

****

 **SME Policy Index**

**Western Balkans and Turkey 2022**

 **ASSESSING THE IMPLEMENTATION OF THE SMALL BUSINESS ACT FOR EUROPE**

**DIMENSION 1 - Entrepreneurial learning and women’s entrepreneurship**

**Qualitative indicators government questionnaire**

# Entrepreneurial learning and women’s entrepreneurship assessment framework

**Entrepreneurial learning and women’s entrepreneurship** assesses the role of education and training in developing a more entrepreneurial culture in the Western Balkans and Turkey, as well as the policies needed to allow women to make a more proportionate contribution to the entrepreneurial economy.

This dimension is structured around two sub-dimensions:

* Sub-dimension 1: **Entrepreneurial learning**, which assesses the policy and institutional support environment, paying particular attention to developing the entrepreneurship key competence, including curriculum and teacher training requirements, and building on recent policy guidance in this area by the European Commission,
* Sub-dimension 2: **Women’s entrepreneurship**, especially the cross-sectoral policy linkages (e.g. education, employment, economy) which are critical in ensuring more comprehensive and inclusive support for women’s entrepreneurship, as well as cross-stakeholder working arrangements.

Figure 1. Entrepreneurial learning and women’s entrepreneurship assessment framework

|  |  |
| --- | --- |
| **Sub-dimension 1.1:**Entrepreneurial learning | **Sub-dimension 1.2 :**Women’s entrepreneurship |
| **Thematic block 1:**Planning and design | **Thematic block 2:**Implementation | **Thematic block 3:**Monitoring and evaluation  | **Thematic block 1:**Planning and design | **Thematic block 2:**Implementation | **Thematic block 3:**Monitoring and evaluation |

## Sub-dimension 1: Entrepreneurial learning

|  |  |  |
| --- | --- | --- |
| **Question** | **Response *[expand box as necessary]*** | **Source/Evidence/Links** |
| **Thematic block 1. Planning and design** |
|  | **Since the last assessment (January 2019) have there been any changes in the partnership between public, private and non-government institutions to support entrepreneurial learning?[[1]](#endnote-2)**  | Yes [ ]No [ ] |  |
|  | If yes | Is the partnership formal, structured?[[2]](#endnote-3) | Yes [ ]No [ ] |  |
|  | **Is entrepreneurial learning part of a national official document?[[3]](#endnote-4)** | Yes [ ]No [ ] |  |
|  | If yes | Please state all government documents which include entrepreneurial learning |   |  |
|  | Do these documents consider also online entrepreneurship? | Yes [ ]No [ ] |  |
|  | **How does the national partnership on entrepreneurial learning function? Provide details on the lead institution, its objectives and members, frequency of meetings, activities, and financial resources.** |  |  |
|  | **Has there been a national or policy response to the impact of the pandemic on entrepreneurial learning?** |  |  |
|  | **Has the government responded to the European Entrepreneurship Competence Framework (EntreComp) issued in 2016? Please explain how and for what purpose (e.g awareness raising, curriculum reform, good practice sharing)?** [For information on EntreComp see glossary and endnote**[[4]](#endnote-5)** |  |  |
|  | **Is entrepreneurship key competence incorporated in the curricula used in the economy?[[5]](#endnote-6)**  | Yes [ ]No [ ] |  |
|  | If yes, into curricula[[6]](#endnote-7) at which level of education – please describe how it is incorporated:  |  |  |
|  | a) | Primary/lower secondary  | Yes [ ]No [ ] |  |
|  | b) | Upper secondary general  | Yes [ ]No [ ] |  |
|  | c) | VET  | Yes [ ]No [ ] |  |
|  | d) | Higher education | Yes [ ]No [ ] |  |
|  | **Is the entrepreneurship key competence captured in the learning outcomes of some qualifications.** See endnote[[7]](#endnote-8). | Yes [ ]No [ ] |  |
|  | **If yes** | **Please provide at least one concrete example of this** |  |  |
|  | **Are there teaching or learning materials developed at the national level on how to implement entrepreneurship key competence?[[8]](#endnote-9)** | Yes [ ]No [ ] |  |
|  | If yes | Does the teaching or learning material include assessment of learning outcomes of students? | Yes [ ]No [ ] |  |
|  | **Is education-business cooperation for the purpose of entrepreneurial learning a priority for the government?** | Yes [ ]No [ ] |  |
|  | **Are there pre-service teacher training institutions that include active learning methods for entrepreneurship key competences development?[[9]](#endnote-10) If yes, please specify.** | Yes [ ]No [ ] |  |
|  | **Are there pre-service teacher training institutions that include entrepreneurship key competences development as a compulsory topic for trainee teachers?[[10]](#endnote-11) If yes, please specify.** | Yes [ ]No [ ] |  |
|  | **Are there in-service teacher training programmes that include active learning methods for entrepreneurship key competences development? If yes, please specify.** | Yes [ ]No [ ] |  |
|  | If yes | Is training accessible for all teachers in primary/lower secondary education? | Yes [ ]No [ ] |  |
|  | Is training accessible for all teachers at upper secondary general education? | Yes [ ]No [ ] |  |
|  | Is training accessible for all teachers in VET? | Yes [ ]No [ ] |  |
|  | **Is training provided for teachers in higher education on entrepreneurship key competences development?** | Yes [ ]No [ ] |  |
|  | **Is training provided for school/university management on entrepreneurship key competences?** | Yes [ ]No [ ] |  |
|  | **Is entrepreneurship as a career option part of the career guidance for students?[[11]](#endnote-12)** | Yes [ ]No [ ] |  |
|  | If yes | Is this included into career guidance for students in upper secondary general education? | Yes [ ]No [ ] |  |
|  | Is this included into career guidance for students in VET? | Yes [ ]No [ ] |  |
|  | Is this included into career guidance for students in higher education? | Yes [ ]No [ ] |  |
|  | **Does the national official document on entrepreneurial learning include non-formal learning?[[12]](#endnote-13)**  | Yes [ ]No [ ] |  |
|  | **How does the government support non-formal entrepreneurial learning? Please provide at least one concrete example.** |  |  |
| **Thematic block 2. Implementation** |
|  | **Is there a national action plan that supports entrepreneurial learning?** | Yes [ ]No [ ] |  |
|  | If yes | Does it include activities that aim to develop entrepreneurship as a key competence in formal education?  | Yes [ ]No [ ] |  |
|  | Does it include actions to promote non-formal entrepreneurial learning? | Yes [ ]No [ ] |  |
|  | Does it include actions to include entrepreneurship key competence into pre-service teacher training?  | Yes [ ]No [ ] |  |
|  | Are there measurable targets? | Yes [ ]No [ ] |  |
|  | Is there a defined timeframe? | Yes [ ]No [ ] |  |
|  | Does it define expected impact? | Yes [ ]No [ ] |  |
|  | Is there corresponding budget allocated by the government? | Yes [ ]No [ ] |  |
|  | **Is entrepreneurial learning, within a life-long learning perspective, promoted?** | Yes [ ]No [ ] |  |
|  | If yes, how? |  |  |
|  | a) | information campaigns, social media, traditional media | Yes [ ]No [ ] |  |
|  | b) | an annual event at national/ international level | Yes [ ]No [ ] |  |
|  | c) | good practices exchange at national or international level | Yes [ ]No [ ] |  |
|  | d) | role models | Yes [ ]No [ ] |  |
|  | e) | national recognition or awards’ ceremonies | Yes [ ]No [ ] |  |
|  | f) | other, please specify | Yes [ ]No [ ] |  |
|  | **Is entrepreneurial learning as a key competence implemented in the learner experience across all areas of lifelong learning?[[13]](#endnote-14)** | Yes [ ]No [ ] |  |
|  | a) | Is entrepreneurial learning implemented in primary education? Please specify how. | Yes [ ]No [ ] |  |
|  | b) | Is entrepreneurial learning implemented in lower-secondary education? Please specify how. | Yes [ ]No [ ] |   |
|  | c) | Is entrepreneurial learning implemented in upper-secondary general education? Please specify how. | Yes [ ]No [ ] |  |
|  | d) | Is entrepreneurial learning implemented in VET? Please specify how. | Yes [ ]No [ ] |  |
|  | e) | Is entrepreneurial learning implemented in higher education? Please specify how. | Yes [ ]No [ ] |  |
| 1. X
 | **Are online courses on entrepreneurial learning available as lifelong learning training courses?** | Yes [ ]No [ ] |  |
|  | **Are schools engaged in practical entrepreneurial experiences?[[14]](#endnote-15)**  | Yes [ ]No [ ] |  |
|  | If yes | Is this implemented in primary education? Please specify how. | Yes [ ]No [ ] |  |
|  | Is this implemented in lower secondary education? Please specify how. | Yes [ ]No [ ] |  |
|  | Is this implemented in upper secondary education? Please specify how. | Yes [ ]No [ ] |  |
|  | Is this implemented in VET? Please specify how. | Yes [ ]No [ ] |  |
|  | Is this implemented in higher education? Please specify how. | Yes [ ]No [ ] |  |
|  | **Are there examples of higher education institutions that implement entrepreneurial learning in non-business faculties and/or non-technological faculties?** | Yes [ ]No [ ] |  |
|  | **Do all learners engage in at least one practical entrepreneurial experience as part of their compulsory education?** | Yes [ ]No [ ] |  |
|  | **Do any examples of practical entrepreneurial experiences also link to sustainable development and/or green skills?** | Yes [ ]No [ ] |  |
|  | **Do any examples of practical entrepreneurial experiences also support digital learning and development of the digital key competence[[15]](#endnote-16)?** | Yes [ ]No [ ] |  |
|  | **Explain how practical entrepreneurial experiences are implemented and how these develop entrepreneurial competences (e.g. EntreComp)? Please specify what type of practical entrepreneurial experiences** |  |  |
|  | **Is there assessment of learning outcomes of students related to learner progress in development of the entrepreneurship key competence?** | Yes [ ]No [ ] |  |
|  | If yes | Does this take place in primary/lower education? Please specify | Yes [ ]No [ ] |  |
|  | Does this take place in upper secondary general education? Please specify | Yes [ ]No [ ] |  |
|  | Does this take place in VET? Please specify | Yes [ ]No [ ] |  |
|  | Does this take place in higher education? Please specify | Yes [ ]No [ ] |  |
|  | **Do general secondary schools cooperate with SMEs to promote entrepreneurial learning?[[16]](#endnote-17)** | Yes [ ]No [ ] |  |
|  | **Do VET schools cooperate with SMEs to promote entrepreneurial learning?[[17]](#endnote-18)** | Yes [ ]No [ ] |  |
|  | **Are there examples of higher-education-business cooperation to promote entrepreneurship?** | Yes [ ]No [ ] |  |
|  | **Are there examples of higher education institutions that implement higher-education-business cooperation in non-business faculties and/or non-technological faculties?** | Yes [ ]No [ ] |  |
|  | **Is there exchange of good practices on formal and/or non-formal entrepreneurial learning?** | Yes [ ]No [ ] |  |
|  | If yes | Does this include primary/lower secondary education? Please specify | Yes [ ]No [ ] |  |
|  | Does this include upper secondary education? Please specify | Yes [ ]No [ ] |  |
|  | Does this include VET? Please specify | Yes [ ]No [ ] |  |
|  | Does this include higher education? Please specify | Yes [ ]No [ ] |  |
|  | **Are good practices on entrepreneurial learning showcased? Explain how (e.g. conferences, peer visits, teacher forums, communities of practice, roundtables, etc.) and give information on what level: international, national, regional or local level.** | Yes [ ]No [ ] |  |
|  | **Are there examples of good practice on entrepreneurial learning that have received international recognition? Please provide detail.** | Yes [ ]No [ ] |  |
|  | **How does implementation ensure that entrepreneurial learning is gender-balanced? [[18]](#endnote-19)** |  |  |
|  | **What has been the impact of the pandemic on the implementation of the entrepreneurship key competence in education?[[19]](#endnote-20)**  |  |  |
|  | **Has there been a specific response to support entrepreneurship key competence development during the pandemic?** |  |  |
|  | **Are there examples of good practice on maintaining effective implementation of entrepreneurial learning during the pandemic? Please provide detail[[20]](#endnote-21).** | Yes [ ]No [ ] |  |
| **Thematic block 3. Monitoring and evaluation** |
|  | **Is there any form of monitoring at national level on the implementation of entrepreneurial learning?[[21]](#endnote-22)**  | Yes [ ]No [ ] |  |
|  | If yes | Is a monitoring report prepared annually? |  |  |
|  | Is the report publicly available?  |  |  |
|  | **Provide information on who is responsible at national level for the monitoring of entrepreneurial learning and how it is done. Please specify at which level of education entrepreneurial learning is being monitored.** |  |  |
|  | **Explain how entrepreneurship key competences are being monitored (e.g. through statistical data, surveys, school annual reports).** |  |  |
|  | **Is the implementation of entrepreneurial learning (teacher competences, active learning methods, school-based entrepreneurial learning activities, etc.) evaluated at system level?[[22]](#endnote-23)** | Yes [ ]No [ ] |  |
|  | **Provide information on how the evaluation of entrepreneurial learning is done at system level. Please specify at which level of education entrepreneurial learning is being evaluated.** |  |  |
|  | **Are recommendations from the monitoring and/or evaluation of lifelong entrepreneurial learning activities integrated into further improvement of national policies (education, SME/entrepreneurship support, youth strategy, VET strategy, etc.)?** | Yes [ ]No [ ] |  |
|  | **Are all students being tracked following their graduation at the system level, at the following levels of education?[[23]](#endnote-24)**  | Yes [ ]No [ ] |  |
|  | a) | In upper secondary general | Yes [ ]No [ ] |  |
|  | b) | In VET | Yes [ ]No [ ] |  |
|  | c) | In higher education  | Yes [ ]No [ ] |  |
|  | **Are rewards or official recognitions provided to teachers who embed innovative and/or high quality entrepreneurial learning (as a key competence) into their teaching practices?[[24]](#endnote-25)**  | Yes [ ]No [ ] |  |
|  | If yes | Does recognition include teachers from primary / lower secondary? | Yes [ ]No [ ] |  |
|  | Does recognition include teachers from upper secondary? | Yes [ ]No [ ] |  |
|  | Does recognition include teachers from VET? | Yes [ ]No [ ] |  |
|  | Does recognition include teachers from higher education? | Yes [ ]No [ ] |  |
| *Optional - Please provide any further information on Entrepreneurial Learning in your economy that you deem relevant for the assessment* |  |  |

|  |  |
| --- | --- |
| **Question** | **Response** |
| Self-assessed level (1 through 5, whole and half numbers) |  |
| Brief justification |  |
| Assessor name and institution |  |

## Sub-dimension 2: Women’s entrepreneurship

|  |  |  |
| --- | --- | --- |
| **Question** | **Response *[expand box as necessary]*** | **Source/Evidence/Links** |
| **Thematic block 1. Planning and design** |
|  | **Since the last assessment (January 2019) have there been any changes in the partnership between public, private and non-government institutions to support women's entrepreneurship? If so, please specify.[[25]](#endnote-26)**  | Yes [ ]No [ ] |  |
|  | a) | Is there a formally structured national policy partnership to support women's entrepreneurship?[[26]](#endnote-27)  | Yes [ ]No [ ] |  |
|  | **What is the role of the national policy partnership in relation to policy for women’s entrepreneurship (e.g.: policy formulation, implementation, monitoring and evaluation)?** |  |  |
|  | **If there is more than one policy partnership to support women’s entrepreneurship, please provide details on a) synergies between them b) coordination between the partnerships. Also summarise the objectives of these additional partnerships.**  |  |  |
|  | **Are there other non-formal but actively working partnerships on women’s entrepreneurship between public, private and non-governmental sectors which play a policy-supporting role? [[27]](#endnote-28)** | Yes [ ]No [ ] |  |
|  | **Are there any ongoing programmes promoting women’s digital and online entrepreneurship? [[28]](#endnote-29)** | Yes [ ]No [ ] |  |
|  | **Is there a communication/awareness raising plan on women’s entrepreneurship?** | Yes [ ]No [ ] |  |
|  | **Is there an official document defining women’s entrepreneurship policy?**  | Yes [ ]No [ ] |  |
|  | Ifyes | Are there cross-linkages between policy documents affecting women’s entrepreneurship? [[29]](#endnote-30) | Yes [ ]No [ ] |  |
| **Thematic block 2. Implementation** |
| 2.2.1. | **Does the Government have an action plan on women’s entrepreneurship development?**  | Yes [ ]No [ ] |  |
|  | If yes | Are there measurable targets? | Yes [ ]No [ ] |  |
|  | Is there a timeframe? | Yes [ ]No [ ] |  |
|  | Are there expected impacts? | Yes [ ]No [ ] |  |
|  | Is there a corresponding budget? | Yes [ ]No [ ] |  |
| 2.2.2. | **Are there actions to support sustainable and green transformation in women's entrepreneurship? If so, please specify.** | Yes [ ]No [ ] |  |
| 2.2.3. | **Are there actions to support digital transformation in women's entrepreneurship? If so, please specify.** | Yes [ ]No [ ] |  |
| 2.2.4. | **Is women’s entrepreneurship support included into action programmes/plans of any of the following ministries:**  | Yes [ ]No [ ] |  |
|  | a) | Economy/trade |  |  |
|  | b) | Labour/social policy |  |  |
|  | c) | Education |  |  |
|  | d) | Youth/family |  |  |
|  | e) | Justice |  |  |
| 2.2.5. | **Is there cross-sectoral co-ordination of different Ministries involved in implementing actions linked to support for women’s entrepreneurship? If yes, please identify which Ministries are involved and what mechanisms are used for coordination.**  | Yes [ ]No [ ] |  |
| 2.2.6. | **Do ministries have dedicated “gender focal points”? If yes, please specify ministries and explain what their role is.[[30]](#endnote-31)** | Yes [ ]No [ ] |   |
| 2.2.7. | **Does the Government financially support measures for strengthening capacity of non‑government organisations, networks and actions dealing with women’s entrepreneurship development?** | Yes [ ]No [ ] |  |
| 2.2.8. | **Does the Government provide incentives for reducing women’s participation in the informal economy? [[31]](#endnote-32)** | Yes [ ]No [ ] |  |
| 2.2.9. | **Is there up‑to‑date information on women’s entrepreneurship support on a dedicated web-portal? [[32]](#endnote-33) If so, please share a link to the web-portal.** | Yes [ ]No [ ] |   |
| 2.2.10. | **Do institutions supporting women entrepreneurship share good practice?**  | Yes [ ]No [ ] |  |
|  | If yes | Are good practices in the area of women’s entrepreneurship disseminated and shared during a national event, at least annually? | Yes [ ]No [ ] |  |
| 2.2.11. | **How do non‑governmental organisations support the government in the policy area of women’s entrepreneurship development? Please provide one example.** |  |  |
| 2.2.12. | **What is the share of state budget dedicated to support measures for strengthening capacity of non‑government organisations, networks and actions dealing with women’s entrepreneurship development?** |  |  |
| 2.2.13. | **What has been the impact of the pandemic on the implementation of measures supporting women's entrepreneurship? Please explain.** |  |  |
| **Thematic block 3. Monitoring and evaluation** |
|  | **Are women's entrepreneurship support policies/government programmes monitored?** | Yes [ ]No [ ] |  |
|  | **How are the women's support policies/government programmes monitored? Please explain.** |  |  |
|  | **Are women’s entrepreneurship support policies/government programmes evaluated?**  | Yes [ ]No [ ] |  |
|  | If yes | Is an evaluation report of women’s entrepreneurship publicly available? | Yes [ ]No [ ] |  |
|  | Have any adjustments been made based on the evaluation results? If so, please specify. | Yes [ ]No [ ] |  |
|  | **How are the women's support policies/government programmes evaluated? Please explain.** |  |  |
|  | **Does the national policy partnership implement a gender sensitivity check of existing and proposed policies effecting women’s entrepreneurship? [[33]](#endnote-34)** | Yes [ ]No [ ] |   |
|  | If yes | Are entrepreneurship policies gender sensitive?[[34]](#endnote-35) | Yes [ ]No [ ] |   |
|  | **How are wider policies impacting on women's entrepreneurship evaluated from a gender perspective?** |  |  |
|  | **Provide examples of policies that implement a gender sensitivity check. Explain how they have been evaluated for gender sensitivity, and what the role of policy partners in this evaluation was.** |  |  |
|  | **What has been the impact of the pandemic on women's entrepreneurship? Please explain.** |  |  |
| *Optional - Please provide any further information on Women’s Entrepreneurship in your economy that you deem relevant for the assessment* |  |  |

|  |  |
| --- | --- |
| **Question** | **Response** |
| Self-assessed level (1 through 5, whole and half numbers) |  |
| Brief justification |  |
| Assessor name and institution |  |

|  |  |
| --- | --- |
| **Self-assessed level (1 through 5, whole and half numbers) for the overall dimension 1 - Entrepreneurial learning and women’s entrepreneurship:**  |  |

1. ETF defines **entrepreneurial learning** as: “all forms of education and training (formal, informal and non-formal) which contribute to an entrepreneurial spirit and behaviour with or without a commercial objective”. **“Lifelong”** refers to all cycles of education, from primary to secondary to higher education, including continuing education and training. It covers both formal and non-formal education and training. [↑](#endnote-ref-2)
2. A formal structured partnership defines a relationship between a number of organisations (public, private, civic) with agreed objectives to support entrepreneurial learning policy and its implementation. The partnership has resources (human, financial or other) to support the administration and development of the partnership and its activities. The partnership has a clearly identified lead institution, mandate and calendar of activities. A structured national partnership (as opposed to an informal partnership) for entrepreneurial learning comprises appointed members from the Ministry of Education, Ministry of Economy, Ministry of Labour, national agencies (eg. SME agency), employers’ organisations, trade unions, NGOs (e.g. youth entrepreneurship associations). It meets 4 times a year. Its objectives are to ensure a) cooperation between the range of players in the entrepreneurial learning eco-system, b) ensure synergy and efficiency across the range of entrepreneurial learning activities in the country which are defined within a national strategy for lifelong entrepreneurial learning, c) provide advice to Government on developments in life-long entrepreneurial learning. The partnership's lead institution could be Ministry of Education and could involve rotating leaderhip amongts its members. The roles and responsibilities of each member are clearly defined through an official document. The national partnership has a budget to support its work (e.g. engage expertise, organise roundtables, publicity). [↑](#endnote-ref-3)
3. A policy document that addresses entrepreneurial learning that includes curriculum development, teacher training and school governance. This policy document can be a separate entrepreneurial learning strategy, or the topic can be integrated into another policy document, for example: general education reform strategy, national employment strategy, national entrepreneurship strategy, national development plan, industrial strategy, SME strategy, Youth strategy. [↑](#endnote-ref-4)
4. [For more information on EntreComp see here: https://ec.europa.eu/jrc/en/entrecomp. For a practical guide see here: https://publications.jrc.ec.europa.eu/repository/handle/JRC109128](https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework) [↑](#endnote-ref-5)
5. **Entrepreneurship key competence differs from entrepreneurship skills. While an entrepreneurship skill is more associated with business start-up and development, entrepreneurship key competence** refers to an individual’s ability to turn ideas into action. Entrepreneurship key competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value. (European Key Competences for Lifelong Learning https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en) EntreComp - the European Union framework for entrepreneurship key competence - creates a shared understanding of the knowledge, skills and attitudes by defining 15 competences and associated learning outcomes, that make up what it means to be entrepreneurial, discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value or others. The key competence recognises the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community actions to applying learning through project-based learning at university. The entrepreneurship key competence in national curriculum means that it should understood as competences to be promoted across the education curriculum, as opposed to be a single subject approach. It has to be part of the compulsory education. For more information see EntreComp into Action https://publications.jrc.ec.europa.eu/repository/handle/JRC109128 [↑](#endnote-ref-6)
6. **Curriculum:** any official document containing programmes of study or learning contents, learning objectives, attainment targets, syllabuses or guidelines on student assessments.
**EU example of how entrepreneurial learning is included in the national curriculum:** Estonia (ISCED 1-3), the national curricula recognises entrepreneurship as a key competence. [It is included as a cross-curricular topic “Civic initiative and Entrepreneurship”](https://www.hm.ee/sites/default/files/est_basic_school_nat_cur_2014_appendix_13_final.pdf)  [For more information, please consult the national information sheets from the Eurydice Report, 2016 (pages 127 – 228): Entrepreneurship Education at School in Europe](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/4/45/195EN.pdf)  [↑](#endnote-ref-7)
7. **Learning outcomes**: statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification. For more information on entrepreneurial learning outcomes, see the EntreComp framework here: <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>. For more information on learning outcomes in qualifications see a CEDEFOP guide here <https://www.cedefop.europa.eu/files/Using_learning_outcomes.pdf> [↑](#endnote-ref-8)
8. Examples of teaching and learning materials include: teaching manuals, textbooks, teacher guides, on-line checklists for teachers [↑](#endnote-ref-9)
9. Examples of **active learning methods** may include: role plays, case studies, group projects, brain-storming, peer review, etc that develop some/all of the EntreComp competences [↑](#endnote-ref-10)
10. For more information, please consult chapter 4 of the Eurydice Report, 2016: Entrepreneurship Education at School in Europe here <https://eacea.ec.europa.eu/national-policies/eurydice/content/entrepreneurship-education-school-europe_en> [↑](#endnote-ref-11)
11. **Entrepreneurship as a career option** includes self-employment, setting up your own business/social enterprise/cooperative, working within a family business or taking over a family business. [↑](#endnote-ref-12)
12. **Non-formal entrepreneurial learning is** entrepreneurial learning that happens outside the formal education system. Non-formal entrepreneurial learning is generally supported by private and non-governmental organisations. But it may also take place in formal education settings but is not subject to the rigors of assessment and examination. Examples of non-formal entrepreneurial learning projects could include after-school entrepreneurial youth clubs, extra-curricular practical entrepreneurial experiences, mentoring of young hi-tech entrepreneurs, quality assurance of start-up coaches. Also youth organisations are important players in contributing to the development of entrepreneurial mindsets and entrepreneurship skills of young people.

[See 2017 European Commission publication "Taking the future into their own hands: youth work and entrepreneurial learning".](https://publications.europa.eu/fr/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1/language-en/format-PDF/source-36638558.) [↑](#endnote-ref-13)
13. **At systemic level**: across the whole curricula and implemented at all schools for a certain level of education. This includes also different stages of implementation and piloting at the system level. **Ad-hoc level**: through pilot projects or activities in a selected number of schools. **Cross-curricular:** entrepreneurial learning outcomes are expressed as being transversal, horizontal or cross-curricular throughout several subjects and curriculum activities, rather than dealt with as a separate subject. [↑](#endnote-ref-14)
14. A **practical entrepreneurial experience** is an activity that takes place within the school or outside the school environment or a combination of both. It may feature as part of the formal curriculum or be implemented outside the formal curriculum. Practical entrepreneurial experiences may include: creativity challenges, national enterprises challenges at school, mini-companies, entrepreneurial student’s competitions, student-led citizenship actions or community based projects related to social or ecological issues. The defining issue is that the experience is (1) part of the school's efforts to develop the young people's entrepreneurial key competence or entrepreneurship skills and (2) involves an ideas into action process that creates social, cultural or economic value for others. For more information see EntreComp into Action https://publications.jrc.ec.europa.eu/repository/handle/JRC109128 and the European Framework on Key Compences for Lifelong Learning https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN [↑](#endnote-ref-15)
15. For more information please see [The Digital Competence Framework 2.0 | EU Science Hub (europa.eu)](https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework). [↑](#endnote-ref-16)
16. **Examples of school-enterprise cooperation:** a) work placements (internships) for pupils which include opportunities for pupils to learn the administration of a business; b) representatives from local businesses that come to the school and who provide pupils with an insight to the how a business works; c) businesses that are involved in school-based projects on entrepreneurial learning where children learn from the entrepreneur (e.g. how to deal with failure); d) pupils’ visits to local enterprises focus on aspects of the business which ensure young people understand how the business is administered or managed or some aspect of the its work, particular (e.g. marketing, sales); e) a young entrepreneur telling his/her story of what it means to be an entrepreneur (opportunities, challenges, and how it contrasts with being an employee). [↑](#endnote-ref-17)
17. **In the case of VET, the school-enterprise cooperation should not only address occupation skills but go wider to include business administration** (e.g. budget, taxation, marketing etc.). [↑](#endnote-ref-18)
18. For example, **this can include** active reduction of the use of gendered language when referring to entrepreneurs, through active recruitment of gender-diverse entrepreneurial role models and by ensuring gender-diverse representation of entrepreneurs in learning materials or case studies used with learners. [↑](#endnote-ref-19)
19. **Considerations might include** whether use of active pedagogies linked to development of entrepreneurship key competence has been impaired by the need for online schooling; whether there has been a reduction in the provision of practical entrepreneurial experiences, if there has been a reduction in capacity for role models to visit schools or a reduction in capacity for visits to entrepreneurial organisations. [↑](#endnote-ref-20)
20. **This could include** via online or blended learning. [↑](#endnote-ref-21)
21. **Monitoring:** focuses on assessing the progress of activities or actions. It is often part of a regular reporting mechanism. For example, submission of the annual monitoring report related to the national lifelong entrepreneurial action plan. Monitoring is distinct from evaluation (see below). [↑](#endnote-ref-22)
22. **Evaluation**: focuses on assessing the relevance, efficiency, effectiveness and impact of entrepreneurial learning at system level. What works well? What are the lessons learnt? [↑](#endnote-ref-23)
23. This is about having a tracking system in place for graduated students/pupils. Not to be confused with student assessment that is related to examinations or regular testing of students' achievements after a lesson or course. [↑](#endnote-ref-24)
24. **This is defined a**s a teacher who understands entrepreneurship as a key competence, is aware of the relevance and importance of this for their students and is experienced in teaching using active entrepreneurial teaching/learning methods and a student-centred approach. Such teachers can be change agents in creating an entrepreneurial environment within the school and are facilitators in the process of promoting entrepreneurship as a key competence. *Examples of rewards or recognition* can include: a financial award/incentive, professional recognition opportunities at national level (e.g. <https://www.enterprise.ac.uk/fellows/>) or a competition to recognise teachers e.g. Entrepreneurial Teacher of the Year with a prize e.g. travel and conference participation at the EU SME Assembly conference. [↑](#endnote-ref-25)
25. **Women's entrepreneurship:** includes a) share of SMEs/social enterprises/cooperatives that could be considered "women enterprises", and b) share of women who are engaged in entrepreneurship. "Women enterprise" is an enterprise, social enterprise or cooperative where a woman (or women, collectively) are majority (>51 %) shareholders AND are actively engaged in day‑to‑day management of an enterprise. A "woman‑entrepreneur" is a woman engaged in an entrepreneurial activity (owning, co‑owning AND managing an enterprise, social enterprise or cooperative). For the purpose of this assessment, this definition includes women who are in engaged in formal self‑employment. [↑](#endnote-ref-26)
26. A **formal structured partnership** defines a relationship between a number of organisations (public, private, civic) with agreed objectives to support women's entrepreneurship policy and its implementation. The partnership has resources (human, financial or other) to support the administration and development of the partnership and its activities. The partnership has a clearly identified lead institution, mandate and calendar of activities. [↑](#endnote-ref-27)
27. **Non-formal but actively working partnership refers to cooperation between different organisations (e.g.** partnerships, consortia, networks, associations) that have similar objectives and have similar policy interests. [↑](#endnote-ref-28)
28. Example: The government of Serbia adopted the Programme for Enhancing Women in ICT 2019-2020 to increase digital and online entrepreneurship competencies for women in rural areas. [↑](#endnote-ref-29)
29. By way of example, **cross‑linkages** could be demonstrated by the changes in the family policies that would treat parents of both sexes equally and would allow women to share the responsibility and time dedicated to childcare with men in order to have equal opportunities for career development and entrepreneurship. Another example would be interfacing SME, employment and gender policies by cross‑referencing them and coordinating implementation, monitoring and evaluation efforts, capacities and resources. [↑](#endnote-ref-30)
30. A 'gender focal point' is a dedicated officer or department within a ministry with overall responsibility for gender advocacy on the ministry's policy areas. [↑](#endnote-ref-31)
31. **Examples of incentives:** special support measures for women who are willing to transfer their activity from informal to formal market e.g. special access to finance, training and information dissemination programmes, tax incentives, programmes facilitating cluster development, etc. **The informal sector** is broadly characterised as consisting of units engaged in the production of goods or services with the primary objective of generating employment and incomes to the persons concerned. These units typically operate at a low level of organisation, with little or no division between labour and capital as factors of production and on a small scale. Labour relations - where they exist - are based on casual employment, kinship or personal and social relations rather than contractual arrangements with formal guarantees. [↑](#endnote-ref-32)
32. **Up-to-date information** means that the web-portal has been updated during the last quarter prior to the submission of the SBA self-assessment. [↑](#endnote-ref-33)
33. **Gender sensitivity check:** a regular analysis from a gender perspective by the government and policy partners of the existing and proposed policies in various sectors and spheres of life directly or indirectly effecting the state and scope of women's entrepreneurship [↑](#endnote-ref-34)
34. [**Gender sensitivity** refers to the aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life. It focuses mainly on instances of structural disadvantage in the positions and roles of women.](http://eige.europa.eu/rdc/thesaurus/terms/1218)  [↑](#endnote-ref-35)