

THE ROLE OF NONFORMAL EDUCATION IN SHAPING YOUNG ECONOMISTS

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Abstract

The present paper has as theme of research „The role of nonformal education in forming young economists”. These papers’ objectives/purposes are to identify the benefits of nonformal education in parallel with the formal education and it’s position to it. The specific purposes of this paper are to identify the number of youngsters that are involving themselves in these types of activities for a period larger than a year, to identify the impact of this type of education on the youngsters’ competences and also the influence of this on people’s personality. In order to reach these objectives, as a research method it was conducted a quantitative research (a set of questionnaires for the two target groups), as well as a qualitative research (one interview).

The results of the research outlined that nonformal education completes the formal one and that the benefits of the two combined are big in number. So, the nonformal education is the practical expression of the formal education and it is the launching ramp in putting the bases of a cariere. The conclusions bring into sight the fact that young volunteers are more involved in the activities they deploy and have more trust in their abilities. So, the youngsters develop leadership and communication skills, these being of good use in the future.

Keywords

Nonformal education, formal education, youngsters, economy, labour market, AIESEC.

JEL Classification

I25

Introduction

The present paper has as theme of research the role of non-formal education in shaping young economists. The objectives of this paper are: to determine the number of youngsters involved in non-formal activities for more than one year, identifying the possibility of attaining new abilities regarding the review of business situations through non-formal education, establishing the influence of non-formal education on youngster’s personality (based on their attitude in front of risk, change, responsibility, creativity, initiative, the ability of working in groups) and also finding out which is the importance of non-formal education over the insertion in the labor market.

In order to achieve the purpose of the paper, two questionnaires were applied, one for the youngsters involved in these types of activities and one for the ones that were only involved in formal education activities and also, one interview in order to closely analyze the benefits of non-formal education.

The paper will state the differences between the two types of education and also, the impact of each other on youngsters’ perspectives. Also, a parallel was made between the two groups and the role of it is to determine the connection between the type of education received and the future of young economists on the labor market.

1 Literature review

The word “education” comes from “educatio” and means growing or forming. Nowadays, the education is the totality of actions- deliberate or unintended, expressed or implied, systematic or unsystematic- of forming people from the perspective of the results anchored in a certain environment. (Binchiciu, 2005). The education has two finalities, making sure that people have a baggage of knowledge to use in future situations and forming the autonomy that allows people to have their own strong personality in order to be able to make their own decisions. Also, the role of education is forming the ability of solving problems based on the originally developed knowledge, using older experiences in solving day to day activities more efficiently, having the ability to bond with other people and also forming moral autonomy. (Costea, 2004; Costea, 2009)

Regarding the types of education, these are: formal education, informal education and non-formal education. The first type of it, formal education, is the one that takes place in educational institutions (schools, universities, educational centers etc.) and in our country this is mandatory until 10th grade. This type of education’s purpose is forming general knowledge in different fields. The information presented in school is highly structured and allows the learner to develop different abilities. Moreover, this type of education is subject to legal regulation.

The second type of education, the informal one, includes the totality of unintended information to which people have access on a day to day basis. (Cucos, 2002). When we are talking about informal education, we refer to all the influences from the environment, all the unschooled information people get from their families, groups of friends, media and so on. Moreover, we can state that this type of education is formed from all the daily information we receive, without being selected or processed in a pedagogical way. (Rusu, 2015)

Non-formal education is similar to the formal one, but this is optional and it is the learner's choice in attending these classes. Non-formal education includes all the educational influences that take place outside of school and consists of optional or voluntary activities. (Cucos, 2002). The resemblance between formal and non-formal education is that the second one also takes place in an organized environment, through different sessions/ workshops/ lessons, lead by a trainer. On the other hand, the difference between the two is that non-formal education combines the creativity of the learners with the information they have in order to consolidate the knowledge from a certain domain (of interest to the learner). The non-formal education includes training programs in a certain domain, social responsibility programs, creativity programs, competitions, projects, Olympics. (Mitulescu, 2008)

Non-formal education is the one that completes the formal one and it applies in real life activities the information gathered in school. It is put an accent on creativity and using this in order to solve different issues and to form different abilities and skills. Through this, a person is forming its' character, the solving issues ability, and this type of education is adapting to different situations and need. Non-formal education is heterogeneous, the content of the lessons being adapted to the requests and needs of the learners. (Neacsu, 2010)

Formally, the Law of Education no. 1/2011 states that non-formal education is being organized in different sessions, with learning objectives, that is not based on a curricula and it can differ in duration. Technically, the non-formal education goes in the middle of the other two. It is not legally regulated, but it is organized in lessons and has a trainer that coordinates the activity.

In 2004, the Ministry of Education, was preoccupied of this subject and unrolled a study regarding the formal and non-formal education. The results were showed that youngsters are not happy with the way formal education is organized and most of them resort to non-formal one. The learners are not satisfied by the information they receive in school and nor of the way this is delivered to them. They are afraid of the teachers and don't think they are allowed to speak their mind or to get involved in the whole process of learning. Moreover, they think school is not aligned to the requests of the labor market and they would like to learn more specific information in a certain domain. On the other hand, most of them are happy that they are learning the basis in different domains, they think this helps them to figure out what they want to do in the future and they think school is a way of preparing for life. But, because this is not enough, most of them resort to participating in alternative training courses. In order to be prepared for a certain job, youngsters decide to participate to training in order to learn more in a single domain and to manage to be competitive on the labor market. Also, the ones that do not want to attend a faculty resort to these kinds of ways to specialize in a certain domain.

Moreover, it was established a connection between the rate of involvement in non-formal activities and the unemployment rate based on the statistics from Eurostat. The age category taken into consideration is 15- 24 years old and there were analyzed the first and the last countries from the rate of involvement in non-formal education for the last four years. According to this, the European Union has an average rate comprised between 9.1% and 11.9% and in comparison to this, Romania is not approaching the EU average rate, the rates of this being comprised between 1.2% and 1.5%. The country with the largest rate of involvement in non-formal education between 2011 and 2013 was Denmark with a rate between 34.4% and 31.9% and at the opposite pole there are Bulgaria (0.9%), Slovakia (1%) and Croatia (1%).

Regarding the unemployment rate on the same age category, the average rate of the EU is comprised between 21.7% and 23.6% and at this rate, Romania is situated near the level of the EU, with the rate comprised between 22.6% and 24%. The country with the largest involvement in non-formal education, Denmark, has a lower unemployment rate than the EU average, rate comprised between 13.1% and 14.2%. Also, the countries with the lower involvement in non-formal activities have a larger rate than the EU average, rate comprised between 25% and 50%. According to this, we can establish a real connection between the two rates and we noticed that, the larger the involvement percent in non-formal activities is, the lower is the unemployment rate. This can be explained by the fact that non-formal education gives youngsters a specialization in a certain domain, on one side and also, gives them the courage and the package of knowledge to start their own business.

A type of non-formal education and, also, the most well-known and practiced is being part of an NGO. This paper has focused on the benefits of non-formal education over young economists and analyzes the students that are being part of AIESEC in Bucharest. AIESEC is the biggest international NGO led by students for students. Why is this helping in forming young economists? Because it is formed in the same departments we find in any other organization. Also, the students have different task that help them put into practice the knowledge acquired in school. As stated before, the role of non-formal education is to create a connection between the information presented to us in school and the tasks we need to solve through creativity and innovation. Being part in a project makes you take initiative, it helps in working better in groups, helps students in taking decisions under pressure

and also it helps you being independent and being a leader. AIESEC is the organization that makes the leaders of tomorrow through the international project it runs, through diversity and also through the access it gives to international opportunities. Being a member in an NGO it helps youngsters in better developing personally and professionally and also, this organization help is a better insertion on the labor market both in Romania and in the other 124 partner countries. Last but not least, in order to have a cleared vision of what to do in the future, it is advised to involve in such activities, firstly for changing ourselves into leaders and secondly for changing the world.

2 Research methodology

In order to reach to the objectives of this paper, it was conducted a quantitative research consisted of two questionnaires and also, a qualitative research consisted of an interview. The questionnaires were applied on the students from The University of Economic Studies from Bucharest and also on the volunteers from AIESEC in Bucharest. The questionnaires had a filter question based in which the questionnaires targeted the two groups, the ones that were involved in non-formal activities, on one side (group A) and the ones that only took place in formal activities, on the other side (group B). Based on this, it was made a parallel between the two groups and, the questions from the questionnaires being similar, it was able to compare the results of the two groups. Moreover, in order to clearly state the benefits of non-formal education, one interview was applied to an alumnus from AIESEC in Bucharest.

The questionnaires were applied on 100 respondents, from which 80 youngsters were involved in non-formal activities and 20 only took place in formal activities. The answers will be analyzed both quantitative and qualitative and the questionnaires and the results can be found in: Appendix I- the questionnaires; Appendix II: summary tables.

3 Results and discussions

The purpose of the structured questionnaires is to establish the role of non-formal education in forming young economists and to make a comparison between the students that completed the formal education with the non-formal one and the ones that only took classes of formal education. Also, the present paper wants to establish the influence of formal and non-formal education on finding a job in character with the level of studies, the amount of non-formal information used at solving work tasks and the influence of non-formal education in forming youngster's personality.

In order to compare the two groups, two questionnaires were applied with 20, respectively 16 questions with predefined response options and two variables of interest, the gender and the age. The results shown that most respondents were of feminine gender and the average age is 22.90 years old, the respondents having the age comprised between 19 and 24 years old.

The first question of the questionnaire is a filter question based on which the questionnaire is being split into two directions. So, through this, we found out that 80% of the respondents were involved at least once in non-formal activities and 46% of them were involved into this for more than 1 year. Regarding the role of formal education and if this is enough for students to be prepared for the labor market, the general answer is that formal education is not enough for entering to the labor market and the opinion is shared by both groups. The respondents consider that school helped them in their professional future, but the ones from group B state that the information from school helped them because they learned how to use it through non-formal activities. Moreover, non-formal education helped most of the respondents (group A) to find a job that suits their needs and also, these helped them to better solve the tasks at work. As we already stated before in the study, non-formal education is the one that helps students put the information from school into practice in a fun and creative way. But, non-formal education would be of no use without the necessary information obtained in school. So, the students that were only involved in formal activities cannot appreciate school because they haven't learned how to use the information into practice. Non-formal education is the way to start a professional path, because this simulates the tasks from a job, but the program is flexible and you can choose your tasks. Also, you have autonomy and the right to make decisions.

In order to be a good economist, it is necessary to be able to identify opportunities, to have the capacity to solve different issues, to be able to develop new products and services, to be able to efficiently communicate with the others and to have leadership abilities, to be creative and also, to be capable of making professional contacts. Each of one of these characteristics was put into a question and in the following paragraph we are going to analyze the results of the research for both groups.

Regarding the ability of recognizing opportunities, the students from the group A consider themselves good at this ability, but the ones from group B appreciate themselves off being weak at this. Regarding the ability of solving issues, once again, the respondents from group A appreciate themselves of being good at this, while the ones from group B consider themselves of being satisfactory. The capacity of developing new products or services is the one that makes a clear difference between the two groups. The students from group A believe they are satisfactory and

good, while the ones from group B believe they are very week and week. We can explain this based on the facts that, the volunteers are constantly being in the posture of creating and implementing new projects (services) and also in identifying needs that can be satisfied through the organizations projects (identifying opportunities).

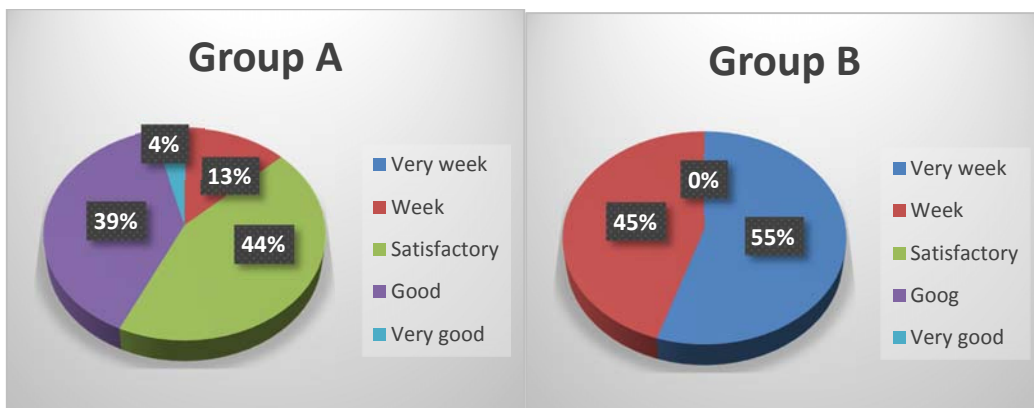


Figure no. 1: The ability of developing new products

Source: own representation

Leadership is the ability of one person to lead a group, without being formally elected. Regarding the communication and leadership, the respondents from the group A appreciate themselves of having good abilities in this way and 34% of them consider themselves of being very good. On the opposite side, the respondents from group B consider themselves week and satisfactory. These differences between the groups are being explained by the fact that AIESEC, through the projects it implements, forms the leaders of tomorrow. In the organization, every team had a team leader which establishes the way of action, but the actual tasks are being established with the group. Leaders are being born and they have the ability of running a group through self-trust and through the fact that they have nothing to win. So, formal education, by being legally regulated and rigid, cannot create leaders, but, non-formal education can do this, because it is based on creativity and the capacity of freely expressing your ideas.

Regarding the creativity, group A answered that the level of it is high, the respondents being creative and very creative, while group B thinks they are week and satisfactory. The relations and the profesional contacts are being very important for young economists, and group A considered that they are good and satisfactory, but, on the other hand, group B considered they are week and satisfactory.

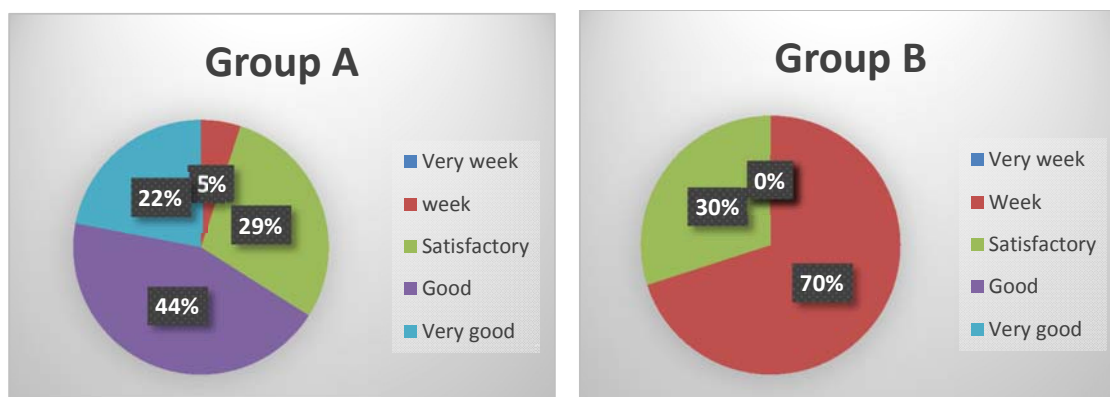


Figure no. 2: Identifying professional contacts

Source: own representation

The following question was referring to the way of integrating into society and if formal education helps them to freely expresses their ideas. So, at this question, both the students from group A and group B consider that formal education was of no help in this way. On the other hand, the students from group A consider that non-formal education helped them integrating into the society and helped them speak their mind. Moreover, non-formal education also helped the students into fulfilling their tasks from work.

Regarding the influence of non-formal education in developing youngsters' personalities, the students from the group A are stating that they have learned how to make more friends, how to freely express their point of view and to work in a team, to work under pressure and to efficiently solve crisis, to have a positive attitude in front of change, to develop creativity in order to solve different issues, to efficiently prioritize, to be more responsible and also to eliminate the fear of risk/new.

The last question wanted to identify the fear of risk and the autonomy and self-trust youngsters have. So, the ones from the group A want to open a business in the future, while the ones from group B do not want to take this responsibility.

The results of the interview

In order to make a closer analysis of the benefic impact of non-formal education in forming young economists, an interview was applied on an alumnus of AIESEC in Bucharest and this was structured into 12 opened questions.

The results of the research showed that, the respondent was a member of AIESEC for over three years, and in the meantime she had 5 coordination positions and 15 member positions, locally, nationally and internationally. Her initial objectives were to develop personally and professionally, to form professional relations and to expose to an international environment, objectives that were both fulfilled and exceeded.

Regarding the role of AIESEC projects, she considers that these help you to get out of your comfort zone, developing leadership abilities and the capacity of working under pressure. Also, she thinks that at the beginning, when you are confronting with a new project, it is equally hard to get used to the specific of the project, the theme and the new team.

Regarding the difference between formal and non-formal education, the respondent considers that formal education does not expose the students at practical experiences, the accent being put on theory. Also, she thinks formal education is outdated and the information the students receive are not applicable in the current economic climate. From the respondent's point of view, the most important aspect of volunteering is helping students in developing themselves personally and professionally.

The role of AIESEC in developing the society is of forming generation of youngsters in order to help each other to change the society. In this way, these are starting new companies or they are changing the workplace in order to fully use their competences.

In the present, the respondent thinks that everything she does professionally is owed to the intense activity in AIESEC and other organization for almost ten years. The current occupation of the person in question is: she has a full time job at a multinational company and the position of Resource Manager, she put the basis of an educational center in Bucharest with another AIESEC alumnus, she is part of Alternative University and she is a student at Masters in Business Administration at the University of Bucharest.

Conclusions

After making this research, we found out that there are three types of education and the difference between them and the present paper was concentrated on the differences between formal and non-formal education. Also, according to Eurostat, Romania occupies one of the last places in the rate of involvement in non-formal activities and a direct connection was established between the rate of involvement in non-formal education and the unemployment rate.

After annualizing the questionnaires, we could find out that the role of non-formal education is to complete the formal one and the use the knowledge from school into practice. The information formally acquired are not enough for students to be prepared for labor market, only a small part of the information from school being of use at a future job. On the other side, the youngsters consider that non-formal education is preparing them for the labor market and that through this, they have managed to find a job in character with their expectations. Also, this are the ones that think that both formal and non-formal education helps them in the future and the knowledge acquired in this way are later being used at work.

Comparing the two groups, we can state that the youngsters involved in non-formal activities have more confidence in the knowledge they own and they are also more anchored on the actual economic reality, considering themselves of being both good employees and employers. Unlike this group, the other group (B), has less confidence in their qualities and do not know how to put into practice the knowledge learned in school. Also, the respondents from group B are not very analytical and do not associate the knowledge with the reality, the general idea being that formal education does not prepares youngsters enough for labor market and they do not master very well certain competences needed by a young economist. Pointedly, because of the fear of not mastering the knowledge, youngsters cannot develop and expressed their opinions freely.

The personality is the totality of moral and intellectual traits that defines one person. Through this, we can state that a person is suitable for a certain job or not. According to this, through non-formal education, youngsters learned how to make friends, how to remove the fear of news/risk, characteristic needed by young entrepreneurs, has a positive attitude over change, are organizing their activities more efficiently and they are more responsible,

characteristics needed in order to have an analytical job. Also, they consider to have developed their creativity into solving problems, characteristic needed to the jobs with a higher rate of flexibility; they have learned how to work under pressure and to efficiently solve crisis situations and also, to freely express their point of view, characteristics needed by any job. Unlike this group, group B noticed that school only helped them in learning how to avoid the fear risk, to have a more positive attitude towards change, to be more efficient, responsible, creative and to work under pressure, but there were also students considering that school have no role in influencing their personality. Pointedly, we can state that non-formal education has an important role in shaping youngsters in general and young economists particularly. Student NGO's can be considered training firms and involving in such activities and interacting with different people helps students to go out of their comfort zone, to freely express their ideas and to fit in easier in a collective. Also, non-formal education can help students become young entrepreneurs, through the activities the organizations have by discovering new niches to be exploited and youngsters are aware of their vocation.

Note: this paper was presented at the Annual Students Scientific Communications Session, organized by the Faculty of Business and Tourism, Bucharest University of Economic Studies, on April 2016.

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Questionnaire I - applied to the students involved in non-formal activities (group A)

1. Age
 - a) <19 years old
 - b) 19-22 years old
 - c) 22-24 years old
 - d) over 24 years old
2. Gender
 - a) male
 - b) female
3. Have you ever participated at non-formal activities: Olympics, school competitions, personal/professional development projects, volunteering?
 - a) yes
 - b) no
4. Over the years, on what period were you involved in these types of activities?
 - a) less than a week
 - b) <6 months
 - c) 1-2 years

- d) >2 ears
5. At how many activities of this type have you participated in this period?
- a) 1-5 activities
 - b) 5-10 activities
 - c) 10-20 activities
 - d) over 20 activities
6. Do you consider that formal education prepares you enough for the labor market?
- a) yes
 - b) no
7. What percent from the information obtained in school appreciate that helped you in your professional future?
- a) 0-25%
 - b) 26-50%
 - c) 51-75%
 - d) 76-100%
8. Do you think non-formal education helped you find a job in character with your expectation?
- a) yes
 - b) no
9. Do you think that non-formal education helped you to better fulfill the tasks from work?
- a) yes
 - b) no
10. What percent from the non-formal information do you appreciate that helped you at a better solving of your tasks?
- a) 0-25%
 - b) 26-50%
 - c) 51-75%
 - d) 76-100%
11. Please evaluate your level of abilities in recognizing opportunities:
- a) very week
 - b) week
 - c) satisfactory
 - d) good
 - e) very good
12. Please evaluate your level of abilities in solving problems:
- a) very week
 - b) week
 - c) satisfactory
 - d) good
 - e) very good
13. Please evaluate your level of abilities in the domain of developing new products and services:
- a) very week
 - b) week
 - c) satisfactory
 - d) good
 - e) very good
14. Please evaluate your level of abilities regarding communication and leadership
- a) very week
 - b) week
 - c) satisfactory
 - d) good
 - e) very good
15. Please evaluate your level of abilities in the domain of creativity:
- a) very week
 - b) week
 - c) satisfactory
 - d) good
 - e) very good
16. Please evaluate your level of abilities in the domain of professional contacts:
- a) very week
 - b) week
 - c) satisfactory

- d) good
- e) very good
- 17. Do you think that formal education helped you to fit in the society and to freely express your ideas?
 - a) yes
 - b) no
- 18. Do you consider that non-formal/ informal education helped you fit in the society and to freely express your ideas?
 - a) yes
 - b) no
- 19. To what degree do you consider than non-formal education helped you inside of formal education?
 - a) 0-25%
 - b) 26-50%
 - c) 51-75%
 - d) 76- 100%
- 20. What do you think about the idea if introducing non-formal education in school through optional domains?
 - a) I agree
 - b) I do not agree
 - c) I have no opinion
- 21. Which was the role of non-formal education in developing your personality?
 - a) I learned to make more friends
 - b) I learned to reduce the fear of new/risk
 - c) I have a positive attitude against change
 - d) I learned how to better organize my activities and to be a more responsible person
 - e) it helped me develop my creativity in order to solve different issues
 - f) I learned to work under pressure and to solve crisis situations
 - g) I learned how to freely express my point of view and to work in a team
 - h) others (which _____)
- 22. In the future, do you want to open a business?
 - a) yes
 - b) no

Thank you!

Questionnaire II- applied to the students uninvolved in non-formal activities (group B).

- 1. Age
 - a) <19 years old
 - b) 19-22 years old
 - c) 22-24 years old
 - d) over 24 years old
- 2. Gender
 - a) male
 - b) female
- 3. Have you ever participated at non-formal activities: Olympics, school competitions, personal/professional development projects, volunteering?
 - a) yes
 - b) no
- 4. If you didn't participate in non-formal activities, from what reasons?
 - a) I didn't have this opportunity
 - b) I didn't have time
 - c) they never seemed relevant
 - d) I couldn't find anything of interest
 - e) other reasons (which ones _____)
- 5. Do you consider that formal education prepares you enough for the labor market?
 - a) yes
 - b) no
- 6. What percent from the information obtained in school appreciate that helped you in your professional future?
 - a) 0-25%
 - b) 26-50%
 - c) 51-75%

- d) 76- 100%
7. Do you think non-formal education helped you find a job in character with your expectation?
- a) yes
b) no
8. Do you think that non-formal education helped you to better fulfill the tasks from work?
- a) yes
b) no
9. What percent from the formal information do you appreciate that helped you at a better solving of your tasks?
- a) 0-25%
b) 26-50%
c) 51-75%
d) 76- 100%
10. Please evaluate your level of abilities in recognizing opportunities:
- a) very week
b) week
c) satisfactory
d) good
e) very good
11. Please evaluate your level of abilities in solving problems:
- a) very week
b) week
c) satisfactory
d) good
e) very good
12. Please evaluate your level of abilities in the domain of developing new products and services:
- a) very week
b) week
c) satisfactory
d) good
e) very good
13. Please evaluate your level of abilities regarding communication and leadership
- a) very week
b) week
c) satisfactory
d) good
e) very good
14. Please evaluate your level of abilities in the domain of creativity:
- a) very week
b) week
c) satisfactory
d) good
e) very good
15. Please evaluate your level of abilities in the domain of professional contacts:
- a) very week
b) week
c) satisfactory
d) good
e) very good
16. Do you think that formal education helped you to fit in the society and to freely express your ideas?
- a) yes
b) no
17. What do you think about the idea if introducing non-formal education in school through optional domains?
- a) I agree
b) I do not agree
c) I have no opinion
18. Which was the role of non-formal education in developing your personality?
- a) I learned to make more friends
b) I learned to reduce the fear of new/risk
c) I have a positive attitude against change
d) I learned how to better organize my activities and to be a more responsible person

- e) it helped me develop my creativity in order to solve different issues
 f) I learned to work under pressure and to solve crisis situations
 g) I learned how to freely express my point of view and to work in a team
 h) others (which _____)

19. In the future, do you want to open a business?

- a) yes
 b) no

Thank you!

Appendix II

Tabel 1

Results group A

Question		Absolute value	Relative value
1.	a)	80	80%
	b)	20	20%
2.	a)	6	8%
	b)	21	26%
	c)	16	20%
	d)	37	46%
3.	a)	27	34%
	b)	2	3%
	c)	16	20%
	d)	35	43%
4.	a)	30	38%
	b)	70	62%
5.	a)	18	23%
	b)	31	39%
	c)	25	31%
	d)	6	7%
6.	a)	62	75%
	b)	18	25%
7.	a)	72	90%
	b)	8	10%
8.	a)	8	10%
	b)	25	31%
	c)	35	44%
	d)	12	15%
9.	a)	0	0%
	b)	2	3%
	c)	21	26%
	d)	47	59%
	e)	10	12%
10.	a)	0	0%
	b)	0	0%
	c)	18	23%
	d)	47	59%
	e)	15	18%
11.	a)	0	0%
	b)	10	13%
	c)	35	44%
	d)	31	39%
	e)	4	4%
12.	a)	0	0%
	b)	4	5%

	c)	16	20%
	d)	33	41%
	e)	27	34%
13.	a)	2	3%
	b)	4	5%
	c)	21	26%
	d)	29	36%
	e)	24	30%
14.	a)	0	0%
	b)	4	5%
	c)	23	29%
	d)	35	44%
	e)	15	22%
15.	a)	37	46%
	b)	43	54%
16.	a)	74	93%
	b)	6	7%
17.	a)	2	3%
	b)	35	44%
	c)	31	39%
	d)	12	14%
18.	a)	76	95%
	b)	0	0%
	c)	4	5%
19. (239)	a)	42	18%
	b)	29	12%
	c)	33	14%
	d)	30	13%
	e)	32	13%
	f)	35	14%
	g)	38	16%
	h)	0	0%
	i)	0	0%
20.	a)	58	73%
	b)	22	27%

Source: self-representation

Table 2

Results group B

Question		Absolute value	Relative value
1.	a)	80	80%
	b)	20	20%
2.	a)	2	10%
	b)	7	35%
	c)	7	35%
	d)	4	20%
	e)	0	0%
3.	a)	9	45%
	b)	11	55%
4.	a)	9	45%
	b)	9	45%
	c)	2	10%
	d)	0	0%
5.	a)	11	55%
	b)	9	45%

6.	a)	9	45%
	b)	11	55%
7.	a)	3	15%
	b)	14	70%
	c)	3	15%
	d)	0	0%
8.	a)	0	0%
	b)	9	45%
	c)	9	45%
	d)	2	10%
	e)	0	0%
9.	a)	0	0%
	b)	0	0%
	c)	14	70%
	d)	6	30%
	e)	0	0%
10.	a)	11	55%
	b)	9	45%
	c)	0	0%
	d)	0	0%
	e)	0	0%
11.	a)	3	15%
	b)	9	45%
	c)	3	15%
	d)	5	25%
	e)	0	0%
12.	a)	3	15%
	b)	9	45%
	c)	3	15%
	d)	5	25%
	e)	0	0%
13.	a)	0	0%
	b)	14	70%
	c)	21	30%
	d)	0	0%
	e)	0	0%
14.	a)	0	0%
	b)	20	100%
15.	a)	6	30%
	b)	0	0%
	c)	14	70%
16. (47)	a)	0	0%
	b)	6	13%
	c)	6	13%
	d)	13	28%
	e)	6	13%
	f)	13	28%
	g)	0	0%
	h)	3	5%
	i)	0	0%
17.	a)	6	30%
	b)	14	70%

Source: self-representation