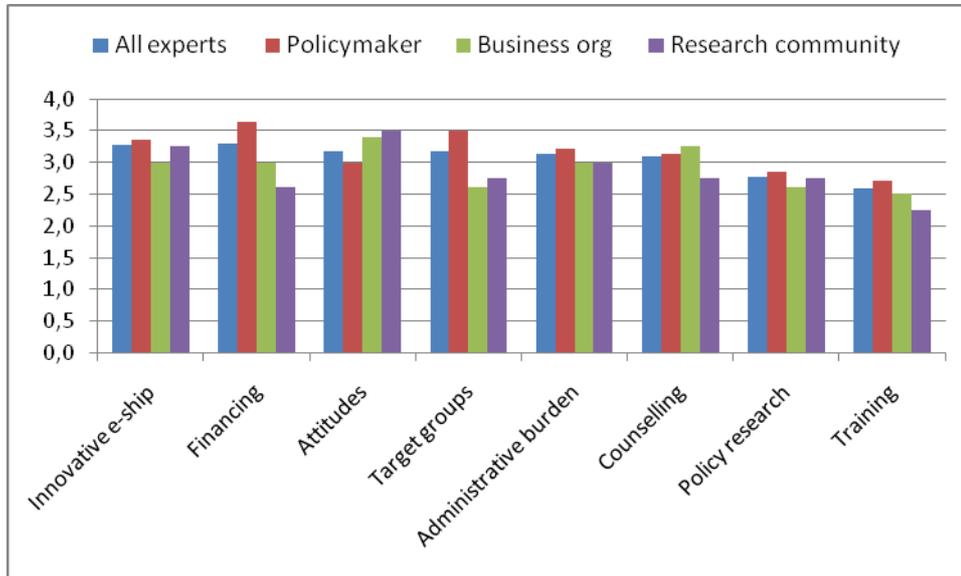
The sub-areas in which the experts have the most knowledge are Financing and Innovative entrepreneurship. The experts have the least knowledge in the sub-areas of Training and Policy research. Two of the experts answered with a 4 in all the sub-areas. The lowest mean value is given by two experts from the research community. One of them only answered one question.

Table 2. Knowledge about SME policy, all experts (1, least knowledge 4, most knowledge).

| Expert Type | Financing | Counselling | Administrative burden | Attitudes | Target groups | Policy research | Innovative-ship | Training | Mean | Average deviation |
|-------------|-----------|-------------|-----------------------|-----------|---------------|-----------------|-----------------|----------|------|-------------------|
| Policy      | 4         | 4           | 4                     | 3         | 4             | 3               | 4               | 2        | 3.50 | 0.63              |
| Policy      | 4         | 2           | 1                     | 2         | 3             | 2               | 4               | 3        | 2.63 | 0.88              |
| Policy      | 4         | 4           | 3                     | 3         | 4             | 3               | 4               | 3        | 3.50 | 0.50              |
| Policy      | 4         | 3           | 3                     | 4         | 3             | 2               | 4               | 1        | 3.00 | 0.75              |
| Policy      | 4         | 4           | 4                     | 4         | 4             | 4               | 4               | 4        | 4.00 | 0.00              |
| Policy      | 4         | 3           | 2                     | 1         | 3             | 2               | 3               | 3        | 2.63 | 0.72              |
| Policy      | 3         | 3           | 4                     | 3         | 4             | 3               | 2               | 2        | 3.00 | 0.50              |
| Policy      | 3         | 2           | 4                     | 2         | 3             | 3               | 3               | 2        | 2.75 | 0.56              |
| Policy      | 4         | 3           | 3                     | 3         | 4             | 3               | 4               | 2        | 3.25 | 0.56              |
| Policy      | 4         | 4           | 4                     | 4         | 4             | 4               | 4               | 4        | 4.00 | 0.00              |
| Policy      | 3         | 2           | 4                     | 3         | 3             | 3               | 3               | 2        | 2.88 | 0.44              |
| Policy      | 3         | 3           | 3                     | 3         | 3             | -               | 3               | 3        | 3.00 | 0.00              |
| Policy      | 4         | 4           | 3                     | 4         | 4             | 3               | 3               | 4        | 3.63 | 0.47              |
| Policy      | 3         | 3           | 3                     | 3         | 3             | 2               | 2               | 3        | 2.75 | 0.38              |
| Bus.        | 3         | 3           | 3                     | 3         | 2             | 2               | 2               | 3        | 2.63 | 0.47              |
| Bus.        | 2         | 3           | ?                     | 3         | 3             | 2               | -               | -        | 2.60 | 0.48              |
| Bus.        | 3         | ?           | 4                     | 4         | 3             | 3               | 3               | 2        | 3.14 | 0.49              |
| Bus.        | 3         | 3           | 2                     | 3         | 2             | 3               | 4               | 3        | 2.88 | 0.44              |
| Bus.        | 4         | 4           | 3                     | 4         | 3             | 3               | 3               | 2        | 3.25 | 0.56              |
| Rsrch       | 3         | 2           | 3                     | 4         | 3             | 3               | 3               | 2        | 2.88 | 0.44              |
| Rsrch       | 3         | 4           | 3                     | 4         | 4             | 4               | 4               | 4        | 3.75 | 0.38              |
| Rsrch       | 2         | 2           | 2                     | 2         | 2             | 2               | 2               | 2        | 2.00 | 0.00              |
| Rsrch       | 2         | -           | -                     | -         | -             | -               | -               | -        | 2.00 | Not defined       |
| Rsrch       | 3         | 3           | 4                     | 4         | 2             | 2               | 4               | 1        | 2.88 | 0.91              |
|             | 3.29      | 3.09        | 3.14                  | 3.17      | 3.17          | 2.77            | 3.27            | 2.59     |      |                   |

In the SME policy area, a comparison was also made of the expert's knowledge by type of expert. The policy experts have a mean value of 3.2 and representatives of business organisations have a mean value of 2.9 and experts in the research community have a mean value of 2.8. Here too, there are no statistical differences, also illustrated in the figure below.

Figure 3 Knowledge about SME-policy, according to three groups of experts (1, least important 4, most important).



### 3.1.3 Summary

The sub-areas for which experts expressed most knowledge in both policy areas are Innovative entrepreneurship and Financing. The experts have the least knowledge in the sub-areas of Training and Policy research.

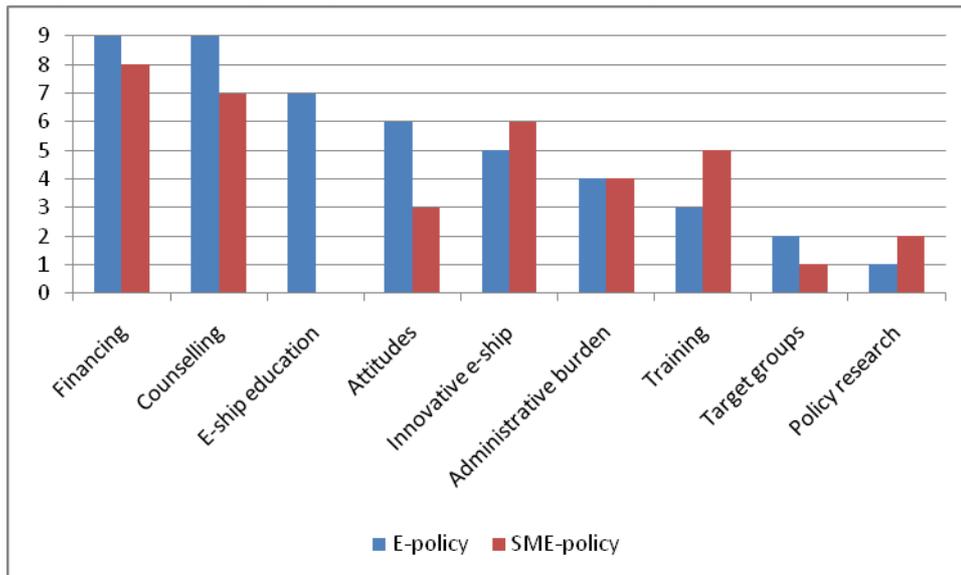
The experts answered almost the same in both policy areas and, consequently, knowledge concerning the different sub-areas seems to be similar. One explanation could be that there is no real difference between entrepreneurship and SME policies, according to the interviewed persons, or at least that they see the two areas as integrated. In the interviews, this was clear since the experts found it difficult to distinguish the two policy areas. Some of the experts questioned the definitions of entrepreneurship policy area compared with SME policy area and felt that it was not clear.

## 3.2 Importance of sub-areas

One of the questions in the project concerned the extent to which the experts found the sub-areas important. The experts were asked to rank the different areas according to their importance. The number one was given to the most important sub-area and the number nine was given to the least important sub-area. Of the 24 experts, 17 answered the questions, including ten of the experts representing the policy area, four representing the research community and three representing business organisations. Six of them represented the regional level and eleven the national level. See Figure 4.

In Figure 4, the ranking values are given for each sub-area. The results expressed in the figure are the mean values of the rankings from nine to one, where the highest mean value is given number nine and the lowest mean value is given number one. The values are then the ranked the mean values. Entrepreneurship education is by definition only valid for entrepreneurship policy.

Figure 4 Importance of sub-areas entrepreneurship and SME policies in the collective opinion of all experts surveyed (Ranked average rating: 9, most important (SME policy area 8), 1, least important).

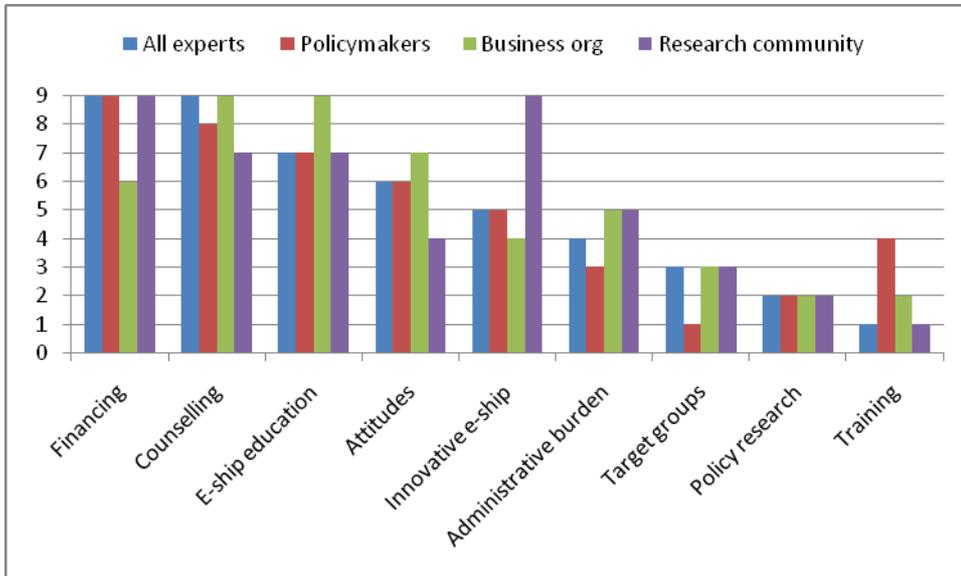


Financing and Counselling are seen as the most important sub-areas according to the experts. The least important sub-areas are policy research and target groups. Small differences were found between entrepreneurship and SME policies, although training is ranked higher for SME policy and attitudes are ranked higher for entrepreneurship policy, which seems logical. However, due to the limited number of interviews, no statistical testing was possible. Therefore, these differences are more indicators than facts even though it would seem reasonable that Training will be more important to existing SMEs and Attitude-driven measures more important in the entrepreneurship policy area. The low ranking for Target group measures in both policy areas is worth noting.

### 3.2.1 Importance of sub-areas of entrepreneurship policy

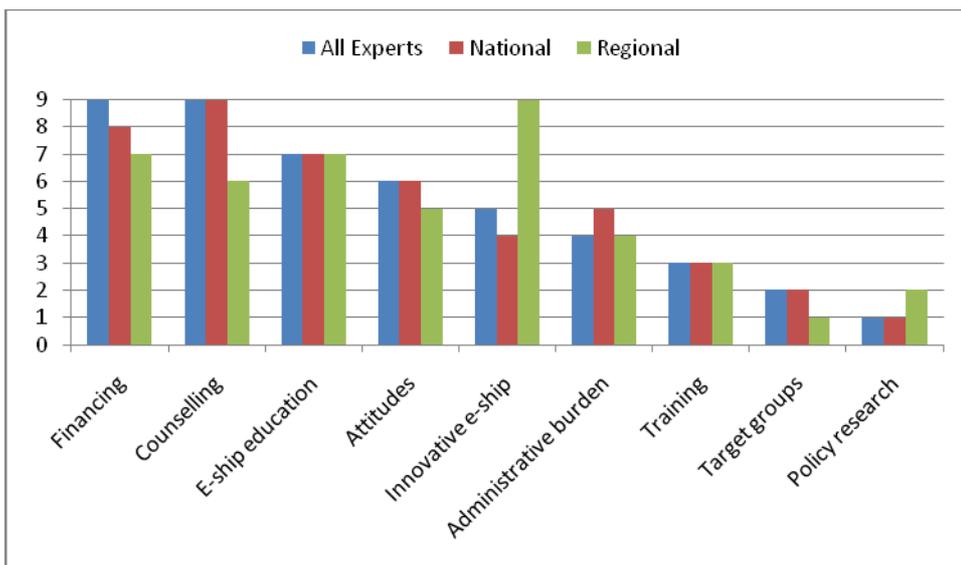
In Figure 5 below, the opinions from three different groups are presented. The results must only be seen as indications due to the very small number of responses for different groups of experts.

Figure 5 Importance of sub-areas of entrepreneurship policy, according to three groups of experts (Ranked average rating: 9, most important, 1, least important).



As stated before, no statistical tests can be done due to the limited number of interviews. One can observe the similarities for most of the sub-areas for the different groups and there seems to be a high degree of consensus, with some minor variations. All groups have given high rankings for Financing, Counselling and Education and low rankings for Target groups, Policy research and Training. In the following figure, a similar presentation is done concerning experts on regional vs. national levels.

Figure 6 Importance of sub-areas of entrepreneurship policy, by two categories of experts on regional and national levels (Ranked average rating: 9, most important, 1, least important).

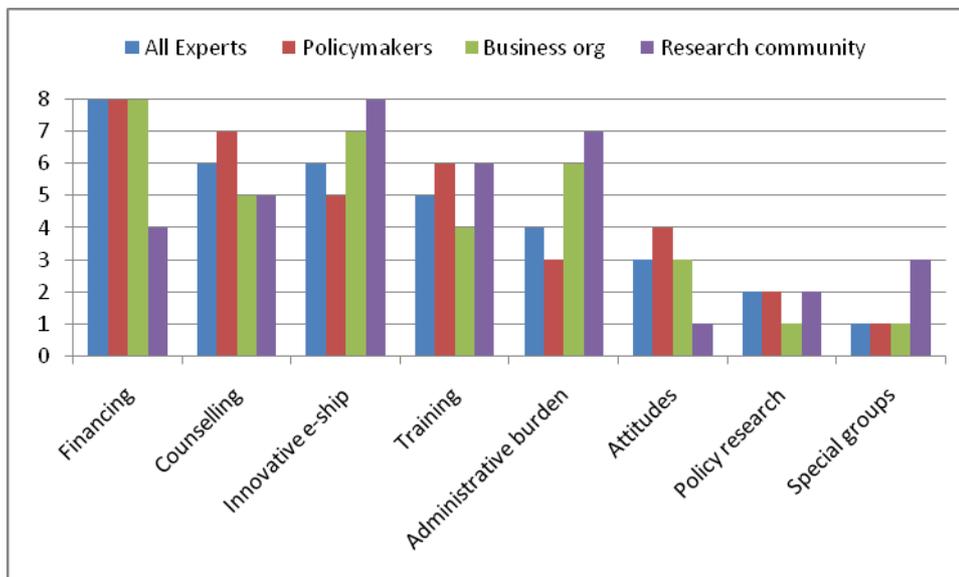


There is also a similar ranking for experts on national vs. regional levels. There is an apparent tendency that regional experts rank the sub-area Innovative entrepreneurship higher than national experts, but as previously noted, there are too few observations to test such a statement. There is a high degree of consensus among experts concerning the importance of different sub-areas for entrepreneurship policies.

### 3.2.2 Importance of sub-areas of SME-policy

In a similar manner, the importance of the sub-areas of SME policy has been ranked by 17 experts, of which ten represented policymakers, four business organisations and three the research community. The results are illustrated in Figure 7. There are eight SME policy sub-areas since the sub-area of Entrepreneurship education is not valid here.

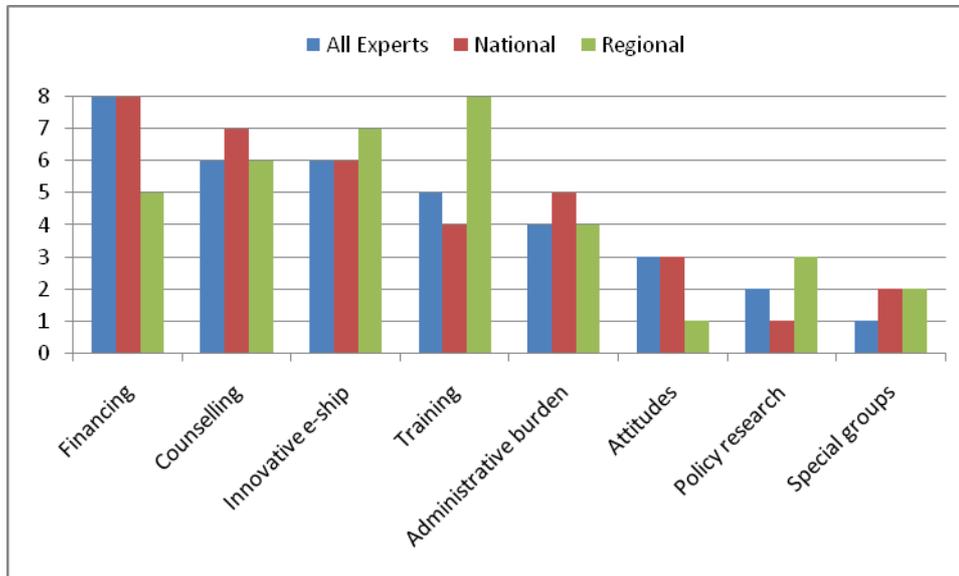
Figure 7 Importance of sub-areas of SME policy, according to three groups of experts (Ranked average rating: 9, most important, 1, least important).



There is consensus about low ranking values for the sub-areas of Special groups, Policy research and Attitudes. Low values for Attitudes in this policy area are not surprising since it involves people who have already established and run their companies for at least three years. However, there are some differences between the three groups of experts. The ranking by policymakers and people representing business organisations are very similar, while researchers have a different ranking. This could be due to too few observations for the research group. For researchers, the two top-ranked sub-areas are Innovative entrepreneurship and Administrative burden. For the policymakers, the two top-ranked sub-areas are Financing, and Counselling and for business representatives the top-ranked sub-areas are Financing and Innovative entrepreneurship.

With regard to regionally and nationally oriented experts, the number of observations is 17 in total, of which eleven are experts representing the national level and six representing the regional level. The results from these experts in these types of groups are presented in Figure 8.

Figure 8 Importance of sub-areas of SME policy, according to two categories of experts (Ranked average rating: 9, most important, 1, least important).



The results concerning the sub-areas with low rankings are similar to the earlier type of groupings which is distinct since there was a high degree of consensus. Regionally top ranking sub-areas are training and innovative entrepreneurship, while financing and counselling are the two top ranked sub-areas for national experts. There is more or less consensus for all sub-areas except for Financing and Training.

### 3.2.3 Summary

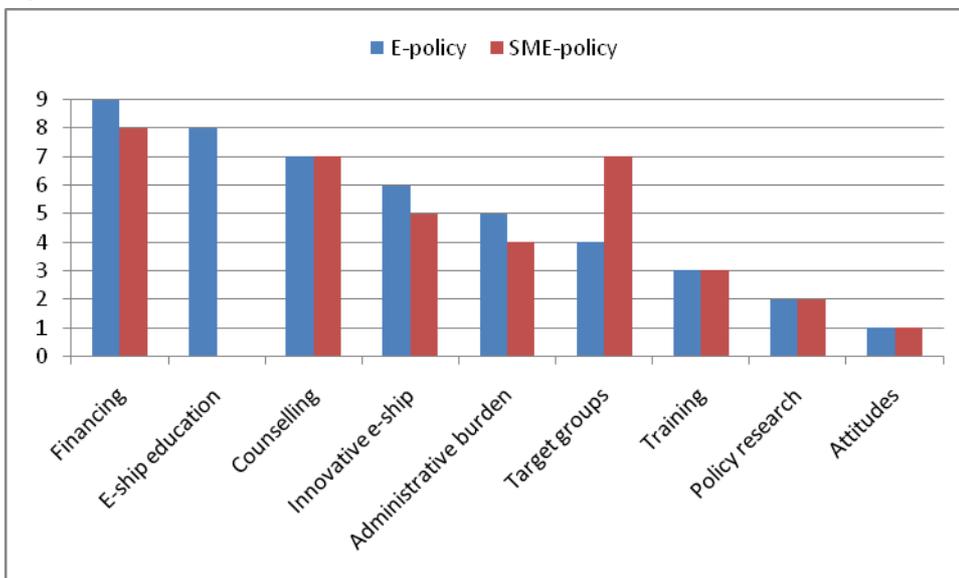
In summary, the most important sub-areas in SME policy are Financing, Counselling and Innovative entrepreneurship according to the experts. The most important areas in entrepreneurship policy are Financing, Counselling and Entrepreneurship education. The least important sub-areas in both entrepreneurship and SME policies are Policy research and Target groups. Opinions differ, however, between the areas viewed as the third least important. In SME policy, it is Promotion activities (Attitudes) and in entrepreneurship policy, it is considered to be Training.

In conclusion, the overall picture is that there is a high degree of consensus among experts concerning the importance of different sub-areas for entrepreneurship and SME policies. The results also show that although some of the interviewed persons did not see any real difference between entrepreneurship and SME policies, or that they were very integrated, the use of these definitions slightly changes the focus of what is considered important.

### 3.3 Invested resources

The experts were asked about how they thought resources have been spent according to different sub-areas and to rank the sub-areas in both policy areas by invested resources. In this case, twelve experts provided a response<sup>2</sup>, of which eight represented the policy experts, three the business organisations and one the research community. Only two of these experts represented the regional level. The results are shown in figure 9. The results expressed in the figure are the mean values of the rankings made from one to nine, where the highest mean value is given number nine and the lowest mean value is given number one

Figure 9 Estimated invested resources in sub-areas, entrepreneurship and SME-policies in the collective opinion of all experts surveyed (Ranked average rating: 9, most important (SME policy area 8), 1, least important).



The experts estimate that most resources are invested in the Financial sub-area followed by Entrepreneurship education and Counselling. The least resources, according to the experts, are invested in Attitudes and Policy-relevant research. Firstly, it should be noted that resources are ranked only according to knowledge of the narrow policy for both areas. Secondly, the number of observations are very few, probably due to lack of knowledge among experts of how resources are spent, which is not surprising since there is a general lack of knowledge about how funding is spent.

It is interesting to note that there are no differences between the estimated invested resources in the two policy areas among the experts. One explanation of this is that they probably regard the two policy areas as integrated and do not consider them to be two independent policy areas. The general opinion seems to be that the least amount of resources are spent for measures in the sub-area of Attitudes and most resources are spent according to the experts in the sub-areas of Financing, Entrepreneurship education and Counselling.

<sup>2</sup> Five answered don't know and one did not leave any answer.

### 3.4 Entrepreneurship and SME Sub-Policy Framework Actions - Comprehensiveness index results

The Comprehensiveness index is based on the questionnaire that was sent out before the interview. The index is built on the 126 questions concerning objectives, measures etc in all the sub-areas in entrepreneurship and SME policies. The purpose of the index is to map the comprehensiveness of each sub-area.

Appendix 8.1 presents the results for the Comprehensiveness index. These results are summarised in the following table. First, according to the mean values for the different sub-areas, the following ordering of the different sub-areas has been achieved:

Table 3 Summarised mean values of the Comprehensiveness index.

| Policy areas                               | Project team | All experts | Policy | Research/ Business |
|--|--------------|-------------|--------|--------------------|
| Administrative burden (14 questions)       | 2.9          | 2.6         | 2.8    | 2.3                |
| Innovative entrepreneurship ( 5 questions) | 2.6          | 2.9         | 3.0    | 2.7                |
| Counselling and information (12 questions) | 2.5          | 2.5         | 2.6    | 2.4                |
| Policy-relevant research (14 questions)    | 2.4          | 2.5         | 2.7    | 2.0                |
| Entrepreneurship education (18 questions)  | 2.1          | 2.5         | 2.9    | 2.7                |
| Target policy groups (8 questions)         | 2.0          | 2.8         | 2.9    | 2.6                |
| Financing (13 questions)                   | 1.8          | 1.9         | 2.0    | 1.8                |
| Promotion measures (9 questions)           | 1.6          | 2.5         | 2.7    | 2.2                |
| Training (5 questions)                     | 1.0          | -           | -      | -                  |

This ordering relies on a limited number of observations, but gives some indication of the existing policy measures for the narrow policy. Financing, which is clearly an important area, will get a rather low ranking value. This is due to the fact that there is insufficient use of guarantee systems or special tax related programs for entrepreneurs and SMEs such as credits to encourage R&D activities in SMEs or venture capital investments in early stage ventures. The measures mainly involve public loan programmes, public equity programmes and to some extent micro financing.

Other sub-areas, which have been given a high priority, are Administrative burden, Innovative entrepreneurship and Counselling and information. Sub-areas with lower rankings are Promotion and Training. The relatively high ranking for Policy-relevant research is due to minor research being conducted in different sub-areas.

There is a clear objective to ease the process of starting a business and create a better regulatory unit. Government review time and costs of starting a business and registration have been streamlined. A single business number (Startlinjen) is used for new companies, there is a single point of entry ([www.verksam.se](http://www.verksam.se)), and the government has taken initiatives to reduce administrative burdens for existing SMEs and tries to protect private companies from public sector competition. On the other hand, there are minor initiatives to actively strengthen intellectual property and to reduce the penalty of failure or to review barriers to transfers of businesses.

With regard to Innovative entrepreneurship, there is no real strategy involving the governmental funding of subsidies for incubators in key regions. There is also minor funding from the government of special seed programmes to start-ups and early stage development of innovative entrepreneurs. However, there are governmental sponsor events that profile innovation systems, some pre-commercialisation funding is available to promising new technological based firms and there is also support to encourage spin-offs companies from university and publicly funded R&D.

No objectives for Counselling and information exist, despite what many experts believe. Provisions exist to ensure that the needs of nascent/early stage entrepreneurs are met through provisioning networks. First or one-stop shops have been developed, there is a governmental sponsored web portal ([www.verksamt.se](http://www.verksamt.se)), there are provisioning networks in all regions and the government facilitates the development of mentor programmes. On the other hand, minor subsidies exist to support the training of new entrepreneurs, to support the professional development of delivering networks, to set performance standards or to exchange best practices in the area.

With regard to Policy-relevant research, only minor support exists. Research in the area has covered the extent to which government programmes are included in the school system, the evaluation of various programmes, the problems of hiring the first employee, measurements of the costs of new legislation, reviews of financial gaps and rates of different demographic groups in start-ups and early phases. On the other hand, there are no regular meetings between researchers and government, no special budget for the sub-area and no centre of excellence in entrepreneurship research has been established.

In Entrepreneurship education, there is a policy objective to introduce knowledge of entrepreneurship to all levels of the school system, even though this is to a minor degree included in the Education Curriculum Guidelines<sup>3</sup>. Plans exist mainly at the elementary and secondary levels. Few activities have been introduced to involve teachers, no national sharing of information and experience is in place and teaching material mainly exists at university level. No national budget for the sub-area is presented annually.

There is a stated policy objective to increase entrepreneurial activity levels for certain segments of the population, mainly for women and immigrants. Policy objectives for promotion are to increase broad-based awareness of entrepreneurship and to promote an entrepreneurial culture. However, there are only minor promoting events for entrepreneurs or SME owners, and no high-profile award programmes or awards concerning diversity in entrepreneurship. There are no special training activities for entrepreneurs and SMEs apart from one main program financed by the European Social Fund.

One conclusion is that there is no direct relationship between resources the experts believed were invested and the comprehensiveness of different sub-areas. One explanation could be many programmes with rather small invested resources in some sub-areas, while large resources are invested in a few specific programmes in other sub-areas, such as Financing.

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<sup>3</sup> This changes in 2011 when entrepreneurship to a major degree is included in the Education Curriculum Guidelines for primary and secondary school.

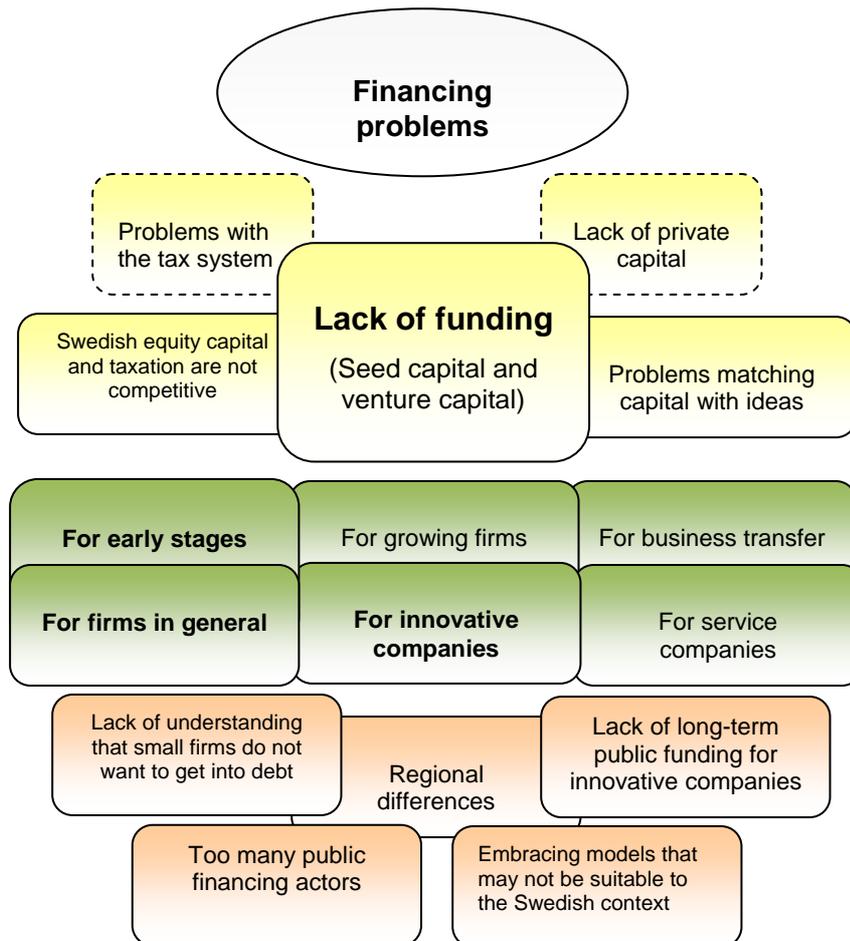
## 4 The focus in the policy sub-areas

In the following, all sub-areas for entrepreneurship and SME policies are illustrated with regard to what is considered to be the largest problems, their solutions and the most important steps taken. These results are based on the 24 interviews. For each sub-area, a table that summarises all the problems can be found in Appendix 7.2 - 7.10.

### 4.1 Financing

Financing is the sub-area where the experts considered themselves to have the most knowledge and is claimed to be one of the most important sub-areas, as well as the area in which the respondents believe that most resources are invested. At the same time, it is one of the three areas with the lowest mean values in the Comprehensiveness index. The Financing area is where there is the largest consensus among the respondents with regard to what they view as the largest problem and the single largest problem area concerns the lack of funding (Figure 10).

Figure 10 The most important problems in the financing area.



It is mainly the lack of funding in the early stages that the respondents identify as the largest problem, but also the lack of funding for growing businesses, business transfers and even more specifically the lack of funding for innovative companies. The lack of funding in early stages includes a need for both more venture capital and seed funding.

There are two perspectives regarding Target groups: one that focuses on businesses in general where the respondents identify a need for minor amounts of funding, and one that focuses on innovative businesses and where they primarily identify the need for venture capital. The lack of funding entails both private and public venture capital, and a lack of long-term public capital is identified specifically for innovative companies.

Other opinions as to what the largest problem is concern the tax system, which is singled out because it is viewed as the reason for the lack of private capital. There are also respondents who claim that there is no shortage of capital – and that the problem is instead is matching the existing capital with the ideas. Others argue that there is a shortage of venture capital.

With regard to issues related to the lack of funding, respondents also identify the problem that commercial actors have in evaluating business ideas in the absence of records for new companies and not daring to take large risks. Another opinion highlights this problem as specific to the service sector. Another problem that differs from the common opinions is a lack of understanding about small businesses not wanting to get into debt and that they are more interested in bootstrapping methods.

The most important measures proposed by the experts to solve the problem of a lack of funding involve government intervention through a narrow entrepreneurship policy/SME policy, such as micro-loans, seed capital or guarantee schemes and long-term public financing decisions being concentrated to a few actors. Measures proposed that can not be defined as either narrow or broad entrepreneurship policies or SME policies are, for example, encouraging private savings.

As to the most important steps taken in the area, the respondents, and especially the policymakers, emphasize the introduction of micro loans at ALMI Företagspartner<sup>4</sup>, regional seed financing and a special crisis package for ALMI Företagspartner during the recent economical crisis. Business organisation representatives argue that the most important measures taken are the removal of the gift and capital taxes along with a stabilisation of the banking system and funding of incubators. Incubators, micro loans and the gift tax are also emphasized by the researchers. Thus the policymakers refer to the narrow entrepreneurship policies/SME policies while the other groups refer to both the narrow and broad policies.

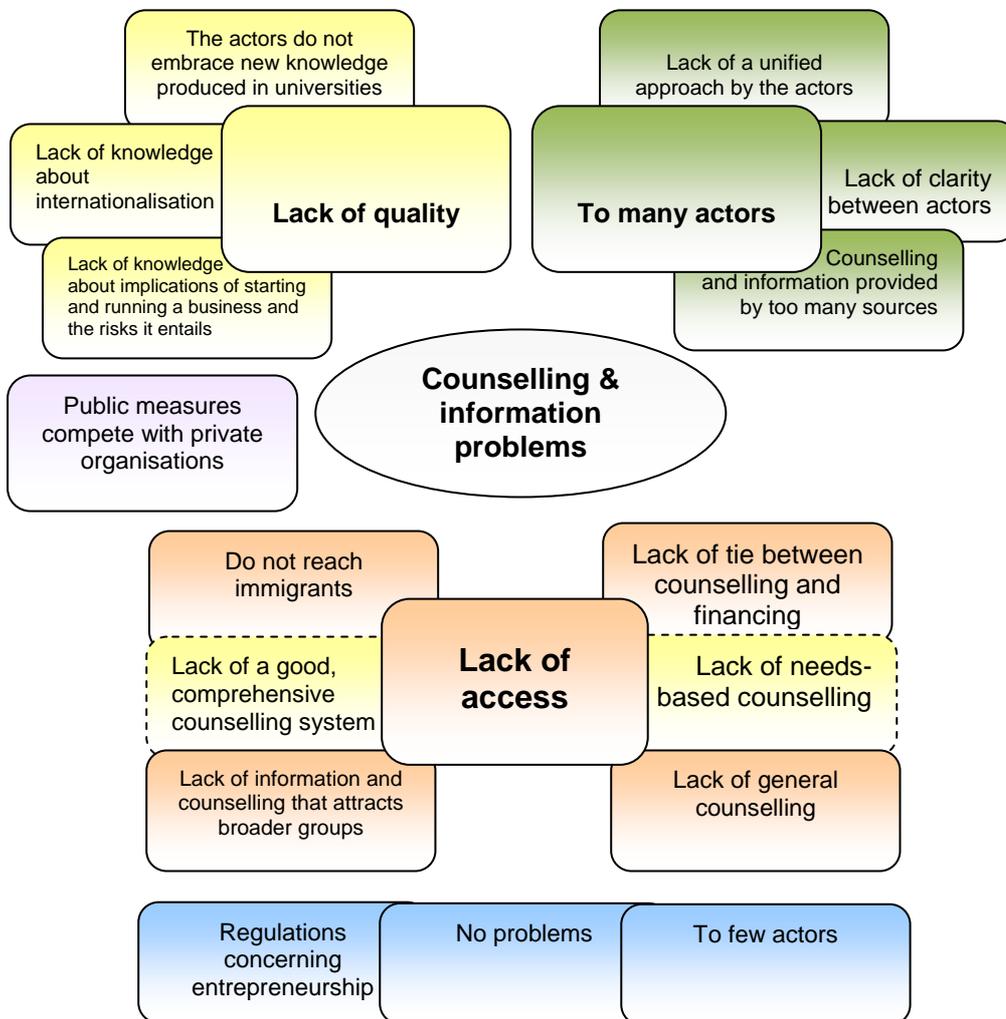
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<sup>4</sup> ALMI is a company owned by the Swedish state that has the task of promoting the development of competitive SMEs as well as to stimulating new enterprise with the aim of creating growth and innovation in Swedish enterprise.

## 4.2 Counselling and information services

The next sub-area is about counselling and information services. This sub-area is one of the three sub-areas where the respondents consider themselves to have the most knowledge. This sub-area is also considered to be one of the three most important sub-areas, and after Financing, is believed to be the area where most resources are invested. It is also one of the three sub-areas with the highest mean values in the Comprehensiveness index. In the Counselling and information sub-area the respondents focus on highlighting problems concerning the supply system - the counselling system. There is, however, no consensus concerning the largest problem in the area (Figure 11).

Figure 11 The most important problems in the counselling and information area.



Problems highlighted concern a lack of quality in the counselling system and too many actors in the counselling system. Problems concerning too many actors makes it difficult for the entrepreneurs and nascent entrepreneurs to know where to turn. A perceived lack of a transparency between actors also generates a problem where many actors overlap.

The number of actors at various levels that distribute funding (e.g. ALMI Företagspartner and Tillväxtverket<sup>5</sup>) is also viewed as a problem. Another perceived problem is the fact that information required to start and run a business is spread over many agencies and stakeholders. The lack of quality in the counselling system includes actors not embracing new knowledge produced at universities and counselling not being tailored to the needs of entrepreneurs and nascent entrepreneurs.

Another problem area concerns the lack of availability of counselling and information. Among other problems, the respondents perceive a lack of counselling and information attracting broader groups, counselling not being able to reach immigrants and, unlike those who see that there are too many actors in the system, that there are too few actors.

Other problems include gaps in linking funding and counselling, the numerous regulations related to entrepreneurship and public measures competing with private organisations. The difference between innovative companies and companies in general is visible even in the counselling area. Some experts express a lack of general counselling and argue that counselling and information services are being upgraded to innovation counselling.

The experts propose different solutions to the problems concerning too many counselling actors and the perceived lack of quality in the counselling system, aimed at reducing the number of actors and forcing them to cooperate. Other solutions are a more coaching approach with growing firms, quality assurance, certification and counselling checks, subsidising the buyers instead of the suppliers.

There is one successful example of measures carried out in the area of Counselling and information that is frequently highlighted by the experts, the web portal [www.verksam.se](http://www.verksam.se) which is the result of collaboration between different authorities to facilitate information, registrations and applications for enterprisers. Other successes highlighted are incubators, advisory services dealing with corporate avenues in Europe such as the EEN network<sup>6</sup> and work at different research institutes. Furthermore, the programme for female ambassadors was also highlighted, which has also spread to a number of EU countries<sup>7</sup>. Other concrete measures mentioned are start-up offices, one-stop shops and no wrong door in.

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<sup>5</sup> Swedish Agency for Economic and Regional Growth which has the aim to work to achieve more enterprises, growing enterprises and sustainable, competitive business and industry throughout Sweden.

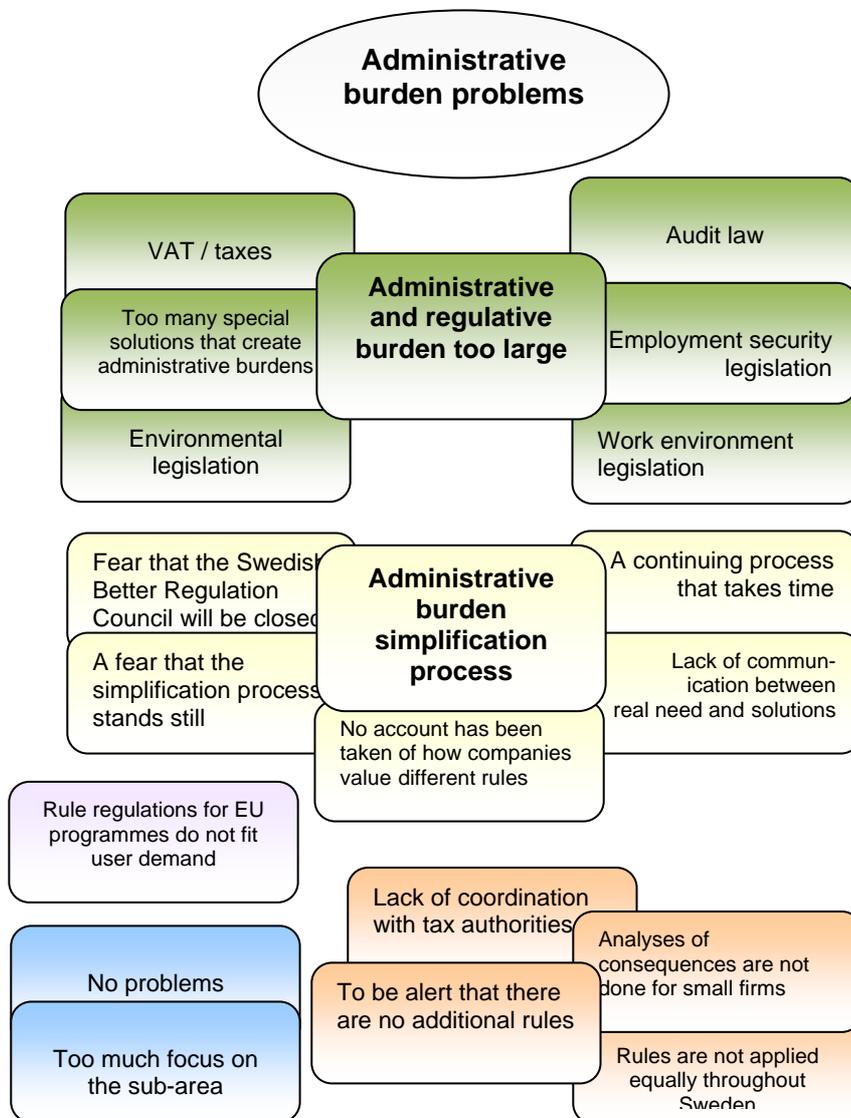
<sup>6</sup> Enterprise Europe Network

<sup>7</sup> In the research team this program is defined to the area of promotion more than to the counseling and information area.

### 4.3 Administrative burden

The administrative burden sub-area could be described as a “middle area” concerning knowledge, considered importance and also concerning estimated invested resources. This area has the highest mean rating in the Comprehensiveness index. Two main problem areas are highlighted, problems related to the ongoing regulatory reform process in Sweden and problems that are defined in the context of an excessive administrative burden/regulatory burden (Figure 12). Issues that are addressed and related to the latter problem area are employment security legislations, audit law, work environment laws and VAT / tax legislations.

Figure 12 The most important problems in the area of administrative burden.



The tax system is perceived to be the area where there still it is a need for simplification and where few simplifications have been carried out. Fears are raised with regard to the administrative burden simplification process, fears that the current simplification process will stop or that the Swedish Better Regulation Council<sup>8</sup> will be closed. Another perceived problem is the lack of communication between true needs and the solutions made in the sense of “is this really a problem?”

An additional problem in this area is that no account has been taken of how companies value different rules, but all rules are measured in the same way. Regulatory simplification is generally supported, although there are some scattered opinions that focus on this area may deter future entrepreneurs.

Solutions to the problems highlighted by the respondents include keeping and strengthening the Swedish Better Regulation Council, tax deductions instead of government grants to reduce bureaucracy, more attitude surveys concerning where the problems are in order to get better effects from the efforts.

Measures highlighted as the most important ones already carried out are the regulatory simplification process set out within the Ministry of Enterprise, Energy and Communications, the web portal [www.verksamt.se](http://www.verksamt.se), the removal of the audit requirement for small firms, the reduction of share capital, the Swedish Better Regulation Council's activities and making it easier to start a business. Looking ahead, experts highlight the importance of ensuring a further reduction of new rules.

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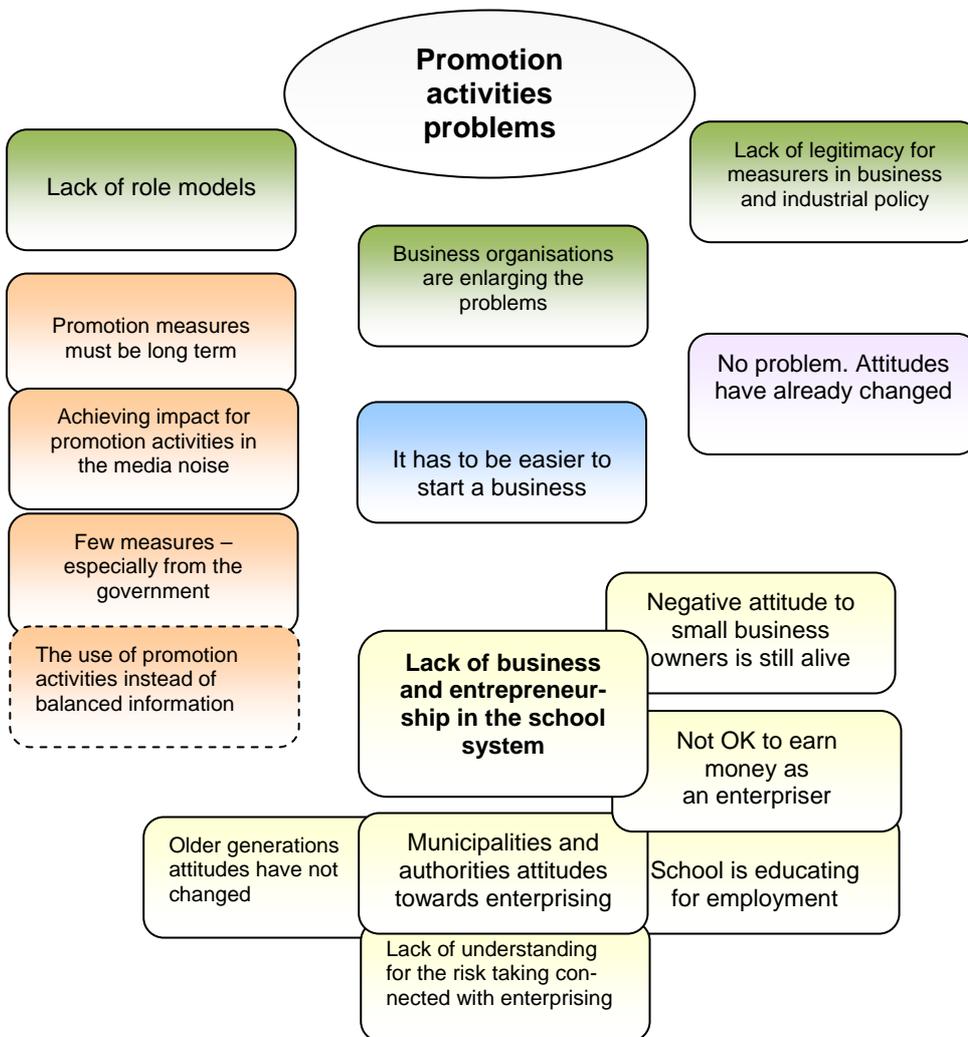
<sup>8</sup> *The Swedish Better Regulation Council is an independent government-appointed committee of inquiry. The Council has advisory role in relation to the regulator's regular preparation and decision-making organisation.*

### 4.5 Promotion activities

The promotion sub-area could also be described as a “middle area” when it comes to knowledge and importance. However, this is the area where least resources are believed to be invested and, at the same time, it is one of three areas with the lowest mean rating in the Comprehensiveness index.

In this sub-area, there are two opposing opinions (Figure 13). One opinion claims that there is still a negative image of small business owners, meaning that making profit from your own business is frowned upon. There is a lack of understanding about the risk associated with being an entrepreneur. There are also negative attitudes from municipalities and authorities involving the education system, since schools still educate for employment. In line with this reasoning, the largest problem in this area is the lack of focus on business and entrepreneurship in the educational system.

Figure 13 The most significant problems in the promotion activities area.



The opposite opinion argues that attitudes have changed and there are now positive attitudes towards enterprising, at least among the younger generation. One opinion claims that attitudes have changed among the younger generation and that this generation is influenced by negative attitudes when they meet others (older people) in an employment situation.

There are some problems concerning promotion activities. Some experts point out the problem of achieving an impact from promotion activities in the media noise. Some see the problem of a lack of efforts made, particularly by the government, and the fact that measures taken must be long term. Another problem breaking completely with other opinions is that the promotion measures in themselves are the largest problem. People should not be enticed into enterprising, but should be given balanced information about enterprising, its conditions and risks.

The final grouping of problems that gives another view of the largest problems are the opinions about business organisations manifesting problems related to enterprising, the lack of role models and the lack of legitimacy for measures in business and industrial policy compared with social, financial and tax issues.

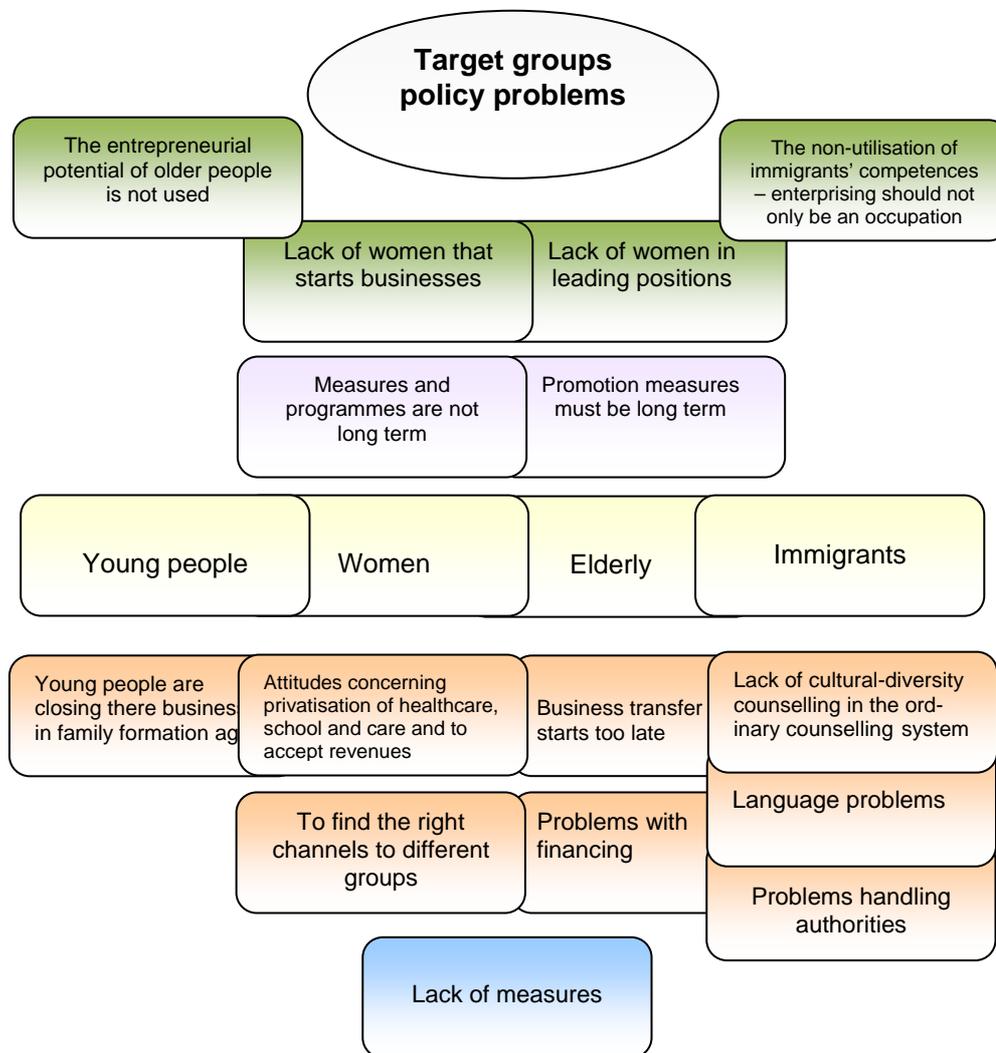
With regard to solutions to these problems, many of the respondents are silent or unspecific. The solutions highlighted as most important include introducing entrepreneurship in the school system, policy taking action and not just talking, efforts concerning taxes with a focus on small firms' social security contributions. Another solution is for research to question the major problematisation of entrepreneurship in certain organisations.

Measures highlighted as being the most important ones carried out in the promotion area include a policy initiated programme for female ambassadors who can be seen as role models for aspiring entrepreneurs. Furthermore, the TV programs Dragon nest and Venture Cup are mentioned. Also Young Enterprise, the training programme for young entrepreneurship is mentioned as influencing attitudes. Awards highlighting individual entrepreneurs have become increasingly common and business leaders are considered important in this regard. A concrete regional programme concerning changing attitudes in municipal administration is also highlighted. Lastly, the respondents argue that the political parties now generally have a more positive attitude towards entrepreneurship.

### 4.6 Target group policies

Summarising the previous results concerning the target group policies sub-area, the area could also be described as a “middle area” in terms of knowledge and resources believed to be invested. This area belongs to one of the three least important areas. Target group policies are also a “middle area” in terms of the Comprehensiveness index. Moreover, target group policies is the area with the clearest divide between the problem descriptions - those who think that the focus on target groups is a problem in itself (35% of the problem descriptions), and those who believe that there should be special efforts in this area (Figure 14).

Figure 14 The most important problems in the target group policies area.



The figure above only describes the opinions where the respondents proposed various kinds of actions and then see concrete problems in the area. The problems concern the target groups: young people, women, immigrants and elderly people. A number of specific problems are linked to each group. Examples include elderly people's potential not being exploited, too few women starting and running a business, and the capacity of immigrant not being sufficiently utilised. Problems concerning all groups include a lack of financing and problems finding channels to reach all groups.

Solutions proposed by the experts for these problems include individual treatment instead of looking at groups of people, counselling efforts, information and contact mediation, a customised social security system for entrepreneurs, a risk capital deduction, long-term political plans and increasing the freedom of economic activity within the areas of healthcare, care and education.

The most important measures carried out are considered to be the female ambassador programme, Young Enterprise and IFS<sup>9</sup> collaboration with ALMI Företagspartner, opening the public sector to privatisation and the so called RUT deduction<sup>10</sup>.

#### **4.7 Policy relevant research**

The policy relevant research area is one of the three areas in which the respondents consider themselves to have least knowledge and regard as least important. This is also one of three sub-areas in which the respondents believe that the least resources are invested. However, the results from the Comprehensiveness index rank this area number four among the highest mean ratings.

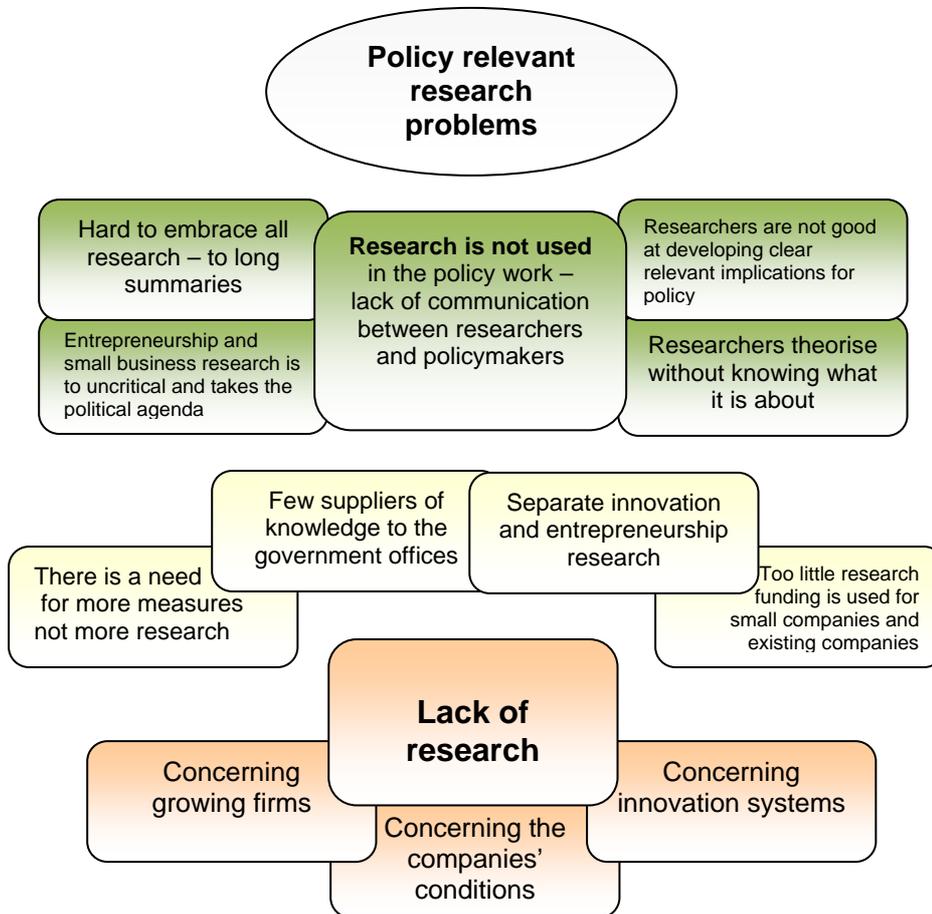
Regarding the policy-relevant research area, there is a fundamental problem concerning the use of developed knowledge and how well researchers manage to formulate their conclusions to be used in practice (Figure 15). Otherwise, opinions are divided between those who think there is too much research and those who think there is too little. Several of the respondents call for research concerning growing businesses, conditions for business and innovation systems.

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<sup>9</sup> *IFS -Internationella Företagarföreningen i Sverige provides support to immigrants who want to start and run a business in Sweden.*

<sup>10</sup> *A tax deduction for housework.*

Figure 15 The most important problems in the policy relevant research area.



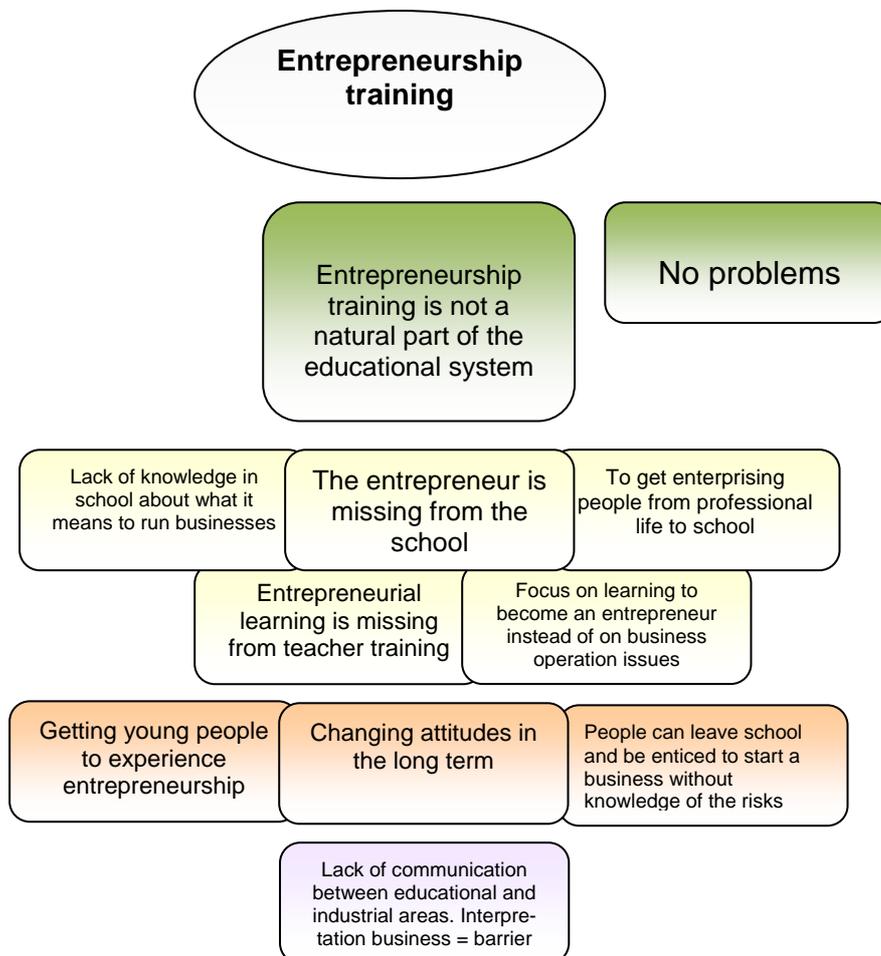
Solutions to the problem of research not being used include a larger extent of policy and research cooperation, the State taking responsibility to open more meeting places for researchers and policymakers, researchers presenting understandable results and policymakers and politicians being open and embracing results.

The examples highlighted as the most important measures carried out in this area broadly agree with those described concerning the problems. It highlights the growing interest and development of interactive research, the desire to ensure continued funding of organisations such as Entrepreneurship Forum and ESBRI, and the need for more small business research.

## 4.8 Entrepreneurship in the education system

Entrepreneurship training is one of three sub-areas in which the respondents consider themselves to have least knowledge and at the same time consider being one of the most important sub-areas. It is also one of the three areas in which the respondents believe that most resources are invested. The mean rating in the Comprehensiveness index ranks this sub-area as number five. The most recurrent problem in the field of entrepreneurship training concerns entrepreneurship training not yet being viewed as a natural part of the mainstream education system (Figure 16). Furthermore, when asked about this sub-area, experts considered it to be important for entrepreneurship training to start early. Some experts talked about kindergarten and others mentioned primary school.

Figure 16 The most important problems in the policy relevant research area.



The interpretation of entrepreneurship as starting a business creates tensions in the Swedish school system. Instead, the teachers find the concept of entrepreneurial learning easier to embrace<sup>11</sup>. The conflict between these interpretations can also be seen in this material where one problem concerns the lack of education about how to run a business, while another problem explicitly concerns this interpretation and instead points to a lack of the entrepreneurial learning in the education of teachers.

The (almost only) solution highlighted by the experts concerns entrepreneurship training not being a natural part of the overall educational system today.

The most important already implemented measures highlighted include projects and concepts concerning entrepreneurship training in the lower levels of the educational system and practical applied activities, such as Open for Business<sup>12</sup>, Young Enterprise and Finn Upp. On the national level, the strategy concerning entrepreneurship in the education system presented in 2007 is highlighted as well as the national entrepreneurship programme<sup>13</sup>, which provided the basis for regional efforts in this area and the inclusion of entrepreneurship on the national curricula. Another important measure is the proposal of apprenticeship, although at the same time, not very much has happened.

## 4.9 Innovative entrepreneurship

Summarising the previous results concerning the innovative entrepreneurship sub-area, the respondents consider themselves to have the most knowledge about this area. In SME policy, it is regarded as one of the most important sub-areas, and it could be described as a “middle area” in terms of estimated invested resources. This sub-area has the second highest mean rating in the Comprehensiveness index.

Issues related to research at universities and funding problems are key problem areas (Figure 17). With regard to university research, the respondents emphasize problems such as there being a lack of incentives to commercialise university research or uncertainty as to who should commercialise university research. Some argue that exclusively linking innovative entrepreneurship to universities is a problem in itself and others argue that there is too much focus on university research.

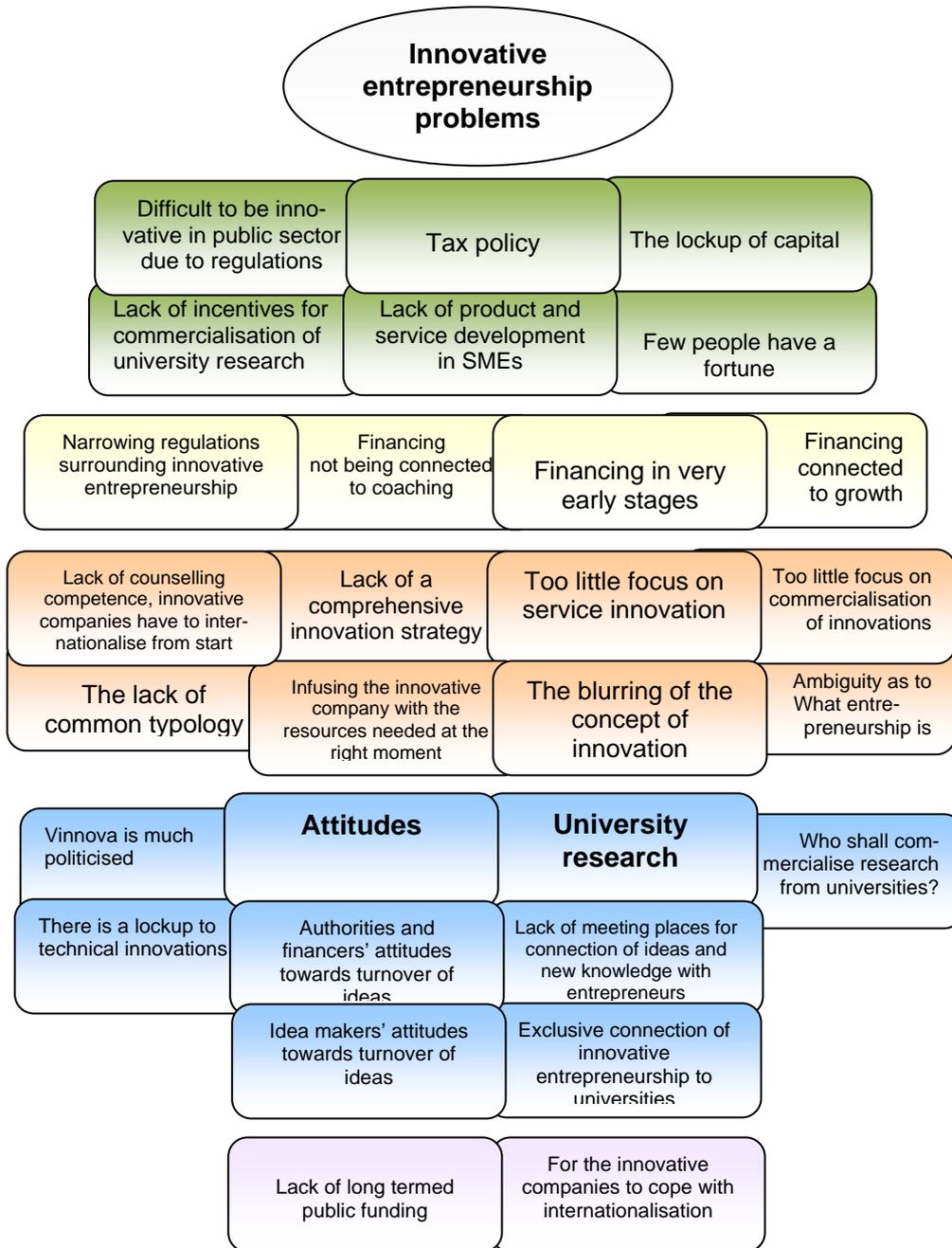
With regard to funding, the lack of funding in early stages and for growing firms is emphasized. This includes a lack of long termed public funding and funding for innovative companies to cope with internationalisation. These problems are related to problems in the tax system and problems with regulations, which constitute another area of problems regarding innovative entrepreneurship. Some problems concern attitudes, including focus being locked on to technical innovation as well as a definition problem, a lack of common typology. The innovative entrepreneurship area is considered to be of great importance, which is indicated by the many problems and views expressed.

<sup>11</sup> *Entrepreneurial learning is pedagogy designed to encourage initiative and student responsibility and can be used regardless of subject.*

<sup>12</sup> *A concept imported to Sweden in 2000.*

<sup>13</sup> *A national programme conducted in 2005-2007- the first extensive national effort on entrepreneurship training.*

Figure 17 The most important problems in the area of innovative entrepreneurship.



The lack of common typology is argued to contribute to misunderstanding as “apples and pears are mixed”, resulting in policies that do not function. The solution to this problem, according to the experts, is to finance researchers to solve the problem.

According to the experts, other matters to be addressed include financial problems, e.g. increasing access to risk capital, allowing deductions for risk capital investment and not spreading funding responsibilities to multiple organisations. Other issues concern

enhancing quality in the counselling system, including VINNOVA's<sup>14</sup> program Research and grow, to change the ongoing effort on innovation systems towards cluster dynamic.

However, in terms of the most important measures taken in the area of innovative entrepreneurship, there are relatively few experts who can give any examples of what has been done. Some talk about incubators, business villages, and Innovationsbron,<sup>15</sup> aimed at the service sector and funding measures. Again, VINNOVA's<sup>16</sup> program Research and grow is mentioned. One highlighted regional effort is the Knowledge Corner<sup>17</sup> that was previously carried out in southern Sweden. All these measures could be seen as part of the narrow EP/SMEP. Measures highlighted that could be defined as part of the broad policies are the removal of the gift tax and the opening of the public sector to privatisation. Other measures mentioned are the establishment of the KK-stiftelsen<sup>18</sup> which can now support innovative projects and the importance of the privileges at universities where the researchers themselves own the research results.

#### 4.10 Training

The training sub-area can be noted to be the sub-area in which the respondents consider themselves to have the least knowledge. In the interviews, it became clear that experts had little knowledge about training and some of them had to think a bit about training and what it stands for. The experts also considered it to be one of the least important sub-areas from an entrepreneurship policy perspective. In terms of the SME policy, it is regarded as a "middle area". It is also estimated to be one of the three areas where least resources are invested. This is also the sub-area with the lowest mean ratings in the Comprehensiveness index.

Problems that the respondents emphasize in this area mostly concern the lack of competence in firms and the implementation of training (Figure 18). This lack of competence is specifically attributable to the concerns of innovative businesses and the lack of knowledge about internationalisation. In terms of businesses in general, a lack of competence regarding book-keeping and employment regulations are emphasized. Problems in implementing training partially concern the firms, their lack of time and their lack of funding for substitutes. The problems also partly concern the system and training providers. Examples given are training to be tailored to the needs of entrepreneurs and there being entrepreneurs in business that are hard to reach and get involved. Supply and demand do not match due to the needs shifting over time and the system not working fast enough to meet those needs. By the time public solutions are implemented, needs have already changed. Opinions that completely differ from the above express doubt about the idea of spending public money on training efforts when there is a general educational system and there also is an availability of knowledge on the market. In terms of the problem of a shortage of knowledge of internationalisation, a proposed solution is to stimulate better ties with large global companies to use their knowledge. Ideas concerning training tailored to the companies' needs are to create some kind of training account which follows the individual through life. Other experts argue for financial support for small

<sup>14</sup> VINNOVA is the Swedish innovation agency.

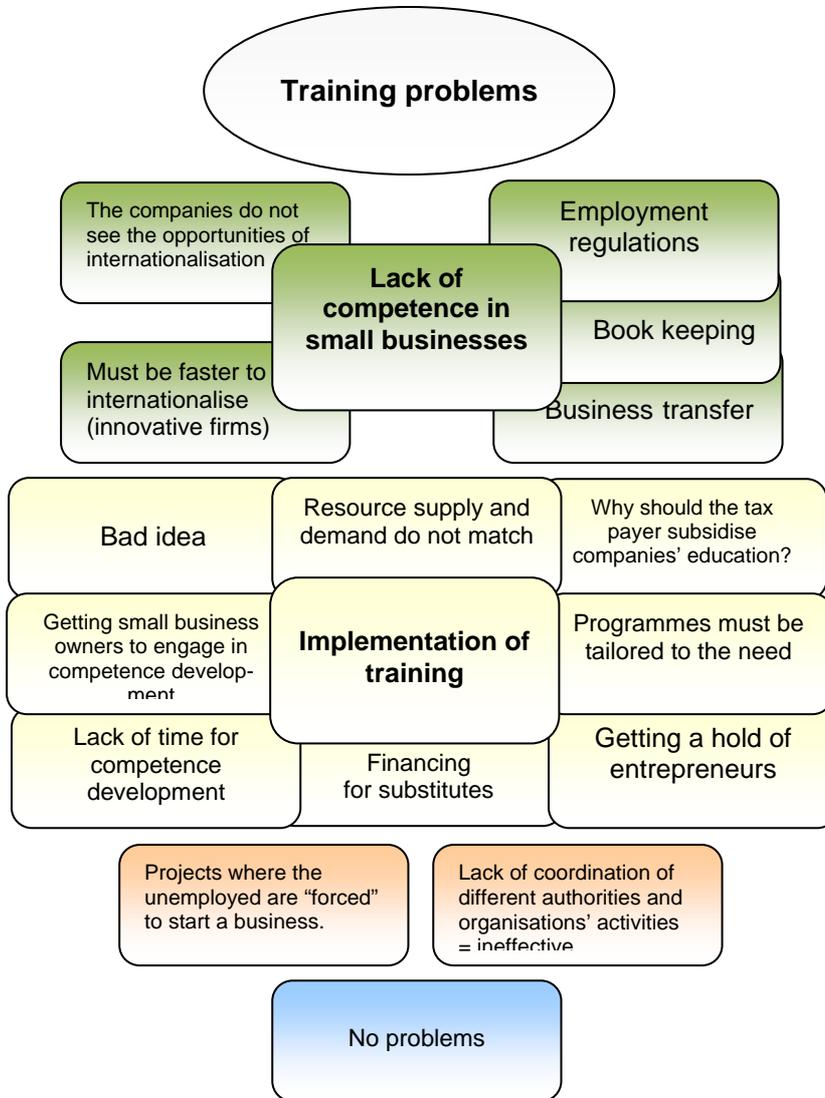
<sup>15</sup> Innovationsbron is owned by the State and Industrifonden. They support researchers, innovators and entrepreneurs in translating their ideas into business.

<sup>16</sup> VINNOVA is the Swedish innovation agency.

<sup>17</sup> This was an effort where firms were visited to hear their needs in order to be able to engage the right resources.

<sup>18</sup> A financier of universities.

Figure 18 The most important problems in the training area.



firms to be able to use substitutes and to connect students with small firms. Some argue that the market will solve many of these problems without interference. Training is the sub-area in which several of the respondents did not express an opinion about the most important measures carried out. The measures expressed concern the European Social Fund or regional projects. Another example is ALMI Företagspartner's mentorship programme and efforts concerning societal entrepreneurship, resulting in ethical discussions. Examples of the regional projects are SME - Trainees<sup>19</sup> and Expedition Forward<sup>20</sup>.

<sup>19</sup> An effort where business and engineering graduates were paid to work in small companies for six months – 80% of the companies then chose to employ them, Luleå University.

<sup>20</sup> A regional training and networking effort between small and medium-sized companies.

## 5 Concluding analyses

In summary, the financing, counselling and information services are viewed as the most important sub-areas in both entrepreneurship policy and SME policy, and they belong to a group of sub-areas in which the respondents consider themselves to have the most knowledge and they also believe most resources are invested. However, these two sub-areas differ in terms of the largest perceived problems. With regard to the financial sub-area, there is a mutual understanding that the biggest problem is a lack of funding, mainly funding in the early stages. However, there are also opinions that point out the lack of funding for growing businesses, business transfers and, more specifically, the lack of funding for innovative companies. The opinions also differ with regard to the kind of funding (private/public, seed capital/venture capital etc.). The differences in opinions could to some extent be attributed to the respondents talking about firms in general or innovative firms. As previously mentioned, the financing area is one of the areas with lowest mean ratings in the Comprehensiveness index. As discussed earlier this is due to the fact that there is a lack of use of guarantee systems or special tax-related programmes for entrepreneurs and SMEs, such as credits to encourage R&D activities in SMEs or venture capital investments in early stage ventures. The measures mainly concern public loan programmes, public equity programmes and, to some extent, micro financing. Regarding the most important steps taken within the area, the respondents emphasize the introduction of micro loans at ALMI Företagspartner<sup>21</sup>, regional seed financing and the crisis package to ALMI Företagspartner.

With regard to the counselling and information area, opinions differ apart from the supply system being scrutinised. Problems highlighted concern a lack of quality in the counselling system, too many actors being involved and the problem for all users to access the system. The sub-area has one of the highest mean ratings in the Comprehensiveness index. This is due, for example, to there being first or one stop shops, a governmental sponsored web portal and delivery networks in all regions as well as the government facilitating the development of mentor programmes. There are, however, no objectives for counselling and information, and minor subsidies exist to support the training of new entrepreneurs or to support the professional development of delivery networks or to set performance standards or exchange best practices in the area. The government-sponsored web portal is held forward as the most important measure carried out in this area.

Other important areas include entrepreneurship training in entrepreneurship policy and innovative entrepreneurship in the SME policy. Innovative entrepreneurship has the second highest mean rating in the Comprehensiveness index due to there being governmental sponsor events that profile innovation systems, some pre-commercialisation funding for promising new technological based firms, as well as support to encourage spin-off companies from university and publicly funded R&D. There is, however, no real strategy of governmental funding to subsidise the initial funding of incubators in key regions. There is also minor funding from the government of special seed programmes for start-ups and early stage development of innovative entrepreneurs. Issues related to research at

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<sup>21</sup> ALMI is a company owned by the Swedish State that has the task of promoting the development of competitive small and medium-sized businesses as well as to stimulate new enterprise with the aim of creating growth and innovation in Swedish business life.

universities and funding problems are key problem areas. This is the area where the respondents consider themselves to have most knowledge.

Entrepreneurship training is one of three sub-areas in which the respondents consider themselves to have the least knowledge. It is also one of three sub-areas in which the respondents believe that most resources are invested. The mean rating in the Comprehensiveness index ranks this sub-area as number five despite there being a policy objective to introduce knowledge of entrepreneurship to all levels in the school system, even though this is to a minor degree included in the Education Curriculum Guidelines (this changes in 2011). Plans exist mainly at elementary and secondary levels. Few activities have been introduced to involve the teachers, no national sharing of information and experience exists and teaching material mainly exists at the university level. No national budget for the sub-area is presented annually. The most recurrent problem in the field of entrepreneurship education is the fact that entrepreneurship training is not yet viewed as a natural part of the mainstream education system.

The two sub-areas that are considered to be of least importance in both entrepreneurship and SME policies are the policy relevant research area and the target group area. Target groups are the sub-area where there are opposite opinions between those who think that the focus on target groups is a problem in itself and those who believe that there should be special efforts in this sub-area. This area could be described as a “middle area” with regard to knowledge and resources believed invested as well as the Comprehensiveness index. There is a stated policy objective to increase entrepreneurial activity levels for certain segments of the population, mainly women and immigrants. However, only minor promoting events for entrepreneurs or SME owners exist, no high-profile award programmes or awards concerning diversity in entrepreneurship. In terms of the most important measures that have been carried out in the target group area, the female ambassador programme is mentioned by several experts.

The policy relevant research sub-area is the one for which the experts consider themselves to have the least knowledge and that least resources are invested. The results from the Comprehensiveness index, however, place this area as number four, considering the highest mean ratings. Research has been done on the extent to which government programmes are included in the school system, concerning evaluation of different programmes, the problem of hiring the first employee, measuring the costs of new legislation, reviewing financial gaps and rates of growth of different demographic groups in start-ups and early phases. On the other hand, no special budget for the sub-area exists, no creation of centres of excellence in entrepreneurship research has been done and no regular meetings exist between researchers and governmental representatives. This also concerns the fundamental problem in the area, that research is often not used due to miscommunication between policymakers and researchers.

One of the areas considered least important in the entrepreneurship policy area is also training. The respondents consider themselves to have the least knowledge about this area and they also estimated this to be one of the three areas where the least resources are invested. This is also the sub-area with the lowest mean ratings in the Comprehensiveness index. Problems that the respondents emphasize in the training area mostly concern the lack of competence in firms and the implementation of training.

Administrative burden is the sub-area with the highest mean values in the Comprehensiveness index. There is a clear objective to ease the process of starting a business and create a better regulation unit. Government review time and costs of starting a

business and registration have been streamlined. A Single Business Number is used for new companies, there is a single point of entry, and the government has taken initiatives to reduce administrative burdens for existing SMEs and tries to protect private companies from public sector company competition. On the other hand, there are minor initiatives to reduce penalty of failures or to review barriers of transfer of business or to actively have actions to strengthened intellectual property. Two main problem areas are highlighted, one related to the ongoing regulatory reform process in Sweden and one related to problems that are defined in the context of an excessive administrative burden/regulatory burden.

The promotion sub-area is a “middle area” with regard to knowledge and importance. However, in terms of invested resources, it is the sub-area where the least resources are believed to be invested. It is at the same time one of three sub-areas with the lowest mean ratings in the Comprehensiveness index.

Lastly, we would like to refine some of our concluding remarks. First, there are differences in thought in this material. One of these differences is between those who take the narrow policies for granted and believe that special measures should be carried out to help entrepreneurs and SMEs. The other view proposes that the market shall solve the problems and steps taken should address the broad policies, or in addition to this, steps concerning the tax system where individuals shall be able to save more money and also be able to invest. In this line of thought information training, etc. should be provided by the market or the general system.

Secondly the system seems to conserve old stories. Stories are told about the complexity of starting a business, but on the other hand, several of the experts do not think it is complicated to start a business in Sweden today. Their view being that it is easy to register a business on the Internet and if you need any help or advice, there are plenty of organisations to get in touch with. In terms of the tax system, which is often regarded as complicated, there are also meetings you can attend to receive personal counselling/information from tax authorities if necessary.

Thirdly, in the interviews, experts were asked about knowledge and to what extent they had knowledge about for specific sub-areas. Some had deeper knowledge about sub-areas and some had not. Therefore, for some experts, it is in some cases a question of attitudes. However, for most of the programs and projects carried out in various sub-areas there is a lack of properly conducted evaluations. The material has not been analysed from the knowledge/attitude perspective.

Finally, there are also differences between experts considering if there are problems in an area or not. Since the questionnaire was partly designed to ask about problems, the experts mentioned problems. There are a lot of activities going on and it is impossible to know about the whole system and to be an expert in all sub-areas. This was very clear in the interviews when respondents were asked about sub-areas.

## 6 Appendix

### 6.1 Entrepreneurship Policy Framework Actions

| 1. General policy (15 items)  |                         | All experts (n 18) | Policy (n 11)    | Research/Business (n 7) | Project group |
|---|-------------------------|--------------------|------------------|-------------------------|---------------|
| To what extent are there policy statements regarding the importance of entrepreneurship to the economy in the central government's national development plan? (1-4) | Mean<br>SD              | 3.6<br>0.6         | 3.8<br>0.4       | 3.2*<br>0.8             | 4             |
| To what extent are there policy statements regarding the importance of SMEs to the economy in the central government's national development plan? (1-4)             | Mean<br>SD              | 3.7<br>0.5         | 3.9<br>0.3       | 3.3*<br>0.5             | 4             |
| To what extent are there policy statements regarding the importance of innovation to the economy in the central government's national development plan? (1-4)       | Mean<br>SD              | 3.6<br>0.6         | 3.7<br>0.7       | 3.5*<br>0.5             | 4             |
| To what extent are policy objectives for entrepreneurship embedded as a line of action in another policy framework? (1-4)   |                         |                    |                  |                         |               |
| In SME policy?  | Mean<br>SD              | 2.8<br>1.0         | 3.1<br>1.1       | 2.5-<br>0.8             | 3             |
| In Innovation Policy?   | Mean<br>SD              | 2.7<br>1.0         | 2.7<br>1.3       | 2.7*<br>0.8             | 3             |
| Have specific targets been set for increasing the start-up rate or the number of new entrepreneurs/new businesses? (Yes or No)                                      | Yes<br>No<br>Don't know | 39%<br>44%<br>17%  | 55%<br>36%<br>9% | 14%<br>57%<br>29%       | Yes           |
| Have specific targets been set for increasing the number of growing SMEs? (Yes or No)   | Yes<br>No<br>Don't know | 22%<br>61%<br>17%  | 36%<br>55%<br>9% | 0%<br>71%<br>29%        | No            |
| Have specific targets been set for increasing the number of innovations in existing SMEs? (Yes or No)   | Yes<br>No<br>Don't know | 22%<br>61%<br>17%  | 36%<br>64%<br>0% | 0%<br>57%<br>43%        | No            |
| To what extent is there a central government budget allocation for entrepreneurship policy measures? (1-4)  | Mean<br>SD              | 2.1<br>1.0         | 2.2<br>1.1       | 1.8***<br>1.0           | 1             |
| To what extent is there a central government budget allocation for SME policy measures? (1-4)   | Mean<br>SD              | 2.6<br>1.0         | 2.5<br>1.2       | 2.7*<br>0.5             | 2             |
| To what extent is there a central budget allocation for innovation policy measures? (1-4)   | Mean<br>SD              | 3.2<br>0.9         | 3.4<br>0.8       | 2.8*<br>1.0             | 2             |
| To what extent is there a definition of the entrepreneurship policy area? (1-4)   | Mean<br>SD              | 2.0<br>1.3         | 2.4<br>1.3       | 1.5*<br>1.2             | 1             |
| To what extent is there a definition of the SME policy area? (1-4)  | Mean<br>SD              | 2.0<br>1.2         | 2.4<br>1.3       | 1.5*<br>0.8             | 1             |
| To what extent is there a definition of the innovation policy area? (1-4)   | Mean<br>SD              | 2.5<br>1.2         | 2.6<br>1.3       | 2.3*<br>1.2             | 1             |
| To what extent are the three policy areas integrated to each other? (1-4)   | Mean<br>SD              | 2.3<br>1.2         | 2.5<br>1.2       | 1.9<br>1.2              | 2             |
| Mean (Yes and No not included)  |                         | 2.8                | 2.9              | 2.5                     | 2.3           |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 2. Policy structure for entrepreneurship (7 items)  |                         | All experts (n 18) | Policy (n 11)    | Research/Business (n 7) | Project group |
|---|-------------------------|--------------------|------------------|-------------------------|---------------|
| Is there an agency or administrative unit within central government with primary responsibility for entrepreneurship policy issues? (Yes or No)   | Yes<br>No<br>Don't know | 68%<br>11%<br>22%  | 91%<br>9%<br>0%  | 29%<br>14%<br>57%       | Yes           |
| Is there an agency or administrative unit within central government with primary responsibility for SME policy issues? (Yes or No)                | Yes<br>No<br>Don't know | 56%<br>33%<br>11 % | 45%<br>55%<br>0% | 71%<br>0%<br>29%        | Yes           |
| Is there an official politician responsible for entrepreneurship policy issues in the national/central government? (Yes or No)                    | Yes<br>No<br>Don't know | 78%<br>0%<br>22%   | 100%<br>0%<br>0% | 43%<br>0%<br>57%        | Yes           |
| To what extent do responsibilities for the entrepreneurship and SME policy areas exist in the same ministry? (1-4)                                | Mean<br>SD              | 2.9<br>0.9         | 3.2<br>0.8       | 2.6<br>1.0              | 3             |
| To what extent do the responsibility for entrepreneurship and SME policy areas exist for the same politician? (1-4)                               | Mean<br>SD              | 3.0<br>0.9         | 3.3<br>0.8       | 2.5*<br>1.0             | 3             |
| To what extent is there a centrally managed delivery structure for entrepreneurship policy measures to rendering support to regional level? (1-4) | Mean<br>SD              | 2.6<br>1.0         | 2.5<br>1.0       | 2.7*<br>1.0             | 2             |
| To what extent is there a centrally managed delivery structure for SME policy measures to rendering support to regional level? (1-4)              | Mean<br>SD              | 2.6<br>1.0         | 2.5<br>1.0       | 2.7<br>1.0              | 2             |
| Mean (yes and no not included)  |                         | 2.8                | 2.9              | 2.6                     | 2.5           |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 3. Performance tracking (6 items)   |            | All experts (n 18) | Policy (n 11) | Research/Business (n 7) | Project group |
|---|------------|--------------------|---------------|-------------------------|---------------|
| To what extent does the government have mechanisms to assess and track measures of 'entrepreneurial climate' and 'entrepreneurial culture'? (1-4) | Mean<br>SD | 2.6<br>1.1         | 2.9<br>0.8    | 2.0**<br>1.4            | 2             |
| To what extent does the government evaluate and monitor the impact of entrepreneurship policy measures? (1-4)                                     | Mean<br>SD | 2.7<br>0.8         | 2.8<br>0.9    | 2.5*<br>0.8             | 2             |
| To what extent does the government evaluate and monitor the impact of SME policy measures? (1-4)  | Mean<br>SD | 2.7<br>0.8         | 2.8<br>0.9    | 2.5*<br>0.8             | 2             |
| To what extent does the government track and report on business dynamics (i.e., the entry, exit, survival and growth rates of enterprises)? (1-4) | Mean<br>SD | 3.0<br>0.9         | 3.2<br>0.8    | 2.7*<br>1.0             | 3             |
| To what extent are self-employment, business ownership and business dynamic data disaggregated by gender, age, ethnic origin and region? (1-4)    | Mean<br>SD | 2.9<br>1.0         | 2.7<br>0.9    | 3.2*<br>1.0             | 3             |
| To what extent does the government support and publish research on entrepreneurship? (1-4)  | Mean<br>SD | 2.7<br>0.8         | 2.9<br>0.7    | 2.3*<br>0.8             | 2             |
| Mean (yes and no not included)  |            | 2.8                | 2.9           | 2.5                     | 2.3           |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 1. Access to financing (13 items)   |                         | All experts<br>(n 18) | Policy<br>(n 11)  | Research/<br>Business<br>(n 7) | Project<br>group |
|---|-------------------------|-----------------------|-------------------|--------------------------------|------------------|
| Is there a concrete policy objective for pre and early stages financing? (Yes or No)  | Yes<br>No<br>Don't know | 44%<br>32%<br>22%     | 55%<br>27%<br>18% | 29%<br>43%<br>29%              | No               |
| To what extent have efforts been made to redirect more of the available supply of capital to pre and early stage financing? (1-4)   | Mean<br>SD              | 2.9<br>0.6            | 2.9<br>0.7        | 3.0<br>0.6                     | 2                |
| To what extent is there a government-supported micro-financing program to enable more people to start new businesses? (1-4)   | Mean<br>SD              | 2.6<br>0.9            | 2.6<br>1.0        | 2.5*<br>0.8                    | 3                |
| To what extent is there a government-backed credit-guarantee scheme to reduce the lending risk of new, small, and early-stage enterprises? (1-4)  | Mean<br>SD              | 1.9<br>0.9            | 2.0<br>1.0        | 1.8*<br>0.8                    | 1                |
| To what extent does the government deliver its own loan programs for new and early stage enterprises? (1-4)   | Mean<br>SD              | 2.7<br>0.9            | 2.9<br>1.1        | 2.4<br>0.5                     | 4                |
| To what extent does the government deliver its own equity programs for new and early stage enterprises? (1-4)   | Mean<br>SD              | 2.4<br>0.9            | 2.6<br>0.9        | 2.0*<br>0.6                    | 3                |
| To what extent does the government support the development of angel networks or databases to bridge gaps between entrepreneurs and informal investors? (1-4)  | Mean<br>SD              | 2.2<br>1.1            | 2.3<br>1.2        | 2.0***<br>0.8                  | 1                |
| To what extent does the government stimulate the availability of venture capital funds for early-stage firms? (1-4)   | Mean<br>SD              | 2.2<br>1.0            | 2.5<br>1.0        | 1.7*<br>0.5                    | 2                |
| To what extent has the government relaxed regulations for 2 <sup>nd</sup> -tier stock markets? (1-4)  | Mean<br>SD              | 1.2<br>0.4            | 1.2<br>0.4        | -                              | 1                |
| To what extent does the central government offer concessionary or favourable tax rates to newly started firms (e.g., VAT exemptions; income tax rebates; reduced corporate tax; accelerated capital cost allowances)? (1-4) | Mean<br>SD              | 1.1<br>0.3            | 1.0<br>0.0        | 1.2*<br>0.4                    | 1                |
| To what extent do special tax credits exist to encourage R&D activity by SMEs? (1-4)  | Mean<br>SD              | 1.2<br>0.4            | 1.2<br>0.4        | 1.1<br>0.4                     | 1                |
| To what extent are tax incentives used to encourage informal investment in new and growth-oriented firms? (1-4)   | Mean<br>SD              | 1.1<br>0.3            | 1.2<br>0.4        | 1.0*<br>0.0                    | 1                |
| To what extent are tax incentives used to encourage venture capital investments in early-stage ventures (e.g., tax concessions; pooled capital funds)? (1-4)  | Mean<br>SD              | 1.3<br>0.5            | 1.4<br>0.5        | 1.1<br>0.4                     | 1                |
| Mean (yes and no not included)  |                         | 1.9                   | 2.0               | 1.8                            | 1.8              |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 2. Counselling and information services (12 items)  |                         | All expert (18)   | Policy (11)      | Research/ Business (n 7) | Research group |
|---|-------------------------|-------------------|------------------|--------------------------|----------------|
| Is there a stated policy objective for counselling and information services in entrepreneurship policy? (Yes or No)   | Yes<br>No<br>Don't know | 61%<br>11%<br>28% | 73%<br>9%<br>18% | 43%<br>14%<br>43%        | No             |
| To what extent does the government make provision to ensure that the needs of nascent and early stage entrepreneurs are met through existing service-delivery networks? (1-4) | Mean<br>SD              | 2.8<br>0.8        | 2.9<br>0.5       | 2.6**<br>1.1             | 4              |
| To what extent are there 'first' or 'one-stop-shops' in place to provide new entrepreneurs with business start-up information, assistance and advice? (1-4)                   | Mean<br>SD              | 2.8<br>1.0        | 3.0<br>0.8       | 2.4<br>1.3               | 4              |
| To what extent is there a government-sponsored web portal that provides start-up and other information to nascent and new entrepreneurs? (1-4)                                | Mean<br>SD              | 3.5<br>0.9        | 3.8<br>0.6       | 2.8*<br>1.2              | 4              |
| To what extent is there a network of business enterprise centres in all regions of the country with the mandate to assist new entrepreneurs? (1-4)                            | Mean<br>SD              | 3.3<br>1.1        | 3.6<br>0.7       | 2.8***<br>1.5            | 4              |
| To what extent does the government facilitate the development of mentor programmes for new entrepreneurs and growth firms? (1-4)  | Mean<br>SD              | 2.7<br>1.0        | 2.8<br>0.9       | 2.4**<br>1.1             | 3              |
| To what extent are subsidies available to support the training of new entrepreneurs? (1-4)  | Mean<br>SD              | 2.4<br>1.0        | 2.4<br>0.9       | 2.0***<br>1.4            | 2              |
| To what extent does the government support the professional development of business advisers and economic development agents? (1-4)   | Mean<br>SD              | 2.5<br>0.8        | 2.4<br>0.7       | -                        | 2              |
| To what extent are performance standards in place for service providers? (1-4)  | Mean<br>SD              | 1.5<br>1.0        | 1.6<br>1.1       | -                        | 1              |
| To what extent does the government convene forums for the exchange of best practices among service delivery agents? (1-4)   | Mean<br>SD              | 1.6<br>1.1        | 1.4<br>0.9       | -                        | 1              |
| To what extent are there forums and horizontal networks for all actors (e.g., educators, regulators, advisers, policymakers, researchers and entrepreneurs)? (1-4)            | Mean<br>SD              | 2.1<br>0.9        | 2.1<br>1.1       | 2.2**<br>0.8             | 2              |
| To what extent has the government implemented initiatives to bridge information gaps between private investors and early-stage entrepreneurs? (1-4)                           | Mean<br>SD              | 2.0<br>1.0        | 2.2<br>1.1       | -                        | 1              |
| Mean (yes and no not included)  |                         | 2.5               | 2.6              | 2.4                      | 2.5            |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 3. Administrative burden (removing barriers) – (14 items)  |                         | All expert (18)   | Policy (11)       | Research/ Business (n 7) | Research group |
|--|-------------------------|-------------------|-------------------|--------------------------|----------------|
| Is there a clear stated policy objective to ease the process of starting a business? (Yes or No)   | Yes<br>No<br>Don't know | 72%<br>25%<br>175 | 91%<br>9%<br>0%   | 43%<br>29%<br>29%        | No             |
| To what extent has the government reviewed the time and cost of starting a new business? (1-4)   | Mean<br>SD              | 2.9<br>1.1        | 3.0<br>1.2        | -                        | 4              |
| To what extent have business registration procedures been streamlined for new firms? (1-4)   | Mean<br>SD              | 3.2<br>0.9        | 3.3<br>0.8        | 3.0**<br>1.0             | 4              |
| Does the government use a Single Business Number for new company registrations and ongoing dealings with government departments/agencies? (Yes or No)    | Yes<br>No<br>Don't Know | 39%<br>28%<br>33% | 36%<br>36%<br>27% | 29%<br>14%<br>57%        | Yes            |
| To what extent is there a single point of entry where new entrepreneurs can access information about government regulations and obtain advice? (1-4)     | Mean<br>SD              | 3.6<br>0.7        | 3.8<br>0.4        | 3.2*<br>1.0              | 4              |
| To what extent does the government have initiatives to reduce/relax the administrative burden for existing SMEs?   | Mean<br>SD              | 2.7<br>0.8        | 3.1<br>0.7        | 2.1<br>0.7               | 3              |
| To what extent is there an open competition for the entry of new firms in all sectors? (1-4)   | Mean<br>SD              | 3.1<br>0.8        | 3.4<br>0.8        | 2.7*<br>0.5              | 3              |
| To what extent does the government protect private firms vis-à-vis competition from public sector enterprises? (1-4)                                     | Mean<br>SD              | 2.5<br>1.0        | 2.7<br>1.0        | 2.2**<br>1.1             | 3              |
| To what extent have bankruptcy laws been adjusted to reduce the penalties of 'failure' and to increase an entrepreneur's opportunity to restart? (1-4)   | Mean<br>SD              | 1.9<br>0.8        | 1.8<br>0.8        | 2.0***<br>0.8            | 2              |
| To what extent have bankruptcy laws been adjusted to reduce the penalties of 'failure' and to increase the opportunity for a SME owner to restart? (1-4) | Mean<br>SD              | 1.9<br>0.8        | 1.8<br>0.8        | 2.0***<br>0.8            | 2              |
| To what extent has the government reviewed barriers to the transfer of businesses? (1-4)   | Mean<br>SD              | 2.3<br>0.6        | 2.4<br>0.7        | 2.2**<br>0.4             | 2              |
| To what extent has the government undertaken actions to strengthen intellectual property and protection policies? (1-4)                                  | Mean<br>SD              | 2.0<br>1.0        | 2.4<br>1.0        | 1.5***<br>0.6            | 2              |
| To what extent has the government acted to reduce SME administrative burden? (1-4)   | Mean<br>SD              | 2.9<br>0.9        | 3.1<br>1.0        | 2.4<br>1.0               | 3              |
| Has the government set up a 'better regulation unit' to monitor the impact of all new legislation and regulations on new and small firms? (Yes or No)    | Yes<br>No<br>Don't know | 78%<br>6%<br>17%  | 82%<br>0%<br>18%  | 71%<br>14%<br>14%        | Yes            |
| Mean (yes and no not included)   |                         | 2.6               | 2.8               | 2.3                      | 2.9            |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 4. Promotion measures (9 items)   |                         | All expert (18)   | Policy (11)      | Research/ Business (n 7) | Research group |
|---|-------------------------|-------------------|------------------|--------------------------|----------------|
| To what extent is there a stated policy objective to increase broad-based awareness of entrepreneurship and to promote an entrepreneurial culture? (1-4)                    | Mean<br>SD              | 3.1<br>0.9        | 3.3<br>0.8       | 2.7<br>1.1               | 3              |
| To what extent does the government sponsor promotion events that profile entrepreneurship? (1-4)  | Mean<br>SD              | 2.9<br>1.0        | 3.1<br>0.9       | 2.7<br>1.1               | 2              |
| To what extent does the government sponsor promotion events that profile SMEs? (1-4)  | Mean<br>SD              | 3.1<br>0.9        | 3.2<br>0.9       | 2.9<br>0.9               | 2              |
| To what extent does the government alone, or in partnership with private sector organisations, recognise entrepreneurs through national, high-profile award programs? (1-4) | Mean<br>SD              | 2.6<br>1.0        | 3.0<br>0.8       | 2.0*<br>0.9              | 1              |
| To what extent does the government alone, or in partnership with private sector organisations, recognise SMEs through national, high-profile award programs? (1-4)          | Mean<br>SD              | 2.3<br>0.9        | 2.6<br>1.1       | 1.8*<br>0.4              | 1              |
| To what extent do publicly financed awards recognise diversity in entrepreneurship (e.g. women, ethnic minorities, youth, etc.)?(1-4)                                       | Mean<br>SD              | 2.6<br>1.0        | 2.9<br>0.8       | 2.2*<br>1.2              | 2              |
| To what extent do publicly financed awards recognise diversity at different stages of business development, including start-ups, young and growing firms? (1-4)             | Mean<br>SD              | 2.3<br>0.9        | 2.4<br>0.9       | 2.2*<br>1.0              | 1              |
| To what extent does the government financially engage with the mass media in the promotion of entrepreneurship? (1-4)   | Mean<br>SD              | 1.3<br>0.5        | 1.2<br>0.4       | 1.5***<br>0.6            | 1              |
| Is a portion of central government's budget allocated for entrepreneurship promotion activities? (Yes or No)  | Yes<br>No<br>Don't know | 56%<br>33%<br>11% | 64%<br>27%<br>9% | 43%<br>43%<br>14%        | No             |
| Mean (yes and no not included)  |                         | 2.5               | 2.7              | 2.2                      | 1.6            |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 5. Target group policies (8 items)   |                      | All<br>exper<br>t (18)     | Polic<br>y<br>(11) | Rese<br>arch/<br>Busi<br>ness<br>(n 7) | Resear<br>ch<br>group |     |
|--|----------------------|----------------------------|--------------------|--|-----------------------|-----|
| Is there a stated policy objective to increase entrepreneurial activity levels of certain segments of the population? (Yes or No)  |                      | Yes<br>No<br>Don't<br>know | 94%<br>0%<br>6%    | 100%<br>0%<br>0%                       | Ja<br>0%<br>14%       |     |
| To what extent do micro-loan programmes exist for under-represented groups who may have more difficulty accessing conventional financing (e.g., women; ethnic minorities; young people)? (1-4) |                      | Mea<br>n<br>SD             | 2.9<br>0.7         | 3.1<br>0.7                             | 2.5**<br>*<br>0.6     | 2   |
| To what extent has the government examined different demographic groups take-up rate of existing business support services and programs? (1-4)   |                      | Mea<br>n<br>SD             | 3.1<br>1.0         | 3.2<br>0.7                             | 2.8**<br>*<br>1.5     | 2   |
| To what extent does the government target initiatives for:   | Women (1-4)          | Mea<br>n<br>SD             | 3.6<br>0.5         | 3.6<br>0.6                             | 3.5**<br>*<br>1.0     | 4   |
|  | Young people (1-4)   | Mea<br>n<br>SD             | 2.7<br>0.7         | 2.6<br>0.9                             | 2.5**<br>*<br>1.3     | 2   |
|  | Immigrants (1-4)     | Mea<br>n<br>SD             | 3.3<br>0.5         | 3.2<br>0.7                             | 3.0**<br>*<br>1.2     | 2   |
|  | Unemployed (1-4)     | Mea<br>n<br>SD             | 3.0<br>0.8         | 2.8<br>0.8                             | 2.5**<br>*<br>1.0     | 1   |
|  | Elderly people (1-4) | Mea<br>n<br>SD             | 1.3<br>0.5         | 1.3<br>0.5                             | 1.3**<br>*<br>0.5     | 1   |
| Mean (yes and no not included)   |                      |                            | 2.8                | 2.9                                    | 2.6                   | 2.0 |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 6. Policy relevant research (14 items)   |            | All expert (18) | Policy (11) | Research/ Business (n 7) | Research group |
|--|------------|-----------------|-------------|--------------------------|----------------|
| To what extent does the government have special support for policy-oriented research? (1-4)  | Mean<br>SD | 2.9<br>1.0      | 3.2<br>0.6  | 2.2**<br>1.3             | 2              |
| To what extent has there been research of the extent to which entrepreneurship is included in education at school level? (1-4)   | Mean<br>SD | 2.9<br>0.9      | 3.1<br>0.8  | 2.7*<br>1.0              | 3              |
| To what extent does the government have special programmes for research in entrepreneurship and entrepreneurship policy? (1-4)   | Mean<br>SD | 2.5<br>1.0      | 2.8<br>0.9  | 1.8***<br>1.0            | 2              |
| To what extent does the government support research for evaluation of entrepreneurship policy? (1-4)   | Mean<br>SD | 2.4<br>1.2      | 2.5<br>1.2  | 2.2*<br>1.2              | 2              |
| To what extent does the government have an advisory group of researchers to discuss development of measures in entrepreneurship policy? (1-4)  | Mean<br>SD | 1.9<br>1.1      | 1.8<br>1.0  | 2.0***<br>1.4            | 1              |
| To what extent does the government refer to research results in documents concerning entrepreneurship policy? (1-4)  | Mean<br>SD | 2.3<br>1.1      | 2.7<br>0.9  | 1.5*<br>0.8              | 3              |
| To what extent are there regular meetings between researchers and the government to discuss and present recent research knowledge in the area of entrepreneurship? (1-4)   | Mean<br>SD | 2.1<br>0.8      | 2.4<br>0.7  | -                        | 3              |
| To what extent is there a specific budget item for research programs in entrepreneurship policy? (1-4)   | Mean<br>SD | 1.5<br>1.1      | 1.4<br>1.1  | -                        | 1              |
| To what extent has the government created a number of centres of excellence in the area of entrepreneurship research? (1-4)  | Mean<br>SD | 2.3<br>1.0      | 2.4<br>1.1  | 2.0-<br>0.9              | 1              |
| To what extent are efforts in place to track attitudes of the population towards entrepreneurship-awareness levels and levels of intent to start a business? (1-4)   | Mean<br>SD | 2.5<br>1.1      | 2.5<br>1.1  | 2.5-<br>1.2              | 2              |
| To what extent has there been a review of non-wage costs and administrative burdens that prevent new firms from hiring their first employee? (1-4)   | Mean<br>SD | 3.1<br>1.1      | 3.4<br>1.2  | 2.7*<br>0.8              | 3              |
| To what extent are business impact assessment tests used to measure the cost of proposed new legislation/regulations and the effects on barriers to entry and growth? (1-4)  | Mean<br>SD | 3.1<br>0.9      | 3.3<br>0.7  | 2.7*<br>1.2              | 4              |
| To what extent has the government undertaken a review of financing gaps for new entrepreneurs? (1-4)   | Mean<br>SD | 3.0<br>0.8      | 3.2<br>0.8  | 2.6**<br>0.9             | 4              |
| To what extent does the government conduct research on the entrepreneurial activity rates of demographic groups within the population and track the start-up, survival and growth rates for each demographic group of entrepreneurs? (1-4) | Mean<br>SD | 2.6<br>0.8      | 2.8<br>0.7  | -                        | 3              |
| Mean (yes and no not included)   |            | 2.5             | 2.7         | 2.0                      | 2.4            |

\*1 don't know, \*\* 2 don't know, \*\*\*3 don't know.

| 7. Entrepreneurship in the education system (18 items)   |                         | All expert (18)   | Policy (11)       | Research/Business (n 7) | Research group |
|--|-------------------------|-------------------|-------------------|-------------------------|----------------|
| Is there a policy objective to integrate entrepreneurship into all levels of the education system? (Yes or No)   | Yes<br>No<br>Don't know | 67%<br>17%<br>17% | 64%<br>9%<br>27%  | 71%<br>29%<br>0%        | Yes            |
| To what extent is entrepreneurship included as an element/outcome in National Education Curriculum Guidelines? (1-4)   | Mean<br>SD              | 2.5<br>1.1        | 2.9<br>1.0        | 2.0**<br>1.2            | 2              |
| To what extent is there a plan/strategy to integrate elements of entrepreneurship into the following levels of the educational system? (1-4)                               |                         |                   |                   |                         |                |
| <i>Elementary level?</i>   | Mean<br>SD              | 2.6<br>1.3        | 3.1<br>1.2        | 2.0*<br>1.3             | 3              |
| <i>Secondary level?</i>  | Mean<br>SD              | 3.0<br>1.1        | 3.4<br>1.1        | 2.6<br>1.0              | 3              |
| <i>Vocational/technical level?</i>   | Mean<br>SD              | 2.7<br>1.2        | 3.5<br>0.8        | 1.8**<br>0.8            | Don't know     |
| <i>University level?</i>   | Mean<br>SD              | 2.3<br>1.3        | 3.1<br>1.1        | 1.3*<br>0.5             | 1              |
| To what extent is there a plan to promote the teaching of entrepreneurship in the education system? (1-4)  | Mean<br>SD              | 2.5<br>0.9        | 2.9<br>1.0        | 2.0*<br>0.6             | 2              |
| To what extent are training programmes being delivered regionally to introduce educators to the strategies of teaching courses/modules on entrepreneurship? (1-4)          | Mean<br>SD              | 2.3<br>1.0        | 2.6<br>1.0        | -                       | 2              |
| To what extent have teaching materials being developed for the following levels of the education system? (1-4)   |                         |                   |                   |                         |                |
| <i>Elementary level?</i>   | Mean<br>SD              | 2.4<br>1.2        | 2.5<br>1.0        | 2.4**<br>1.5            | 1              |
| <i>Secondary level?</i>  | Mean<br>SD              | 2.7<br>1.3        | 3.0<br>1.2        | 2.4**<br>1.5            | 1              |
| <i>Vocational/technical level?</i>   | Mean<br>SD              | 2.3<br>1.4        | 3.3<br>1.2        | -                       | Don't know     |
| <i>University level?</i>   | Mean<br>SD              | 2.0<br>1.0        | 3.0<br>1.4        | 1.6**<br>0.9            | 3              |
| To what extent do mechanisms exist for the national sharing of information and experience (e.g., educators' conferences, seminars, databases of resource materials)? (1-4) | Mean<br>SD              | 1.9<br>1.0        | 2.4<br>1.1        | 1.4**<br>0.5            | 1              |
| To what extent is there public funding support for extra-curricular entrepreneurial activities to support student ventures? (1-4)  | Mean<br>SD              | 2.8<br>1.0        | 3.0<br>1.0        | 2.3*<br>0.8             | 2              |
| To what extent are entrepreneurship courses widely offered to college and university students? (1-4)   | Mean<br>SD              | 2.6<br>0.9        | 2.8<br>0.8        | 2.2*<br>1.0             | 3              |
| To what extent is the government involved in entrepreneurship activities in the school system? (1-4)   | Mean<br>SD              | 2.5<br>1.0        | 2.6<br>1.0        | 2.4**<br>1.1            | 2              |
| To what extent are private actors involved in entrepreneurship activities in the school system? (1-4)  | Mean<br>SD              | 2.8<br>0.9        | 2.9<br>0.9        | 2.7<br>1.0              | 3              |
| Is there a national budget allocation for development and implementation of entrepreneurship/enterprise education initiatives and programmes? (Yes or No)                  | Yes<br>No<br>Don't know | 33%<br>33%<br>33% | 36%<br>36%<br>27% | 29%<br>29%<br>43%       | No             |
| Mean (yes and no not included)   |                         | 2.5               | 2.9               | 2.7                     | 2.1            |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 8. Innovative entrepreneurship (5 items)   |            | All expert (18) | Policy (11) | Research/Business (n 7) | Research group |
|--|------------|-----------------|-------------|-------------------------|----------------|
| To what extent is there a national incubator strategy with government funding to subsidise the initial funding of incubators in key regions? (1-4)     | Mean<br>SD | 3.3<br>0.9      | 3.4<br>0.7  | 3.0***<br>1.4           | 2              |
| To what extent does the government sponsor events that profile innovation systems? (1-4)   | Mean<br>SD | 3.0<br>0.9      | 3.2<br>0.6  | 2.7*<br>1.2             | 3              |
| To what extent does the government fund special seed programmes to support the start-up and early stage development of innovative entrepreneurs? (1-4) | Mean<br>SD | 3.1<br>0.7      | 3.2<br>0.6  | 3.0<br>0.8              | 2              |
| To what extent are pre-commercialisation funds available to promising new technology based firms? (1-4)  | Mean<br>SD | 2.5<br>0.9      | 2.7<br>1.1  | 2.3<br>0.5              | 3              |
| To what extent does the government provide support to encourage spin-offs companies from university and publicly funded R&D? (1-4)                     | Mean<br>SD | 2.6<br>0.8      | 2.5<br>0.9  | 2.7<br>0.8              | 3              |
| Mean (yes and no not included)   |            | 2.9             | 3.0         | 2.7                     | 2.6            |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

| 9. Training activities? (5 items)   |            | All expert (18) | Policy (11) | Research/Business (n 7) | Research group |
|---|------------|-----------------|-------------|-------------------------|----------------|
| To what extent does the government have a specific objective for training activities (entrepreneurship and SME policy)? (1-4) | Mean<br>SD | 2.2<br>1.0      | 2.1<br>1.1  | -                       | 1              |
| To what extent has the government introduced special training activities for start-ups? (1-4)                                 | Mean<br>SD | 2.1<br>1.0      | 2.1<br>1.1  | 2.0***<br>0.8           | 1              |
| To what extent has the government supported training activities for young firms? (1-4)  | Mean<br>SD | 2.2<br>0.9      | 2.3<br>1.1  | 2.0**<br>0.7            | 1              |
| Mean (yes and no not included)  |            | -               | -           | -                       | 1              |

\*1 don't now, \*\* 2 don't know, \*\*\*3 don't know.

## 6.2 Financing problems

| Problems  | Frequency | Knowledge of EP, SMEP                         | Key area of the respondents   |
|---|-----------|---|---|
| Financing in early phases   | 7         | 4.4<br>4.4<br>4.4<br>4.4<br>2.2<br>3.3<br>4.4 | Policy maker<br>Policy maker<br>Policy maker, regional<br>Policy maker<br>Business organisation<br>Researcher<br>Policy maker |
| Lack of seed capital  | 4         | 3.3<br>3.3<br>3.3<br>3.3                      | Policy maker<br>Researcher<br>Policy maker, regional<br>Business organisation   |
| Lack of risk capital  | 1         | 3.3   | Business organisation   |
| Differences between urban and rural areas concerning specially the lack of risk capital | 1         | 4.4   | Policy maker  |
| Lack of venture capital for growth firms  | 2         | 4.4<br>3.3                                    | Policy maker<br>Policy maker  |
| Lack of private capital   | 2         | 3.3<br>2.2<br>4.4                             | Business organisation<br>Researcher<br>Business organisation  |
| To many actors/financial measures   | 2         | 4.4   | Policy maker  |
| Lack of financing for business transfer   | 1         | 3.3   | Researcher  |
| Lack of long term public capital for innovate firms                                     | 1         | 4.4<br>4.4                                    | Policy maker<br>Policy maker, regional  |
| Lack of understanding concerning that small firms do not want to get in debt            | 1         | 2.2   | Researcher  |
| Swedish owner capital or taxation is not competitive in other countries                 | 1         | 3.3   | Researcher  |
| Lack of financing for innovations and new business ideas                                | 1         | 4.4   | Policy maker  |
| The embracement of models that may not be suitable for the Swedish context              | 1         | 3.3   | Policy maker  |
| To match capital with good ideas  | 1         | 3.3   | Policy maker  |

### 6.3 Counselling and information services problems

| Problems  | Fre-<br>quency | Know<br>ledge<br>of<br>EP,<br>SMEP | Key area of the<br>respondents  |
|---|----------------|------------------------------------|---|
| Too many actors   | 5              | 4.4<br>3.2<br>4.4<br>3.3<br>-,-    | Policymaker<br>Researcher<br>Researcher<br>Business organisation<br>Business organisation |
| To few actors   | 1              | 4.4                                | Policymaker   |
| No lack of information and counselling on the market  | 1              | 2.2                                | Researcher  |
| Lack of clarity between the actors  | 1              | 3.3                                | Policymaker   |
| Lack of information and counselling that attracts broader groups  | 2              | 4.4<br>3.3                         | Policymaker<br>Policymaker  |
| Lack of access to information and counselling   | 1              | 2.2                                | Policymaker   |
| Lack of connections between counselling and financing   | 1              | 3.3                                | Policymaker   |
| Lack of general counselling   | 1              | 4.4                                | Policymaker, regional   |
| Lack of quality in the counselling system   | 3              | 4.3<br>4.4<br>2.2                  | Policymaker, regional<br>Researcher<br>Researcher   |
| Information and counselling from different sources (public and private actors, authorities e.g.)                        | 1              | 3.2                                | Policymaker   |
| General lack of knowledge and information about what it means to start and run a business and the risks that it entails | 1              | 2.2                                | Researcher  |
| The immigrants are not reached  | 1              | 3.3                                | Business organisation   |
| Lack of counselling that is tailored to the needs   | 2              | 4.4<br>4.4                         | Policymaker<br>Policymaker  |
| Lack of comprehensive good counselling system   | 1              | 3.3                                | Policymaker   |
| Public measures is competing with private organisations that are already working with counselling and information       | 1              | 3.3                                | Business organisation   |
| Lack of a unified approach from the actors  | 1              | 3.2                                | Policymaker   |
| Actors do not embrace knowledge produced in universities  | 1              | -,-                                | Researcher  |
| Lack of knowledge about internationalisation  | 1              | 3.2                                | Researcher  |
| What should be done by private organisations and what should be done by public organisations?                           | 1              | 4.4                                | Policymaker   |
| All the regulations that concerns enterprising  | 1              | 3.3                                | Policymaker, regional   |
| No problem  | 1              | 3.3<br>3.3                         | Business organisation<br>Researcher   |
| No answer   | 1              | 4.4                                | Business organisation   |

## 6.4 Administrative burden problems

| Problems  | Frequency | Knowledge of EP, SMEP   | Key area of the respondents                                       |
|---|-----------|-------------------------|---|
| A continuous process that takes time  | 2         | 4.4<br>4.4              | Policymaker<br>Policymaker  |
| Too much focus on the area  | 1         | 1.1                     | Policymaker   |
| The regulations concerning the EU-projects are not adjusted to the firms conditions     | 1         | 3.3                     | Policymaker   |
| Audit law   | 1         | 3.3                     | Policymaker   |
| Too many special solutions which creates administrative burdens for small firms         | 1         | 4.4                     | Policymaker   |
| VAT/taxes   | 3         | 3.3<br>3.3<br>3.3       | Business organisation<br>Policymaker<br>Policymaker               |
| Work environment laws   | 1         | 3.3                     | Policymaker   |
| The environment area  | 1         | 3.3                     | Policymaker   |
| Employment security legislations  | 4         | -,<br>3.3<br>3.3<br>3.3 | Researcher<br>Policymaker<br>Policymaker<br>Business organisation |
| To be alert that there are no addition rules  | 1         | 4.4                     | Researcher  |
| Lack of coordination with the tax authorities   | 1         | 3.3                     | Researcher  |
| To big administrative burden (statistics to SCB for example) and legislative burden     | 3         | 3.3<br>3.4<br>-,        | Researcher<br>Policymaker<br>Business organisation                |
| A fear that the counsel of legislation (working with removing barriers) is closed down  | 1         | 4.4                     | Business organisation   |
| A fear that the work of removing legislative and administrative burdens are ceased      | 1         | 3.3                     | Business organisation   |
| Analyses of consequences for small firms are not done when investigations are submitted | 1         | 4.4                     | Policymaker   |
| That rules are not applied equal all over the country                                   | 1         | 4.4                     | Policymaker   |
| Lack of communication between real need and performed solutions carry out               | 1         | 4.4                     | Policymaker, regional   |
| Problems with rules and forms in the firms early stages                                 | 1         | 3.3                     | Policymaker, regional   |
| No problem  | 3         | 2.2<br>-,<br>2.2        | Policymaker, regional<br>Researcher<br>Researcher                 |
| No answer   | 2         | 2.2<br>3.3              | Business organisation<br>Policymaker                              |

## 6.5 Promotion measures problems

| Problems   | Fre-<br>quency | Know<br>ledge<br>of<br>EP,<br>SME<br>P | Key area of the<br>respondents  |
|--|----------------|--|---|
| To get impact for promotion activities in the media noise  | 1              | 3.3                                    | Policymaker   |
| Lack of focus on business and entrepreneurship in the school system  | 6              | 1.1<br>4.4<br>4.4<br>-,<br>3.3<br>3.3  | Policymaker , regional<br>Researcher<br>Business organisation<br>Researcher<br>Policymaker<br>Policymaker |
| It is not okay to earn money   | 3              | 2.2<br>3.3<br>4.3                      | Policymaker<br>Business organisation<br>Business organisation   |
| A negative attitude to small business owners is still alive  | 1              | 3.3                                    | Business organisation   |
| Lack of understanding for the risk taking connected to enterprising  | 1              | 3.3                                    | Policymaker   |
| That school is educating for employment  | 2              | 4.4<br>3.3                             | Business organisation<br>Business organisation  |
| Lack of roll models  | 1              | 4.4                                    | Researcher  |
| Business organisations are enlarging the problem   | 2              | -,<br>4.4                              | Researcher<br>Policymaker   |
| Municipalities and authorities attitudes towards enterprising  | 2              | 1.1<br>3.3                             | Policymaker, regional<br>Policymaker, regional  |
| Lack of legitimacy for measurers in the business and industrial policy compared with social, financial and tax questions.                        | 1              | 4.4                                    | Policymaker   |
| Older generations have not changed their attitudes – the younger generations' positive attitudes toward enterprising are changed in the meeting. | 2              | 2.2                                    | Policymaker<br>Researcher   |
| Few measures – specially from the government   | 1              | 3.3                                    | Policymaker   |
| Promoting measures must be long term   | 1              | 4.4                                    | Policymaker   |
| It has to be easier to start a business  | 1              | 4.4                                    | Business organisation   |
| The use of promotion activities instead of balanced information  | 1              | 2.2                                    | Researcher  |
| No problem   | 3              | 4.4<br>3.3<br>4.4                      | Business organisation<br>Policymaker<br>Policymaker, regional   |

## 6.6 Target group policies problems

| Problems   | Fre-<br>quency | Knowl<br>edge<br>of<br>EP,<br>SMEP                                       | Key area of the<br>respondents   |
|--|----------------|--|--|
| The focus in target groups   | 11             | 3.3<br>4.4<br>4.4<br>3.3<br>3.3<br>2.2<br>3.3<br>3.3<br>-,<br>3.3<br>3.3 | Policy maker<br>Policy maker<br>Policy maker , regional<br>Policy maker<br>Business organisation<br>Researcher<br>Business organisation<br>Business organisation<br>Researcher<br>Policy maker<br>Policy maker |
| Problems with financing for women  | 2              | 4.4<br>4.4   | Policy maker<br>Policy maker   |
| Problems with financing for young people   | 1              | 4.4  | Policy maker   |
| Problems with financing for target groups  | 1              | 3.3  | Policy maker, regional   |
| Problems with financing for immigrants   | 2              | 2.2<br>4.4   | Business organisation<br>Policy maker  |
| Counselling and information. Lack of cultural diversity counselling in the ordinary counselling system                   | 1              | 4.4  | Policy maker   |
| Young people are closing their businesses in family formation ages   | 1              | 2.2  | Business organisation  |
| The entrepreneurial potential of the older people is not used  | 1              | 4.4  | Researcher   |
| Lack of measures for older people  | 1              | 4.4  | Policy maker   |
| Immigrants have language problems  | 1              | 2.2  | Business organisation  |
| Immigrants have problems handling the authorities  | 1              | 2.2  | Business organisation  |
| Attitudes concerning privatisation of healthcare, school and care and to accept revenues (specially a problem for women) | 2              | 2.2<br>2.2   | Business organisation<br>Researcher  |
| Lack of women that starts businesses   | 1              | 3.3  | Policy maker, regional   |
| Lack of women in leading positions   | 1              | 3.3  | Policy maker   |
| Measures and programmes are not long termed  | 1              | 2.3  | Researcher   |
| The unutilisation of the immigrants competences – that they should not only be occupied with enterprising                | 1              | 4.4  | Policy maker   |
| To find the right channels to different groups   | 1              | 4.4  | Policy maker   |
| That older business owners not start the business transfer in time   | 1              | 2.2  | Business organisation  |

## 6.7 Policy relevant research problems

| Problems   | Frequency | Knowledge of EP, SMEP                                | Key area of the respondents   |
|--|-----------|--|---|
| Research is not used in the policy work – lack of communication between researchers and policymakers                         | 8         | 3.3<br>2.2<br>3.3<br>3.3<br>3.3<br>3.3<br>4.3<br>3.3 | Policymaker<br>Policymaker<br>Policymaker<br>Policymaker<br>Business organisation<br>Policymaker<br>Researcher<br>Business organisation |
| Hard to embrace all research – too long summaries  | 1         | 4.4  | Policymaker, regional   |
| Researchers are not good at developing clear relevant implications for policy  | 1         | 4.4  | Researcher  |
| Few suppliers of knowledge to the government office  | 1         | -, -   | Researcher  |
| Lack of research concerning the conditions for the companies   | 1         | 2.2  | Researcher  |
| Lack of social scientific research and humanistic research   | 1         | 2.2  | Business organisation   |
| Lack of research concerning growing firms  | 1         | 4.4  | Policymaker   |
| Lack of research concerning innovation systems   | 1         | 4.3  | Policymaker   |
| That innovation and entrepreneurship research is separated   | 1         | 3.2  | Policymaker   |
| Too little research funding is used for small companies and existing companies   | 1         | 2.2  | Business organisation   |
| The problems for Sweden are so well known that there is no need for more research, instead there is a need for more measures | 1         | 2.2  | Business organisation   |
| Entrepreneurship and small business research is too uncritical and takes the political agenda                                | 1         | 2.2  | Researcher  |
| Researchers theorise without knowing what it is about  | 1         | -, -   | Policymaker, regional   |
| No answer  | 5         | 3.3<br>3.2<br>3.3<br>3.3<br>2.2                      | Policymaker<br>Policymaker, regional<br>Business organisation<br>Policymaker<br>Policymaker   |

## 6.8 Entrepreneurship in the education system problems

| Problems  | Frequency | Knowledge of EP, SMEP                     | Key area of the respondents   |
|---|-----------|---|---|
| Entrepreneurship education is not a natural part of the educational system  | 9         | 3<br>2<br>4<br>4<br>3<br>3<br>2<br>3<br>3 | Policy maker<br>Policy maker<br>Policy maker<br>Researcher<br>Business organisation<br>Business organisation<br>Business organisation<br>Policy maker<br>Policy maker |
| To change attitudes in a long term  | 1         | 2   | Researcher  |
| There is a practical connection missing between the school and entrepreneurship. The entrepreneur is missing in the school  | 1         | 3   | Business organisation   |
| To get enterprising people from the professional life to school   | 1         | 2   | Policy maker  |
| To get young people to experience entrepreneurship there is not possible to read yourself to success  | 1         | 3   | Policy maker  |
| Lack of communication between those that work in the educational area and those who work in the industrial policy area. Enterprising becomes a barrier for the educational area | 1         | 4   | Policy maker, regional  |
| That entrepreneurial learning is missing in the teacher education   | 1         | 3   | Policy maker, regional  |
| Lack of knowledge in school about what it means to run businesses   | 1         | 2   | Policy maker  |
| That you are learning to become an entrepreneur instead of focusing more on questions concerning enterprising   | 1         | 3   | Business organisation   |
| That there people in different stages in life can exit school and be pulled to start a business without understanding what it really is about, the demands etc                  | 1         | 2   | Researcher  |
| No problem  | 1         | 4   | Policy maker  |
| No answer   | 4         | 3<br>3<br>-<br>2                          | Researcher<br>Policy maker<br>Researcher<br>Policy maker  |
| Not understandable  |           | -   | Policy maker  |

## 6.9 Innovative entrepreneurship problems

| Problems  | Fre-<br>quency | Know<br>ledge<br>of<br>EP,<br>SME<br>P        | Key area of the<br>respondents  |
|---|----------------|---|---|
| Financing   | 7              | 4.4<br>4.3<br>2.2<br>4.4<br>3.3<br>3.3<br>4.4 | Policy maker<br>Policy maker, regional<br>Business organisation<br>Researcher<br>Policy maker, regional<br>Policy maker<br>Policy maker |
| The lockup of capital   | 1              | 4.4   | Researcher  |
| Few people having a fortune   | 1              | 2.2   | Researcher  |
| The tax policy  | 1              | 3.3   | Business organisation   |
| That financing is not connected to coaching   | 1              | 4.4   | Policy maker  |
| The lack of common typology   | 1              | 4.3   | Researcher  |
| The blurring of the innovation concept  | 1              | 4.4   | Policy maker  |
| The obscurity what enterprising is  | 1              | 3.3   | Business organisation   |
| To endure internationalisation  | 1              | 4.4   | Policy maker  |
| Lack of product- and service development in SMEs  | 1              | 4.4   | Policy maker  |
| Too little focus on service innovations   | 1              | 2.2   | Policy maker  |
| Focus is locked ont to technical innovations  | 2              | 2.2<br>-,<br>-,                               | Policy maker<br>Researcher  |
| Narrowing regulations surrounding innovative enterprising   | 1              | -,<br>-,                                      | Researcher  |
| Difficult to be innovative in public sector due to regulations  | 1              | 2.2   | Business organisation   |
| Too little focus on commercialisation of innovations  | 1              | 4.4   | Policy maker  |
| Lack of incitements for commercialisation of university research  | 2              | 4.4<br>4.4                                    | Policy maker<br>Policy maker  |
| The connection of exclusive innovative enterprising to universities   | 1              | 2.2   | Policy maker  |
| Too much focus on university research   | 2              | 4.4<br>3.3                                    | Policy maker<br>Policy maker  |
| Who shall commercialise research from universities  | 1              | 4.4   | Policy maker  |
| Vinnova is very politicised   | 1              | 2.2   | Researcher  |
| Attitudes towards turnover of ideas (both financers and idea makers)  | 1              | 4.4<br>3.3                                    | Business organisation<br>Policy maker, regional   |
| Lack of a comprehensive innovation strategy   | 1              | 3.3   | Business organisation   |
| Lack of meeting places for connection of ideas and new knowledge with entrepreneurs                         | 1              | 3.3   | Policy maker  |
| Lack of counselling competence due to that innovative companies have to internationalise from the beginning | 1              | 4.4   | Researcher  |
| To add the innovative company the resources needed at the right moment                                      | 1              | 4.4   | Policy maker, regional  |
| No answer   | 2              | -,<br>2.2                                     | Business organisation<br>Policy maker   |

## 6.10 Training problems

| Problems   | Frequency | Knowledge of EP, SMEP    | Key area of the respondents  |
|--|-----------|--------------------------|--|
| Lack of competence in small businesses (book keeping, billing, employment rules)           | 4         | 2.2<br>3.3<br>2.2<br>2.2 | Policymaker<br>Business organisation<br>Business organisation<br>Business organisation |
| Need for a system of continuous competence development                                     | 1         | -, -                     | Business organisation  |
| Lack of time for competence development  | 3         | 2.2<br>-, -<br>2.2       | Policymaker<br>Researcher<br>Policymaker   |
| Business transfer  | 2         | 3.3<br>3.4               | Policymaker<br>Researcher  |
| Must be faster to internationalise   | 1         | 3.3                      | Policymaker  |
| Projects where unemployed are “forced” to start a business                                 | 1         | 4.4                      | Policymaker  |
| Financing for stand-ins  | 1         | 3.3                      | Policymaker, regional  |
| The companies do not see the opportunities with internationalisation                       | 1         | 3.4                      | Researcher   |
| To get small business owners to want to engage in competence development                   | 1         | 4.4                      | Policymaker  |
| Must connect research with small businesses  | 2         | 3.3<br>1.2               | Policymaker<br>Policymaker   |
| The training must be tailored to the need  | 2         | 1.3<br>4.4               | Policymaker<br>Policymaker   |
| The resource supply and demand do not match  | 1         | 4.4                      | Policymaker, regional  |
| Lack of coordination of different authorities’ and organisations’ activities = ineffective | 1         | 2.2                      | Policymaker  |
| Why should the tax payer subsidise companies’ education?                                   | 1         | 2.2                      | Researcher   |
| Stupid idea  | 1         | 1.1                      | Researcher   |
| To get hold of the enterprisers  | 1         | 3.3                      | Business organisation  |
| No problem   | 1         | 2.2                      | Policymaker  |
| No answer  | 3         | 3.3<br>2.2<br>3.3        | Policymaker, regional<br>Researcher<br>Policymaker                                     |





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- stronger Swedish competitiveness and the establishment of conditions for job creation in more and growing companies
- development capacity throughout Sweden with stronger local and regional competitiveness, sustainable growth and sustainable regional development.

**The premise is to form a policy where growth and sustainable development go hand in hand. The primary mission is specified in the Government directives and appropriations documents. These state that the Agency shall:**

- work with market awareness and policy intelligence and spread knowledge regarding trends and growth policy
- conduct analyses and evaluations that contribute to removing barriers to growth
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