



**Economic and Social
Council**

Distr.
GENERAL

ECE/OPA/CONF.3/2003/13
30 July 2003

Language: ENGLISH only

ECONOMIC COMMISSION FOR EUROPE

COORDINATING UNIT FOR OPERATIONAL ACTIVITIES

**CIS FORUM ON YOUTH:
“Youth of the XXI Century: Realities and Perspectives”**

Kiev, Ukraine, 24-26 September 2003

**YOUTH EMPLOYMENT NETWORK - ROADMAP
FOR YOUTH ENTREPRENEURSHIP**

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* The paper has been reproduced as received by the secretariat.

A United Nations Initiative on Youth Employment

Context of Youth Employment

More than 1 billion people today are between 15 and 25 years of age and nearly 40 per cent of the world's population is below the age of 20. Eighty-five per cent of these young people live in developing countries where many are especially vulnerable to extreme poverty. The International Labour Office estimates that around 66 million young women and men are unemployed throughout the world, accounting for 41 per cent of all the 160 million unemployed persons globally, and many more young people are working long hours for low pay, struggling to eke out a living in the informal economy. There are an estimated 59 million young people between 15 and 17 years of age who are engaged in hazardous forms of work. Young people actively seeking to participate in the world of work are two to three times more likely than older generations to find themselves unemployed.

Background of the Secretary-General's Youth Employment Network

In September 2000, the largest gathering of Heads of State and Government ever met at the United Nations in New York for the Millennium Summit. During this summit, as part of the Millennium Declaration, they resolved to "develop and implement strategies that give young people everywhere a real chance to find decent and productive work."¹ In preparation for this meeting, Mr. Kofi Annan issued a report entitled "We the Peoples: the Role of the United Nations in the 21st Century." Here the Secretary-General first proposed his Youth Employment Network:

*Together with the heads of the World Bank and the International Labour Organization, I am convening a high-level policy network on youth employment drawing on the most creative leaders in private industry, civil society and economic policy to explore imaginative approaches to this difficult challenge. I will ask this policy network to propose a set of recommendations that I can convey to world leaders within a year. The possible sources of solutions will include the Internet and the informal sector, especially the contribution that small enterprises can make to employment generation.*²

The twelve-member panel³ of the Youth Employment Network met for the first time in July 2001 at ILO Headquarters in Geneva under the chairmanship of Kofi Annan, and together with Juan Somavia, Director-General of the ILO, and James Wolfensohn, the President of the World Bank. At this meeting, Mr. Kofi Annan emphasized the need for both immediate action and long-term commitment to achieving the millennium goal on youth employment. He also invited the panel to continue working with him in an advisory capacity on an ongoing basis. Finally, he requested the ILO to take the lead in organizing the future work of the YEN and to assume the responsibility for hosting a permanent Secretariat.

¹ General Assembly Resolution A/RES/55/2, para. 20.

² *We the peoples: The role of the United Nations in the 21st century*, United Nations, New York, 2000, pp. 25-26.

³ Saifuddin Abdullah, César Alierta, Ruth C. L. Cardoso, Hernando de Soto, Geeta Rao Gupta, Bill Jordan, Allan Larsson, Rick Little, Maria Livanos Cattai, Magatte Wade, Ralph Willis and Rosanna Wong.

Recommendations of the high-level panel of the Youth Employment Network

The panel's recommendations⁴ encourage world leaders to take personal responsibility for translating the commitments taken at the Millennium Summit into action through a specific political process. First Heads of State and Government are invited to develop national action plans on youth employment with targets for the creation of jobs and for the reduction of unemployment and to present these plans to the United Nations in a year's time. Preparing these action plans should be based on a critical and self-critical review of past national policies. Furthermore, ten governments are invited to volunteer to be champions of this process, to take the lead in preparing their action plans and in showing the way to others.

In developing their plans, governments are encouraged to closely involve young people and to integrate their actions for youth employment into a comprehensive employment policy. Employment policy is seen not as a sectoral policy among others; it is rather the successful mobilization of all public policies.

The recommendations present youth as an asset, not as a problem. In the next 10 years 1.2 billion young women and men will enter into the working age population, the best educated and trained generation of young people ever, a great potential for economic and social development.

The panel has come up with a straightforward political message, which can be summarized in four principles:

- Employability: invest in education and vocational training for young people, and improve the impact of those investments;
- Equal opportunities: give young women the same opportunities as young men;
- Entrepreneurship: make it easier to start and run enterprises to provide more and better jobs for young women and men;
- Employment creation: place employment creation at the centre of macroeconomic policy.

The Secretary-General furthermore transmitted the recommendations to the President of the General Assembly where they were discussed on 19 November 2001 in the overall framework of follow-up to the Millennium Summit.

A permanent Secretariat for the Youth Employment Network has been set up at ILO Headquarters, and a full-time Secretary has been named, as of September 2002.

The high-level panel has set up four Working Groups, two of which have met, on the priority areas of its policy recommendations (A/56/422), i.e., employability, equal opportunities, entrepreneurship and employment creation, in order to further elaborate on its recommendations and to provide guidelines for countries in preparing their action plans.

Thus far, five countries⁵ have come forward to champion the preparation of youth employment action plans as called for in the High-Level Panel's policy recommendations and more countries have turned to the ILO asking for assistance on youth employment in the framework of the Secretary-General's Network. Follow up missions have been undertaken or are planned in these and

⁴ *United Nations General Assembly, Document A/56/422.*

⁵ Egypt, Indonesia, Namibia, Senegal and Sri Lanka.

a number of other countries, often resulting in concrete measures to both develop projects and to include youth employment in the country's policy framework.⁶

The high-level panel members have been actively advocating for the Youth Employment Network through their own respective networks, thereby transforming the Secretary-General's Network into a network of networks.

The Network is strengthening the coherence of activities on youth employment. This involves three areas:

- A Political Process: linking Policy to Action
- "Mapping" the challenge of youth employment
- Promoting Initiatives and Programme with Proven Impact on Youth Employment through Network Development

The High Level Panel Meeting met again on 30 June - 1 July 2003 at the ILO in Geneva. Together with the President of the World Bank and the Director-General of the ILO, a letter will be sent to the UN Secretary-General presenting him five new steps for building a Global Alliance for Youth Employment under framework of the Youth Employment Network:

- *Endorse the draft 2003 Recommendations on Youth Employment presented in the panel's report;*
- *Endorse a plan presented in this report to build momentum for a process by which national governments translate the recommendations into national youth employment plans;*
- *Endorse an initiative presented in this report for "twinning" and regional cooperation in mobilising funding of national youth employment programmes;*
- *Encourage all economic and social partners to build bridges between education/training and working life so as to integrate young people in the world of work; and*
- *Invite youth organisations to advise in the design of youth employment programmes and to audit the implementation of these programmes.*

Entrepreneurship Group

The Youth Entrepreneurship group is one of 4 groups working on Youth Employment. This paper focuses on youth entrepreneurship though there are links with the work of the other groups that are highlighted in the text.

Roadmap for Youth Entrepreneurship

There are approximately 300 million unemployed and underemployed (working poor) young people aged 16 to 30 years around the world⁷. At least 20%⁸ of these young people have the potential to

⁶ Additional countries where action is underway or planned in the immediate future include Bahrain, Ghana, Indonesia, Iran, Namibia, Nigeria, Philippines, Saudi Arabia, and Vietnam.

⁷ ILO figures indicate there are 50 million unemployed young people between the ages of 16 and 30, 75 who are underemployed and 300 million earning below US\$1 per diem. The figure of 300 million reflects the scale of the challenge of tackling the growing worldwide problem of youth unemployment. It is a conservative figure as official unemployment figures often underestimate actual levels.

become entrepreneurs, less than 5% do⁹. Removing the barriers and providing the wherewithal to start a business can help this group find employment and build a strong entrepreneurial economy.

This Roadmap outlines policy guidelines to reduce the impediments to young people becoming entrepreneurs and identifies what would stimulate this process. The third column gives some ideas of where you can find practical examples of overcoming impediments and building on stimulants. This roadmap is not a comprehensive document nor does it make any judgment of the various sites or publications lists.¹⁰ This is the first edition of what has been designed as a living document which will be updated regularly. Any other materials which readers think would be useful can be added to the pages in the ILO website where all referenced documents are stored.¹¹

It is important to realize that these initiatives cannot take place in isolation but should be an integral part of each country's overall economic and enterprise development plans. Most countries have policies for developing enterprise and the Small and Medium Enterprise (SME) sector and the development of youth entrepreneurship has to be viewed within this context. The Roadmap focuses on those aspects of policy that specifically help young people find decent and productive work through entrepreneurship, particularly those coming from a disadvantaged background.¹²

⁸ Research carried out by The Princes Scottish Youth Business Trust by MORI in 1993 found that 20% of 18 – 30 year olds had the potential to become entrepreneurs. The experience of the 12 accredited YBI programmes and partners working with young entrepreneurs have agreed this is an acceptable indicative figure. More research is required, to refine this working assumption, particularly on questions such as can entrepreneurial potential be increased through training and education?

⁹ The Global Entrepreneurship Monitor report of London Business School and Babson College measures levels of entrepreneurship in 20 countries. The median figure for the percentage of people of all ages working as entrepreneurs is 6%; young people between 18 and 25 in these countries are 40% below this figure i.e. 4% work as entrepreneurs. Again further research is needed to refine this figure but it provides a viable working assumption.

¹⁰ Inclusion criteria for the third column. Entries must have a professional interface (web/print). They must be backed up / supported by a recognized member of YEN. They must be active not theoretical examples and they must be accessible.

¹¹ ILO/YEN

¹² This paper has been prepared by the secretariat of the Entrepreneurship Group, Richard Street Executive Director of Youth Business International and Justin Sykes who was seconded to the ILO for the task.

YOUTH ENTREPRENEURSHIP POLICY ROADMAP

This Roadmap has three components. The first column lists the main impediments to young people seeking to become entrepreneurs. The second lists stimulants to help them start. The third lists useful sites where good practices and publications can be found.

1. Cultural Attitudes
2. Education
3. Skills Training
4. Business Support
5. Regulation
6. Finance

WHAT IS IMPEDING YOUNG ENTREPRENEURS?	WHAT WOULD STIMULATE YOUTH ENTREPRENEURSHIP?	PRACTICAL EXAMPLES
1. Cultural Attitudes		
<p>Negative attitudes to entrepreneurship</p> <p>Many societies put much greater value on earning wages rather than creating wealth. There is a perception that qualifications qualify people to be employed and not to create wealth. The expectation that family sacrifice to help young people get a degree is not met if they become self-employed which is not seen as a career.</p>	<p>Make Entrepreneurship an acceptable option for young people</p> <p>In many countries entrepreneurship is not perceived as a viable option for young people seeking employment.ⁱ A perception that entrepreneurship is a strong opportunity for young people must be nurtured if they are to gain experience, self-esteem, and employability and create wealth.</p>	<p>Cultural differences may explain differing levels of entrepreneurial activity in countriesⁱⁱ</p> <p>There needs to be commitment by governments to the importance of youth employment as an issue and to the value of young entrepreneurs.</p> <p><u>EU Employment policy guidelines 2000</u></p> <p><u>South African National Youth Policy</u></p> <p><u>Youth Employment Summit (YES) Action Planning Toolkit for the development of National Youth Employment</u></p> <p>Also see section below on entrepreneurship education</p>
<p>In many countries there is a stigma attached to any failure in a commercial venture. This fear of failure is a strong disincentive to starting your own business.</p> <p>Entrepreneurship is not valued in many societies as is, for example, a career in medicine, in law, with a large corporation or with government.</p>	<p>1. Strong PR campaigns to reduce the fear of failure and boost perception of the value of entrepreneurs to society. Reward risk taking</p> <p>2. Use case studies and identify heroes and champions from among young people and successful entrepreneurs. Persuade experienced business people to promote self-employment as a genuine career</p>	<p>1. <u>Publication: The Guru Guide to Entrepreneurship</u></p> <p><u>Richard Branson/DTI entrepreneurship video</u></p> <p>2. <u>Publication: Business As Unusual: The Triumph of Anita Roddick</u></p> <p><u>Publication: Losing My Virginity: How I've Survived, Had Fun, and Made a Fortune Doing Business My Way. By Richard Branson.</u>ⁱⁱⁱ</p>

<p>Many would be young entrepreneurs tend to be risk averse because they see the financial and social costs of failure as outweighing the benefits of success</p>	<p>option for young people.</p> <p>3. Create prestigious awards to celebrate the success of entrepreneurs, make heroes of entrepreneurs.</p>	<p><u>'An income of their own' programme, New Zealand^{lv}</u></p> <p><u>Commonwealth Youth Programmes, 'Positive Living Ambassadors'</u></p> <p>See Business support section on 'mentors'</p> <p>3. <u>UNECE excellent women entrepreneur of the year award.</u> <u>Shell Livewire competition, UK</u></p> <p><u>Nescafe Big Break, Australia</u></p> <p><u>Johnny Walker, Keep on walking campaign</u></p> <p><u>Junior Achievement International (JAI) Hewlett-Packard Global Business Challenge (HPGBC)</u></p> <p><u>MIT \$50K Entrepreneurship competition</u></p> <p><u>Harvard Business School: Social Enterprise Track^v</u></p> <p><u>Youth Business Excellence Awards 2002</u> <u>Le Mondial, World Congress on Entrepreneurship</u></p>
<p>Corruption Corruption is a cancer that prevents many businesses surviving or growing.</p>	<p>1. Attack corruption wherever it occurs ensuring the damage it can do is a subject taught by education and training organisations.</p> <p>2. Nurture good practices of governance and business behaviour in the SME sector.</p>	<p><u>Transparency International's Business Principles for Countering Bribery</u></p> <p><u>IBLF Business and Corruption Programme</u></p> <p><u>Singapore government corruption policies^{vi}</u></p> <p>2. SME /Entrepreneurship <u>Kauffman Foundation - Promoting Entrepreneurship and Education - The High Price of Low Ethics; How Corruption Imperils American Entrepreneurship and Democracy</u></p> <p><u>Project: Promoting Islands of Integrity: Measuring and encouraging the ability of Central and Eastern European SME's to resist corruption and do ethical business</u></p>

		<p><u>Youth WBI work on Youth for Good Governance and Anti-Corruption</u></p> <p><u>Cambodian Ministry of Education, Youth and Sports (MoEYS)</u> ^{vii}</p> <p><u>Foro del Sector Social</u> ^{viii}</p> <p><u>Seminar: Attacking corruption in education systems. 10th International Anti-Corruption Conference</u></p>
<p>The informal economy It is common to find an adverse reaction to the informal economy where young entrepreneurs operate but are unable to grow due to lack of access to reasonable sources of finance and fear of regulation and taxation.</p>	<p>Address the question of how to bring the informal economy into the mainstream economy and access more conventional sources of finance.</p>	<p>World Bank Social Protection Unit. <u>Research strand on The Informal Economy</u> ^{ix}</p> <p>Also see footnote ^{xvi} for informal vs. formal economy debate</p> <p>See the work of Hernando de Soto and <u>The Instituto Libertad y Democracia (ILD)</u></p> <p>IOE report, <u>The Informal Economy - Employers' approach</u></p>
<p>New businesses as threats Business networks often perceive start-ups as unacceptable competition rather than new blood and future collaborators.</p>	<p>Stimulate business networks and industry associations to include young people rather than exclude them.</p>	<p>Franchising/ Outsourcing <u>Eskom</u>, South Africa ^x</p> <p><u>Anglo-American SMME support programme</u>, South Africa ^{xi}</p> <p><u>Delta Corporation, Stand up And go programme</u> Zimbabwe ^{xii}</p> <p><u>Vodacom phone entrepreneur scheme</u> South Africa ^{xiii}</p> <p><u>Small Business Project (SBP)</u>, South Africa ^{xiv}</p> <p><u>Thai Business Initiative in Rural Development (TBIRD)</u> ^{xv}</p> <p><u>IBLF Publication, The Business of Enterprise</u> ^{xvi}</p>

<p>Social protection Social protection through obtaining salaried employment is one of the greatest perceived needs of a young person. The risks associated with self-employment are a significant disincentive.</p>	<p>Provide some form of social safety net for the initial period of starting a business.</p>	<p>See examples under the Regulation section</p>
<p>Equal opportunities In some societies young girls are specifically discouraged from becoming entrepreneurs.</p>	<p>Work with Equal Opportunity organisations to ensure to include young girls in entrepreneurship policies.</p>	<p>Refer to the work of the Equal Opportunity Group of the YEN.</p>
<p>Social entrepreneurship^{xvii} Societies continue to view entrepreneurship only in narrow financial terms rather than embracing its potential wider social benefits.</p>	<p>Recognise that entrepreneurship can have social mission. Encourage business to engage and invest in solutions to problems that undermine social and business environments.</p>	<p><u>The Aspen Institute Initiative for Social Innovation Through Business</u> <u>Ashoka: Innovators for the Public.</u></p>

2. Education		
<p>Appropriate education An academic approach to education nurtures skills that are appropriate to working in large organisations or firms but not for an entrepreneurial career.</p>	<p>1. The education system must recognise the need for developing the skills and attitudes that make up an entrepreneurial mindset such as lateral thinking, questioning, independence and self-reliance. This education should continue through vocational training, business incubation and the start-up phase for young entrepreneurs.</p> <p>2. Ensure that the curriculum is relevant to the needs of young people to find decent and productive work.</p> <p>3. Encourage entrepreneurial activities by promoting the concept of entrepreneurship and self-employment as well as training for entrepreneurs.</p>	<p>Within the framework of the <u>European Employment Strategy (EES)</u>, Member States are required to promote employment and entrepreneurship in national curriculum's <u>Education and training for entrepreneurship initiative</u>, <u>Danish Ministry of Education</u>.^{xviii} <u>Finland's Vocational Education Act</u></p> <p><u>Singapore's Critical Enabling Skills Training (CREST)</u></p> <p><u>Thai Department of Vocational Education</u></p> <p>Intergovernmental and bi-lateral agencies and networks <u>Global Partnership for Youth Development (GPYD)</u></p> <p><u>Inter-American Working Group on Youth Development (IAWGYD)</u> <u>European Youth Forum</u></p> <p>Civil Society, and National Programmes <u>Education International</u></p> <p><u>National Foundation for Educational Research, UK Research Programme on Entry to Employment</u>^{xix}</p> <p><u>The Guardian, UK article on the benefits of 'sandwich' year-in-industry university courses.</u></p> <p><u>Australian Capital Territories Department of Education, Youth & Family Services Vocational Education and Training in School Programme</u></p> <p><u>Rural Entrepreneurship through Action Learning (REAL), USA</u>^{xx} <u>IG Students Foundation, Italy</u>^{xxi}</p> <p><u>International Centre for Entrepreneurship and Career Development</u></p>

Most education systems teach traditional values of compliance to the norm rather than independent thinking or self-reliance.	Ensure the curriculum develops the skill set needed to develop entrepreneurial attitudes amongst young people. These will include risk assessment, decision-making and networking, and innovation.	<p>WIWAG, Switzerland^{xxii}</p> <p><u>Junior Achievement International</u>^{xxiii}</p> <p><u>Young Achievement Australia (YAA)</u>^{xxiv}</p> <p><u>Learning by doing programme</u>, UK^{xxv}</p>
Teacher development Teachers and university teachers have little experience of self-employment and the skills and attitudes that are required.	Ensure the value to the economy of entrepreneurship and wealth creation is well understood by everyone involved in training, education and working with young people.	<p>A number of countries run Professional Development Placement (PDPs) schemes for teachers in business / industry.^{xxvi}</p> <p>National Foundation for Educational Research (NFER), UK Report: <u>Professional Development – A Review of Teachers’ Placements in Business and Industry</u></p> <p><u>Education Business Link Organisation (EBLO)</u>, UK^{xxvii}</p> <p><u>Teacher Release to Industry Programme (TRIP)</u>, Australia</p>
Experiential learning Experiential learning is very rarely used as an effective way of gaining knowledge and experience yet it is probably the most powerful way of learning entrepreneurship.	<p>1. Develop ways of experiential learning for young entrepreneurs such as business projects and work shadowing.</p> <p>2. Teach young people that they are contributors to their community, not dependants.</p>	<p>1. <u>The Graduate Enterprise Programme</u>, UK^{xxviii}</p> <p><u>EU supported Jordanian version Manager Shadowing Programme</u>, Czech Republic</p> <p>2. See cultural attitudes section.</p>
Careers services Careers services in schools and further education rarely identify self-employment as an option for employment.	Ensure careers advice and counselling at schools colleges and universities includes self-employment as a viable career option.	See examples under the careers service sub heading in the Skills Training section.
Responsible business practices Young entrepreneurs may have little knowledge of the social obligations increasing requested of businesses by society. A failure to pay adequate concern to issues such as the environment, workers rights and human rights may result in fines, difficulties in recruiting good staff and a loss of business and of local ‘licences to operate’.	Build into the education system awareness of what is required of a “good” employer and business person such as business ethics, employee rights and transparency.	<p>See references to youth and corruption in cultural attitudes section.</p> <p><u>Publication: Priorities, Practice and Ethics in Small Firms</u> Institute of Business Ethics, UK</p> <p><u>Publication: A Welcome Engagement: SMEs and Social Inclusion</u> Institute of Public Policy Research (IPPR), UK</p> <p><u>Bulgarian Business Ethics Standard</u></p>

3. Skills Training

<p>Centrally planned skills training is often not matched to market needs so young people often gain skills for which there is no market and therefore no jobs.</p> <p>Careers services Careers services in schools and further education rarely identify self-employment as an option for employment.</p>	<p>1. Job centres should work closely with vocational training organisations to recommend entrepreneurship as an employment option for young people.</p> <p>2. Ensure training in business plan training is easily available either as part of the vocational course or through career planning advice.</p> <p>3. Ensure careers advice and counselling at schools colleges and universities includes self-employment as a viable career option.</p> <p>4. To start a business a young person needs both entrepreneurial and vocational skills. Any vocational skills course should have entrepreneurial and business skills as part of the core content.</p>	<p>1. Youth Employment Job Search (New Zealand) partnership between the employers federation and the state employment services^{xxx} Enterprise agencies often act to bridge this gap:</p> <p><u>National Federation of Enterprise Agencies, UK</u></p> <p><u>European Training Foundation</u>^{xxx}</p> <p>2. See the work of the Employability group of the YEN</p> <p><u>My Own Business</u>^{xxxi}</p> <p>3. Awareness raising measures by governments to foster a spirit of entrepreneurship and to increase the number and scope of training opportunities:</p> <p>See Danish Ministry of Education programme under the Education section. <u>Cap sur l'Avenir, France</u> <u>Norway's Reform 94 programme</u></p> <p>4. Enterprise based skills training is needed to bring youth into the market.</p> <p>Entrepreneurial Skills Development Programmes (ESDP's) can play this role by providing a mixture of theoretical training and practical work based training.</p> <p>Methodologies <u>Competency based Economies through Formation of Enterprise (CEFE)</u></p> <p><u>EMPRETEC</u></p> <p>Country Initiatives <u>The Entrepreneurial Skills for Small Business (ESSB) project, Australia</u></p> <p><u>Desarrollo de Pequeñas y Micro-Empresas (DESAP), Colombia</u></p>
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Many government policies focus on funding skills training specifically for high value skills rather than meeting broader market needs.	Appropriate skills training should be as widely available to young people as possible.	<p>Development of informal sector entrepreneurship training:</p> <p><u>World Bank Enterprise based training programme</u>, Zambia and Kenya</p> <p><u>Training of Rural Youth for Self Employment (TRYSEM)</u>, India</p> <p>Also see the REAL programme in the Education section</p>
<p>Access to ICT Training Young people who have no ICT training or access to the appropriate hardware are greatly disadvantaged in starting in business. The digital divide and a lack of ICT capability can severely hamper potential young entrepreneurs.</p>	<p>1. Ensure ICT training is widely available.</p> <p>2. Ensure there are practical ways new businesses can access the appropriate hardware and communications infrastructure.</p> <p>3. Develop partnerships between governments, employers and school and college authorities to provide the necessary training.</p> <p>4. Ensure all students understand the power and potential of ICT in the workplace.</p> <p>5. Use the market to establish what skills training is required.</p>	<p><u>Nokia and the China Youth Development Foundation ICT access project</u>^{xxxii}</p> <p><u>The Digital Partnership</u>^{xxxiii}</p> <p><u>Telefónica's "internet for all" program</u>^{xxxiv}</p> <p><u>The Youth Declaration from the Youth Forum at ITU Telecom Africa 2001</u>^{xxxv}</p> <p><u>South African Department of Education and Microsoft partnership for free software for schools.</u></p> <p><u>Policy for Small Scale Industries in India.</u>^{xxxvi}</p> <p><u>ITU's Youth Education Scheme</u>^{xxxvii} <u>YouthIT – Youth Entrepreneurship for Development</u></p>

4. Business Support

<p>Businesses in the start-up phase often cannot afford to pay for business support or advice.</p> <p>Many young entrepreneurs do not at first understand the need to invest in knowledge and training for the future of their businesses. They need to learn to appreciate its value.</p>	<p>1. The more support a young entrepreneur can receive in first three years of trading the better their chance of creating a sustainable business or of becoming more employable.</p> <p>2. Encourage and facilitate business people to become mentors to support young entrepreneurs during the critical first few years of their new business.</p> <p>3. Engage local business networks to help youth businesses by transferring their knowledge, experience and contacts. They can do this by mentoring, including them in their networks, bringing the youth businesses into their supply chains or providing pro-bono advice and training.</p>	<p><u>ENGAGE – global employee Engagement campaign</u></p> <p><u>Cecile Network – European employee engagement network</u></p> <p><u>SEBRAE</u></p> <p><u>Youth Business International mentoring model</u></p> <p><u>Bharatiya Yuva Shakti Trust (BYST), India</u></p> <p>2. <u>ILO work on Business Business Development Services</u></p> <p>The Start & Improve Your Business (SIYB) FIT programme <u>ILO ‘Improve your business’ toolkits</u></p> <p><u>Vietnamese SIYB programme</u></p> <p><u>Links to Business Development in Developing countries</u></p>
<p>Business growth</p> <p>Whilst many young entrepreneurs may have the potential to expand and take on additional staff 1 year plus after starting up they often lack the support measures to assist them</p>	<p>Business expansion support / services can help businesses make the transition from start-up to sustainable growth.</p>	<p><u>UNECE Training guide: How to prepare a business plan - a guide for start-ups and advanced private enterprises in countries in transition</u></p> <p><u>Shell Livewire Business Growth Challenge</u></p>
<p>Support networks</p> <p>Isolation, the absence of support networks and a lack of business contacts are common obstacles to setting up your own business</p>	<p>Junior Chambers of Commerce and Young entrepreneurs clubs can provide networks to support and encourage links between formal and informal sectors as well as represent youth businesses to governments and commercial banks, etc</p>	<p><u>Junior Chamber International^{xxxviii}</u></p> <p><u>AIESEC</u></p>
<p>Enterprise and support agencies</p> <p>Enterprise and support agencies which have to be self-sustaining will design their services to serve the more mature SME companies rather than cash-poor youth business start-ups</p>	<p>Provide accessible ongoing technical advice and training on subjects such as marketing, taxation, accountancy, employment law and export through enterprise agencies, chambers of commerce etc.</p>	<p>Support networks</p> <p><u>WISE Women Network, New Zealand</u></p> <p><u>Network of Women’s business associations in the UNECE region</u></p> <p>Youth enterprise agencies</p> <p><u>The Katutura Youth Enterprise Centre (KAYEC)</u></p>

		<p>Namibia</p> <p><u>Canadian Youth Business Foundation</u> Business Development Centres /Services Business Clubs <u>Clean Business Clubs</u>, Poland</p> <p><u>Progressive Group for Independent Business - Business Clubs</u>, Canada</p> <p><u>E-business clubs</u>, UK Entrepreneurs Associations <u>Association of Innovative Entrepreneurship</u>, Czech Republic</p> <p>Practice networks / firms. <u>EUROPEAN, practice firm network</u></p>
<p>Dealing with suppliers Young people with no business experience do not know where to seek for work nor what will be expected from them by professional purchasers.</p> <p>Workspace Without access to affordable, well located workspace new businesses will have difficulties to expand</p>	<p>1. Encourage the use of appropriate policies by governments and corporations to support to young entrepreneurs by encouraging them and teaching them to identify and participate in business opportunities.</p> <p>2. As a policy young people should be helped to enter supply chains so they can learn and the purchaser can broaden their supply base.</p> <p>3. Provide incubator units where youth businesses can find accessible services, shared office space and mutual support from other new businesses.</p> <p>4. Promote Trade fairs, exhibitions and competitions where young people can showcase their achievements and build contacts and networks.</p> <p>5. Use ICT to support youth businesses through techniques such as e-commerce, virtual market places and on-line mentoring and advice.</p>	<p>1. UNCTAD <u>Empretec initiative</u></p> <p>Business Development Services / Centres <u>UNECE Discussion Paper: Business service institutions for the development of SMEs</u> <u>World Bank Group - Small and Medium Enterprise Department</u></p> <p><u>I Euro Info Centres</u> ^{xxxix}</p> <p><u>Small Business Administration</u>, United States</p> <p><u>Small and Medium Industry Development Organization (KOSGEB)</u>, Turkey</p> <p><u>Business Development Agency</u>, Czech Republic</p> <p>2. See examples of franchising / outsourcing in the Cultural attitudes section</p> <p><u>FC Publication: Investing in People: Sustaining Communities through Improved Business Practice</u></p> <p>IFC <u>SME Development Project</u>, Belarus</p> <p>WBG <u>Chad-Cameroon Petroleum</u></p>

		<p><u>Development and Pipeline Project</u></p> <p><u>UNCTAD World Investment Report.2002</u></p> <p><u>Enterprise Africa – UNCTAD / UNDP joint SME development project</u></p> <p><u>Urban Waste Expertise Programme (UWEP), The Philippines^{xl}</u></p> <p>3. <u>UNECE Discussion Paper: Promoting and sustaining business incubators for the development of SMEs</u></p> <p><u>UNECE Conference Paper: Best practice in business incubation in countries in transition</u></p> <p><u>Young Aussie Enterprises</u></p> <p><u>Science and Technology Parks Association (STPA)</u> Czech Republic</p> <p><u>Ljubljana Technological Park,</u> Slovenia</p> <p><u>Business Incubator “INTELLEKT”,</u> Uzbekistan</p> <p><u>Gorlice Green Business Park</u> (polish site), Poland</p> <p>4. <u>EUROPEAN Practice Firm Fairs</u></p> <p><u>The Princes Trust, UK</u></p> <p>5. <u>Telefonica Mercedis virtual job market,</u> Spain</p> <p><u>Princes Trust On-line business support,</u> UK</p> <p><u>Shell LiveWire on-line mentoring,</u> UK</p>
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5. Regulations		
<p>Bureaucracy Excessive or over-complex red tape and bureaucracy provide a particular disincentive to young people starting a business and can put an unsustainable burden on their new businesses.</p> <p>Regulatory challenges There are a number of regulatory challenges to young entrepreneurs which include pricing policies, credit policies and import /export tariffs.</p>	<p>1. Change the regulatory environment to make it easier for young people to develop their own businesses. Simplify and ease regulatory requirements for new businesses.</p> <p>2. Create an easily accessible one-stop source of information and guidance to help young people learn how regulations work, why they need to be observed and what they need to do to comply.</p> <p>3. Greater transparency of information. Governments can disseminate regulatory information and forms for registration, taxation and other regulatory purposes to firms via electronic networks, including interactive Web sites.</p>	<p>1. Generic references to regulation and SME development: The <u>ILO (IFP/SEED)</u> research project on the policy environment for small enterprises and its impact on the volume and quality of employment created by these enterprises.^{xlii}</p> <p><u>OECD's Regulatory Reform Programme</u>^{xlii}</p> <p><u>World Bank work on public sector reform</u></p> <p><u>World Bank Institute Training material on public sector reform</u></p> <p>2. 'One-stop shops'^{xliii} <u>US Small Business Association</u> has a network of <u>One Stop Capital Shops (OSCS)</u>^{xliv}</p> <p><u>EU Multiannual Programme for Enterprise and Entrepreneurship</u> has set up the <u>The Euro Info Centres Network</u>^{xlvi}</p> <p><u>EU Directory of measures in favour of entrepreneurship and competitiveness 2002</u> 'Better legislation and regulation' sub-section.</p> <p>3. <u>World Bank E-Government initiative</u>^{xlvi}</p> <p><u>Chile – online tax return system (Spanish)</u></p> <p><u>E-Seva e-government project</u>, India</p>
<p>Unsupportive tax regimes An unsupportive tax regime can kill off new businesses during their critical first few years of trading. The costs of compliance in many countries force many promising young entrepreneurs to remain in the grey market where there are limitations to the opportunities for them to grow and prosper.</p>	<p>1. Simplified tax regimes or differentiated tax rates for small enterprises can both take the burden off new businesses whilst encouraging the inscription of small enterprises into the tax registers. This may be more useful than the direct fight against tax evasion.</p>	<p>1. Mauritius and Ecuador taxation policies^{xlvii}</p> <p>See Chile e-taxation system above</p> <p><u>OECD work taxation reform</u></p> <p><u>OECD publication: Small and Medium Enterprise Outlook, 2002 Edition</u>^{xlviii}</p>

<p>There are costs of operating in the informal market such as bribes and commissions and the inability to access formal finance or support.</p>	<p>2. As with regulations young people need a resource to teach them how and why taxes affect them.</p>	<p><u>OECD paper Entrepreneurship and growth: tax issues</u></p> <p><u>Integrated Taxation Information System (TAXIS programme), Greece</u></p>
<p>Bankruptcy laws Bankruptcy laws in many countries are often indiscriminately punitive to business failure even when it was events rather than any impropriety that caused the failure. In many countries there is also a strong social stigma attached to any failure in a commercial venture. Many would be young entrepreneurs tend to be risk averse because they see the financial and social costs of failure as outweighing the benefits of success.</p>	<p>Re-framing of the bankruptcy laws so young entrepreneurs are not overly penalised at the beginning of their business lives if they cease trading for any reason other than criminal or fraudulent activity.</p>	<p><u>World Bank Programme on Finance Research: Bankruptcy and resolution of financial distress</u>^{xlix}</p> <p><u>UK Enterprise Act 2002</u>¹</p>
<p>Copyright and patent regulations Poor enforcement of copyright and patent regulations can greatly disadvantage young people who are innovative yet ignorant of this complex area.</p>	<p>1. Industry sectors should be encouraged to plan long term and encourage new blood to enter their markets by nurturing new businesses.</p> <p>2. Make the use of patents and copyright easy and an incentive for young people to use. It should encourage them to take risks and innovate and be an incentive rather than a disincentive.</p> <p>3. There is evidence of high levels of entrepreneurship in the informal economy. To create a bridge between the informal and mainstream economy we must move young people through the continuum from totally unrecorded activity to the fully reported economy without killing off their entrepreneurial talents.</p>	<p>1 <u>Belgium's Sectoral Research Centers</u>^{li}</p> <p>Also see business support section below</p> <p>2. <u>WIPO's SME Division</u>^{lii}</p> <p><u>International Chamber of Commerce work on IP</u></p> <p><u>EU Best practice in access to research and innovation, and better use of patents by SMEs</u></p> <p><u>Enterprise Ireland - The Intellectual Property Assistance Scheme</u>^{liii}</p> <p><u>The Hong Kong Productivity Council's (HKPC) Intellectual Property Services Centre (IPSC)</u>^{liv}</p> <p><u>Indian copyright law, in relation to the ICT industry</u>^{lv}</p> <p>3. The debate around to regulate or not to regulate.^{lvi}</p>

<p>Competition law Ineffective competition law can close markets to new start-up businesses particularly young people who are outside local business networks.</p>	<p>Re-framing of competition law to ensure young new entrants have equal access to markets.</p>	<p><u>UNCTAD Competition Law and Policy and Consumer Protection</u> <u>OECD Competition Programme</u>^{lvii} <u>World Trade Organization competition information</u> <u>Asian-Pacific Economic Cooperation Competition Policy and Law Database</u></p>
<p>Competition related restrictions on market access or government subsidies can prevent many young people from entering markets.</p> <p>Trade liberalisation policies introduced in many developing countries have increased competition. Many new businesses do not have the professional management and resources to adapt to a more competitive environment.</p>	<p>In those countries with social security use the system to provide a social safety net for the crucial early period when a disadvantaged young person is setting up their business.</p>	<p>Some European countries have used the welfare system to help stimulate self-employment^{lviii}</p> <p><u>Self-Employment Assistance Program (S.E.A.)</u> , Canada^{lix}</p> <p><u>Jansaviya Programme (JSP)</u>, Sri Lanka^{lx}</p> <p><u>World Bank Programme Social Safety Nets and Transfers</u></p> <p>Mutual Insurance Schemes^{lxi} <u>Micro-insurance Service Providers</u></p>

6. Finance		
Difficulty in obtaining start-up financing is the major impediment to young entrepreneurs seeking to create their own business.	One of the strongest stimulants to encourage young people to become entrepreneurs is to ensure they can easily access seed funds for their business ideas . They need space to try out their ideas, prove their talents and learn through experience before they enter the mainstream economy.	Also see Cultural attitudes section re 'societal support' Also see Business support section re physical 'work space'
Youth viewed as risky investments Young people with no experience or assets are seen as too risky an investment by commercial or self-sustaining sources of finance. Young entrepreneurs are seen as a high short-term risk and therefore a poor investment. Most young people cannot obtain the collateral or guarantees to enable them to raise credit from Banks or micro-credit institutions based on conventional credit-scoring methodologies.	1. Providing seed funding for business start-ups should be regarded as a highly effective social investment . 2. It should be recognised that short-term self-sustaining micro-credit mechanisms can very rarely be applied to young people with no experience, or assets to offer. An alternative form of youth business investment such as grants or Youth Development Bonds must be developed. 3. Youth are an asset . They should be perceived and valued as such	1. Government and employers can play a role in influencing banks to give preferential loan and repayment options to young entrepreneurs. <ul style="list-style-type: none"> - Loan guarantee funds - Certificates of business worthiness - Youth Development Bonds 2. Grants <u>Sviluppo Italia</u> ^{lxii} Soft loan schemes: <u>Commonwealth Youth Credit Initiative (CYCI)</u> <u>Canadian Youth Business Foundation</u> <u>Bharatiya Yuva Shakti Trust (BYST)</u> India Finance and support networks <u>The Angel Fund</u> , New Zealand <u>Venture Capital Exchange Network</u> , USA Youth Guarantee Schemes ^{lxiii} <u>OECD paper on Youth Guarantee Schemes in Nordic Countries</u> Youth development bonds <u>YBI</u>
Poor business plans. Most financing schemes are often conditional on the preparation of high quality business plans. Without these, any access to capital can be very difficult	Support agencies to offer appropriate training	<u>UNECE Training guide: How to prepare a business plan - a guide for start-ups and advanced private enterprises in countries in transition</u> <u>Shell Livewire</u>

Business growth Whilst many young entrepreneurs may have the potential to expand and take on additional staff 1 year plus after starting up they often lack the support measures to assist them.	Business expansion support /services can help businesses make the transition from start-up to sustainable growth.	<u>Shell Livewire</u> Business Growth Challenge
Funding networks Informal personal networks are the commonest source of start-up funds, these are largely unavailable to young people from a disadvantaged background.	Youth business funding must be seen as a distinctive mechanism to help young people into employment. The majority of business start-ups are funded from informal sources such as family or personal contacts. Where the young person has no such network similar sources of easily accessible start-up funds should be made available.	<u>The Global Entrepreneurship Monitor report</u> ^{IXIV} <u>UNECE guide to Financing Private Enterprises and Trade in Transition Economies</u> <u>Youth Business International</u>
Challenges of established credit sources Young people are easily put off by the information and documentation required by many commercial lenders providers of micro-credit.	1. Where possible the social security net should continue to provide protection during the crucial early period in starting up businesses. 2. Promote the teaching of financial literacy so young entrepreneurs know how to budget and manage funds.	2. <u>Jump\$tart Coalition for Personal Financial Literacy</u> <u>Young Biz</u>

ⁱ Kenyon / White study. (1996) Young people face the challenge of limited life and work experience, they have less financial resources, and limited business networks and contacts, have fewer role models and suffer from age discrimination.

Also see

- 2002 Global Entrepreneurship Monitor Report
- YEN, WG on Entrepreneurship paper on The cultural influence of entrepreneurship culture
- Hofstede study for IBM on Institutional Culture

ⁱⁱⁱ Also see: Big Shots. Business the Richard Branson Way: 10 Secrets of the World's Greatest Brand Builder

^{iv} NZ workshop using indigenous business leaders to promote self-employment among local communities

^v An off shoot of the HBS Business Plan Contest this competition focuses on the students interested in developing plans for social-purpose ventures.

^{vi} Tough regulations, strong public support and a policy of paying government officials at near private sector same levels has made Singapore one of the least corrupt states.

^{vii} The Cambodian Ministry of Education, Youth and Sports (MoEYS) is developing an anti-corruption curriculum suitable for instruction to teachers at all levels, and integrate these messages into the national training program of the Ministry.

^{viii} Foro del Sector Social in Argentina has developed an anti-corruption curriculum for public schools.(Spanish only)

^{ix} This link provides access to a number of papers looking at social protection in relation to the informal economy. There is a particular focus on innovative insurance schemes.

^x ESKOM has created a small business development franchise and support programme that aims to support electricity-intensive franchisers in emerging markets.

^{xi} This programme facilitates small business development through financing and training initiatives that build local SMMEs in to its supply chain.

^{xii} This project supports assists entrepreneurs to start their own business and create outsourcing opportunities with Delta.

^{xiii} This scheme creates mobile phone entrepreneurs in rural communities through its national franchise scheme.

^{xiv} Collective action by 32 companies and business organisations to encourage enterprise development and job creation, through training and skills transfer

^{xv} Collective action by Thai companies to bring enterprise development to rural communities.

^{xvi} This publication gives the business case for why large companies should support local enterprises and may examples.

^{xvii} "While a business entrepreneur may thrive on competition and profit, a social entrepreneur has a different motivation: a commitment to leading through inclusiveness of all actors in society and a dedication to changing the systems and patterns of society." Ashoka definition, 2003.

^{xviii} Two-year action national awareness raising programme to enhance motivation among young people to set up their own business and to promote entrepreneurial attitudes.

^{xix} This research programme is designed to enhance and support young people's transition and progression to further education, training and employment by raising their aspirations, increasing their confidence and improving their skills.

^{xx} An initiative linking education with rural economic development.

^{xxi} The IG Students Foundation is developing an annual programme for disseminating an entrepreneurial culture in Italy's schools and universities.

^{xxii} Swiss business simulation school projects.

^{xxiii} Global business simulation project.

^{xxiv} Non-profit initiative teaching young people hands-on business skills while they are still at school.

^{xxv} 14-19 year olds establish and run companies to discover what it takes to manage a successful business.

^{xxvi} Such placements allow teachers to deliver more accurate careers information about recruitment, training and specialised knowledge in specific sectors.

^{xxvii} EBLO is a consortium established to coordinate education-business activities, including PDP's in local authorities.

^{xxviii} Final year undergraduate work placements in industry.

^{xxix} Source, [IOE Programme of Action on Youth Employment-Enhancing Youth Employment: Employers' Actions.](#)

^{xxx} In support of EU countries, ETF is supporting the reform of vocational training in partner countries.

^{xxxi} Business plans built into vocational training.

^{xxxii} A joint project by Nokia and the China Youth Development Foundation is working to provide computer and internet support to rural schools in China.

^{xxxiii} The Digital Partnership is an international partnership facilitating innovation and affordable access to technology, training and the Internet for learning, enterprise and development in developing and emerging market economies through a sustainable private/public partnership model.

^{xxxiv} All Telefónica Telecomunicaciones Públicas (TTP) Navegaweb centres have terminals reserved for students, to allow them to enrol and undertake the 15 hours training course. This digital literacy program, promoted by the Spanish Ministry of Science and Technology, has the backing of companies like BBVA, Microsoft, Telefónica and IBM.

^{xxxv} This declaration demanded that to address the 'digital divide' and increase the competitiveness of African nations ICT education should be given the highest priority through the integration of ICTs into school and university curricula, the establishment of high-quality and accessible ICT training centres, scholarships for ICT related studies, intensive ICT literacy campaigns in rural areas, and synergy between educational institutions and the industry to generate relevant research and development efforts aimed at producing innovative ICT solutions.

^{xxxvi} In order to ensure India's global competitiveness in the context of liberalization the government announced in 2000 the Policy for Small Scale Industries in India. It emphasizes the modernisation of technology and quality upgrading through a series of measures, which include collateral free loans, capital subsidy for technology modernization, subsidy for obtaining ISO-9000, simplification of administrative procedures, creation of Common Facility Technology Centers, Entrepreneurship Development Institutes etc.

^{xxxvii} A corporate backed scholarship scheme aimed at assisting gifted university students from developing countries facing financial difficulties to pursue studies in ICT related fields.

^{xxxviii} Worldwide organisation of people aged 18-40 offering activities to help their members develop leadership skills.

^{xxxix} One of the objectives of the European Union's enterprise policy is to help enterprises through better information services. Euro Info Centres were established in 37 European and Mediterranean countries for this purpose. Euro Info Centres (EIC) act as an interface between European institutions and local businesses.

^{xl} The UWEP is a Dutch Government-funded programme which aims at enabling organizations from the South to develop and initiate activities to improve waste management in low-income areas and to improve waste collection and recycling by small and micro enterprises.

^{xli} The IFP/ SEED site includes:

- A database of Small enterprise policies, laws and regulations
- SEED working papers on research in seven developing countries
- on conducive policy environments for small enterprises
- ILO recommendation 189
- Guidelines for the analysis of policies and programmes for small and medium enterprise development
- A Literature Review on the Impact of the Policy Environment on the Creation and Improvement of Jobs within SME's
- ILO Publication, 2000, Do decent jobs require good policies?

^{xlii} Relevant OCED references include:

- OCED Bologna Charta on SME policies (2000) in which governments from the OECD member countries and invited non-member states recognize the role of small and medium sized enterprises and recommend broad policy orientations conducive to their growth.
- OECD Report on Regulatory Reform
- OECD Report on Regulatory Reform for Smaller Firms
- OECD Technical Paper No. 86

^{xliii} One stop shops have been set up in many OECD countries, allowing small businesses to acquire information about all relevant administrative regulations and carry out many administrative formalities.

^{xliv} These One stop shops are run through its local SBA offices which assist new businesses with developing a business plan, preparing a loan package and obtain business financing.

^{xlv} Euro Info Centres represent an interface between European institutions and local actors. Their task is to inform, advise and assist SMEs in all Europe-related areas while taking into account the great variety of enterprises concerned, so that, either directly or indirectly, they can make matters simpler and more efficient for SMEs.

^{xlvi} The WB E-Government initiative promotes the use of information and communications technologies in developing countries to improve the efficiency, effectiveness, transparency and accountability of government.

^{xlvii} SMEs in Ecuador are entitled to a lower corporate tax rate of 15 per cent instead of 35 per cent, but this depends on certification as a registered SME with the government's small enterprise authority (Pochun, Jairaz, 1998) in: Jutta Franz, Peter Oesterdiekhoff (Eds.): SME Policies and Policy Formulation in SADC Countries, Gaborone, Friedrich Ebert Stiftung, pp.24-31.

^{xlviii} , Chapter on Taxation, SME and Entrepreneurship, pp 42-54.

^{xlix} World Bank Paper: Bankruptcy Around the World: Explanations of its Relative Use

¹ Under this act (comes into force late 2003) the UK Government will modernise insolvency law in the areas of both company and individual insolvency providing a modern bankruptcy regime that encourages entrepreneurship and provides a fresh start to those who have failed through no fault of their own. The US had a relatively open access to bankruptcy and the fresh start whereas bankruptcy law in Britain currently makes no distinction between those who are honest but unlucky or undercapitalised and the reckless or fraudulent. All lose their personal wealth are automatically disqualified from being a director of a limited company and suffer a number of other restrictions for a period of up to three years.

^{li} The research centers are supported by the Government (at federal and regional level) and businesses, have established a service for SMEs designed to protect innovations, promote technology innovations in sub-sectors with a large number of SMEs and inform and advise businesses on the latest trends in standards and technical regulations. Research programmes at universities are supported by SRC business partners with the universities being authorised to retain the intellectual property rights and resulting profits.

^{lii} *WIPO's SME Division aims to raise awareness of the relevance of intellectual property for small business and promoting initiatives to make the IP system more accessible, less cumbersome and more affordable for SMEs. Includes information on how to go about dispute resolution.*

^{liii} This is a Government/Private Sector partnership providing advice to new businesses on the protection of inventions, funding for patent applications and on the development and commercialisation of inventions.

^{liv} An industry lead scheme to help local companies and inventors to capitalise on their intellectual works through patent, trademark and industrial design registrations, thereby protecting their intellectual rights.

^{lv} India's IT industry one of the world fastest growing. The vast majority of businesses are SME's. In order to better protect this new and rapidly expanding business sector and profitable sector the Government of India introduced major changes to the Indian Copyright Law in 1995 which for the first time clearly explains the rights of the copyright holder, the position on rentals of software and the rights of the user to make backup copies. Most importantly, the amendments imposed heavy punishment and fines for the infringement of the copyrights of software.

^{lvi} De Soto (1985) suggests that regulation impedes new business development and should be removed whereas others (Blanchflower and Oswal 1999, Rice 2000, Reniecke 2002) suggest regulation is not really an issue as in many developing countries most SME's remain outside the formal economy. They suggest that the key constraint to founding a new business is lack of start up and working capital. The ILO promotes the removal some regulations but the maintenance of core basic regulations relating to worker rights such those on labour standards. The ILO definition of 'informal economy' is economic activities whose *outputs are legal but whose process is informal*. The ILO does not actively promote the informal economy but works to move enterprises toward the formal sector.

^{lvii} Well-designed competition law, effective law enforcement and competition-based economic reform promote increased efficiency, economic growth and employment for the benefit of all. OECD work on competition law and policy actively encourages decision-makers in government to tackle anti-competitive practices and regulations and promotes market-oriented reform throughout the world.

Links

OECD Competition Police and Law Division

OECD paper on competition policy and intellectual rights

^{lviii} Both the UK's Enterprise Allowance Scheme and France's Chomeurs Createurs in the 1980's paid out unemployment benefits in single lump sums to qualified displaced workers who wished to start their own businesses.

^{lix} A Canadian Government scheme to provide individuals with business training and 32 weeks of financial assistance to start and operate their own business.

^{lx} Initiated by the Government in 1989 to provide fixed monthly cash grants for two years to poor households with expectation that they will acquire skills to become entrepreneurs. In return for cash payments during two years, beneficiary households provide 20 hours of labour per month either in training or on community infrastructure projects.

^{lxi} Triggered by the lack of formal insurance, i.e. as a need for self-help, community-based insurance schemes have emerged to fill the niche, trying to compensate for the state and market failure.

^{lxii} National agency supporting economic development in Southern Italy. Provides training and financial support for development of new business ideas by 18-29 year olds.

^{lxiii} Financial credit available to all school leavers unable to find work. Used to pay for training courses.

^{lxiv} The GEM 2002 identifies the main sources of seed funds for start-ups.