



QUESTIONNAIRE FOR PRACTITIONERS

Region: _____

Interviewee: _____

Institution: _____

completely disagree

tend to disagree

neutral

tend to agree

completely agree

not specified

No. Statement 1 2 3 4 5 ns Comments

I POLICY

I.1 Definition

1 There is an agreed definition of entrepreneurship education.

| | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|





COMMUNITY OF PRACTICE ON INCLUSIVE ENTREPRENEURSHIP

| No. | Statement | 1 | 2 | 3 | 4 | 5 | ns | Comments |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| 2 | Entrepreneurship education focuses solely on business start-up training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | Entrepreneurship education is a cross-curricular aspect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

I.2 Strategy

| | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 4 | There is a strategy for encouraging entrepreneurship education at national/regional level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | National/regional strategy is integrated or linked to a broader strategy promoting entrepreneurship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | The main departments & agencies collaborate effectively in shaping entrepreneurship education policies (Eg. Dept for Education, Dept for Industry, Economy). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 | Early consultation with stakeholders (teachers, NGOs and employers) to establish wide-ranging buy-in and comprehension. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8 | The national/regional strategy is visionary and includes strategic aims and objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9 | The strategy is buttressed with identified good practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |





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| 10 | The strategy encompasses actions from primary through to tertiary (vocational and non vocational) phases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 | The strategy encourages the inclusion of entrepreneurship education throughout the curriculum (ad-hoc subjects or cross-curricular). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12 | Specific funding is earmarked to implement the strategy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13 | The strategy is mainly delivered by external providers/intermediary organisations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

II PRACTICE

II.1 Curriculum

| | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 14 | Entrepreneurship has been effectively embedded into the school curriculum as a cross-curricular element (cutting across subjects). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15 | Entrepreneurship is delivered as a standalone subject or a separate activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

II.2 Teachers

| | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 16 | Generally speaking, teachers have a broad perception and a good understanding of entrepreneurship education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|



SECRETARÍA GENERAL DE EMPLEO
SUBDIRECCIÓN GENERAL DE LA UNIDAD
ADMINISTRADORA DEL FONDO SOCIAL EUROPEO





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| 17 | In-service teacher training in entrepreneurship is widely available to develop an enterprising teaching style. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18 | Initial teacher training on entrepreneurship education is widely available to develop an enterprising teaching style. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19 | Teachers have the possibility to develop their own Entrepreneurship Education projects at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| II.3 Resources & pedagogy | | | | | | | | |
| 20 | Good quality teaching materials for enterprise and practice-based pedagogical tools have been developed for use in schools and are easily accessible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21 | School pupils have opportunities to participate in practice-based entrepreneurship education projects (eg. Mini-companies, business contests,...). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| II.4 School | | | | | | | | |
| 22 | Entrepreneurship education is a part of schools' culture (eg. Specific entrepreneurship education policy). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23 | Senior Management Team/Headmasters fully support entrepreneurship education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



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| 24 | Specially appointed champions/coordinators promote entrepreneurship in close cooperation with different school departments / provide one to one support to other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| II.5 Links with local community | | | | | | | | |
| 25 | Local community is regularly involved in entrepreneurship education activities (eg. Employers, NGOs, other). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26 | Students/pupils have access to credible role models. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| II.6 Career guidance / employability | | | | | | | | |
| 27 | Entrepreneurship is integrated in career guidance offer as a career option for all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28 | Entrepreneurship is linked to work-related learning/employability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| II.7 Funding | | | | | | | | |
| 29 | Funding is directly channelled to schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| III EVALUATION | | | | | | | | |
| III.1 Entrepreneurial skills and attitudes | | | | | | | | |
| 30 | Targets and indicators have been developed to assist in monitoring and evaluating student progress in the development of entrepreneurial | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



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| | skills and attitudes. | | | | | | | |
| 31 | Pupils assess their own entrepreneurship skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| III.2 Quality | | | | | | | | |
| 32 | Entrepreneurship education is regularly inspected by government/external body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 33 | Targets and indicators have been developed at school level to assist in monitoring and evaluating effectiveness of entrepreneurship education actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 34 | The information obtained from the measurements is used to prioritise, plan and introduce improvements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| III.3 Research | | | | | | | | |
| 35 | Practice is coupled with cross-disciplinary research headed by the Faculty of Education that provides a theoretical underpinning, raises the academic profile of entrepreneurship education and informs policy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| IV DISSEMINATION | | | | | | | | |
| IV.1 Awareness | | | | | | | | |
| 36 | Agencies/schools organise regular actions and awareness campaigns to ensure entrepreneurship is understood in its broader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |





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| | sense (not just about running a business). | | | | | | | |
| 37 | Entrepreneurship education activities that work well are celebrated by organising awards, showcases, competitions or writing case studies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 38 | Parents are regularly informed about entrepreneurship education activities in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| IV.2 Media | | | | | | | | |
| 39 | The subject of entrepreneurship education is presented comprehensively & regularly by the general media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 40 | Role models presented in the media and teaching resources reflect the full diversity of entrepreneurship (e.g. women entrepreneurs, minority ethnic entrepreneurs, social enterprise). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| IV.3 Networks | | | | | | | | |
| 41 | Virtual/real networks have been set up to learn from and share good practice with other schools/practitioners/employers (websites, partnerships, resource centres, ...). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

THANK YOU FOR YOUR SUPPORT.

