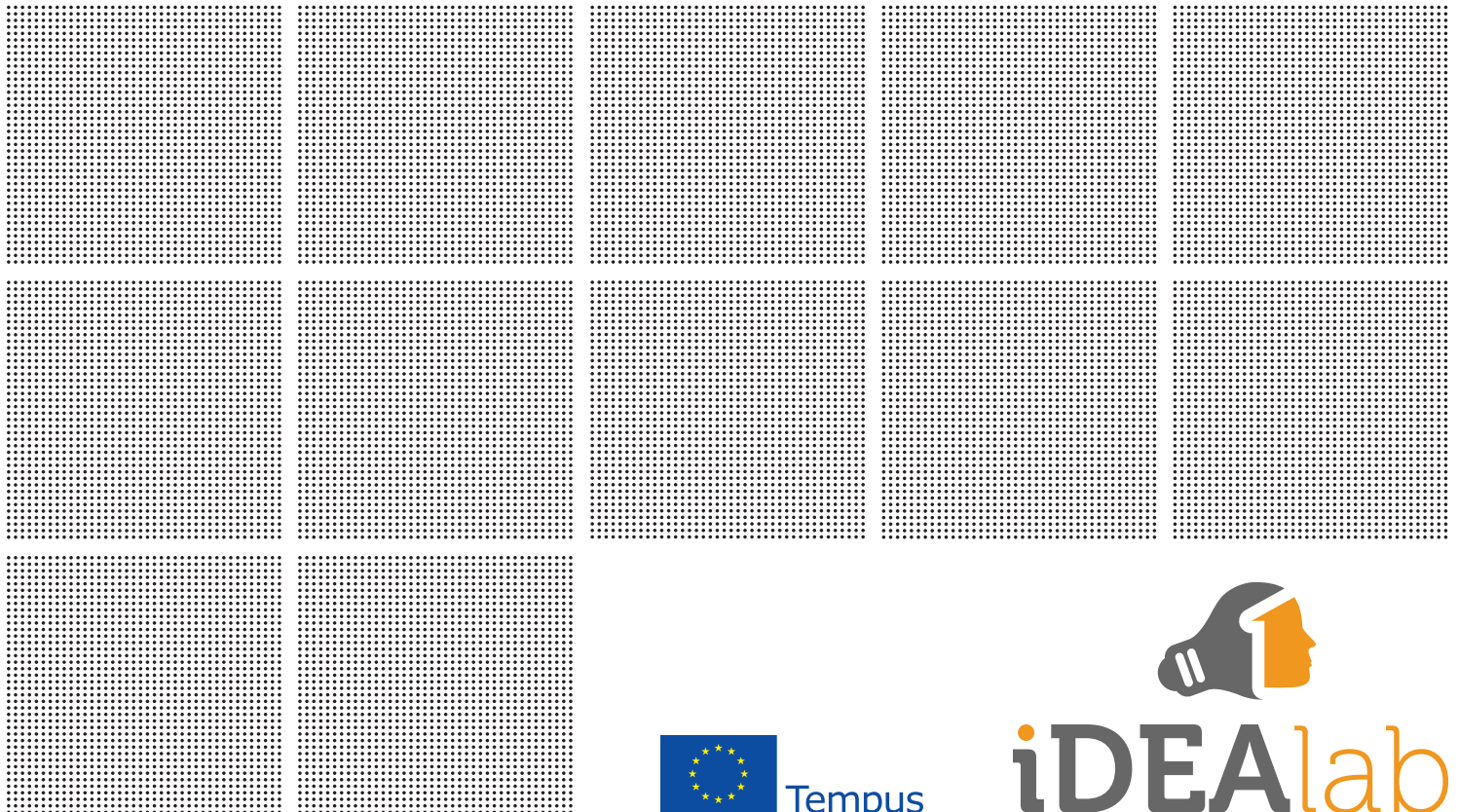
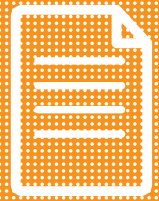




Report on IDEAlab stakeholders in Western Balkan Countries

Workpackage 1



Contents

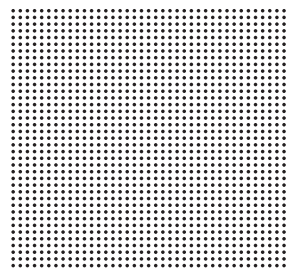
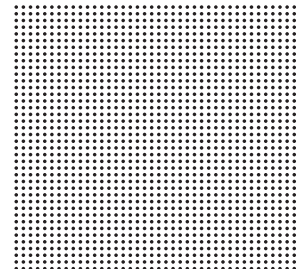
Objectives

Chapter 1: Companies

- Part 1-1: Research method and samples
- Part 1-2: Specific questionnaires
- Part 1-3: Data collection and sample properties
- Part 1-4: Data analysis
- Part 1-5: Data summary and conclusion

Chapter 2: students

- Part 2-1: Research method and samples
- Part 2-2: Specific questionnaires
- Part 2-3: Data collection and sample properties
- Part 2-4: Data analysis
- Part 2-5: Data summary and conclusion





Objectives

The general objective of the task 1.2 was to assess WBC labour market needs and students' needs relevant to the concept of the developing laboratories for students' ideas. The purpose of this task was to understand in detail the general stakeholders' needs when it comes to engaging innovation potentials with students. By observing companies, it is intended to understand pull side of early entrepreneurial ideas and activities, identifying existent companies' needs that could be satisfied in collaboration with students through laboratory context. By observing students, it is intended to understand push side of early entrepreneurial ideas and activities, understanding structure and dynamic of students' entrepreneurial thinking and acting, as well as their potentials that may lay untapped so far.

In order to reach the general objective, certain tasks were realized in both groups of stakeholders, companies and students:

1. Define research method and samples;
2. Construct specific questionnaires;
3. Collect data from the samples;
4. Analyze the collected data;
5. Discuss and summarize the data, which will result with specific suggestions on how to establish models for the laboratories.

Rest of this report covers companies first and students second, in separate chapters.

Chapter 1: Companies

Part 1-1: Research method and samples

Since the goal of this task group was to assess WBC labour market needs, partners had to turn to companies who are functional in relevant surrounding. When deciding whether to use qualitative or quantitative method of exploration, a quantitative method was chosen because it could cover broader range of companies, since the project doesn't target any specific kind of companies to partner with.

As a measuring instrument, a questionnaire which could cover relevant topics was planned. This questionnaire had to be detailed enough to identify current state in WBC countries, but also had to be quick and easy enough to administer, in order to get a decent response rate. Each partner had a quota that had to be met, summing up to 200 completed questionnaires in total.

Part 1-2: Specific questionnaires

In order to assess local companies' needs and expectations, a questionnaire was designed comprised of fifteen closed-ended questions relevant to the IDEALab. These questions were backed with a number of questions about companies' general status and activities, as well as about their innovation strategies.

Table 1: Questionnaire for assessing companies' needs and perspectives, project specific questions

iDI1	We would gladly share our problems and challenges with anyone who is able to help. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI2	When we have some difficulties or challenges in work, we also ask people who are not our employees for their input. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI3	We believe that people outside the company possess ideas and knowledge that could be valuable for our business improvement. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI4	Do you cooperate with any faculty or university? 1. never 2. rarely 3. sometimes 4. often 5. always
iDI5	In which way do you cooperate with them?
iDI6	If you do not cooperate with faculties and universities, what is your main reason for that?
iDI7	If you cooperate with faculties or universities, what is your main reason for that?
iDI8	We believe that students at universities can help us with our innovation activities. 1. not at all 2. little 3. average 4. a great deal
iDI9	We would like to engage students to help us solving some problems inside the company. 1. not at all 2. little 3. average 4. a great deal
iDI10	If the students are organized in some forms of work teams, we will engage them in solving problems in our company. 1. not at all 2. little 3. average 4. a great deal
iDI11	We already engage students to help us in innovation activities in some way. 1. not at all 2. little 3. average 4. a great deal
iDI12	Our company would be ready to independently consider students' innovative ideas. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI13	We are interested only in students' creative ideas, and we would start with their realization on our own. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI14	If students have good innovative ideas, we will engage them in their realization in our company. 1. never 2. rarely 3. sometimes 4. often 5. always
iDI15	We believe that authors of creative ideas should necessarily be involved in their realization. 1. never 2. rarely 3. sometimes 4. often 5. always

Part 1-3: Data collection and sample properties

The questionnaire was published in forms of an online survey and a printed survey, where the link and the printed version were distributed to populations of Serbia, Bosnia & Herzegovina and Montenegro companies by the project partners, in June and July of 2014. Rate of response was approximately 30%.



After initial screening for quality of response, a final sample of 193 companies was used for further analysis. Descriptive statistics show that more than half of the sample consists of small companies who have no more than ten employees (Fig. 1). Furthermore, two thirds of the sample companies have annual income lower than €2,000,000 (Fig. 2). Therefore, the sample was mainly comprised of micro and small companies, which is a good representation of business context in the observed region.

Different economy sectors have been represented (Fig. 3), as well as company experience (Fig. 4) and its market orientation (Fig. 5).

Questionnaires were mostly filled by company owners, CEOs, or branch managers (Fig. 6).

u02 Number of employees (% of total)

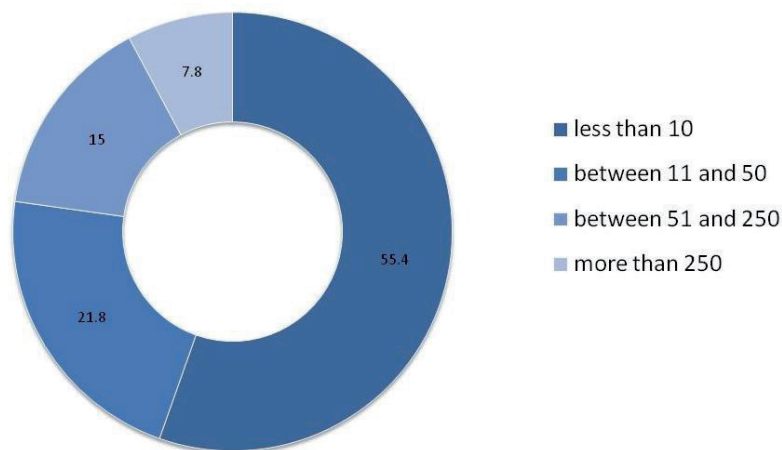


Figure 1

u03 Annual income (% of total)

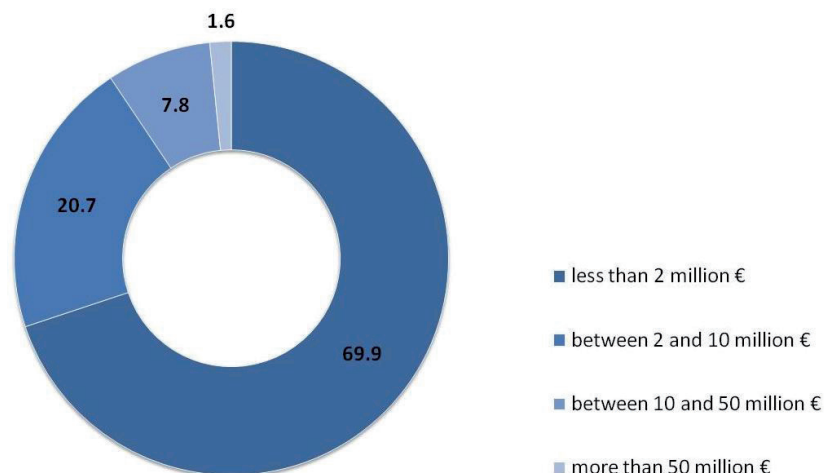


Figure 2

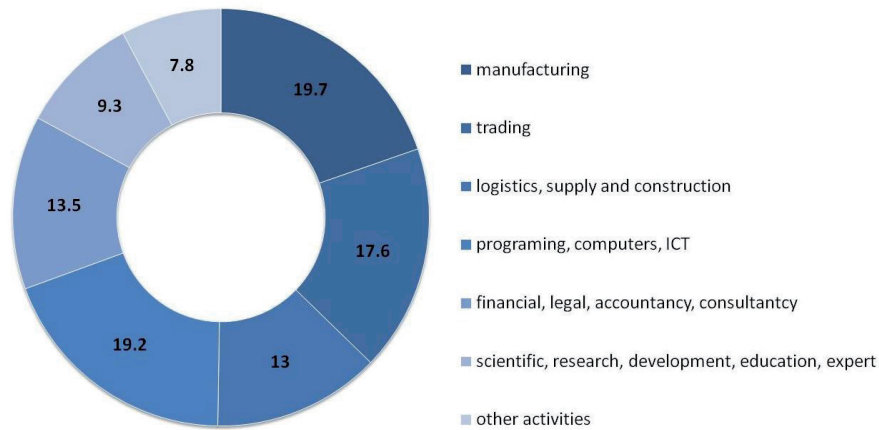


Figure 3

u062 company old (% of total)

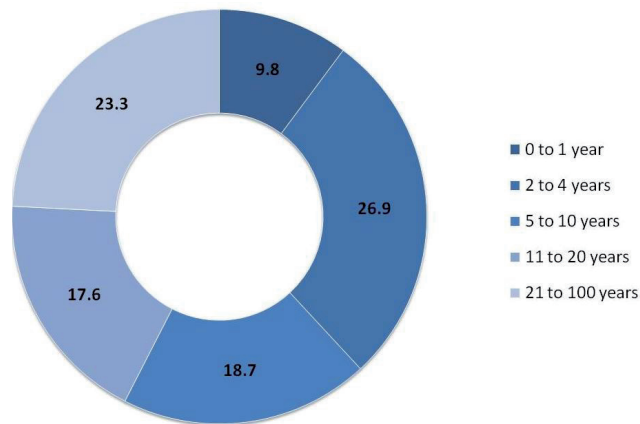


Figure 4

u07 dominant market (% of total)

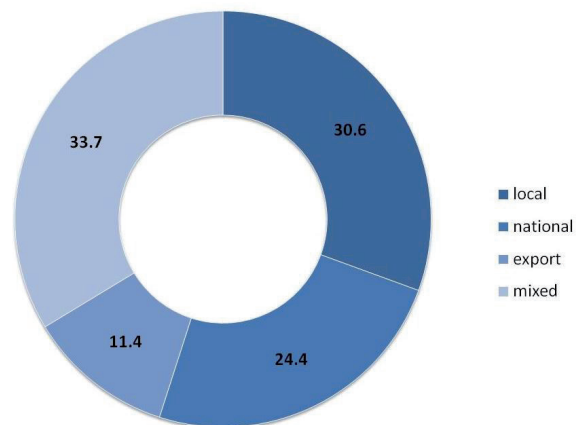


Figure 5



u08-2 Who completed the questionnaire? (% of total)

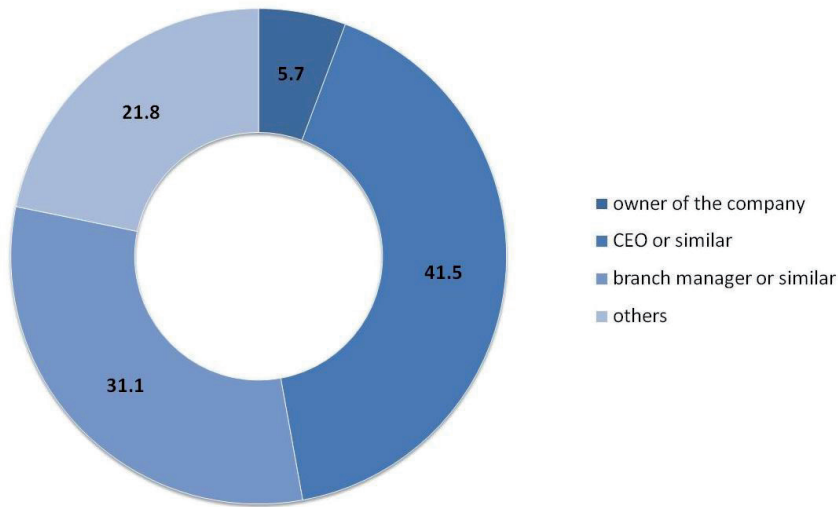


Figure 6

Part 1-4: Data analysis

Around half of the companies from the sample would often or always share their problems and challenges with anyone who is able to help (Fig.7), with additional 31% of those who would sometimes be willing to share their problems with others. This shows a big potential to include companies in the IDEALab activities, as companies have no manifest barriers to include external partners in their innovative processes.

iDI1 We would gladly share our problems and challenges with anyone who is able to help (% of total)

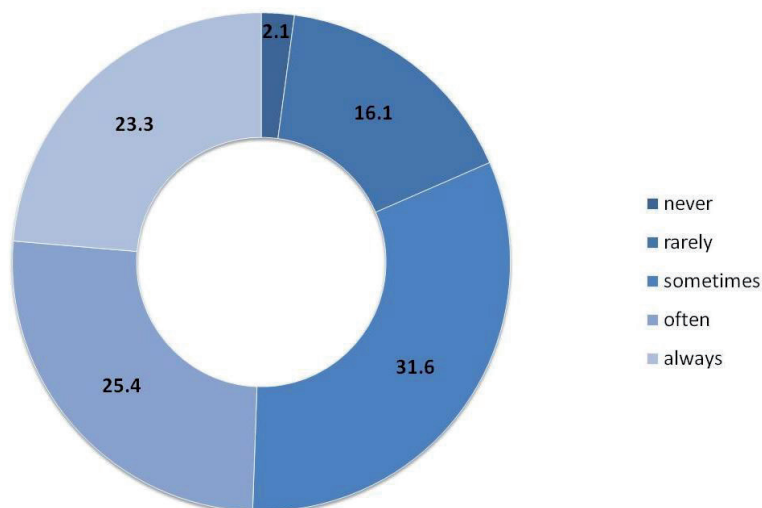


Figure 7

Since answers to the question iD11 may be biased and may tend to socially desirable statements, another question was asked in order to identify current state of practice. Companies were asked about their practices already used in this context, and more than half of them often or always consult somebody outside their company when faced with difficulties and challenges at work (Fig. 8). This practice is a good indicator of innovation openness and is reasonable, knowing that SMEs (being a big part of the sample) do not possess enough potential to improve and innovate on their own.

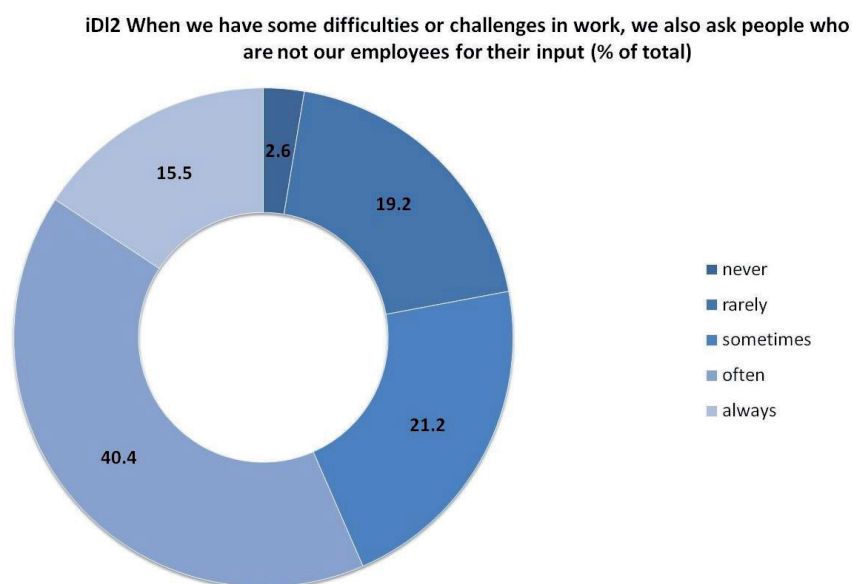


Figure 8

In order to clarify the present state, companies were asked about their current partners in innovative projects. As shown in Table 2, end users are by far the biggest innovative partner for these companies. Universities are ranked second-to-last. We believe that „mother/sister/daughter companies“ are so under-ranked because most of the companies from the sample were micro/small/medium companies that probably do not have this type of related partners. Therefore, universities are found to be the least frequent partner in companies' innovative projects.

Table 2

During innovative projects, to what extent do you successfully collaborate with these subjects? (0 meaning “no collaboration” through “3” meaning “very frequent collaboration)	% of companies that stated “0”	% of companies that stated “3”	Mean (0-3)
our end users	2.7	43	2.26
other companies and suppliers	5.4	20.4	1.76
external advisors and experts	15	24.1	1.66
employees	18.4	21.1	1.57
universities	36.4	20.3	1.25
mother/sister/daughter companies	43.9	21.9	1.24



This finding shows that, currently, there is not much potential being realized when it comes to company-university collaboration. Structure of the current collaboration was described with answers to question „iDI5 In which way do you cooperate with them (universities)?“. Most of the companies who state that they cooperate with universities actually just accept students as interns or for volunteering activities, or by awarding them scholarships, which is a very limited cooperation. Also, a few companies stated that students help them to write project proposals and to realize some projects, as junior staff. On the other hand, a few companies stated that they receive advices and consult with university staff, while some boast with giving professional services to the university. Finally, only three companies stated that they cooperate with universities in order to get good business ideas, in the following manner:

“We award scholarships to students, and thus invest in ideas”

“We support students and receive business ideas”

“We collaborate with a design college, and get ideas on how to improve our product design”

Reasons for the lack of collaboration with universities were identified with question “iDI6 If you do not cooperate with faculties and universities, what is your main reason for that?” Explanations were more or less uniform, mostly in the following range:

“There was no need for that” (by far the most frequent answer)

“Students do not have enough applicable knowledge to help us”

“No interest was shown from their side”

“Universities nurture only theoretical knowledge”.

Also, a few companies stated that their business is too specific/narrow/confidential that they cannot find relevant university partners.

Means of cooperation were also observed in this step, for the companies that stated to have good cooperation with universities. This was observed with the question “iDI7 If you cooperate with faculties or universities, what is your main reason for that?” Some of the most frequent answers were in the lines of:

“To invest in new human resources”

“To exchange experience, knowledge, ideas and to solve problems”

“To recruit new staff, to attract talents”

“To train students”

“To improve our service”

Previous findings have also been summarized in a 1-5 scale, with specific question only for higher education institutions. Most of the companies do not have strong cooperation with universities and higher education, where more than half of the companies do not cooperate, or cooperate rarely (Fig. 9). Just one quarter (28%) of the companies state that they cooperate “often” or “always”.

iDI4 Do you cooperate with any faculty or university? (% of total)

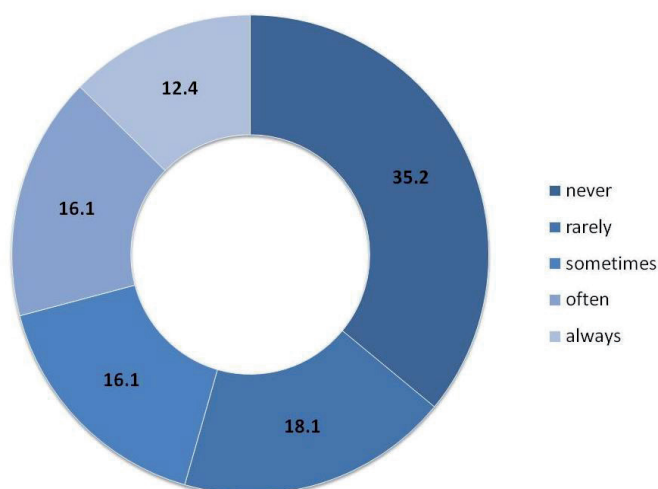


Figure 9

This question iDI4 was then cross tabulated with activity group of the company (as registered with state officials), in order to better understand what kind of companies cooperate with HEIs. It can be seen that, other than activity group “scientific, research, development, education, expert”, all the other activity groups tend to have modest cooperation with universities.

Table 3

iDI4 Do you cooperate with any faculty or university?						
	never	rarely	sometimes	often	always	total
manufacturing	12	9	7	6	4	38
trading	20	5	2	2	3	32
logistics, supply and construction	8	7	4	3	2	24
programming, computers, ICT	12	5	7	7	6	37
financial, legal, accountancy, consultancy	10	3	7	4	1	25
scientific, research, development, education, expert	1	3	1	5	8	18
other activities	5	3	3	4	0	15
total	68	35	31	31	24	189



If we were to present companies' answers to this question by using mean value on a 1-5 scale, we could observe significant differences between companies from different activity groups (identified by Kruskal-Wallis test, significant at .05 level), as shown in figure 9a. It is evident that companies from activity group "scientific, research, development, education, expert" greatly surpass other activity groups that are quite equal, with only "trading" being significantly lower than the others.

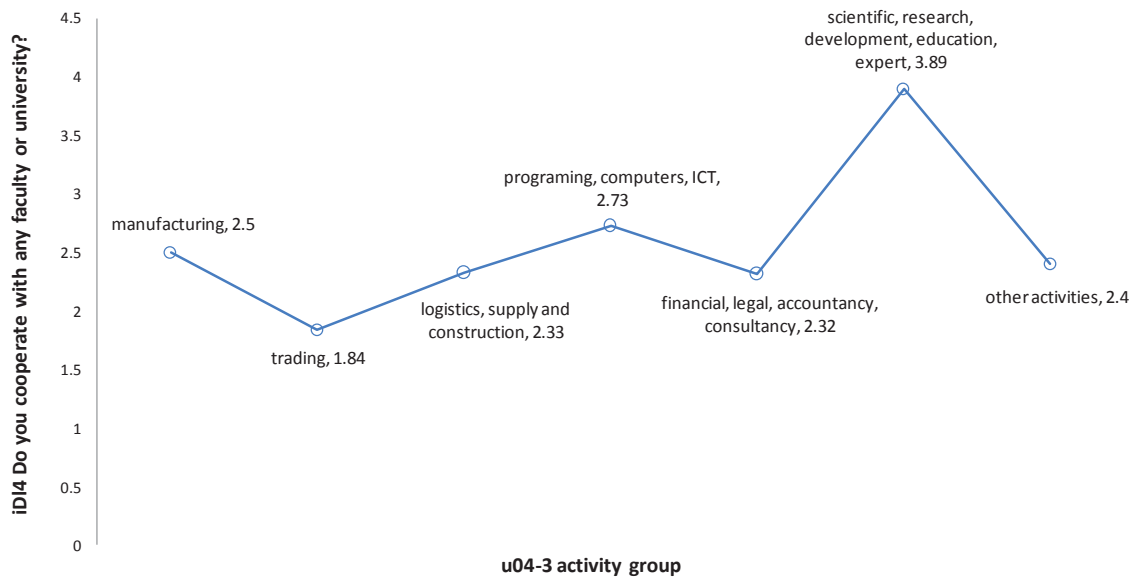


Figure 9a

It could also be observed that bigger companies tend to cooperate more with universities than micro, small and medium companies, as shown in figure 9b.

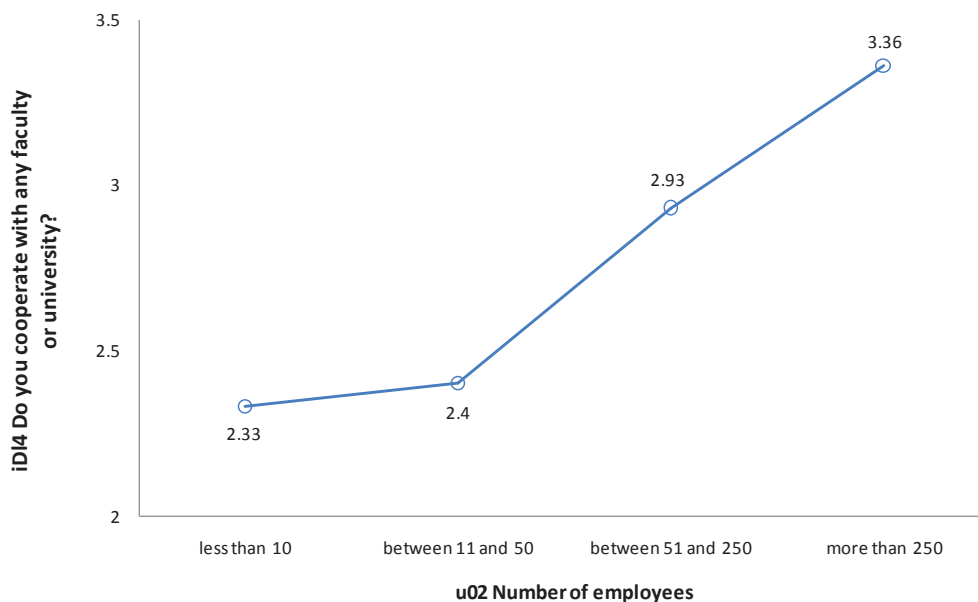


Figure 9b

Companies are also found to differ in their level of cooperation with universities regarding their market orientation, as shown in figure 9c. Companies that are oriented towards exporting business are by far the most frequent in cooperation with universities, while the lowest cooperation could be found within companies that are oriented towards local markets and, especially, within the ones that are oriented in both national and international markets, which is quite strange.

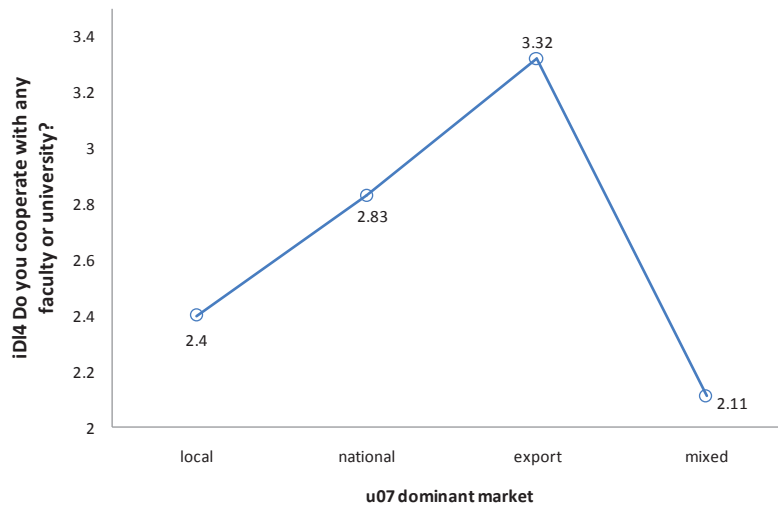


Figure 9c

Additionally, almost half of the companies doubt that university students could significantly help them in their innovation activities (Fig. 10), where just over 16% of the companies believe that students could help their innovation activities to a great extent. This finding could be explained with already mentioned answers to the question iD16, where some specific answers related to students mostly were:

“Students do not possess necessary experience”

“Students do not have practical knowledge that we need”

It is therefore evident that companies doubt that students have potential to be anything more than a free/cheap workforce inside the company, since companies ask only for ready-made solutions that could fix their problems in short time.

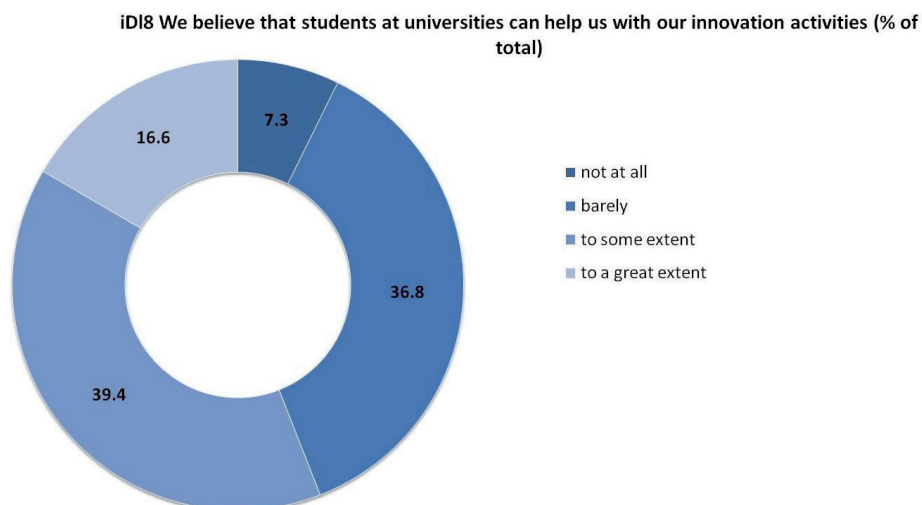


Figure 10



While company size was not found to be a significant variable in answering this question, company's activity group was found to be a significant factor of believing in students as partners in innovation activities. Figure 10a shows that the lowest acceptance of students as innovation partners could be found in trading companies, as well as in logistics, supply and construction companies. On the other side, companies from IT sector and scientific, research, development, education and expert companies have the firmest belief in partnering with students.

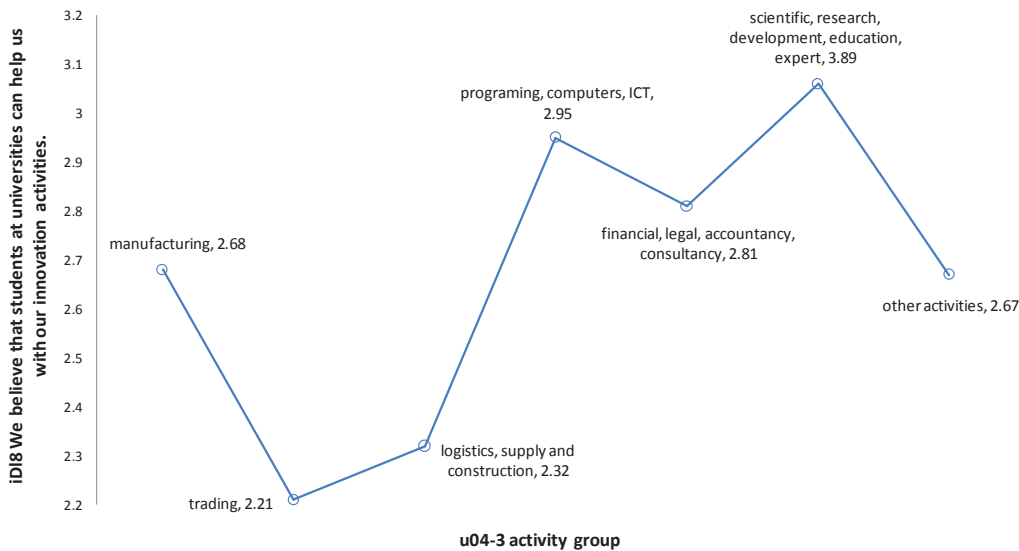


Figure 10a

When answering this question, companies also differ significantly regarding their dominant market orientation. As shown in figure 10b, companies oriented towards national market show the highest belief in partnering with students in their innovation activities.

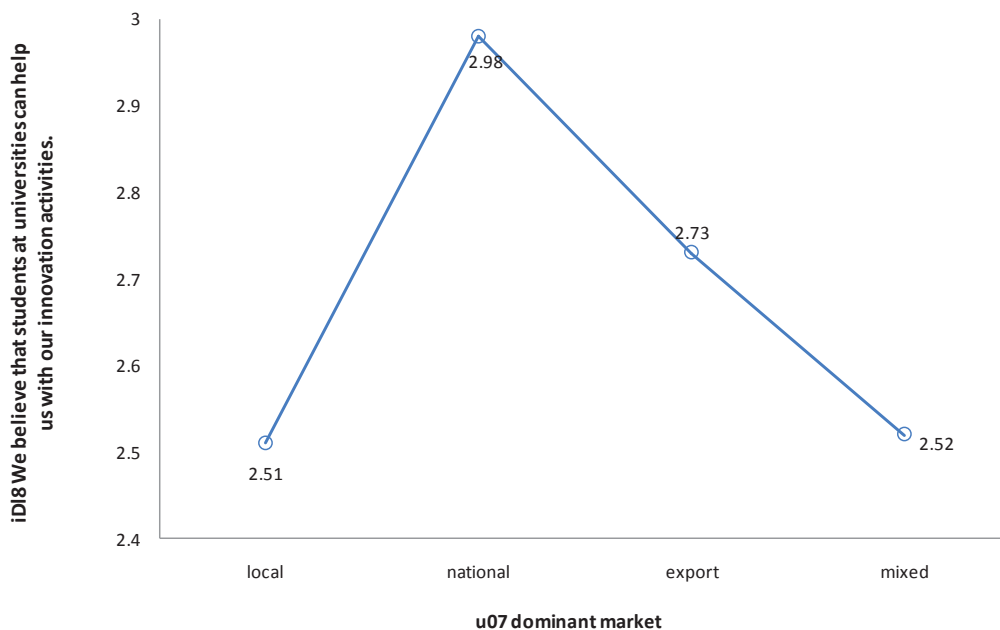


Figure 10b

There is an interesting difference between answering questions “iDI4 Do you cooperate with any faculty or university?” and “iDI8 We believe that students at universities can help us with our innovation activities.”, regarding companies’ dominant market orientation. As it can be seen in figure 10c, companies that are oriented towards international market have a big difference between their current level of cooperation with universities and their belief in students as innovation partners. Probably, these companies are currently partnering with other individuals in universities other than students, such as researchers and specialists.

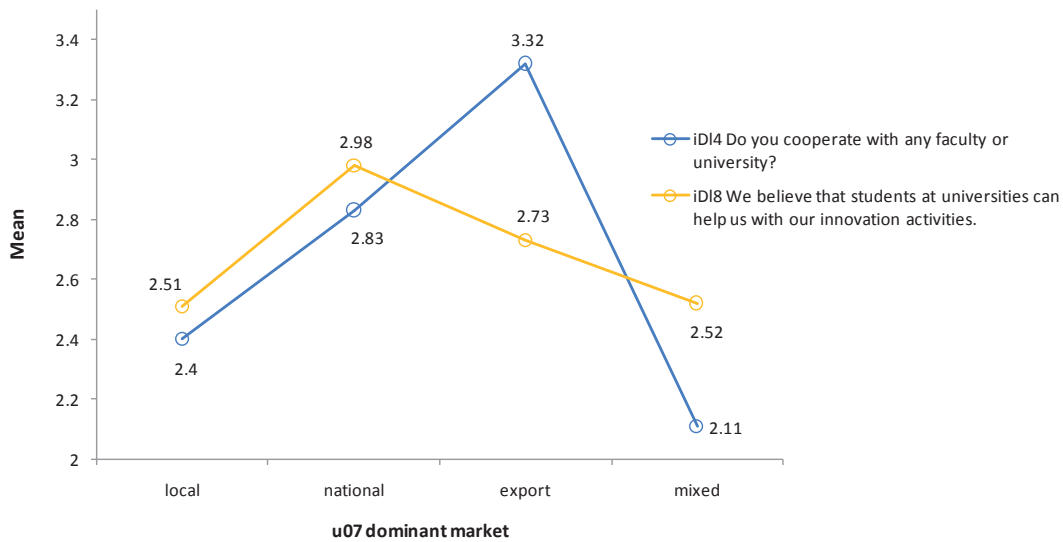


Figure 10c

Similar to the previous question, companies do not look too keen to actually engage students in improving their work (Fig. 11). This finding is a big problem for future industry-university collaboration, as companies look sceptical towards this kind of arrangement. It is therefore crucial to:

1. Find evidence that students are capable of helping companies in their innovative projects;
2. Disseminate evidence found in (1) within the population of companies, in order to convince them to allow students an opportunity to be included in their innovative projects.

iDI9 We would like to engage students to help us solving some problems inside the company (% of total)

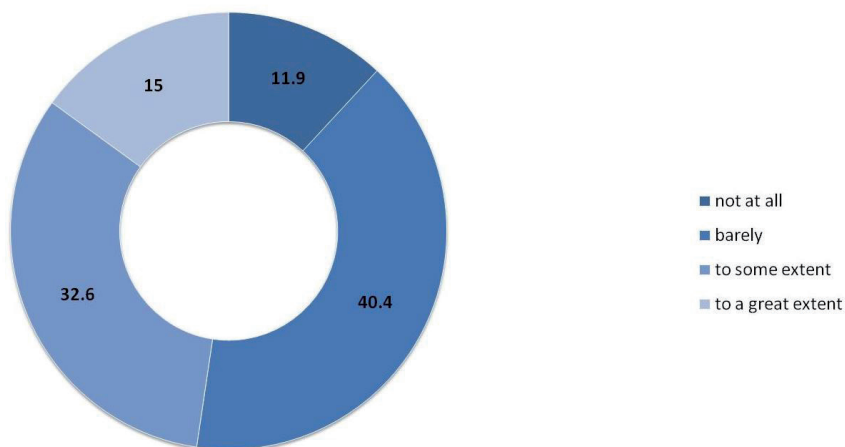


Figure 11



While company size was not found to be a significant variable in answering this question, company's activity group was found to be a significant factor of interest in engaging students in solving companies' problems inside the companies, as well as its market orientation (figures 11a and 11b). Similar to question iD18, it is evident which companies would like to engage students to what extent.

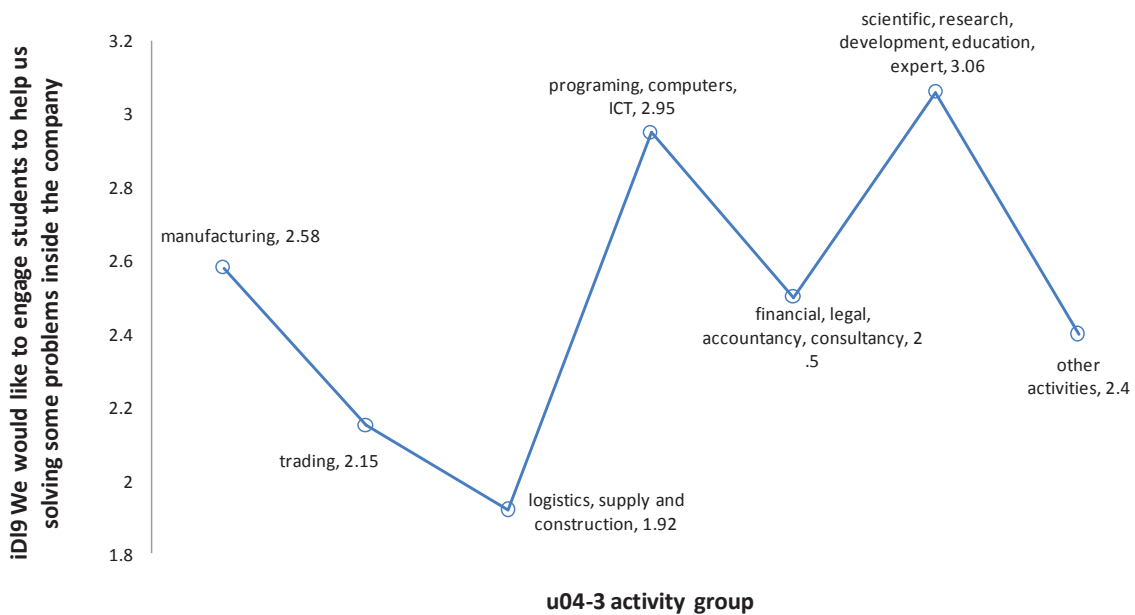


Figure 11a

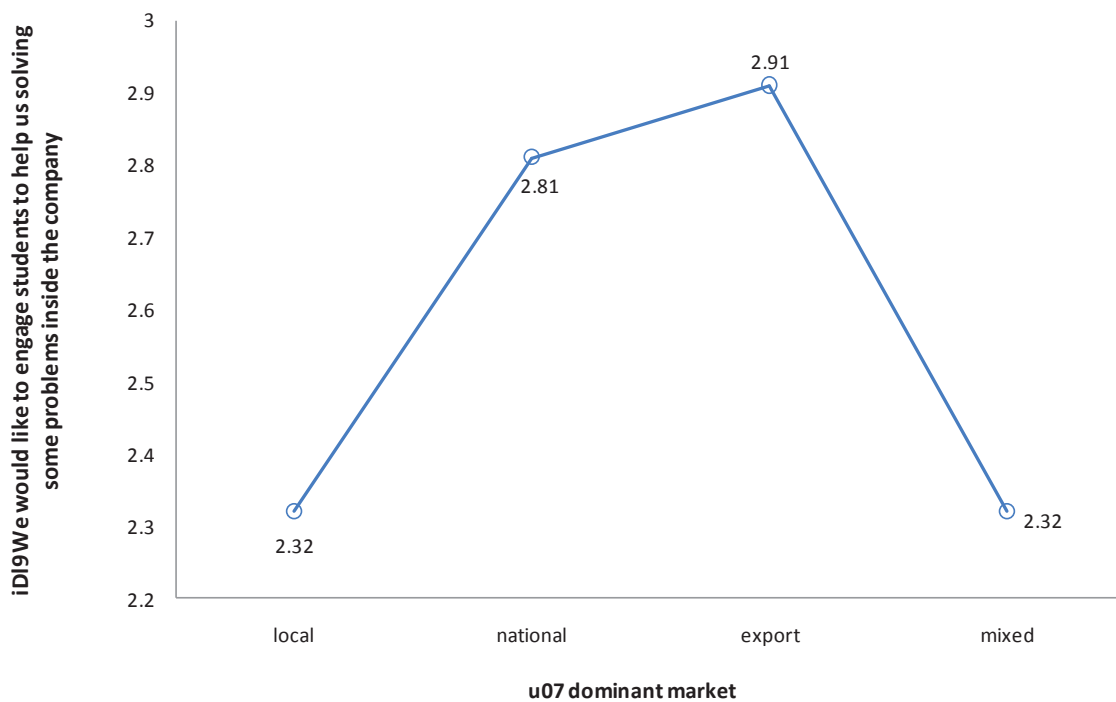


Figure 11b

However, the companies would take it more seriously if the students were organized in some form of work teams (Fig. 12). The combined percentage of companies that stated “to some extent” and “to a great extent” rises from 47% in answering question iDI9 to 60%

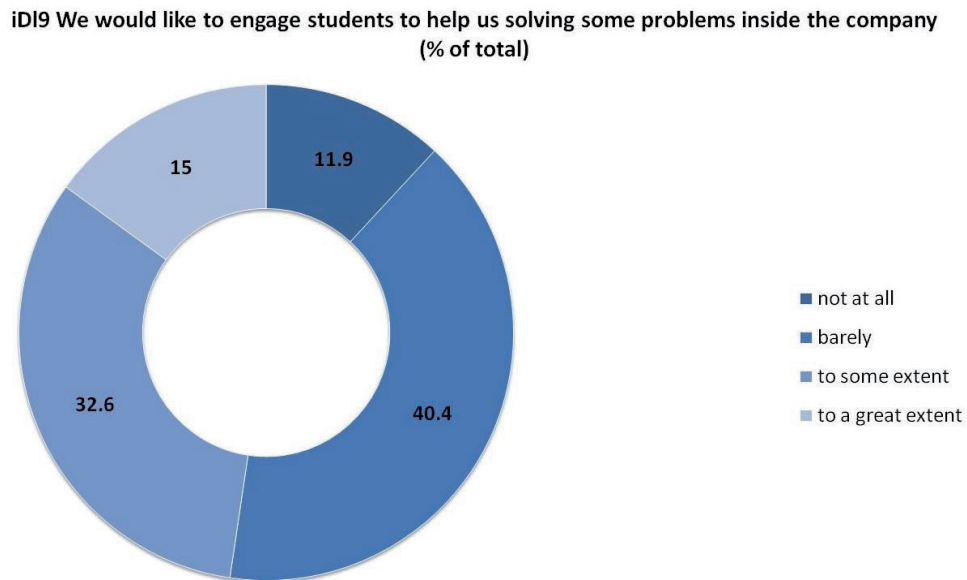


Figure 12

This question shows similar answering patterns as the previous one, both in activity group and market orientation, as shown in figures 12a and 12b.

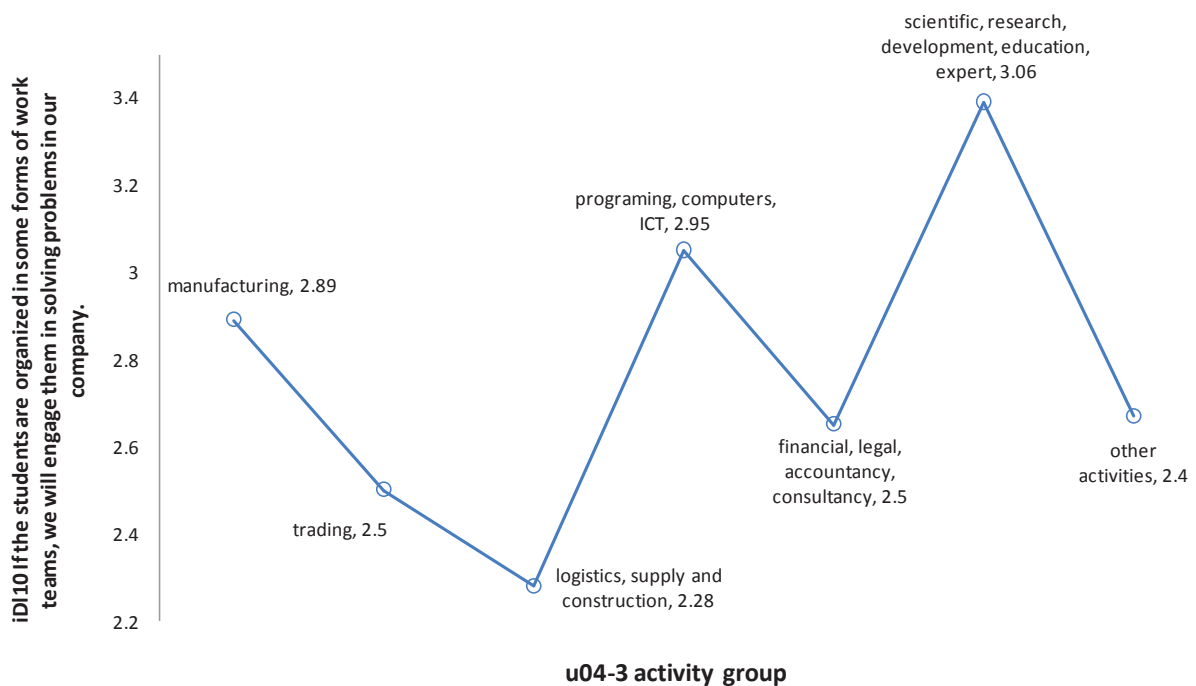


Figure 12a

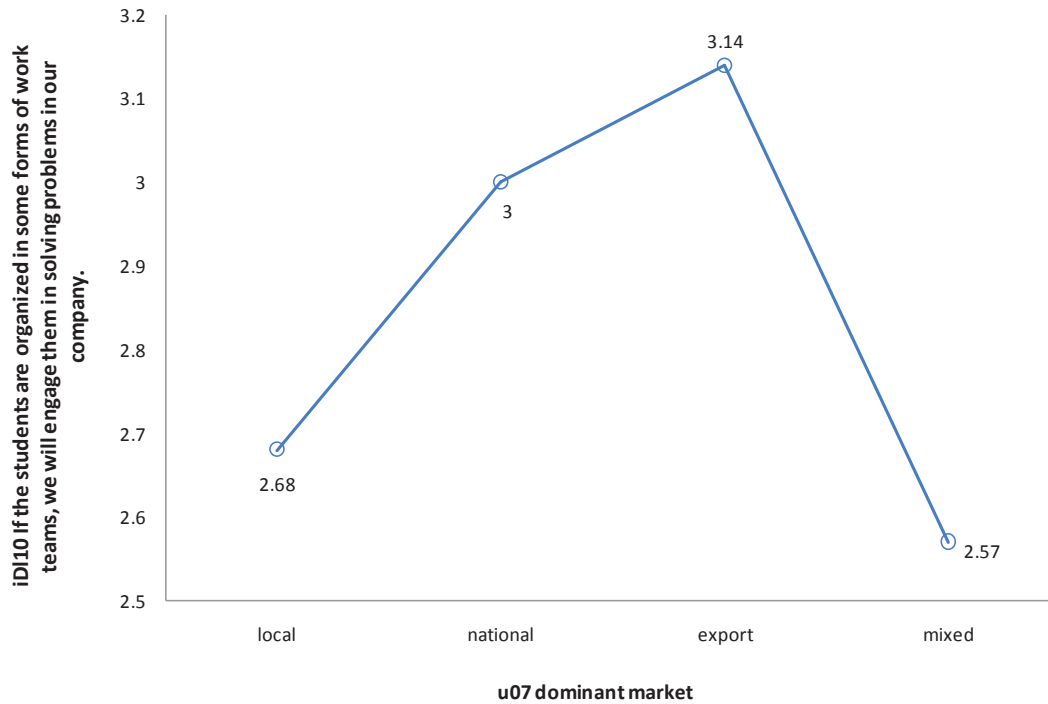


Figure 12b

Regarding students' cognitive potential, the situation sounds optimistic at least to the point where companies could be ready to consider students' innovative ideas (Fig. 13). This finding allows us to nurture students' creative thinking and to encourage them to have their own opinion and ideas. Since this question states that companies would independently consider those ideas, this is just a start of an open innovation approach, where idea creator is not involved in succeeding steps of innovation process.

iDI12 Our company would be ready to independently consider students' innovative ideas (% of total)

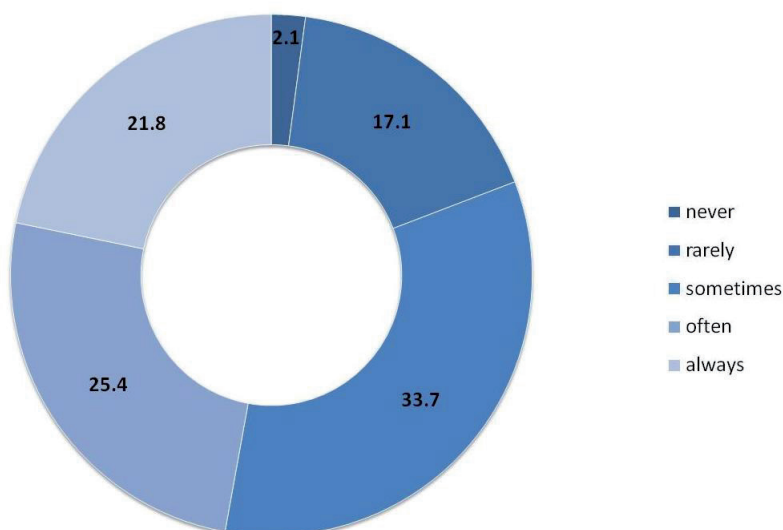


Figure 13

Furthermore, it appears that companies would be more willing to engage students who come with good ideas. These students may have a good chance to get engaged in companies' activities, since they possess not only potential work-force, but also potential for intellectual activities (Fig. 14). Again, we should be cautious about these findings, since they may suffer from social desirability bias. Constant tracking and monitoring should be present in order to identify what number of companies really engages students in their innovation projects.

iDI14 If students have good innovative ideas, we will engage them in their realization in our company (% of total)

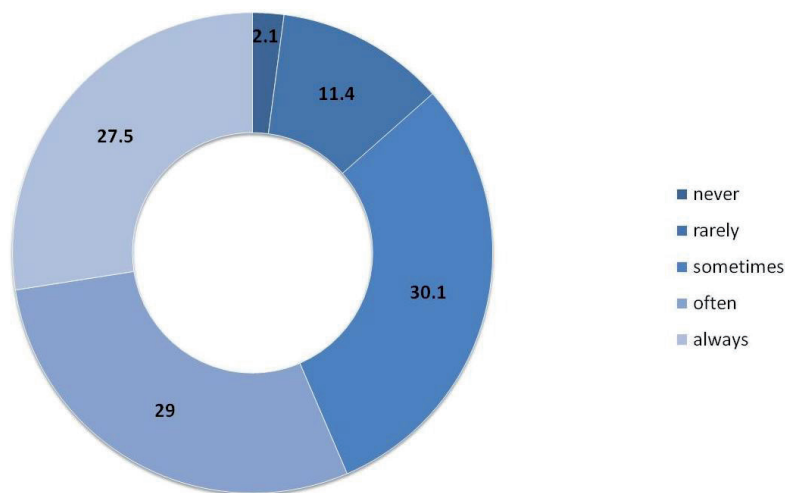


Figure 14

Companies are, furthermore, aware that people who bring innovative ideas to the company should be involved in the realization of those ideas (Fig. 15). Therefore, there is a good potential to match students with companies who are interested in innovation projects, hoping that students would be included in those projects from start to finish.

iDI15 We believe that authors of creative ideas should necessarily be involved in their realization (% of total)

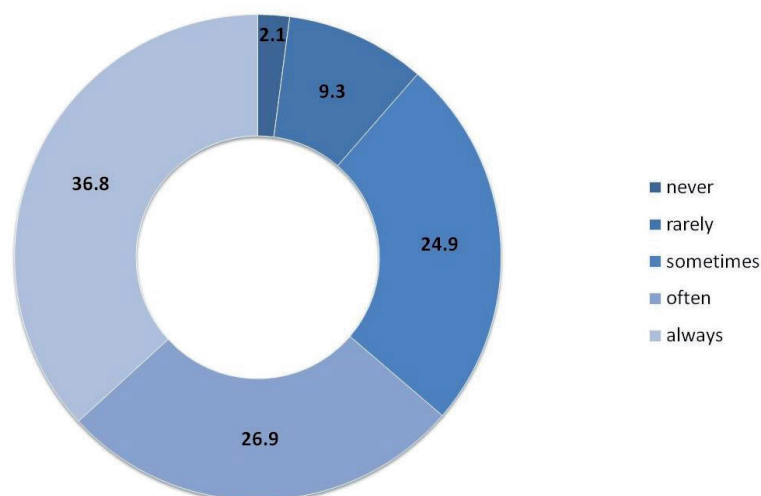


Figure 15



When it comes to collaboration with external partners during innovation projects, means of that collaboration are quite significant and can influence the success of those projects. Companies from this sample were asked about the extent to which they use some of the most frequent groups of communication tools. As shown in figure 16, companies are more prone to communicating directly with their partners, whether face-to-face or by simple electronic tools, then by using special written forms or collaboration software and networks.

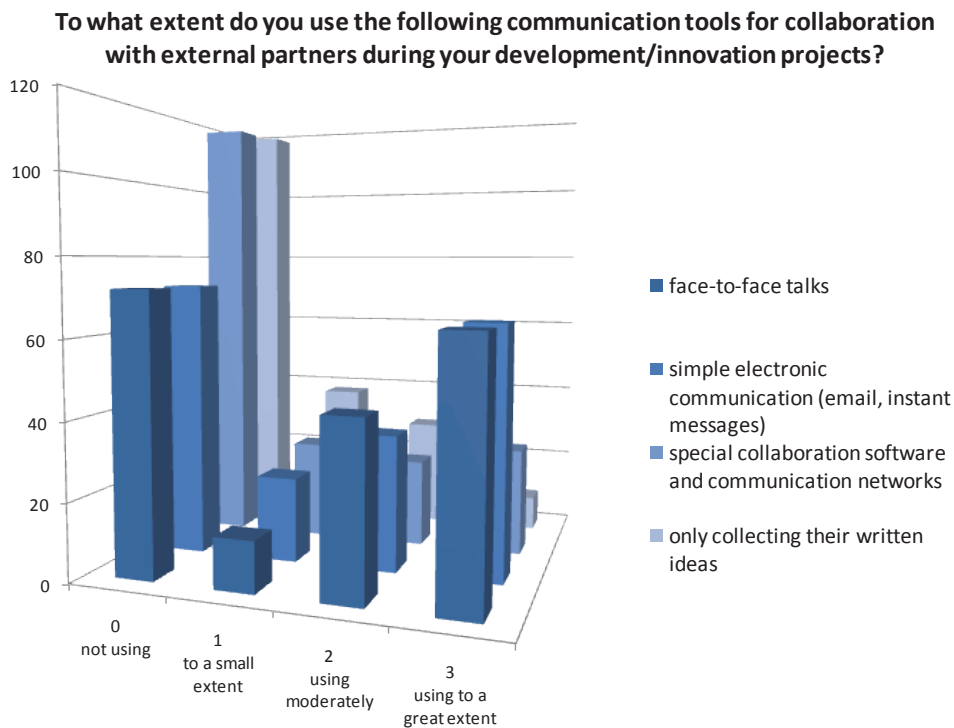


Figure 16

Part 1-5: Data summary and conclusion

The previous findings, as well as current state of practice, could be summarized in one graph (Fig. 17), advocating for organizing students in some forms of work teams. It is evident that the percentage of companies who would engage students rises when students appear organized in teams, since that organization communicates synergy and responsibility. Therefore, it is suggested to attract companies not by promises of talented individuals, but rather with clear picture of a working team that has organized approach to new projects.

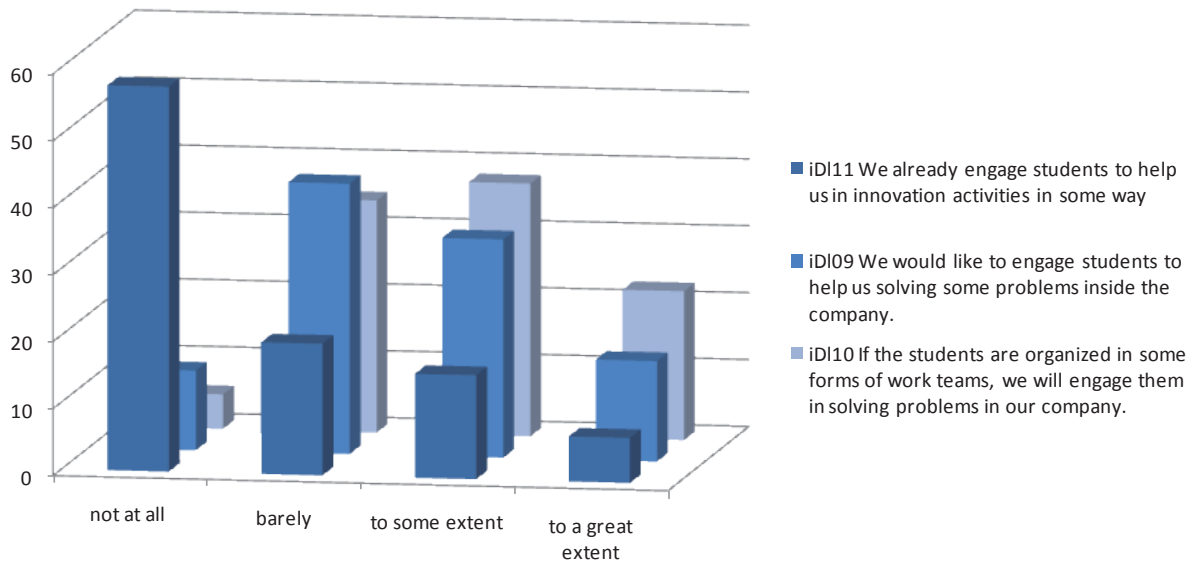


Figure 17

Chapter 2: students

Part 2-1: Research method and samples

Aiming to explore students' potentials for the entrepreneurial and innovative activities, the partners needed to contact universities and other higher education institutions, which were observed as a dynamic context relevant for this project. Since most of the institutions did not have any data that could serve this purpose, it was necessary to assess students' potentials in a new research activity. Therefore, students were intended to be directly approached, so that a baseline for relevant activities could be set. Since the project aims to stimulate students of various interests and fields of study, the research activity has to cover as much of the population as possible, advocating for a diversified sample from multiple contexts.

Part 2-2: Specific questionnaires

In order to explore structure and dynamic of students' entrepreneurial thinking and acting, as well as their ideation and innovation potentials, a questionnaire was designed, comprised of a number of thematic closed-ended questions relevant to the IDEALab.

Questionnaire for assessing students' innovative potentials and expectations, project specific questions



Table 4

D01	I have creative ideas that could become business ideas. 1. no 2. yes, a few 3. yes, a lot
D02	I had some ideas about how to organize some things and make them happen 1. no 2. yes, a few 3. yes, a lot
D03	I would like to realize my creative ideas through some sort of entrepreneurial activity. 1. I do have that kind of ideas, but I believe they would not survive in the business world 2. I do have that kind of ideas, and they could be successful with full support
D04	To what extent are the following factors obstacles to realization of your creative ideas? 1. I lack partners/colleagues to collaborate with. 1 2 3 4 5 2. I lack working space. 1 2 3 4 5 3. I lack working equipment. 1 2 3 4 5 4. I lack some time during a work-week. 1 2 3 4 5
D05	Identify level to which the following statements relate to your studies. 1. I am qualified to deal with practical problems and challenges. 1 2 3 4 5 6 7 2. I am faced with practical challenges on my studies, and I deal with them together with my colleagues. 1 2 3 4 5 6 7 3. I wish that during my studies I could be involved in some extracurricular activities with my colleagues. 1 2 3 4 5 6 7 4. I wish that during my studies I could be involved in some extracurricular activities with students from other departments. 1 2 3 4 5 6 7 5. I have a lot of available time for extracurricular student projects. 1 2 3 4 5 6 7 6. I have a lot of knowledge that could be used in extracurricular student projects. 1 2 3 4 5 6 7 7. I miss dealing with something practical and challenging, besides studies. 1 2 3 4 5 6 7 8. I believe I have knowledge to help some companies solving their problems. 1 2 3 4 5 6 7 9. I would gladly solve companies challenges. 1 2 3 4 5 6 7 10. I have some useful ideas that companies could apply to improve their business. 1 2 3 4 5 6 7 11. I believe that the University needs a place where students could develop their creative ideas. 1 2 3 4 5 6 7
D06	If you do not cooperate with faculties and universities, what is your main reason for that? 1. I'm not interested in that 2. it already exists, and I use it 3. it already exists, but I don't use it 4. if it did exist, I would use it 5. although I don't have interesting ideas, I would like to join this type of activities

Part 2-3: Data collection and sample properties

The questionnaire was published in forms of a printed survey, and distributed to University partners in Serbia, Bosnia & Herzegovina and Montenegro, in June and July of 2014. Also, two additional Universities have agreed to participate in this survey in order to diversify the sample: Singidunum University and University of Kragujevac, both from Serbia.

The total sample of students has reached number of 1794, from three partner countries and one program country, with project partners and external partners participating in the sample as shown in figure 18.

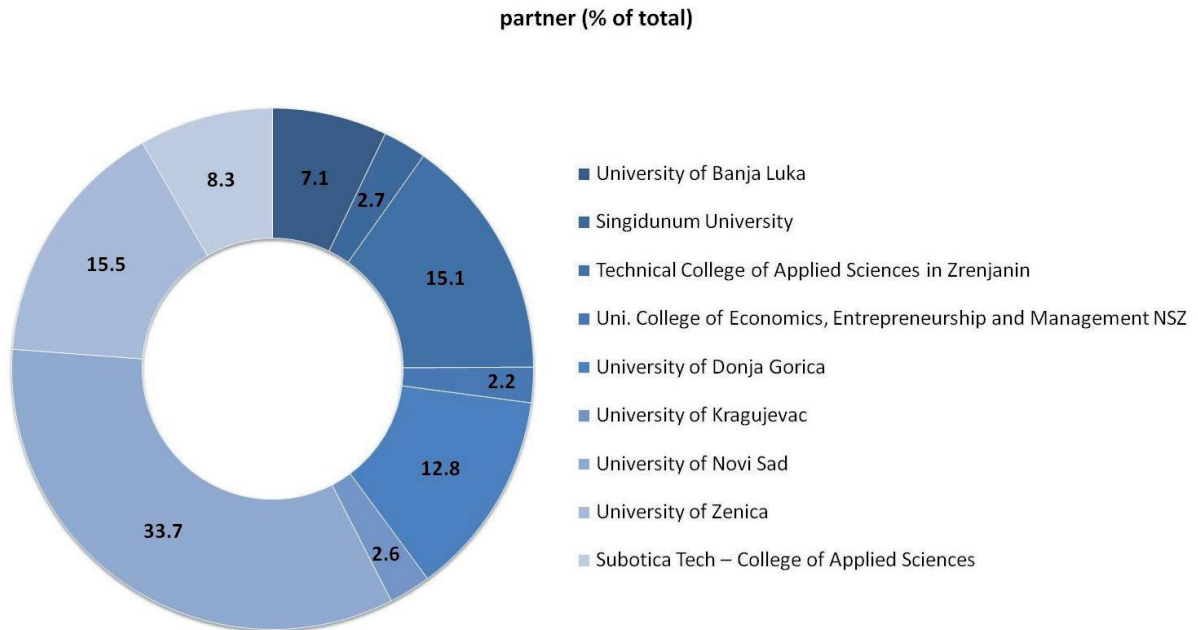


Figure 18

Students in the sample were mostly 18-25 years old, with the distribution shown in figure 19. There were 52.7% of students identifying themselves as female and 47.3% as male.

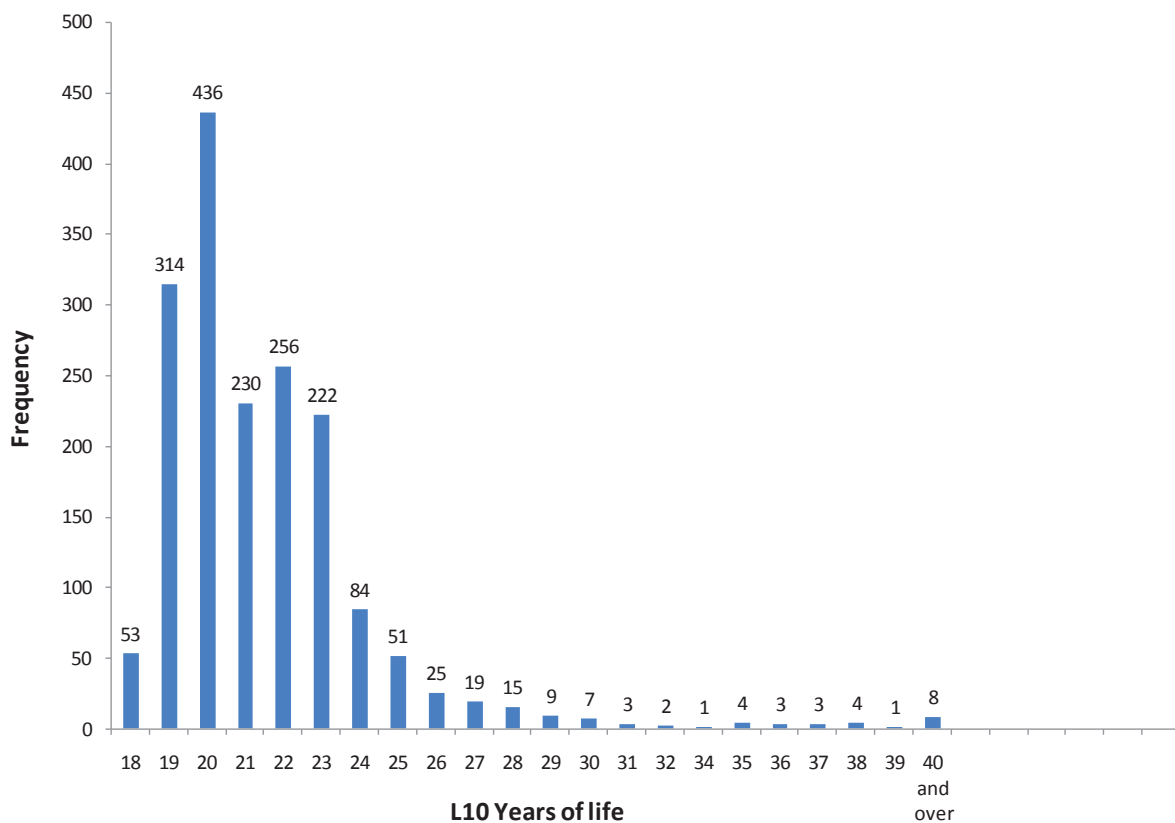


Figure 19



Current year of study is dominantly 1st or a senior year, as shown in figure 20. The research wanted to cover especially students who are in their last year of study, but different studies vary between being three and four years long, hence two group of students from study years three and four.

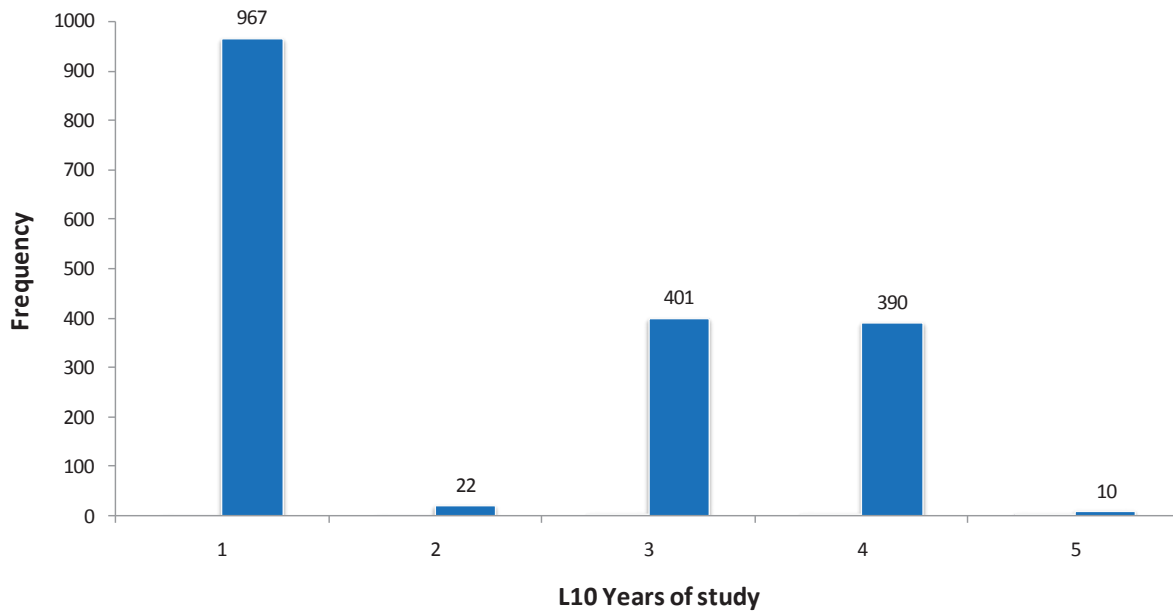


Figure 20

Interesting information would be to identify whether the students have had any work experience with their own business, where there were 20.7% students with that kind of prior experience, as shown in figure 21.

L13 Do you have any work experience with your own business?
(% of total)

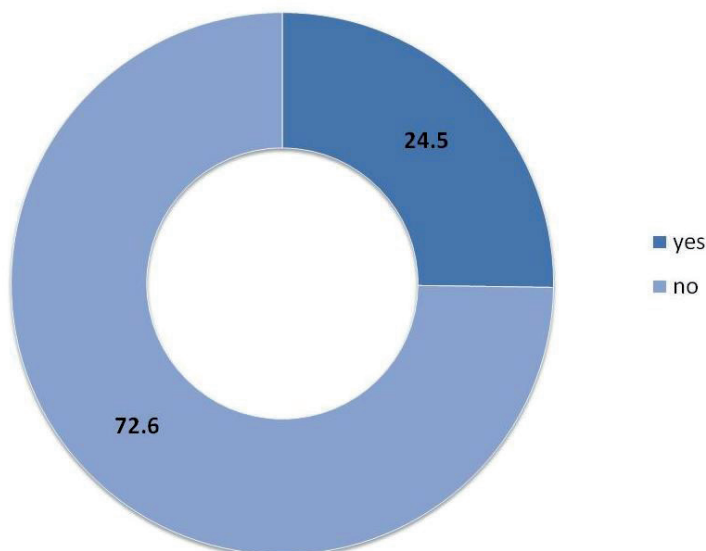


Figure 21

Additionally, the dominant reasons for students to enrol their current studies were explored, and the most frequent reasons to get a job easier, to develop their professional carrier and because the profession was interesting to them (figure 22).

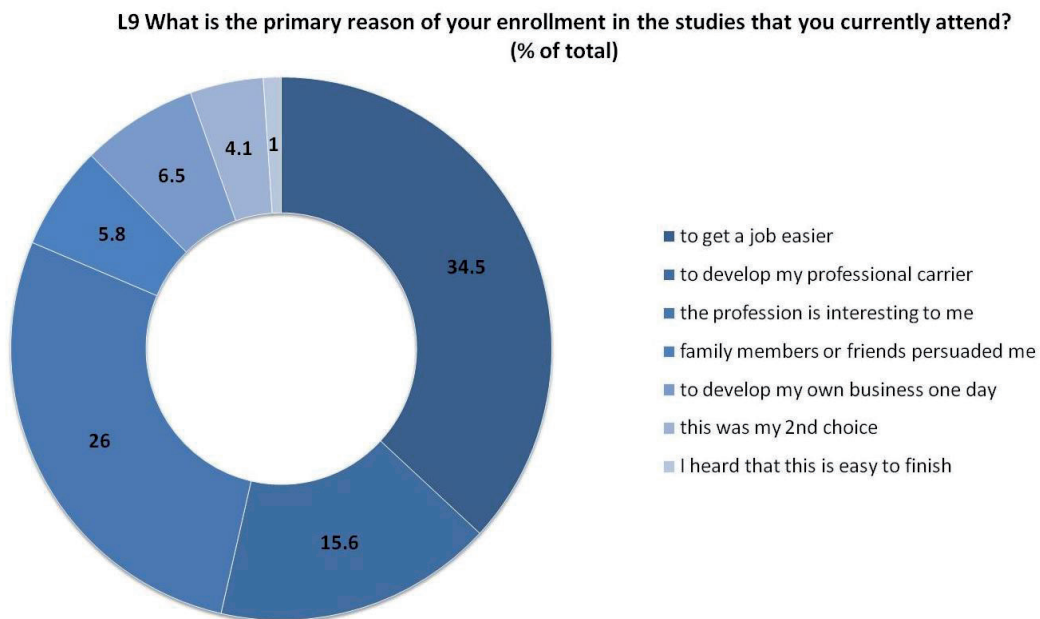


Figure 22

Part 2-4: Data analysis

The students were firstly asked about their preferences for their near future, after they finish their current studies. This question is important since it can describe current students' state-of-mind, which may stimulate or hinder them from developing their own business. As shown in table 5, students give the highest mark to employment in public or government sector, which is closely followed by continuing their education and starting their own business; working in a privately-owned company is the least appealing.

To shed more light on students' entrepreneurial intentions, answers to "start my own business" alternative were more closely observed. It can be seen that a big number of students find starting their own business as much appealing as possible (31.3% students marked this option with the highest mark 7, figure 23). So, although the "employment in a government-owned organization" is marked as the most appealing option, there is still a big number of students who would be very happy working on their own. This gives hope to projects that nurture students' entrepreneurship education.



Table 5

Descriptive Statistics: After you finish your current studies, how much are the following options appealing to you? (1-7 scale)	N	Mean
To be employed in a government-owned organization.	1794	5.01
To continue with education.	1794	4.93
To start my own business.	1794	4.90
To be employed in a privately-owned company.	1794	4.04
Valid N (list wise)	1794	

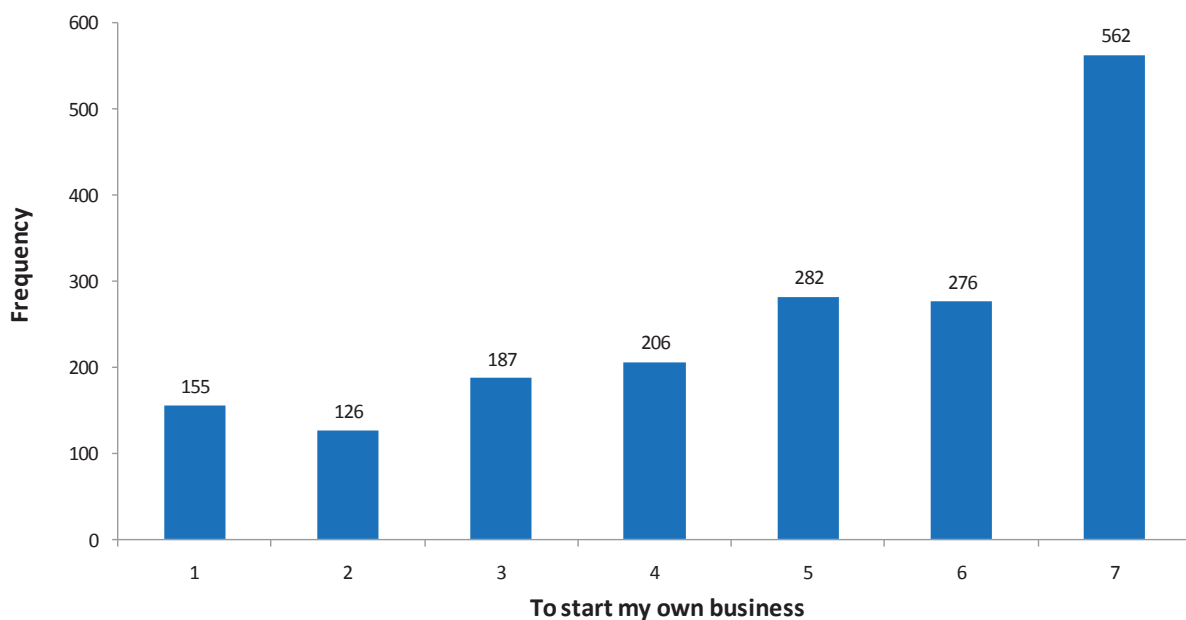


Figure 23

We can also observe that a big number of students from the sample have at least a few creative ideas that they believe could become business ideas. Furthermore, 18% of students believe they have a lot of creative ideas that they believe could become business ideas, which means almost one in five students could carry a big innovative potential (figure 24).

id1 I have creative ideas that could become business ideas (% of total)

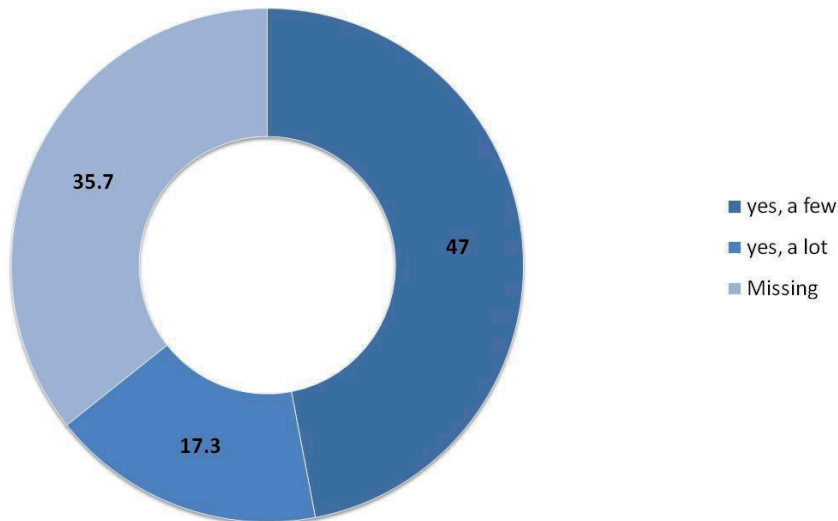


Figure 24

Students were then asked about their readiness to employ their ideas in some sort of entrepreneurial activity, with slightly more than 50% of those that stated they have some creative ideas (36.4% of the total sample) being optimistic about possible success of their creative ideas (figure 25). On the other hand, almost every other student that has some creative ideas is feeling pessimistic about those ideas, fearing that they would not survive in the business world. This finding suggests that we need to find means and ways to encourage students to work on realization of their ideas, without fear of failure.

id3 I would like to realize my creative ideas through some sort of entrepreneurial activity (% of total)

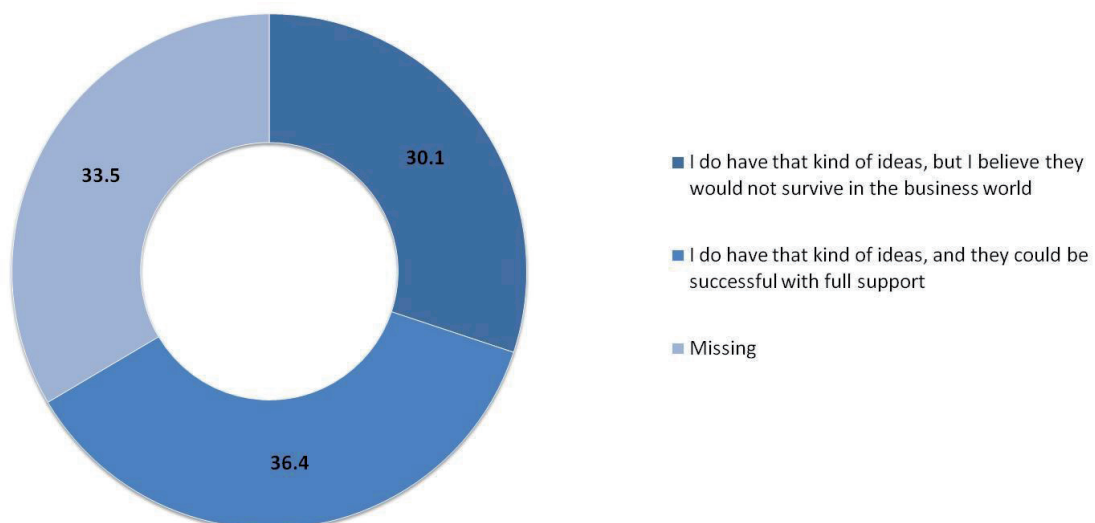


Figure 25

The students were also asked about main obstacles that stand in their way when trying to realize their creative ideas. As shown in figure 26, the biggest obstacle is lack of working equipment, followed by lack of working space.



The following factors are obstacles in realization of your creative ideas to what extent?

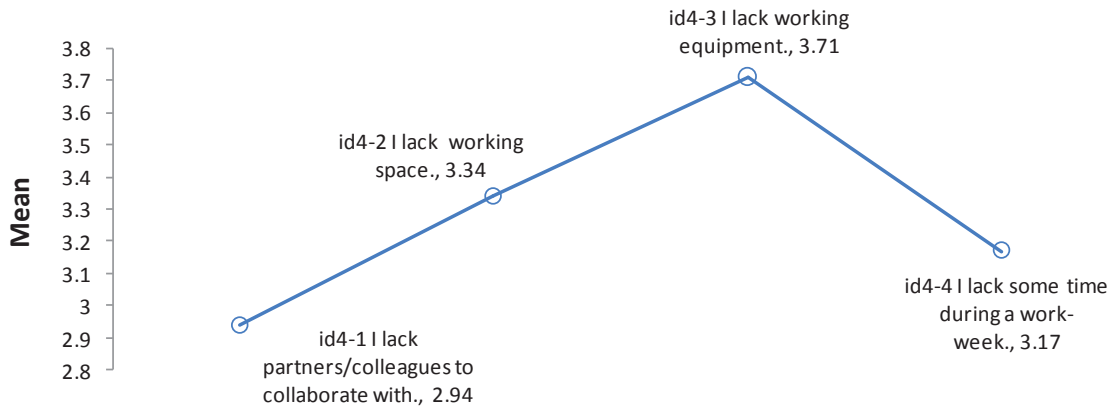


Figure 26

Students were next asked to mark their agreement with a number of statements relevant to this project, on a scale from 1 to 7. As shown in figure 27, the statement that students mostly identify with is the one that states that their University needs a place where students could develop their creative ideas. This finding is very relevant to this project, as it shows that students have this kind of need. Also, statements about students wanting to be involved in extracurricular activities and practical challenges are highly marked.

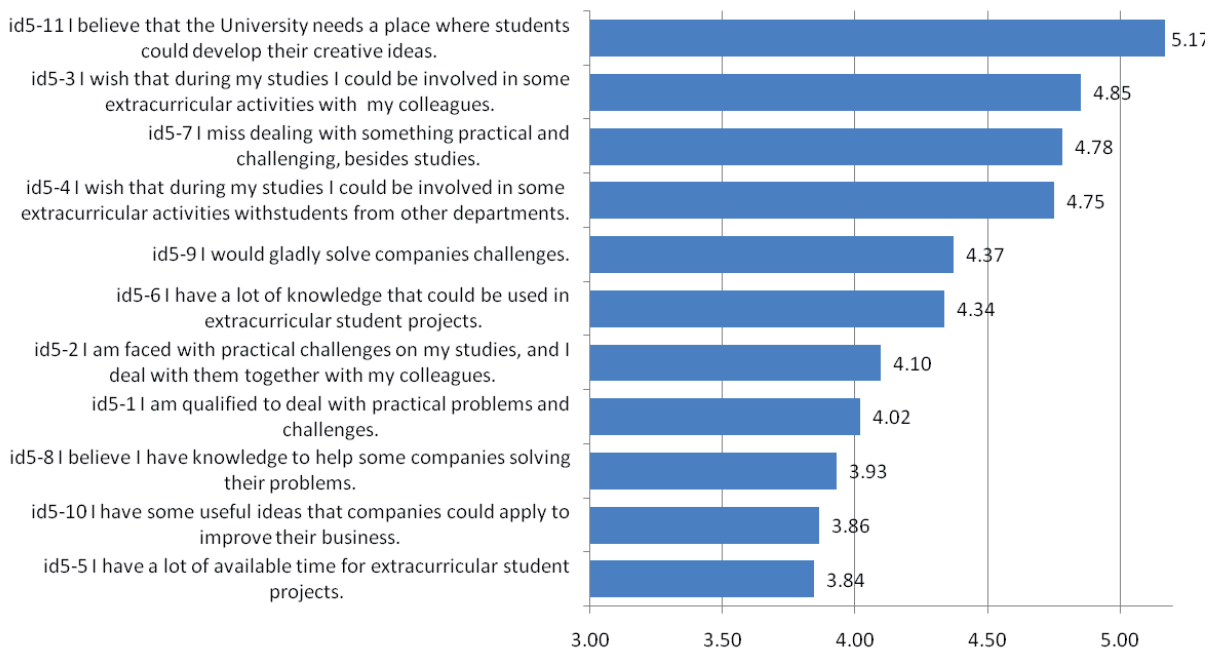


Figure 27

More than half of the students (62.6%) state that they would be interested in using some space organized for students' idea development, whether they may have their own ideas or not (figure 28). While being aware of socially desirable responses that probably did inflate this percent, still there is enough space for optimistic plans with establishing idea labs.

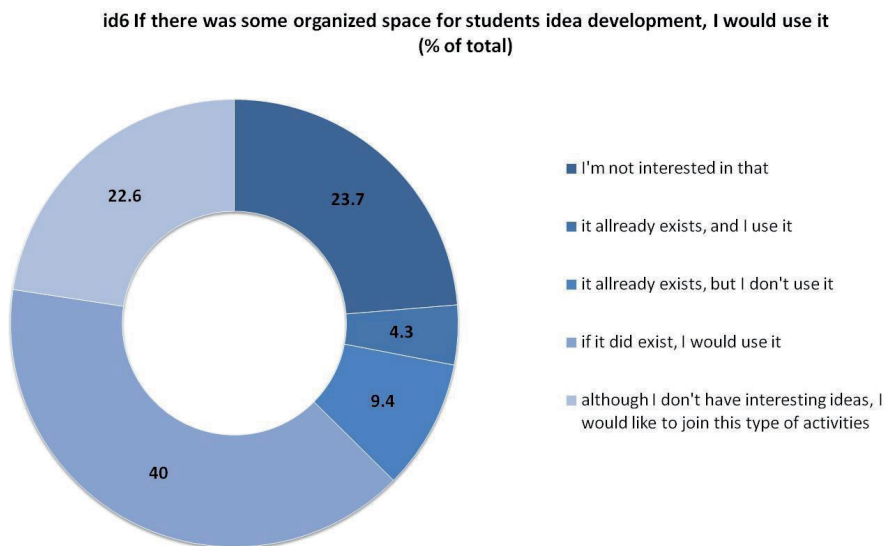


Figure 28

Also, students were asked about their curriculum and teachers' behaviour as being growing factors for students' creative ideas and creative problem solving (figure 29) and for their team work with other students (figure 30). The results for both questions are quite similar and positively correlated (Spearman's rho 0.61, significant at .01 level), indicating that they share a common relation with curriculum and teachers. Since most of the curricula deals with subjects that are not creative by nature, it is acceptable to have this type of distribution to these questions, as we cannot expect every subject to develop creative thinking due to convergent problems found in many subjects. Still, the number of students who graded their curriculum and teachers' behaviour as very stimulative to their creative thinking is encouraging and shows a potential that could be harnessed.

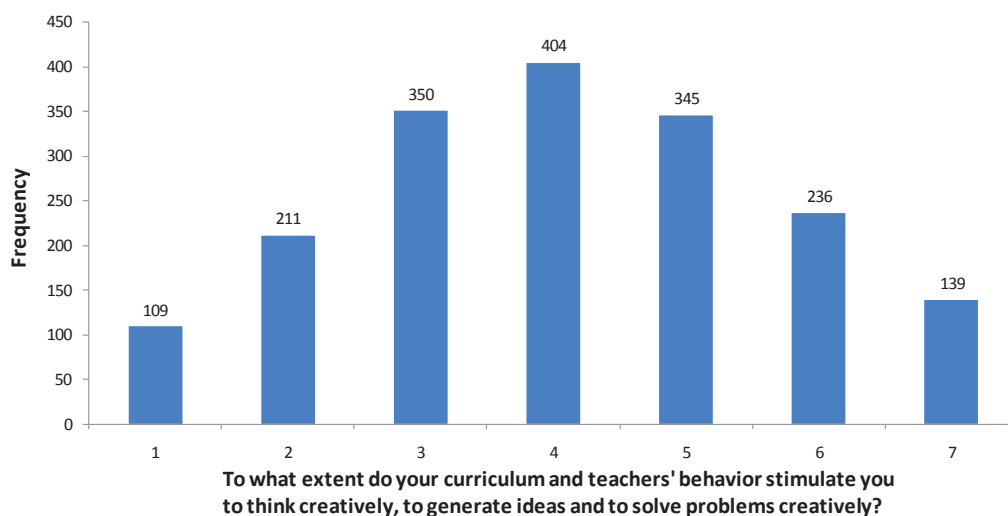


Figure 29

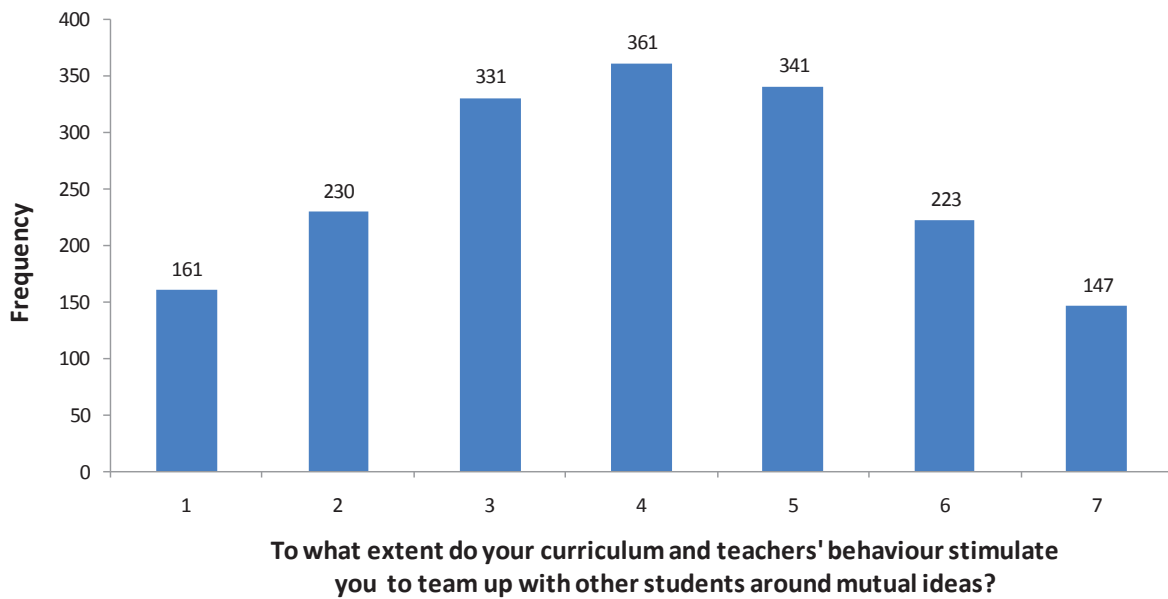


Figure 30

Part 2-5: Data summary and conclusion

This part of the research is intended to serve as basis for idea lab models that have to be constructed. Therefore, students' responses need to be combined into a coherent complex suggestion that drives idea lab model to a concrete state.

First of all, a significant number of students, 31.3% of the sample, have stated that starting their own business after their studies sounds highly appealing. This means that one in every three students has a basic motivation to start thinking in entrepreneurial mindset.

Two thirds of students from the sample state that they have at least a few creative ideas that they believe could become business ideas, which is another finding that supports wide adoption of an idea lab among universities and other HEIs. However, every other student that has some creative ideas believes that his or hers ideas would not survive in the business world. This is a big obstacle, as it may inhibit students' entrepreneurial intentions right from the start. In order to overcome this obstacle, universities need to help students feel more safe and able to explore and experiment with their business ideas. In other words, students need to be offered with some context that will help them to fail safely, and to concentrate on progress instead of potential damage.

Both lack of working equipment and lack of working space are found to be significant obstacles to realization of students' creative ideas, which advocates for a specific place that could help students develop and realize their ideas. Students have belief that this kind of place would be highly desirable, and they would like to be engaged in these extracurricular activities both with their colleagues and students from other departments. Almost two thirds of the students stated that they would like to use that kind of place, whether they possess creative ideas or not.

Project coordinator:

Vladimir Todorović

University of Novi Sad

Faculty of Technical Sciences

Address: Trg Dositeja Obradovića 6,
21000 Novi Sad, Serbia

Phone: +381 21 485 2056

Fax: +381 21 458 133

e-mail: vladimir.todorovic@uns.ac.rs

Report design:

Creative Educational Center

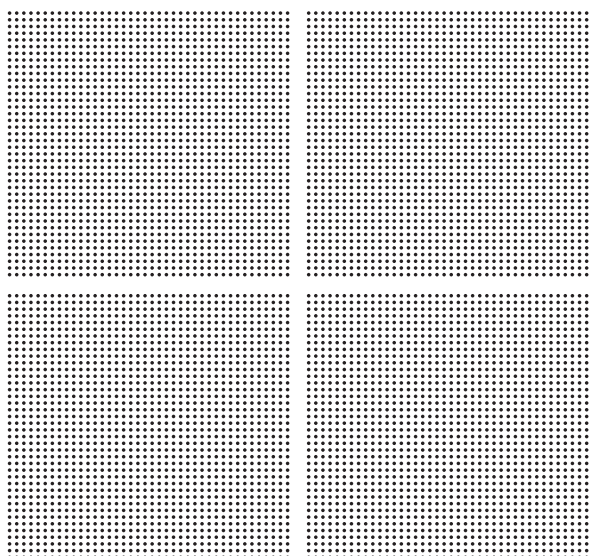
Address: Save Vla 19,
21000 Novi Sad, Serbia

e-mail: kec.novisad@gmail.com

website: www.kec.rs



www.idealab.uns.ac.rs



Tempus

This project has been funded with support from the Tempus programme of the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.