



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.

Response grid with 6 columns for ratings (1-5, ns) and a large column for comments.





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"/>	
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No.	Statement	1	2	3	4	5	ns	Comments
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.

