GUESSS

Global University Entrepreneurial Spirit Students' Survey

Global University Entrepreneurial Spirit Students' Survey (GUESSS)

Student Entrepreneurship at the John Molson School of Business, Montreal, Canada

2016 Report

Université Concordia University

AACSB Accredited

John Molson School of Business

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1 Executive Summary

The Global University Entrepreneurial Spirit Students' Survey (GUESSS) is a global research project whose main objective is to assess the entrepreneurial intention and activity of students. The project started in 2003 and data collection is carried out every two years. The 7th data collection wave was conducted in Spring/Summer 2016 in 50 countries, at more than 1,000 universities, and generated more than 122,000 completed responses.

This is the 2nd data collection carried out at Concordia University's John Molson School of Business (JMSB), in Montreal, Canada. The following are the key findings of this report:

- 85.0% of all students intend to become employees directly after studies. 36.5% want to work in a large firm and 23.0% in a medium one.
- 5.7% of all students intend to start in their own business directly after studies. This is lower than for the international sample (8.8%).
- 35.1% intend to work in their own business five years after completing their studies. This is lower than for the international sample (38.2%).
- However, the international sample includes very different countries, with students showing the highest entrepreneurial intentions living mostly in developing countries, in particular in Latin America. When compared to other developed countries, entrepreneurial intentions of JMSB students (5.7% immediately after graduation and 35.1% five years after graduation) actually tend to be higher (e.g., USA: 6.5% and 27.8% respectively; England: 6.5% and 29.0%; and Germany: 2.0% and 17%).
- There is a strong gender gap, with female respondents having weaker entrepreneurial intentions than males. Whilst 10.2% of male respondents intend to start their own business right after graduation, only 2.4% of females have the same intention (gender gap of 7.8%). The gender gap widens five years after graduation to 16.5%.
- 56.5% of students have not yet attended any entrepreneurship offerings at JMSB so far. However, 68.9% report being encouraged to engage in entrepreneurial activities.

- 40.7% of students have one or both parents who are majority owners of a business. This is much higher than for the international sample (19.1%).
- The share of intentional founders (five years after studies) is similar across the two surveys conducted at JMSB, with 35.4% in 2013/14 and 35.1% in 2016.
- 17.5% of all students are nascent entrepreneurs, i.e. in the process of creating their own business (21.9% in the international sample).
- 53.3% of students plan for the new venture to become their main occupation after graduation.
- 26.7% have already started a business before.
- The main reasons for students to start a new business are to advance their career in the business world, to do something that allows them to enact values which are core to who they are, and to solve a specific problem for a group of people that they strongly identify with. Making money and becoming rich are the least important reasons.
- Most nascent entrepreneurs got their business idea from a hobby or recreational pastime.
- 10.4% of all students are active entrepreneurs, i.e. already running their own business or self-employed (8.8% in the international sample).
- 54.8% of active entrepreneurs want the business to become their main occupation after graduation.
- Most existing businesses are financially successful, with 80.6% of active entrepreneurs reporting they are generating sales revenues with their business and 67.7% reporting they are making financial profit.
- 40.7% of students have one or both parents who run their own business or are self-employed.
- Over half of respondents (52.6%) are already working in the family business.
- 2.4% of students intend to take over the family business immediately after graduation and 3.4% five years after graduation.

- In family business succession, preserving family harmony is perceived as being a more important goal (57.8% of respondents) than securing long-term survival of the business (42.2%).

2 Participants and Sample

All students attending JMSB were contacted electronically in Spring/Summer 2016 and asked if they were interested in completing a survey. Out of the over 9,200 students at JMSB, 297 responded, resulting in a response rate of around 3.2%.

2.1 Age

The majority of participants (79.0%) were under the age of 24, followed by the 25-30 years old (14.2%) and 31+ (6.8%).

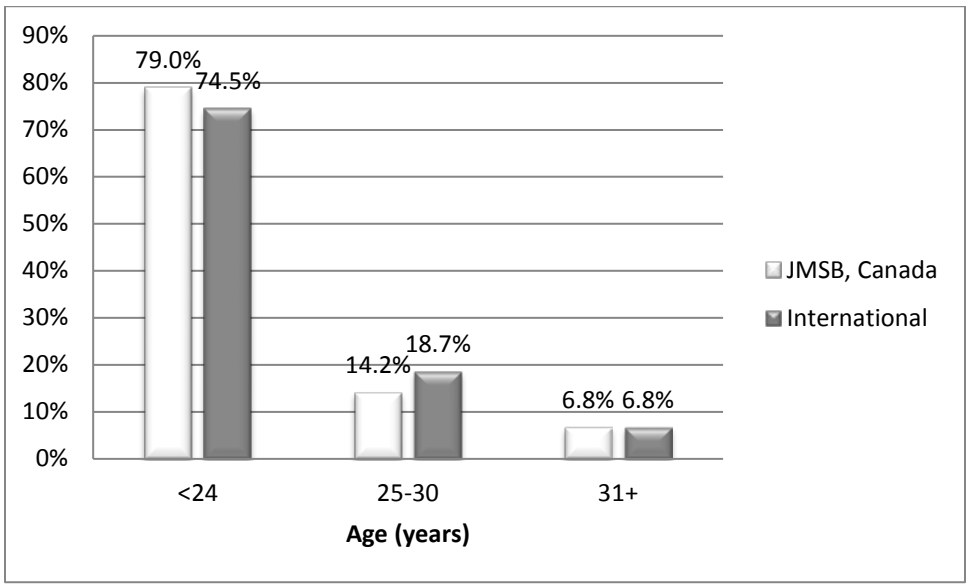

Figure 1: Age of students

2.2 Gender

The gender distribution of the student sample is similar to the international sample, with 57.4% female respondents (58.4% in the international sample) and 42.6% male respondents (41.6%).

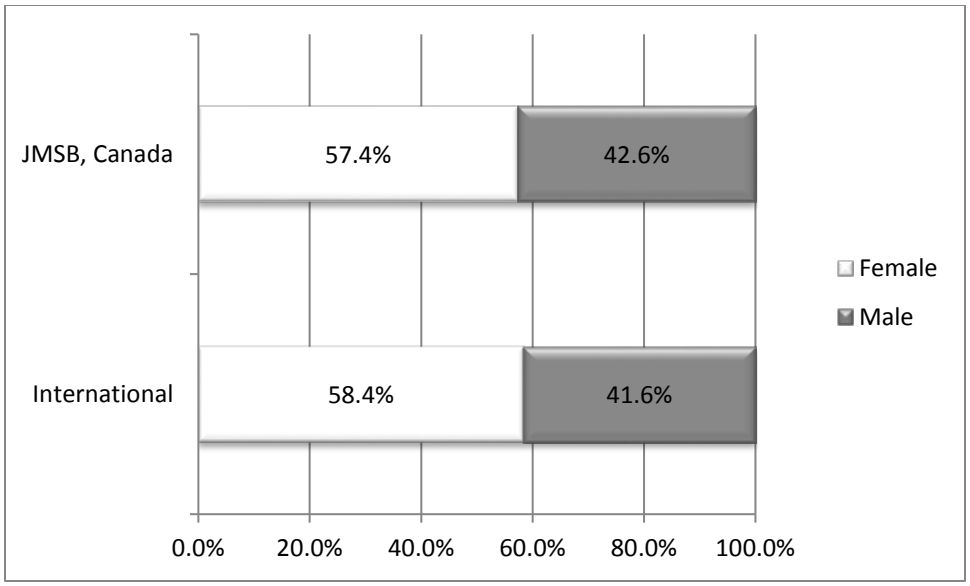

Figure 2: Gender of students

2.3 Nationality

Most of the respondents (68.9%) were Canadian. The next largest nationality was Chinese, with 10.8%. Other countries, the main ones being Greece and France, accounted for 19.9%.

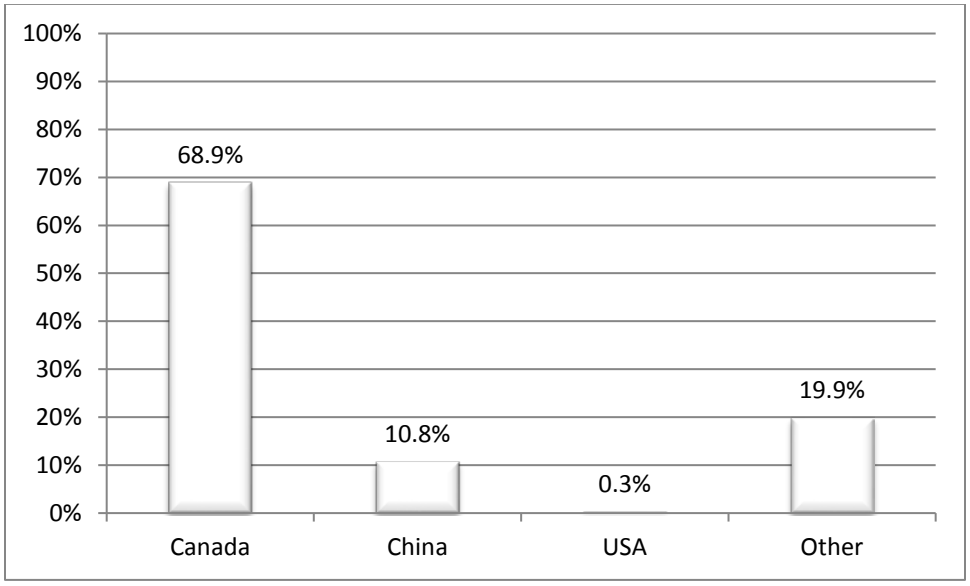

Figure 3: Nationality of students

3 Students' Career Choice and Entrepreneurial Intentions

3.1 Career Choice Intentions Immediately after Graduation

Upon graduation, most participants indicated their intention is to work as an employee in a large (36.5%) or medium (23.0%) firm. These numbers are higher than for the international sample, in which 23.8% of participants said they intend to work as an employee in a large firm and 20.3% in a medium firm. Few participants indicated that they intend to start their own business (5.7%) or work as successors in their family business (2.4%). While the former was lower than for the international sample (8.8% indicated they intend to start their own business), the latter was higher (1.9% indicated they intend to work as successors in their family business).

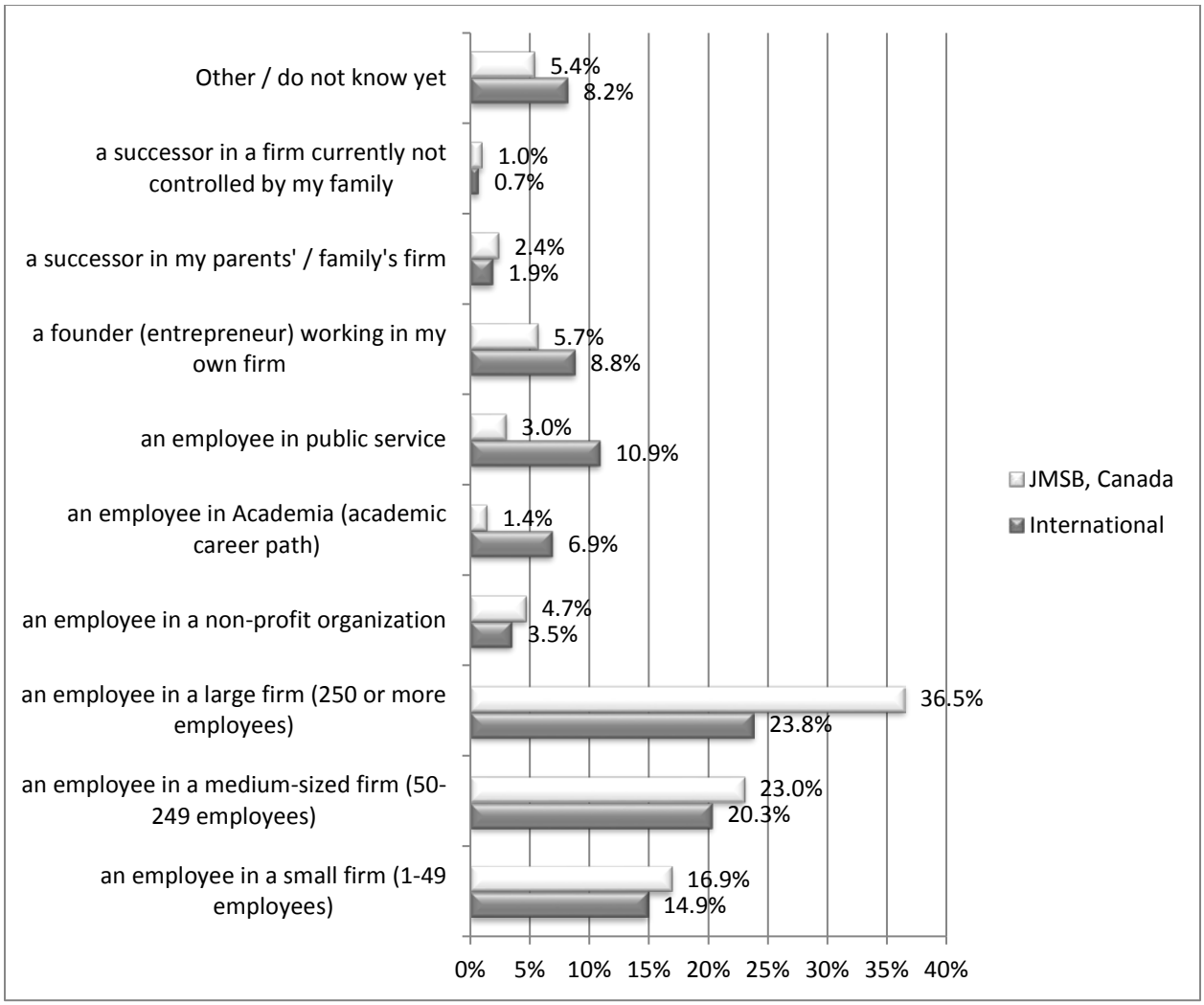

Figure 4: Career choice intentions immediately after graduation

3.2 Career Choice Intentions Five Years after Graduation

When participants were asked about their career intentions five years after graduation, 35.1% indicated that they planned to start their own businesses. This is lower than the intentions expressed by the international sample (38.2%). The second highest response was the intention to work for a large firm (28.7%, higher than the 17.6% for the international sample).

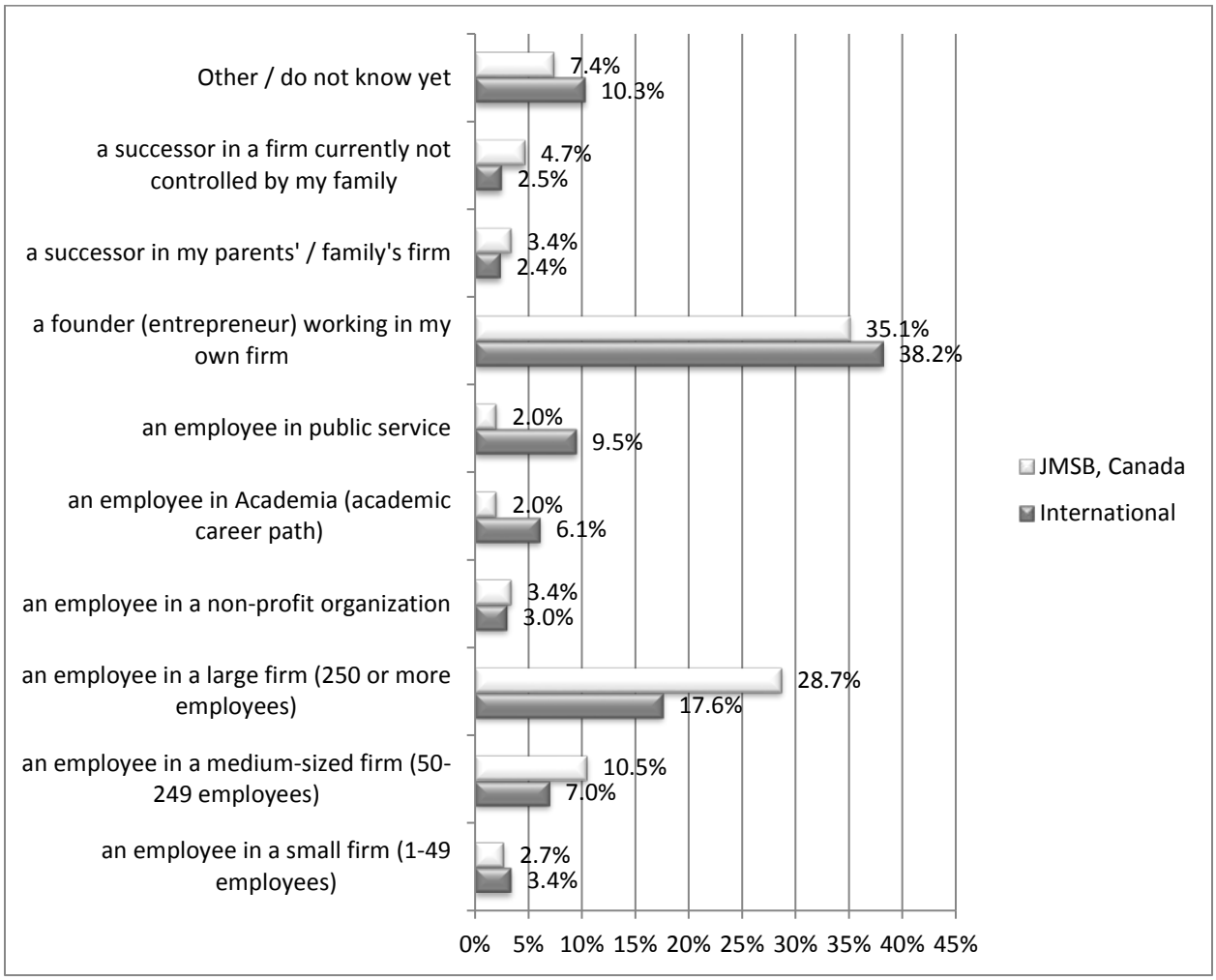

Figure 5: Career choice intentions five years after graduation

3.3 International Comparison of Entrepreneurial Intentions

If we take a closer look at the entrepreneurial intentions (immediately after and five years after graduation) of students at JMSB in Canada compared to other universities and countries, we see that the students with highest entrepreneurial intentions are mostly in developing countries, in

particular in Latin America (see Tables 1 and 2 at the end of this report for country abbreviations)[1]. Therefore Canada is not unusual when compared to other developed countries, which tend to have lower entrepreneurial intentions, a phenomenon already highlighted in previous international GUESSS reports. Entrepreneurial intentions of students at JMSB (Canada) were 5.7% immediately after graduation and 35.1% five years after graduation, which are higher than in the USA (6.5% and 27.8% respectively), England (6.5% and 29.0%), and Germany (2.0% and 17%).

[1] These numbers should be interpreted with some caution because country subsamples differ in terms of size, number and types of participating universities, as well as student demographics.

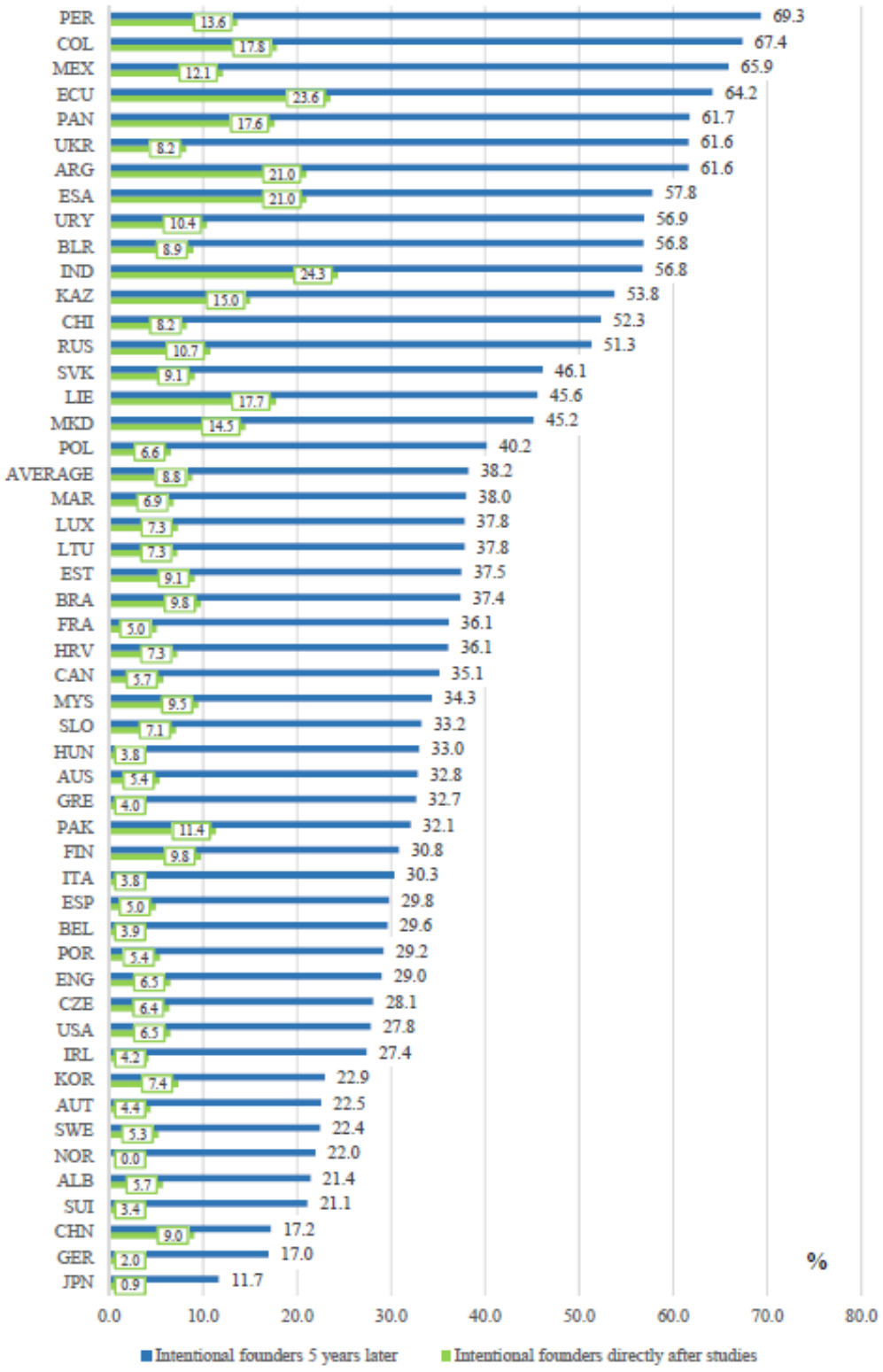

Figure 6: International comparison of entrepreneurial intentions (source: GUESSS International Report 2016)

3.4 Change in Career Choice Intentions

As indicated in the next Figure below, which compares intention immediately after and five years after graduation, JMSB participants reported they intend to change careers five years after graduating. Whilst the majority of respondents reported that upon graduation they intend to work for a large firm (36.5%), five years after graduation the majority of respondents (35.1%) reported that they intend to work in a firm that they have started, indicating greater entrepreneurial intentions after gaining a few years' of work experience.

Another large change was recorded with regard to the intention to work for a medium firm, with 23.0% reporting this intention upon graduation but only 10.5% after five years.

Intentions to take over the family business were similar upon graduation (2.4%) and five years after graduation (3.4%).

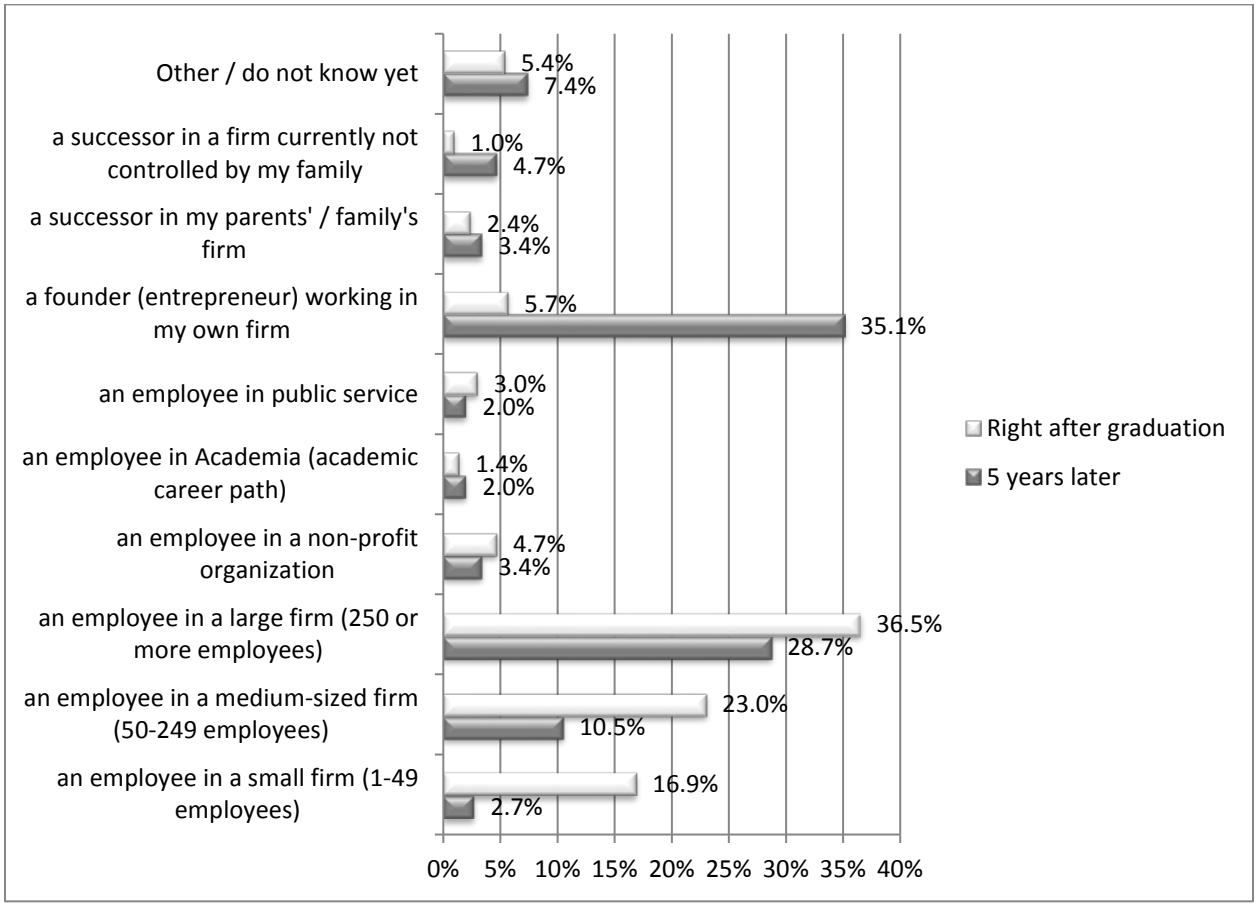

Figure 7: Changes in career intentions

3.5 Entrepreneurial Intentions by Gender

The data indicate that right after graduation a majority of both genders intends to take on the role of employee as opposed to a more entrepreneurial role. This is especially evident for female respondents: 92.3% (vs. 76.7% for male respondents) reported intending to work as an employee and fewer reported an intention to create their own business (2.4% vs. 10.2% for male respondents).

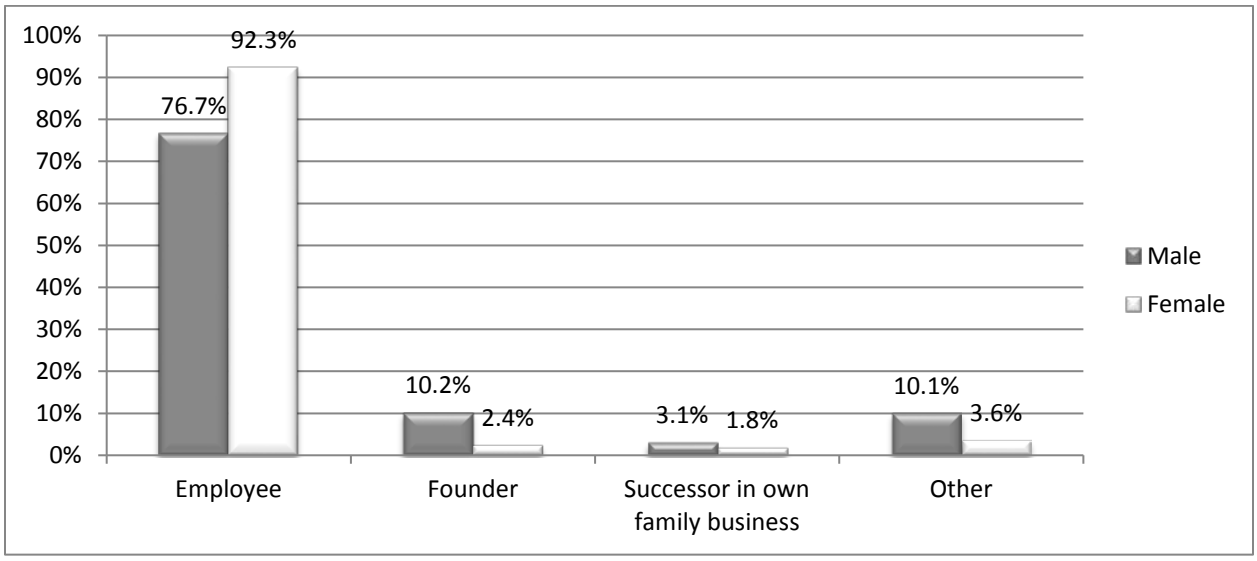

Figure 8: Career choice intentions by gender right after graduation

When participants were asked about their career intentions five years after they graduated, fewer reported they intended to be an employee (38.4% of male and 57.8% of female respondents). In fact, 44.5% of male respondents and 28.0% of female respondents said their intention was to be a founder in their own business; and 4.7% of male respondents and 2.4% of female respondents said their intention was to work as a successor in their family business. These data indicate that male respondents are more entrepreneurial than female respondents.

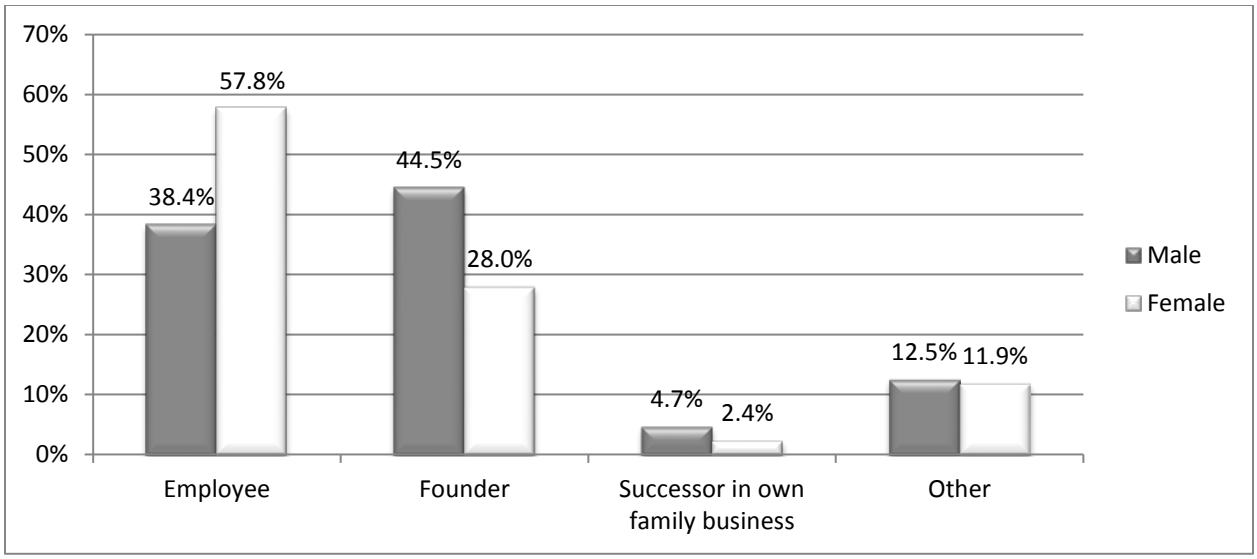

Figure 9: Career choice intentions by gender five years after graduation

In fact Canada has one of the highest gender gaps among the 50 countries surveyed. The gender difference between male and female students intending to start their own business right after graduation is 7.8% at JMSB (4.1% in the international sample) and increases to 16.5% five years after graduation (4.4% in the international sample).

4 Entrepreneurial Context

The external context is a key influencing factor on individuals' entrepreneurial intentions. In this section, we focus on the effect of the university, family and social contexts on participants' entrepreneurial intent.

4.1 University Context

Results indicate that 56.5% of the participants had not yet taken an entrepreneurship course. However, 34.9% had attended a compulsory entrepreneurship course and 3.4% were in a specific entrepreneurship program (Minor in Entrepreneurship, offered at JMSB).

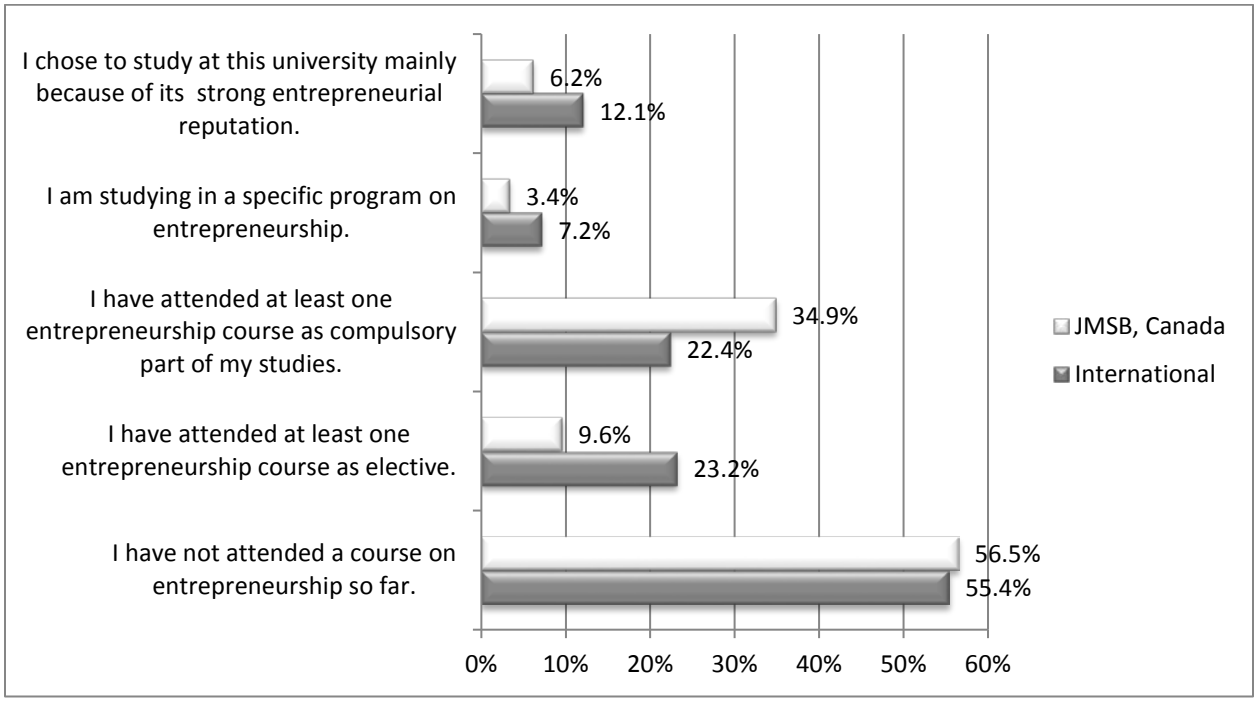

Figure 10: Attendance of entrepreneurship courses

Although only 6.2% of respondents indicated that they chose JMSB for its entrepreneurial reputation (see previous chart), now that they are at JMSB respondents felt that it provides a highly entrepreneurial climate. Students were asked whether the atmosphere at their university inspires them to develop ideas for new businesses, if there is a favorable climate for becoming an entrepreneur, and whether students are encouraged to engage in entrepreneurial activities (responses ranged between 1 "very much disagree" and 7 "very much agree"; the chart below illustrates the sum of responses "rather agree", "pretty agree" and "very much agree").

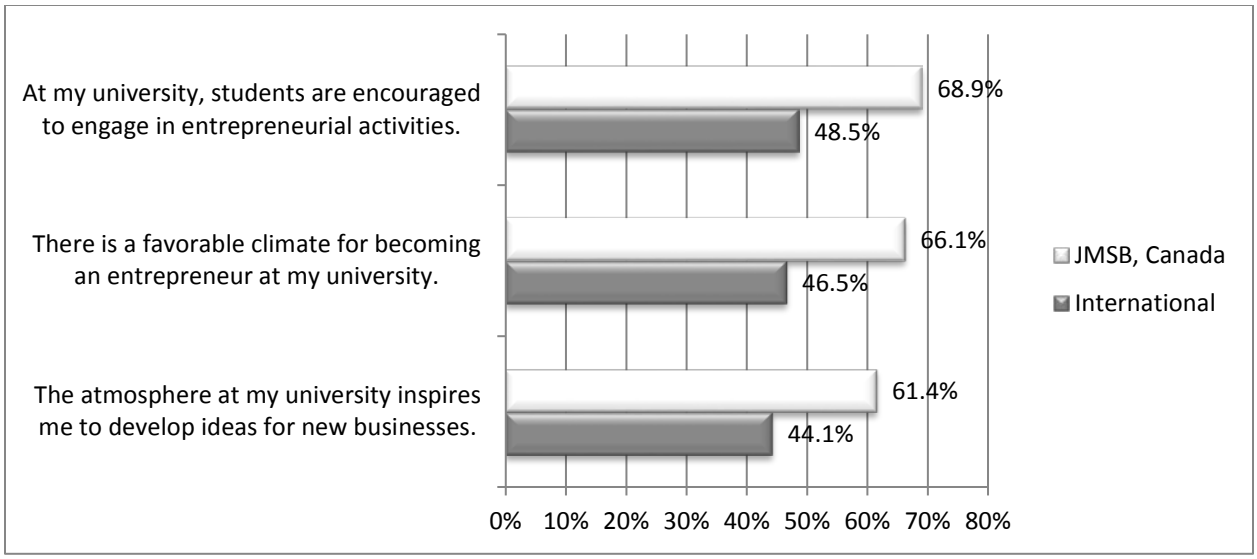

Figure 11: Climate for entrepreneurship

4.2 Family Context

The literature indicates that family may be another important influence on the entrepreneurial intention of young individuals. Participants were asked if their parents had their own business or were self-employed. JMSB respondents reported that 40.7% of their parents (either one or both) were majority owners of a business, a much higher percentage than for the international sample (19.1%).

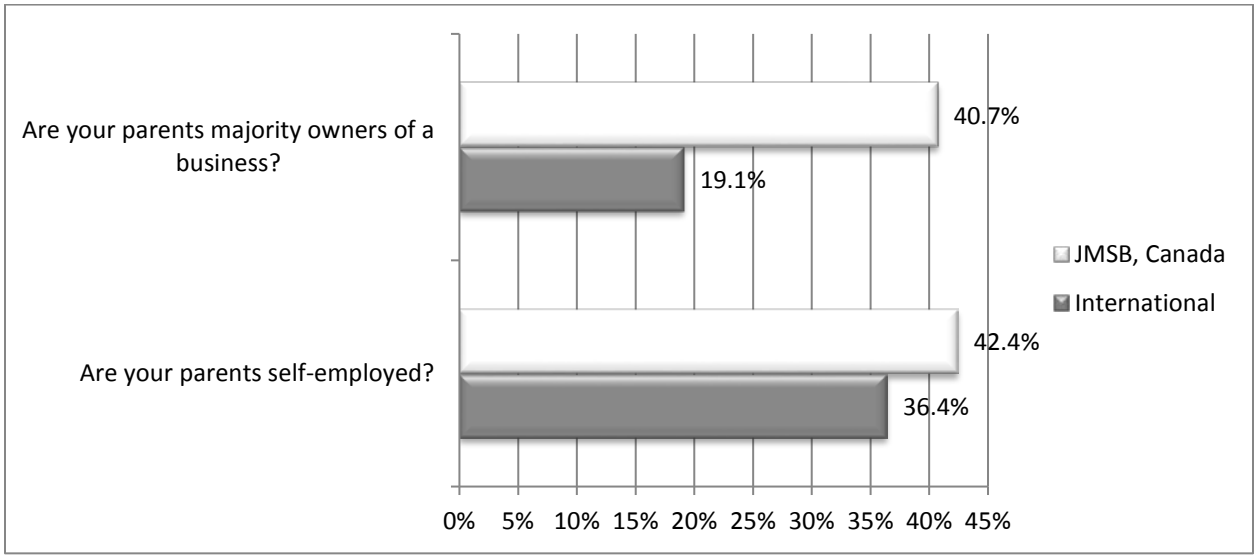

Figure 12: Parents as entrepreneurs

4.3 Social Context

Participants were asked about the reactions they would expect from their social context should they decide to announce their intention of becoming entrepreneurs. Respondents at JMSB reported a favorable climate for becoming an entrepreneur, among their friends (86.7%), fellow students (82.5%) and close family (82.1%). These numbers were all higher than for the international sample as illustrated in the next chart (responses ranged between 1 "very much disagree" and 7 "very much agree"; the chart illustrates the sum of responses "rather favorable", "pretty favorable" and "very favorable").

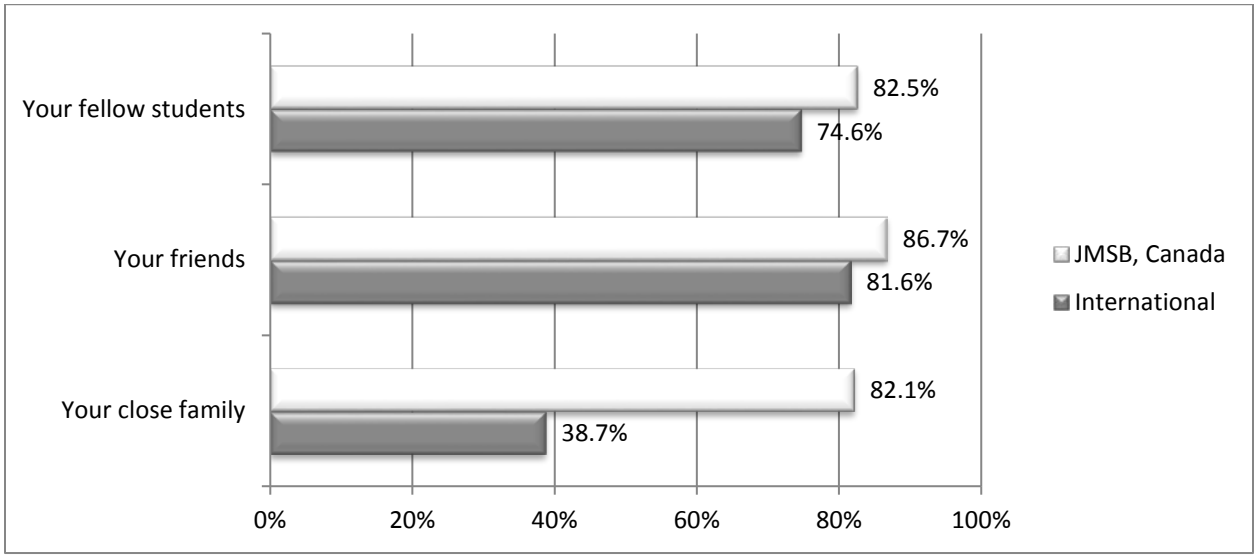

Figure 13: Participants' perception of the reaction of their social environment

5 Required Skills for Entrepreneurs

Participants were asked how confident they felt with regard to the skills required to be entrepreneurial. Responses ranged between 1 (not at all competent) and 7 (very competent). Results suggest that on average students at JMSB felt as or more confident than international participants. They felt most confident about being a leader and a communicator and least confident about creating new products and services.

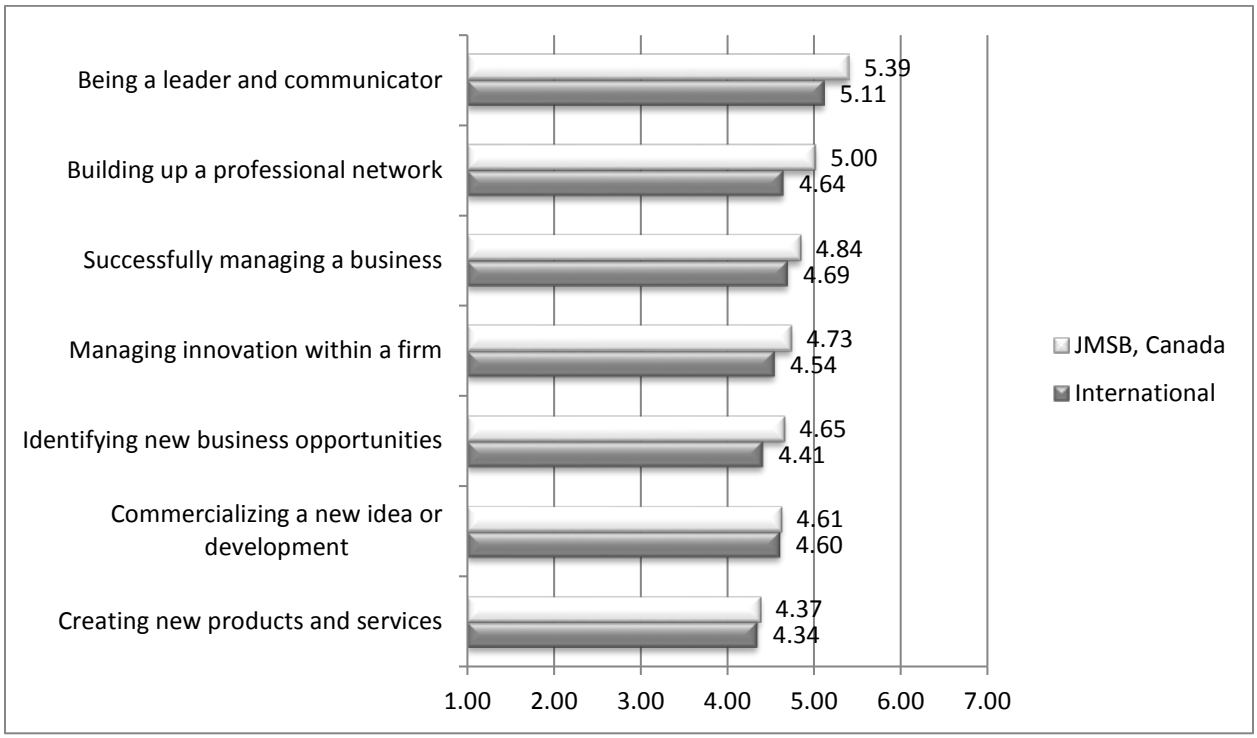

Figure 14: Participants' perception of their level of entrepreneurial skills

6 Entrepreneurial Intentions over Time

The 2016 GUESSS International Report compares data from the three previous GUESSS editions in 2011, 2013/2014, and 2016 by using only the 18 countries that have participated in all three data collection waves[2]. The next chart shows that entrepreneurial intentions (five years after graduation) decreased between 2011 and 2013/2014, with a slight increase thereafter. The two surveys conducted at JMSB show that entrepreneurial intentions are stable and higher than for the international sample both in 2013/2014 and in 2016.

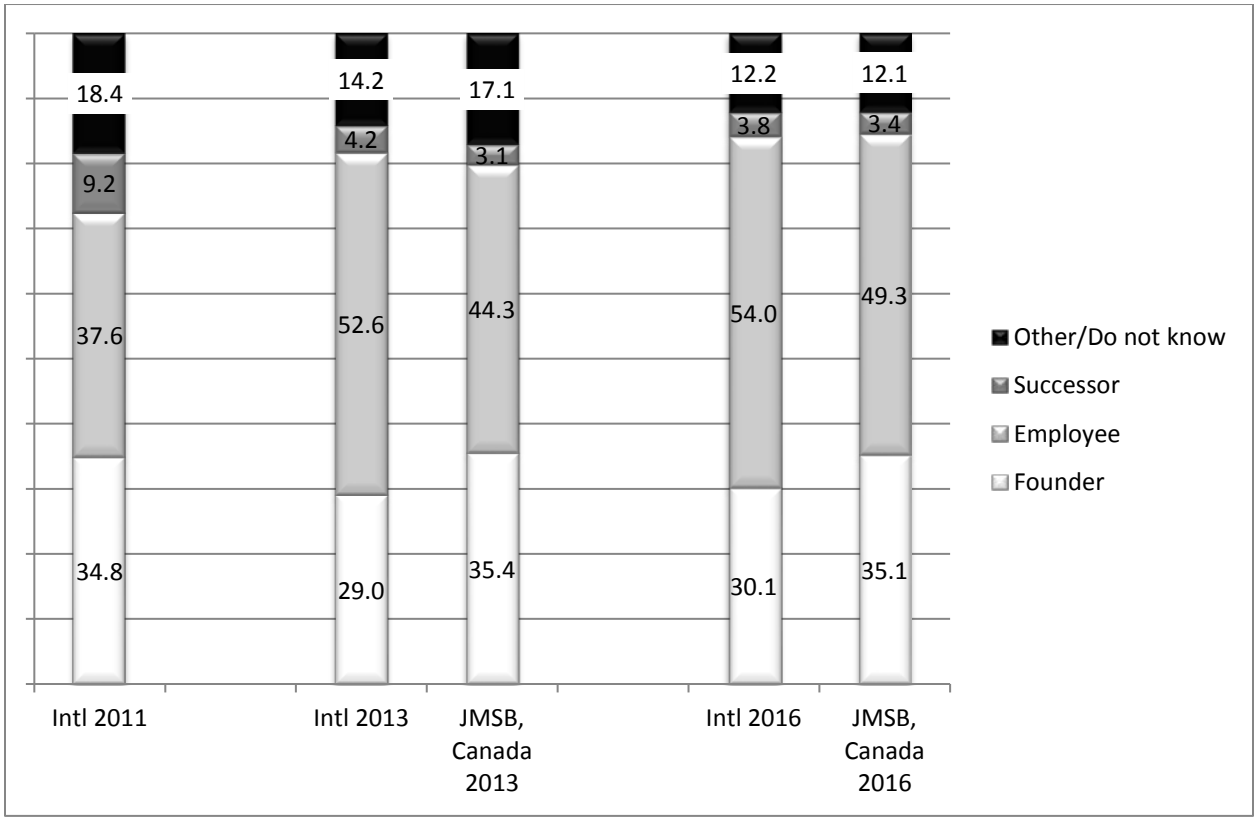

Figure 15: Participants' career intentions five years after graduation

[2] Argentina, Austria, Belgium, Brazil, England, Estonia, Finland, France, Germany, Greece, Hungary, Japan, Liechtenstein, Luxembourg, Mexico, Portugal, Russia, and Switzerland.

7 Entrepreneurial Activities

The second objective of the GUESSS project is to look at the activities students have undertaken to create their own businesses. Participants were divided into three sub-categories based on their activities: those who have not undertaken any activities (and are, therefore, not included in this section), those who have indicated that they are currently trying to start a business (nascent entrepreneurs), and those who are already running their own businesses (active entrepreneurs). In this section, we focus on nascent and active entrepreneurs.

7.1 Nascent Entrepreneurs

To identify nascent entrepreneurs, students were asked: "Are you currently trying to start your own business / to become self-employed?" Among the participants, 17.5% indicated that they were starting their own business. This is lower than the international sample, in which 21.9% of respondents indicated they were nascent entrepreneurs.

Responses show that 53.3% of students intend the new venture to become their main occupation after graduation and 26.7% have already started a business before.

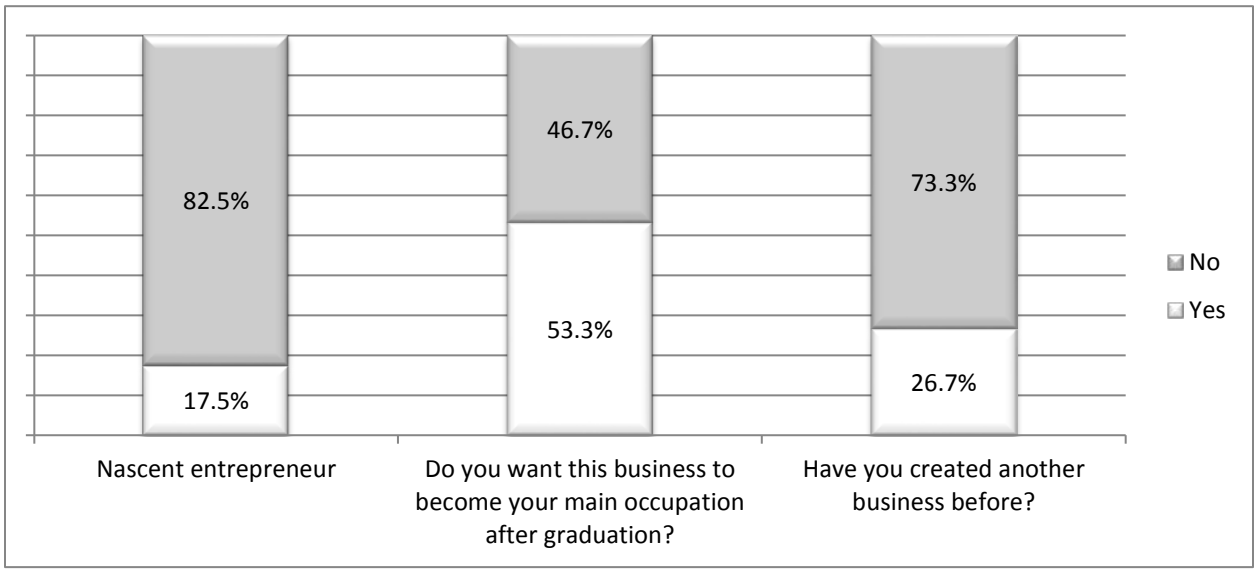

Figure 16: Nascent entrepreneurs

Students were asked in which sector their new business operates in. Advertising/design/ marketing was the largest sector (33.3% of respondents), followed by financial services (26.7%).

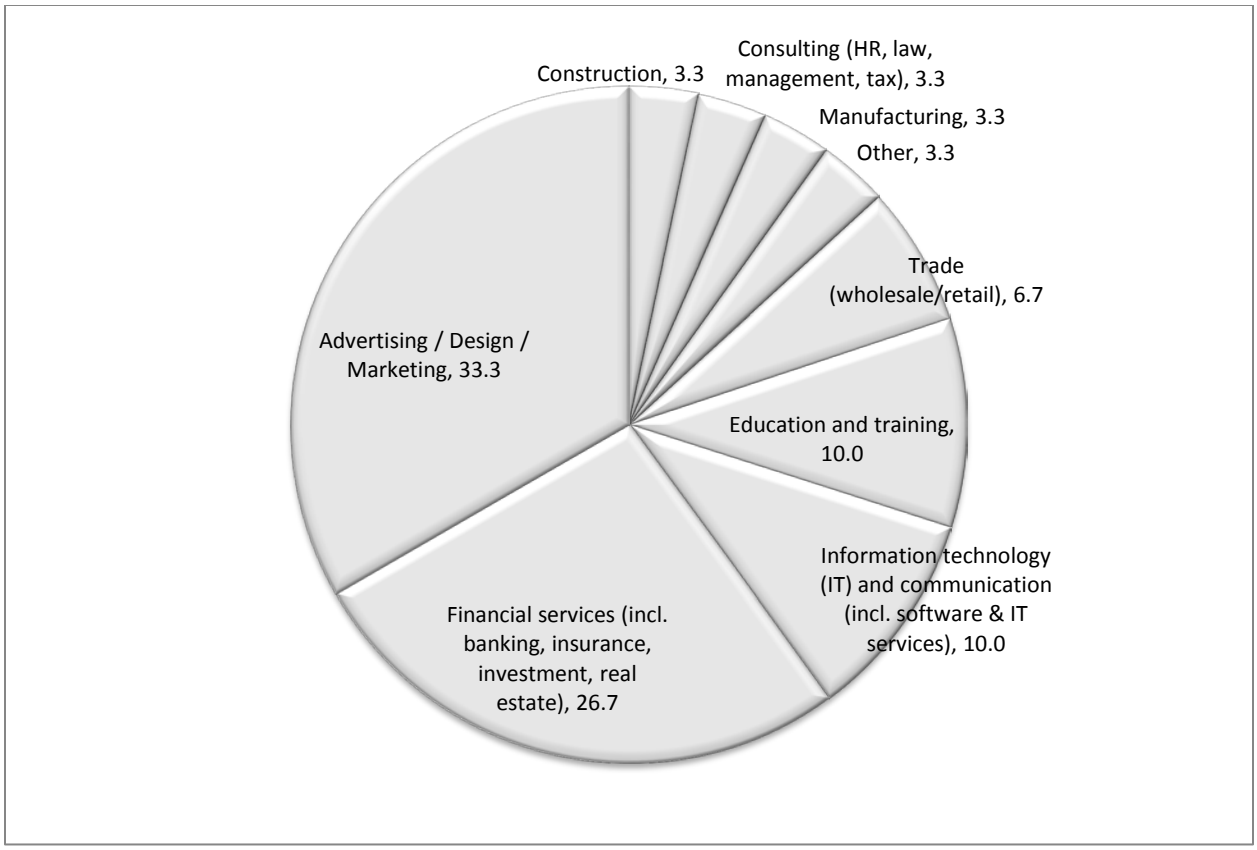

Figure 17: Nascent entrepreneurs by sector

We then asked how far nascent entrepreneurs have already progressed in the founding process. Respondents were asked to indicate which so-called "gestation activities" they had already executed (multiple answers possible). As shown below, most nascent entrepreneurs seem to be in the planning stages, having discussed their product or business idea with potential customers (56.7% of nascent entrepreneurs), collected information about markets or competitors (53.3%) and written a business plan (26.7%).

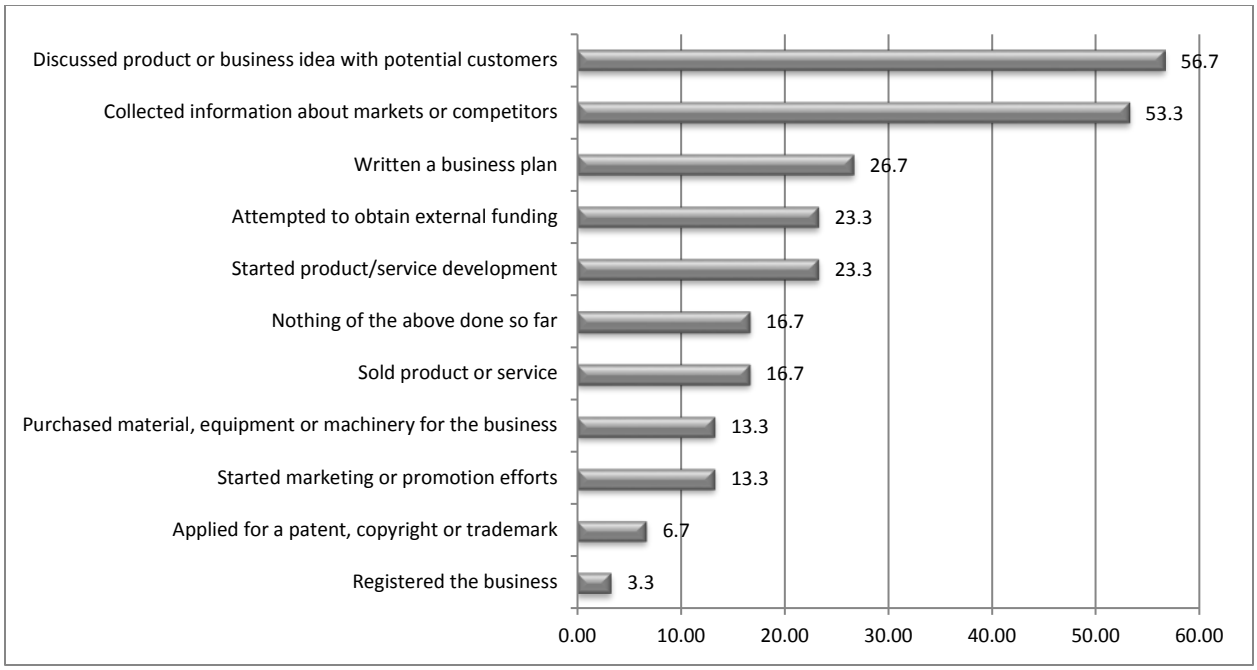

Figure 18: Gestation activities by nascent entrepreneurs

Nascent entrepreneurs were asked why they were starting a new business (responses varied between 1 “strongly disagree” and 7 “strongly agree”). The main reasons were to advance their career in the business world (average response of 6.17), to do something that allows them to enact values which are core to who they are (6.13) and to solve a specific problem for a group of people that they strongly identify with (6.03). Making money and becoming rich was the least important reason (5.03).

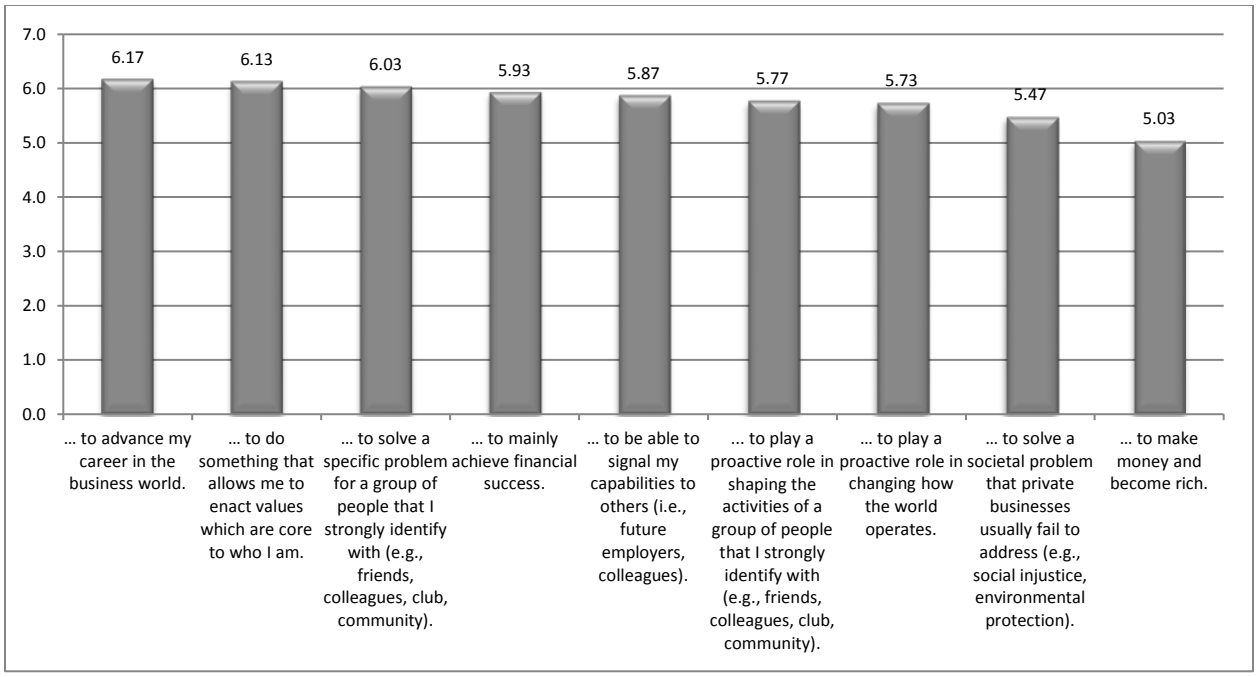

Figure 19: Motivation of nascent entrepreneurs

When asked about how many founding team members they planned to have to start their businesses, the majority of respondents answered either one (46.7%) or two (23.3%). 20.0% said they would not have a co-founder. Out of those who are planning to have a co-founder, 66.7% said that the co-founders were not family members and 65.2% said that one or more of their co-founders were fellow students, indicating there is a strong network among students.

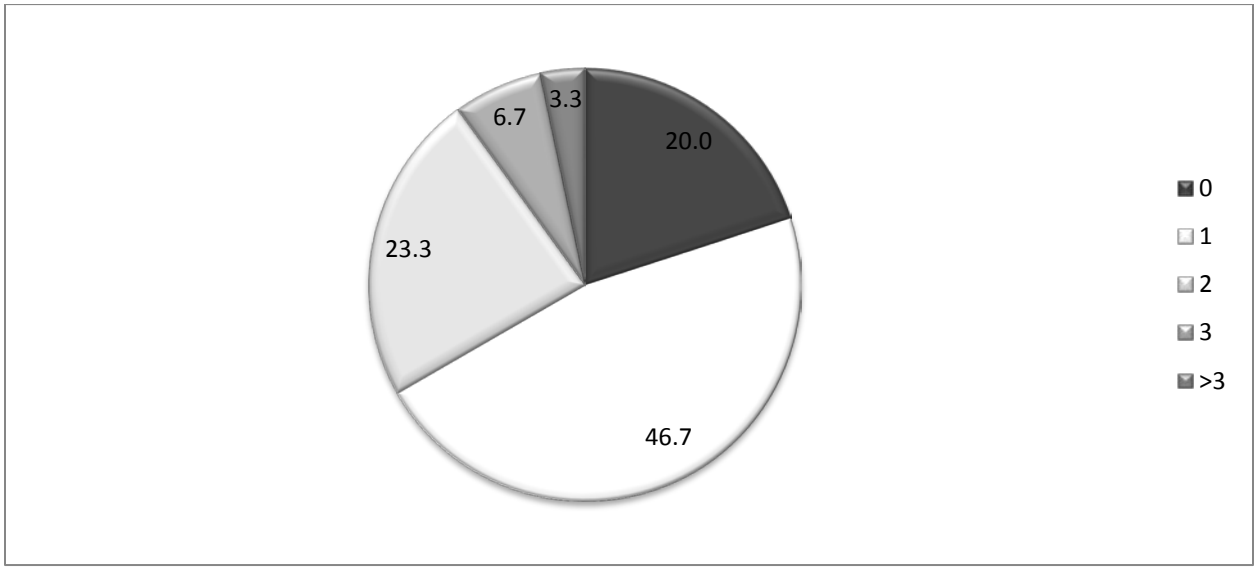

Figure 20: Number of co-founders

Most nascent entrepreneurs got their business idea from a hobby or recreational pastime (36.7% of respondents; multiple answers possible).

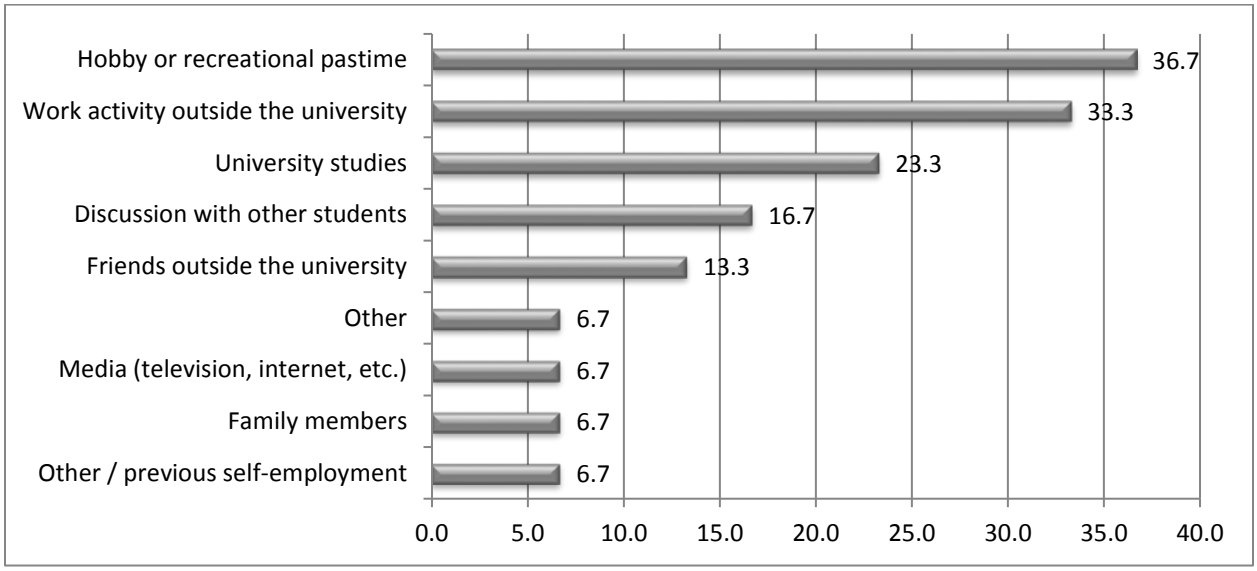

Figure 21: Ideas for nascent entrepreneurs

7.2 Active Entrepreneurs

In this section we focus on JMSB students who indicated that they are already running their own business. To identify these individuals, students were asked: "Are you already running your own business or are you self-employed?" Among the participants, 10.4% indicated that they were active entrepreneurs. This is higher than the international sample, in which 8.8% of respondents indicated they were active entrepreneurs.

In terms of age of the business, 23.3% of respondents said their business is less than one year old, 33.3% said it is one year old, and 13.3% said it is two years old. 10% said it is five years old.

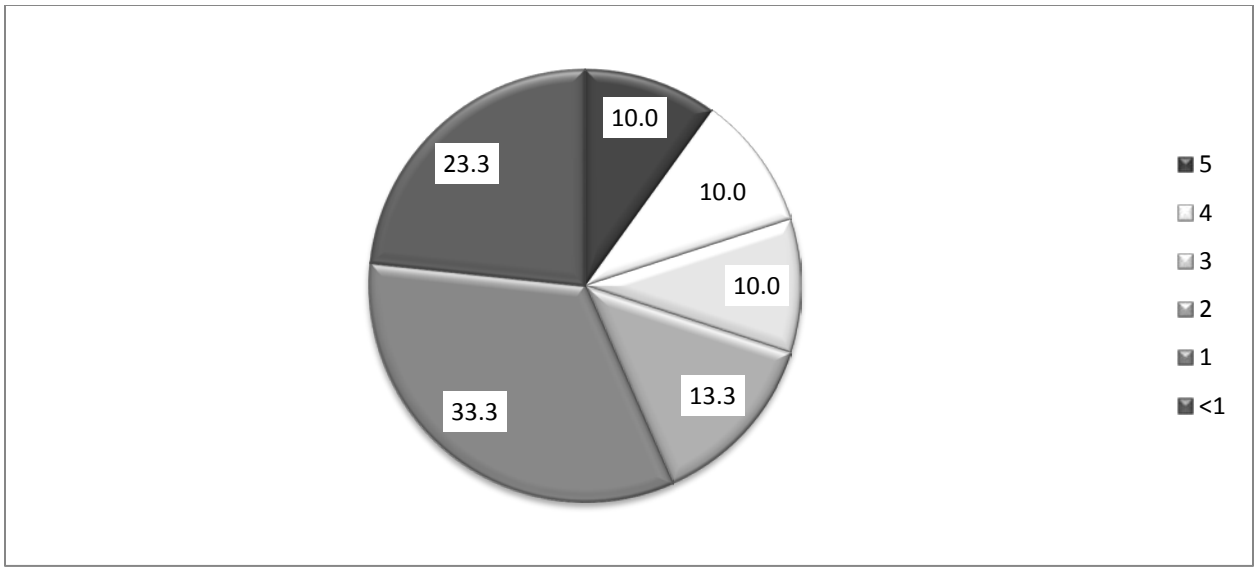

Figure 22: Age of existing businesses

36.7% of active entrepreneurs reported they do not have any employees to date (full time equivalents), another 20.0% reported they have one and 26.7% two.

Over half (54.8%) of active entrepreneurs wants the business to become their main occupation after graduation.

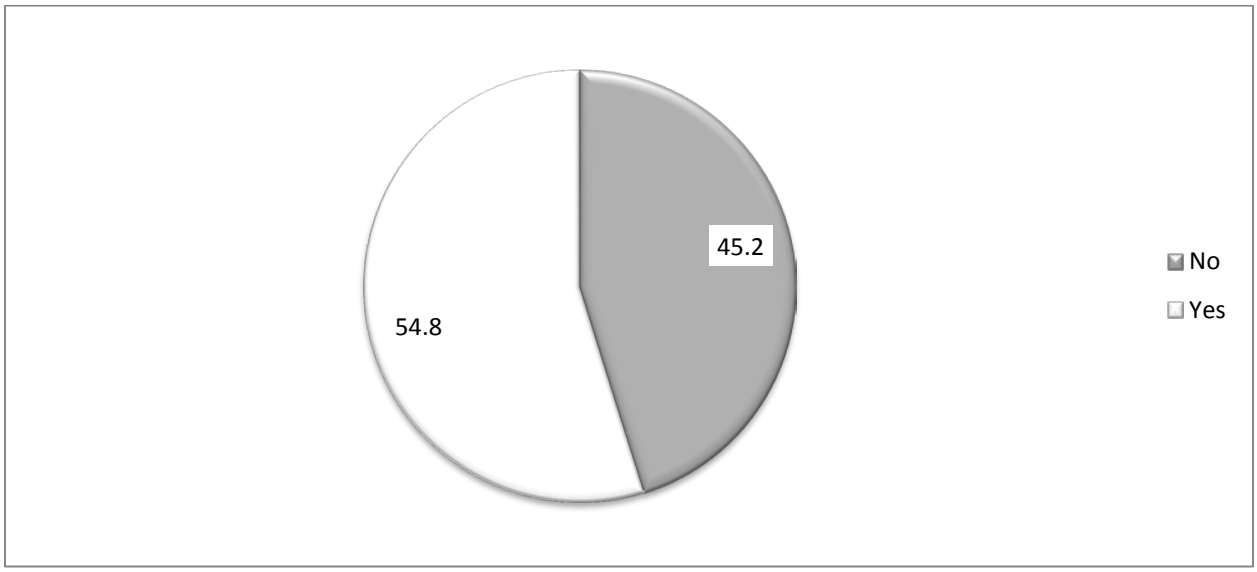

Figure 23: Existing businesses as main occupation after graduation

The main sectors of activity are advertising / design / marketing (19.4% of existing businesses) and wholesale/retail trade (19.4%).

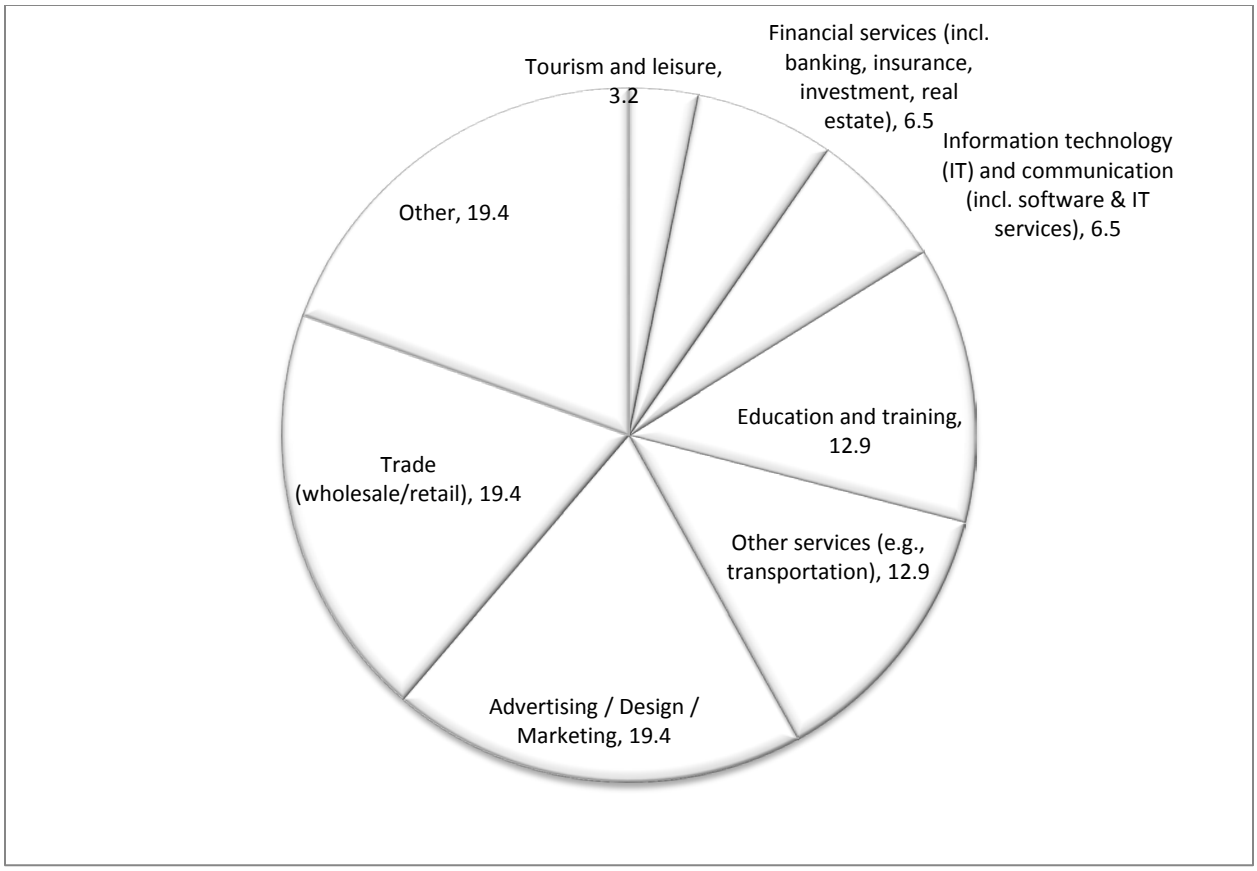

Figure 24: Existing businesses by sector

Most existing businesses are financially successful, with 80.6% of active entrepreneurs reporting they are generating sales revenues with their business and 67.7% reporting they are making financial profit.

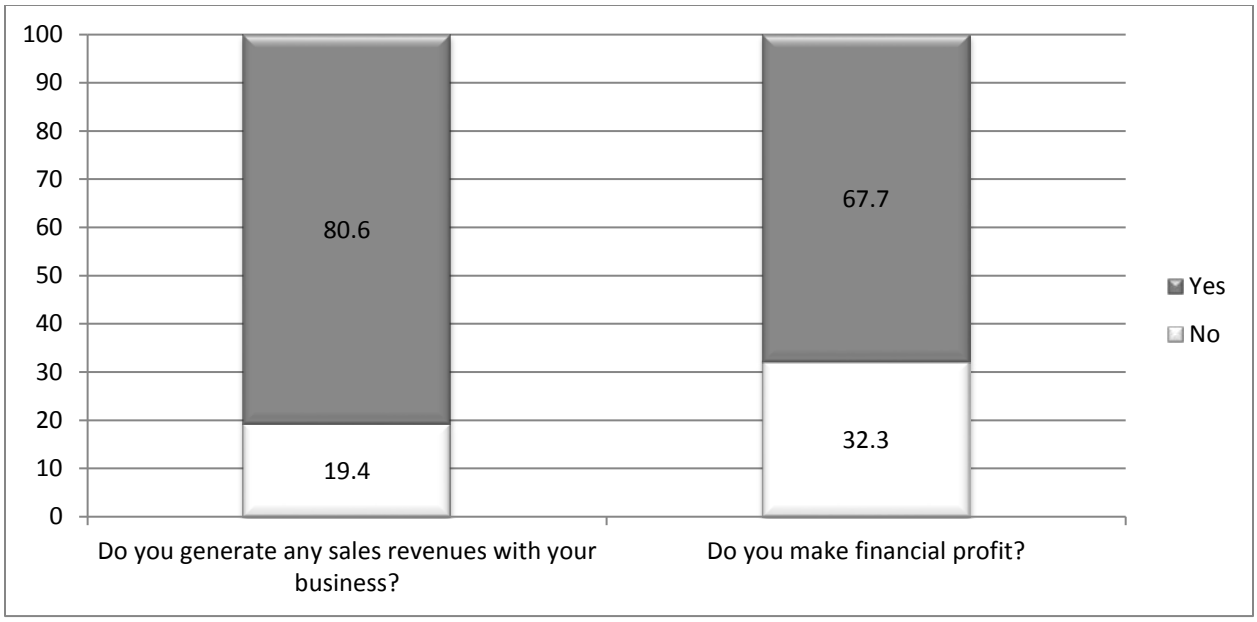

Figure 25: Financial status of existing businesses

Overall existing entrepreneurs seem satisfied with their business (responses ranged from 1 "strongly disagree" to 7 "strongly agree").

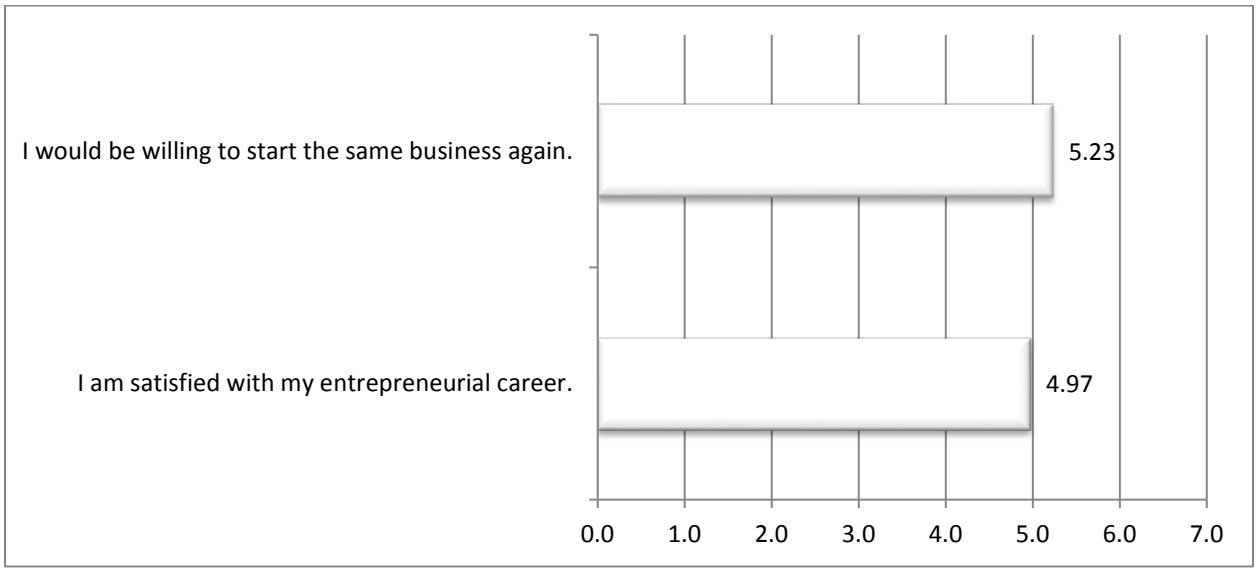

Figure 26: Satisfaction of existing entrepreneurs

8 Family Businesses

This section focuses on the 40.7% of all respondents who, as reported above, have one or both parents who run their own business or are self-employed. Interestingly, only 55.1% of respondents in this group considered their parents' business as a family business. Although these businesses are mostly 100% owned by the respondents' parents (63.7%), most of them are also very small (31.6% have two or fewer employees), which may explain why they are not considered family businesses.

Over half of respondents (52.6%) are already working in the family business, however as indicated in the next chart the intentions to take over the family business are fairly low (responses varied between 1 "strongly disagree" and 7 "strongly agree").

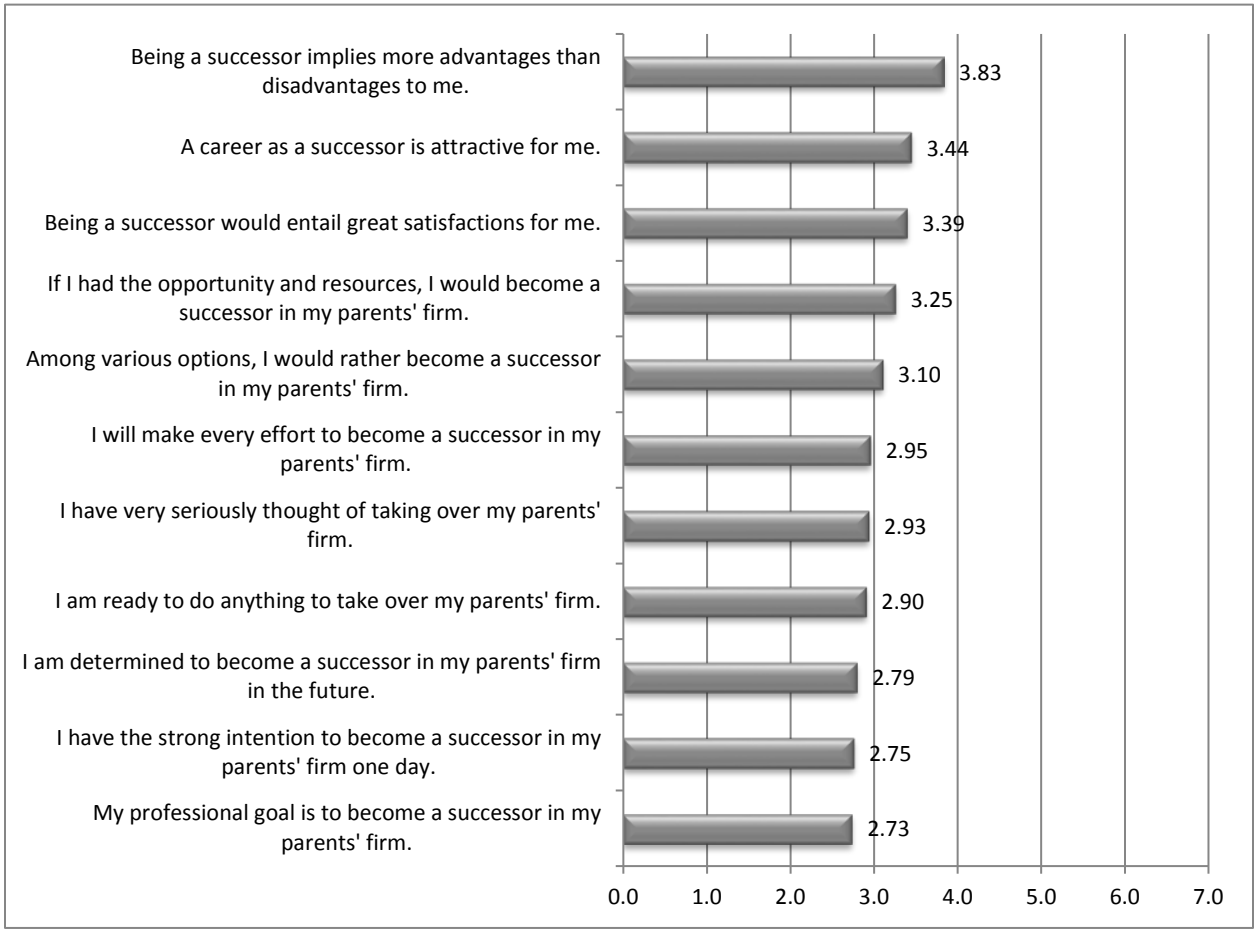

Figure 27: Intention to take over family businesses

Among respondents who are planning to take over their parents' business, most plan to do so after five or more years (63.9%).

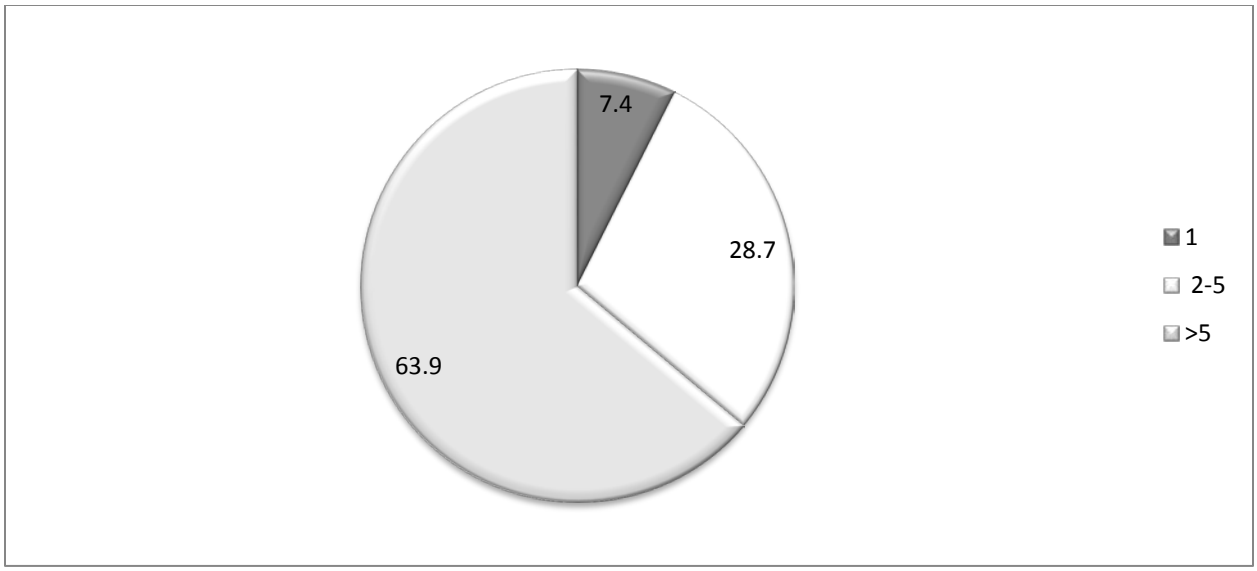

Figure 28: Number of years before respondent takes over family business

Preserving family harmony is perceived as being a more important goal regarding family business succession (57.8% of respondents) than securing long-term survival of the business (42.2%).

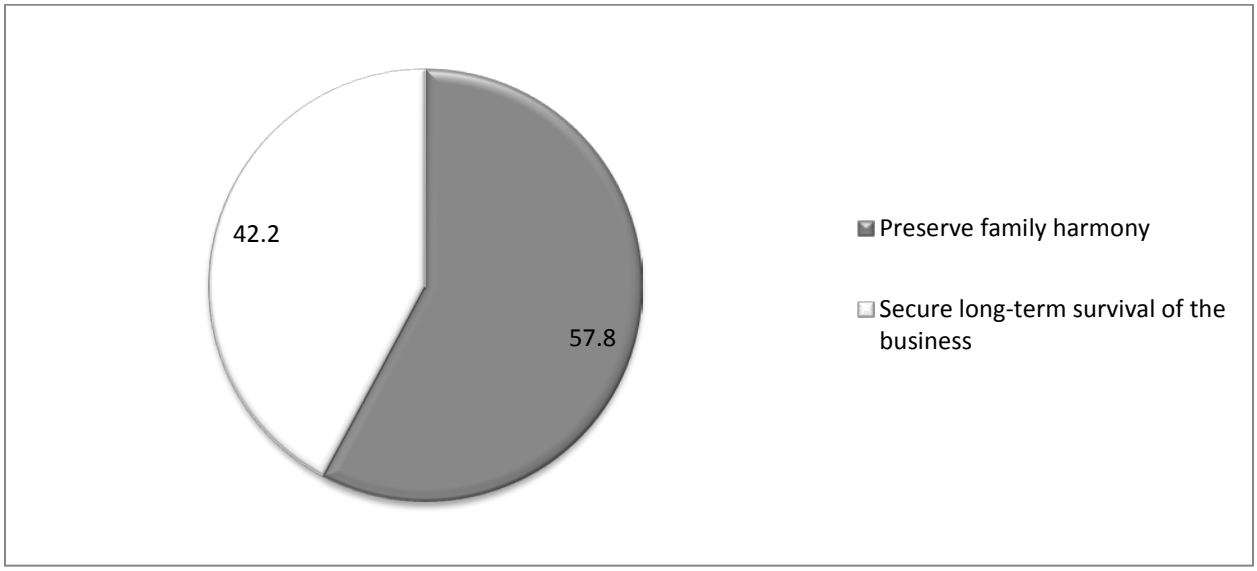

Figure 29: Goals for family business succession

In terms of perceptions concerning family business succession, respondents tend to believe that when one sibling has contributed more to the business than others, he/she should get a higher ownership share and that the financial security of all family members is most important (responses varied between 1 “strongly disagree” and 7 “strongly agree”).

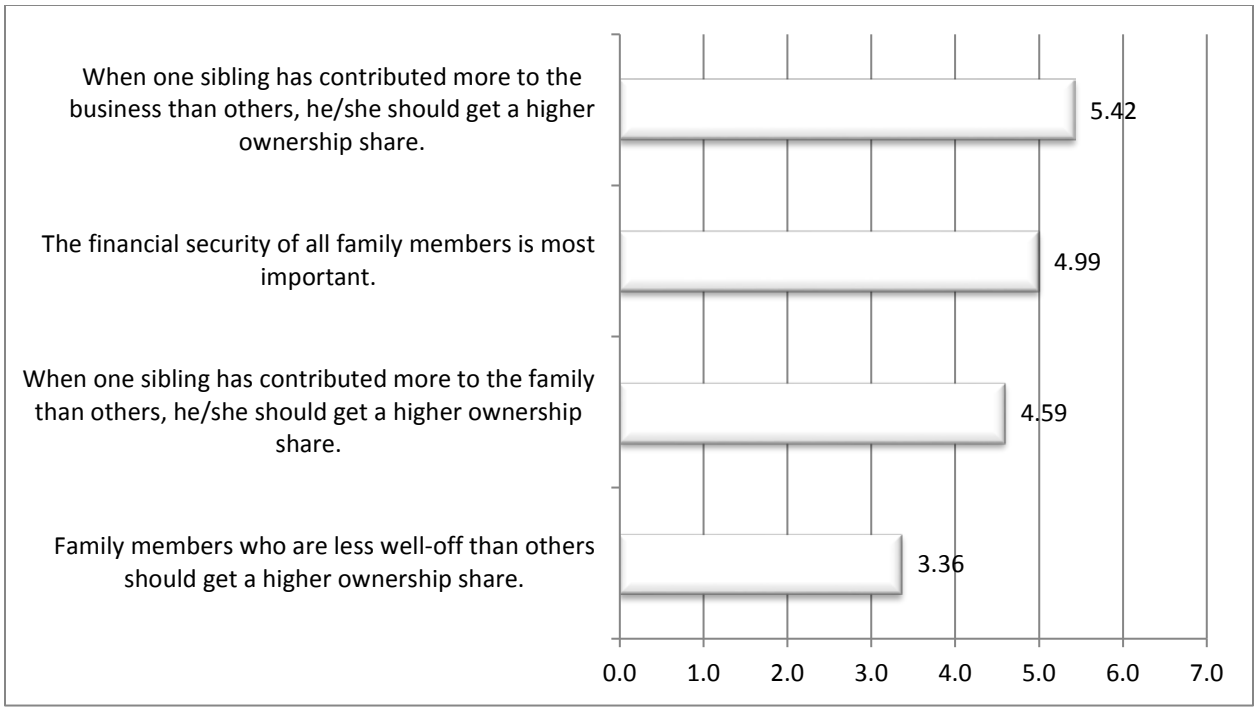

Figure 30: Perceptions about family business succession

9 Further Information about GUESSS

The Global University Entrepreneurial Spirit Students' Survey (GUESSS) is a global research project whose main objective is to assess the entrepreneurial intention and activity of students. This project was started by the Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen (KMU-HSG) in 2003. Since its launch, a new wave of data collection has been carried out every two years. The 7th data collection wave was conducted in Spring/Summer 2016 in 50 countries, at more than 1,000 universities, and generated more than 122,000 completed responses. This is the second data collection carried out by Concordia University's John Molson School of Business, in Montreal, Canada.

For more information about GUESSS please visit http://www.guesssurvey.org

Click here to access the 2013/2014 John Molson School of Business report:
http://www.guesssurvey.org/resources/nat_2013/GUESSS-2013-2014_Canada_JMSB-Report.pdf

Click here to access the 2016 International GUESSS report:
http://www.guesssurvey.org/resources/PDF_InterReports/GUESSS_2016_INT_Report_final5.pdf

9.1 Goals of the GUESSS Project

The primary goal of the project is to document the entrepreneurial intentions and activity of students. Specifically, the project allows for:

- Systematic and long-term observation of entrepreneurial intentions and activities of students.
- Identification of antecedents and boundary conditions in the context of new venture creation and entrepreneurial careers in general.
- Observation and evaluation of Universities' activities and offerings related to the entrepreneurial education of their students.

The findings of the GUESSS research project can be useful for different stakeholders:

- Participating countries: to generate insights about their respective basic conditions for entrepreneurship in general, and learn more about the entrepreneurial power of their students.
- Participating universities: to be able to assess the quality and quantity of their offerings in the context of entrepreneurship.
- Politics and the public: to be sensitized to entrepreneurship in general and new venture creation in particular, and hopefully identify a need for action.
- For students: to benefit from the implementation of respective actions in the long run.

GUESSS is one of the largest entrepreneurship project in the world. In each data collection wave, the GUESSS core team develops a comprehensive survey that meets the highest academic standards. The online survey is sent out to each country team who in turn invites its students to participate.

9.2 Participating Countries and Universities

Table 1 and 2 list the 50 countries that participated in 2016 and their country representatives, as well as number of completed responses.

Table 1: List of countries and representatives (Source: GUESSS International report 2016)

#	Country	University	Team Leader(s)
1	Albania / Kosovo (ALB)	AAB College	Malush Tullumi
2	Argentina (ARG)	Austral University / IAE Business School	Prof. Silvia Carbonell
3	Australia (AUS)	Curtin University of Technology	Prof. Paull Weber
4	Austria (AUT)	Johannes Kepler University Linz	Prof. Norbert Kailer
5	Belgium (BEL)	Antwerp Management School	Prof. Eddy Laveren
6	Belarus (BLR)	Belarusian State University	Dr. Radzivon Marozau
7	Brazil (BRA)	UNINOVE - Universidade Nove de Julho	Prof. Edmilson Lima
8	Canada (CAN)	Concordia University	Prof. Alexandra Dawson
9	Chile (CHI)	Universidad Catolica del Norte	Prof. Gianni Chocce
10	China (CHN)	Shanghai Finance University	Su Jing
11	Colombia (COL)	Universidad EAFIT	Prof. Claudia Alvarez
12	Croatia (CRO)	University of Zadar	Gabrijela Vidic
13	Czech Republic (CZE)	Technical University of Liberec	Prof. Klara Antlova
14	Ecuador (ECU)	Universidad Catolica de Santiago de Guayaouil	Mariella Ortega
15	England (ENG)	Kingston University	Prof. Robert Blackburn
16	El Salvador	Universidad Dr. Jose Matias Delgado	Prof. Manuel Sifontes
17	Estonia (EST)	Tallinn University of Technology	Prof. Urve Venesaar
18	Finland (FIN)	Lappeenranta University of Technology	Prof. Timo Pihkala
19	France (FRA)	EM Lyon Business School	Prof. Alain Fayolle
20	Germany (GER)	University of St.Gallen (CH) FH Fulda	Dr. Heiko Bergmann Prof. Stephan Golla
21	Greece (GRE)	University of Macedonia	Prof. Katerina Sarri
22	Hungary (HUN)	University of Miskolc	Dr. Szilveszter Farkas
23	India (IND)	The Entrepreneurship School	Sanjeeva Shivesh
24	Ireland (IRL)	Dublin City University	Dr. Eric Clinton
25	Italy (ITA)	University of Bergamo	Prof. Tommaso Minola
26	Japan (JAP)	Hosei University	Prof. Noriko Taji
27	Kazakhstan (KAZ)	Turan University	Prof. Olga Sudibor
28	Korea (KOR)	Korea Entrepreneurship Foundation (KEF)	Kim Jong Sung
29	Liechtenstein (LIE)	University of Liechtenstein	Prof. Dr. Urs Baldegger
30	Lithuania (LTU)	Aleksandras Stulginskis University	Virginija Kargyte
31	Luxembourg (LUX)	Institut Universitaire International Luxembourg	Prof. Pol Wagner
32	Malaysia (MAL)	Universiti Malaysia Kelantan	Prof. Raja Suzana Kasim
33	Macedonia (MAC)	University American College Skopje	Dr. Makedonka Dimitrova
34	Mexico (MEX)	EGADE Business School	Prof. José Ernesto Amorós
35	Morocco (MAR)	Abdelmalek Essaâdi University	Prof. Hassan Ezbalehe
36	Norway (NOR)	Stord/Haugesund University College	Prof. Marina Solesvik
37	Pakistan (PAK)	Sukkur Institute of Business Administration	Dr. Altaf Hussain Samo
38	Panama (PAN)	Universidad de Panama	Omaris Vergara Dr. Maria Angeles Frende
39	Peru (PER)	Universidad Esan	Prof. Jaime Serida
40	Poland (POL)	Family Business Institute Poland	Prof. Adrianna Lewandowska
41	Portugal (POR)	Universidade de Lisboa	Prof. Miguel Amaral
42	Russia (RUS)	St.Petersburg University - GSOM	Prof. Galina Shirokova
43	Slovakia (SVK)	Comenius University Bratislava	Dr. Marian Holienka
44	Slovenia (SLO)	GEA College	Prof. Katja Kraskovic
45	Spain (ESP)	ESADE Business School	Dr. Joan Batista-Foguet Dr. Maika Valencia
46	Sweden (SWE)	University of Skövde	Prof. Susanne Durst
47	Switzerland (SUI)	University of Bern University of St.Gallen HEG Fribourg	Prof. Philipp Sieger Prof. Rico Baldegger
48	Ukraine (UKR)	Stord/Haugesund University College	Prof. Marina Solesvik
49	Uruguay (URY)	Universidad Catolica del Uruguay	Prof. Catherine Krauss
50	USA	Stetson University University of Vermont (UVM)	Prof. Isabel Botero Prof. Erik Monsen

Table 2: Universities and completed responses (Source: GUESSS International report 2016)

Number	Country (code)	Number of universities	Completed responses	Valid percent
1	Albania (ALB)	6	70	0.1
2	Argentina (ARG)	45	2625	2.1
3	Australia (AUS)	18	2359	1.9
4	Austria (AUT)	51	3755	3.1
5	Belarus (BLR)	16	716	0.6
6	Belgium (BEL)	6	771	0.6
7	Brazil (BRA)	83	7417	6.1
8	Canada (CAN)	2	297	0.2
9	Chile (CHI)	32	6077	5.0
10	China (CHN)	97	3274	2.7
11	Colombia (COL)	13	3832	3.1
12	Croatia (HRV)	26	1555	1.3
13	Czech Republic (CZE)	10	1135	0.9
14	Ecuador (ECU)	5	8211	6.7
15	El Salvador (ESA)	14	4653	3.8
16	England (ENG)	16	1074	0.9
17	Estonia (EST)	25	811	0.7
18	Finland (FIN)	16	532	0.4
19	France (FRA)	16	714	0.6
20	Germany (GER)	50	15984	13.0
21	Greece (GRE)	12	649	0.5
22	Hungary (HUN)	23	5182	4.2
23	India (IND)	11	37	0.0
24	Ireland (IRL)	17	807	0.7
25	Italy (ITA)	39	4446	3.6
26	Japan (JPN)	25	1490	1.2
27	Kazakhstan (KAZ)	22	253	0.2
28	Korea (KOR)	52	2603	2.1
29	Liechtenstein (LIE)	2	159	0.1
30	Lithuania (LTU)	36	426	0.3
31	Luxembourg (LUX)	5	82	0.1
32	Macedonia (MKD)	3	124	0.1
33	Malaysia (MYS)	20	137	0.1
34	Mexico (MEX)	4	1207	1.0
35	Morocco (MAR)	11	2044	1.7
36	Norway (NOR)	4	41	0.0
37	Pakistan (PAK)	12	580	0.5
38	Panama (PAN)	5	3273	2.7
39	Peru (PER)	12	1297	1.1
40	Poland (POL)	58	6388	5.2
41	Portugal (POR)	11	4685	3.8
42	Russia (RUS)	34	4152	3.4
43	Slovakia (SVK)	17	3266	2.7
44	Slovenia (SLO)	5	575	0.5
45	Spain (ESP)	19	7373	6.0
46	Sweden (SWE)	10	606	0.5
47	Switzerland (SUI)	40	2943	2.4
48	Ukraine (UKR)	4	73	0.1
49	Uruguay (URY)	7	1396	1.1
50	USA (USA)	15	353	0.3
	TOTAL	**1082**	**122509**	**100**