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**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**

# Introduction

The SME Policy Index is a benchmarking tool for emerging economies, including the Western Balkans and Turkey (WBT), to monitor and evaluate progress in policies that support small and medium-sized enterprises (SMEs). The tool is structured around the ten principles of the Small Business Act for Europe (SBA), translated into 12 policy dimensions, which provide a wide-range of pro-enterprise measures to guide the design and implementation of SME policies.

The sixth, 2022 edition of the SME Policy Index for Western Balkans and Turkey aims to:

* + independently and rigorously assess SME policy settings and reforms against international best practice,
  + allow for comparison across time and participating WBT economies and measure convergence towards EU SME policy standard,
  + support governments in setting targets for SME policy developments and strategic priorities to further improve the business environment,
  + engage governments in policy dialogue and exchange of experiences, within the region and with OECD and EU member countries,
  + facilitate the prioritisation of government and donor activities in support of SME development,
  + assess and show progress in implementation of recommendations provided in the previous editions.

The new cycle of the SME Policy Index for Western Balkans and Turkey 2022 will be conducted in extraordinary circumstances caused by the COVID-19 pandemic. Its impact on local economies will also be taken into account in order to better inform policy-making in the region.

# Assessment framework process and design

The SME Policy Index is based on the results of two parallel assessments government self-assessment, conducted by WBT economies’ governments and independent assessment, conducted by the OECD and its partner organisations and supported by the input collected from economy-based consultants with demonstrated expertise in relevant policy areas. The final scores are the result of a highly collaborative and consultative consolidation of these two assessments, enhanced by further desk research by the OECD and the partner organisations, as well as consultations with government representatives and with key stakeholders (e.g. private sector, business associations, academia & civil society) in the participating economies.

The questionnaire is structured around 12 policy dimensions each comprising up to 5 sub-dimensions that capture the critical elements of policy development. It proposes a scoring approach to transform qualitative information into numerical information and thus facilitating cross-economy comparison and allowing for systematic monitoring of policy developments. The questionnaire is intended to be used by government authorities and statistical agencies in charge of co-ordinating the SME Policy Index assessment process.

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# Guidance to fill out the qualitative assessment

The qualitative assessment is organised around thematic blocks each structured around a certain number of questions.

For each of these questions, please:

* Provide an answer, as fully as possible, citing all key sources in the foreseen grid,
* Assign a score, by using the scoring levels described in Table 1.

Description of score levels

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| No framework (e.g. law, institution) exists to address the policy topic concerned | A draft or pilot framework exists, with some signs of government activity to address the policy area concerned | A solid framework, addressing the policy area concerned is in place and officially adopted | Level 3 plus evidence of a concrete record of effective policy implementation | Level 4 plus results of monitoring and evaluation inform policy framework design and implementation |

* Match the highest performance score level characteristics that are fully described by your question responses and assign an according score of 1 to 5. If all requirements in one score level are met and at least half the requirements are met for the next score level, assign a half number score between the two levels.
* Provide a brief justification based on matching your question responses with the best corresponding level or half-level.

This questionnaire provides links to access the responses of the previous SME Policy Index 2019 questionnaire. If relevant for a given policy dimension, this questionnaire is complemented by a Statistic sheet. The assessment framework is accompanied by the Glossary of key terms - please refer systematically to it when answering the questionnaire.

Please **complete and return this assessment by 15 September 2021 to the OECD.**

|  |
| --- |
| Thank you for your time in completing this assessment. Your efforts are contributing towards removing barriers to SME development and unleashing their potential for driving inclusive economic growth in the Western Balkans and Turkey.  Should you have any questions regarding this assessment framework, please contact [jovana.pavlovicdjukic@oecd.org](mailto:jovana.pavlovicdjukic@oecd.org) and [marijana.petrovic@oecd.org](mailto:marijana.petrovic@oecd.org). |

# Assessor information

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| --- | --- | --- | --- | --- | --- | --- |
| **Mr. / Ms.** | **Name** | **Institution / Department** | **Title / Position** | **Email** | **Phone** | **Address** |
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| **Questionnaire submission date:** | 15/09/2021 |

# 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

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| --- | --- | --- | --- | --- | --- |
| **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

*[To access the responses of the previous SME Policy Index 2019 questionnaire click* [*here*](https://oecd-my.sharepoint.com/personal/marijana_petrovic_oecd_org/Documents/SME%20PI%202022%20Assessment/Turkey/Dimension%201/2019%20Turkey%20-%20SBA%20Questionnaire%20filled%20out%20.xlsx) *(ctrl+left click)]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 [x]  No [ ] | 11th Development Plan item 309.5, 352, 448, 450.1, 450.2, 452.1, 623.7:  <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf> |
|  | If yes | | Is the partnership formal, structured?[[2]](#endnote-3) | Yes [x]  No [ ] | Formal and structured:  <https://www.sbb.gov.tr/wp-content/uploads/2020/06/Eleventh_Development_Plan-2019-2023.pdf> page 111  National Entrepreneurship Action Plan is not valid, it ended in 2020. But, Turkey’s 2023 Industry and Technology Strategy covers entrepreneurship related actions.  National Entrepreneurship Action Plan is not valid, it ended in 2020. But, Turkey’s 2023 Industry and Technology Strategy covers entrepreneurship related actions.  <http://gokce.av.tr/wp-content/uploads/2019/10/The-Fine-Print_Ekim_2019_Ing.pdf>  <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf>; Page 63  The National Employment Strategy Monitoring and Evaluation Committee:  <https://leap.unep.org/countries/tr/national-legislation/national-employment-strategy-2014-2023-action-plan-2014-2016> |
|  | **Is entrepreneurial learning part of a national official document?[[3]](#endnote-4)** | | | Yes [x]  No [ ] |  |
|  | If yes | | Please state all government documents which include entrepreneurial learning | The Eleventh Development Plan (2019-2023)  Specialized Commissions of Entrepreneurship, SME, Craftsmen and Artisans  National Employment Strategy (2014 – 2023)  Industry and Technology Strategy (2023) | 11th Development Plan  <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf>  <https://www.sbb.gov.tr/wp-content/uploads/2020/03/On_BirinciPLan_ingilizce_SonBaski.pdf>  Ministry of Industry and Technology Strategic Plan 2020-2024:  <https://www.sanayi.gov.tr/plan-program-raporlar-ve-yayinlar/stratejik-planlar/mu2112012102>  Industry and Technology Strategy:  <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf>  KOSGEB Strategic Plan:  https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB\_Stratejik\_Plan%C4%B1\_(2019-2023).pdf page 70-71  Targets and related performance indicators and risks are tracked.  KOSGEB Activity Plan:  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mali%20Tablolar/Faaliyet%20Raporlar%C4%B1/KOSGEB_2020_Y%C4%B1l%C4%B1_Faaliyet_Raporu.pdf>  Entrepreneurship Action Plan:  <http://gokce.av.tr/wp-content/uploads/2019/10/The-Fine-Print_Ekim_2019_Ing.pdf>  National Entrepreneurship Action Plan is not valid, it ended in 2020. But, Turkey’s 2023 Industry and Technology Strategy covers entrepreneurship related actions.  Studies to create an Action Plan on Entrepreneurship continue with the participation of many institutions under the coordination of the Ministry of Industry and Technology.  <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf>  Ministry of National Education strategic Plan 2019-2023:  <https://sgb.meb.gov.tr/meb_iys_dosyalar/2019_12/31105532_Milli_EYitim_BakanlYYY_2019-2023_Stratejik_PlanY__31.12.pdf>  Ministry of National Education - Education Vision 2023:  <https://www.gmka.gov.tr/dokumanlar/yayinlar/2023_E%C4%9Fitim%20Vizyonu.pdf>  National Employment Strategy (2014-2023):  <https://leap.unep.org/countries/tr/national-legislation/national-employment-strategy-2014-2023-action-plan-2014-2016>  Ministry of Treasury and Finance Strategic Plan 2019-2023:  <https://ms.hmb.gov.tr/uploads/2020/03/2019-2023-Maliye-Bakanl%C4%B1%C4%9F%C4%B1-Stratejik-Plan%C4%B1_Bas%C4%B1lacak-Versiyon.28.02.2020.pdf>  Ministry of commerce Strategic Plan 2019-2023:  <https://ticaret.gov.tr/data/5dc2b0e013b876761460c845/TICARET_BAKANLIGI_014_STRATEJIK_PLAN_05.11.19_OK.pdf>  ERP:  <https://www.sbb.gov.tr/wp-content/uploads/2020/06/Pre-Accession_Economic_Reform-Program-2020-2022.pdf>  <https://ec.europa.eu/neighbourhood-enlargement/sites/default/files/assessment_of_turkeys_2021-2023_erp.pdf>  Qualified Vocational Employment and Development of Sustainable Strategies Project:  <https://www.kalkinmakutuphanesi.gov.tr/dokumanflipbook/nitelikli-mesleki-istihdam-ve-surdurulebilir-stratejiler-gelistirilmesi-projesi/370>  <https://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt2.pdf>  Technocity, technopark, Small and Medium Scaled Industry Development and Support Directorate (KOSGEB), Development Agencies  KOP Regional Development Plan:  <http://www.kop.gov.tr/upload/dokumanlar/264.pdf>  <https://unevoc.unesco.org/up/entrepreneurial_learning_guide.pdf>  <https://www.sbb.gov.tr/wp-content/uploads/2020/04/GirisimcilikKOB%C4%B0lerEsnaf_ve_SanatkarlarOzelIhtisasKomisyonuRaporu.pdf>  <https://www.csgb.gov.tr/cgm/dokumanlar/ulusal_istihdam_stratejisi/>  <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf>  <http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf> |
|  | Do these documents consider also online entrepreneurship? | Yes [x]  No [ ] | KOSGEB distance education system: http:/Ims.kosgeb.gov.tr  KOSGEB strategic plan  Entrepreneurship trainings are given online. |
|  | **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.** | | | Ankara 21 higher education units with top notch engineering and medical schools.  4 of 10 research universities of Turkey is located in Ankara.  The First and Only 'International Entrepreneurship' Department in Turkey University of Economics and Technology. The Department of International Entrepreneurship started accepting students in 2010 and is the first and only department in its field in Turkey. Viveka very important stakeholder for us and | The National Employment Strategy (2014-2013) prepared with the contributions of relevant Ministries, public institutions and organizations, employer-employee confederations, academicians and other stakeholders of the business life in order to solve the structural problems of the labour market, to increase the growth’s contribution to the employment in medium and long term and to develop permanent solutions for unemployment problem. The Strategy built on four main axis and seven sectors having high potential or high employment flexibility is being realized by three-year action plans. This Strategy includes some actions relevant to entrepreneurial learning and entrepreneurship. These actions are carried out by responsible institutions/organizations and The National Employment Strategy Monitoring and Evaluation Committee follow this Strategy and Action Plans by gathering twice a year.  <https://leap.unep.org/countries/tr/national-legislation/national-employment-strategy-2014-2023-action-plan-2014-2016> |
|  | **Has there been a national or policy response to the impact of the pandemic on entrepreneurial learning?** | | | There were activities to reduce the effects of the epidemic, especially the Ministry of Industry and Technology, and to ensure that entrepreneurial learning continues in digital environments. | Covid-19 Resilience and Response Project, which is funded by the Government of Japan is part of UNDP’s rapidly developed integrated response to COVID-19 health, humanitarian, and developmental crisis at global, regional and national levels and complementary with the efforts of the Government of Turkey and other development partners and also it is fully aligned with the country-specific needs.  <https://www.tr.undp.org/content/turkey/en/home/projects/COVID-19-response.html?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQjw7MGJBhD-ARIsAMZ0eesDqaTgGqNNZhBiI9jkcY7UCP6LVuObd4C550oFPADxqA6BqeeESksaAkLnEALw_wcB>  VOCATIONAL AND TECHNICAL EDUCATION DURING THE COVID-19 PANDEMIC:  <http://mtegm.meb.gov.tr/meb_iys_dosyalar/2020_11/27153914_turkiye_raporu_ingilizce_23.10.2020.pdf> |
|  | **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)** | | |  | Although there are trainings or practices on the basis of entrepreneurship in the Education System, there is no sustainable model for gaining entrepreneurial competencies directly.  Turkey is a partner in EntreCompEurope which has run a number of national awareness / practice sharing events and leads EntreComp Turkey (an EU funded collaborative community of stakeholders interested in or using EntreComp). Lead partners in Turkey are TOBB and Türkiye Ulusal Ajansı – www.entrecompeurope.eu / https://www.facebook.com/groups/EntreCompTurkiye |
|  | **Is entrepreneurship key competence incorporated in the curricula used in the economy?[[5]](#endnote-6)** | | | Yes [x]  No [ ] | Ministry of National Education - Education Vision 2023:  <https://www.gmka.gov.tr/dokumanlar/yayinlar/2023_E%C4%9Fitim%20Vizyonu.pdf> |
|  | If yes, into curricula[[6]](#endnote-7) at which level of education – please describe how it is incorporated: | | |  |  |
|  | a) | | Primary/lower secondary | Yes [x]  No [ ] | Entrepreneurship courses are implemented in primary schools according to the Ministry of National Education Curriculum since 2005.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  1. According to this document, the books are updated every year.  2. Yes  3. The subject of entrepreneurship is covered within the scope of social studies course. <http://mufredat.meb.gov.tr/Dosyalar/TTKB/Ortaokul/5/Sosyal%20Bilgiler/sosyal_bilgiler_5.pdf>  As of the 2017-2018 academic year, the curricula at the basic education and secondary education levels have been updated.  As an explanation in the "PRODUCTION, DISTRIBUTION AND CONSUMPTION" unit in the Social Studies course, which is a compulsory course at the basic education level, as an explanation, "While this learning area is being studied, it should be ensured that the students acquire skills such as cooperation, innovation, entrepreneurship and research with the value of responsibility." expression has been used. http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354  Under the title of "SCIENCE, ENGINEERING AND ENTREPRENEURSHIP APPLICATIONS IN THE TRAINING PROGRAM" in the introductory part of the Science course, which is a compulsory course at the basic education level, entrepreneurs are asked to create strategies and use promotional tools to market the product in order to develop entrepreneurship skills. For example, students can prepare newspaper, internet, television advertisements or shoot short films for promotional purposes.  http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325 |
|  | b) | | Upper secondary general | Yes [x]  No [ ] | As of the 2017-2018 academic year, the curricula at the basic education and secondary education levels have been updated.  Secondary Education Curriculum since 2005.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  Entrepreneurs in high schools project:  <http://www.istanbulggk.org/girisimciler-liselerde-projesi/> Entrepreneurship Course is an elective course at the secondary education level and can be taken once a week as an one hour lesson. http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=788 |
|  | c) | | VET | Yes [x]  No [ ] | Entrepreneurship courses are implemented in VET according to the Ministry of National Education Curriculum since 2005.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  As of the 2017-2018 academic year, the curricula at the basic education and secondary education levels have been updated.  2020-2021 secondary education vocational and technical Anatolian high school program includes entrepreneurship as one of its components.  Some of the 18 achievements under the 5th Learning Unit of the Vocational Development Workshop Course Curriculum (“ENTREPRENEURIAL IDEAS, BUSINESS ESTABLISHMENT AND EXECUTION”), which are in practice in Vocational and Technical Anatolian High School, are as follows:  5.1.1. Explain the basic concepts of entrepreneurship.  5.2.1. It takes into account different ideas about entrepreneurship and starting a business.  5.2.2. He takes responsibility for his own learning by planning his ideas about entrepreneurship and starting a business individually.  This course is given as a compulsory course in 9th grades as 2 hours per week.  http://meslek.eba.gov.tr/?p=Ogretim-Programi&tur=mtal&sinif=9  Entrepreneurship is included in the "AHI CULTURE AND ENTREPRENEURSHIP" course, which is compulsory for one hour a week, among the 12th Grade Framework Curriculum Field Common courses in practice in Vocational Education Centers.  http://meslek.eba.gov.tr/indir.php?d=zvnzym5tszd1tgzıc0vvzgf5djrtmwd6nvhbu3rkt09tmxdmv1b0sdnxtvkvzmjey1vlrxy0uwd2dgfouuc1oa==&da=nvm0tw5yzertutzoctdvzxlkwnhpzdhbrwc5wgjkwutgsjhıwvjouu5xdnbms3ozrfl3ndltatrumgnfzlfdwnznmhjxvdk3rnb0ufı2r2zotvvlawc9pq==&iq=bdqxb29huudts3rmswrwsxlnzkvtzlnknfv5uhjhdhztzwnutmlzlzmzl25wqnvcvgw2nkjpsly3whptd0hacg14rfvjqlnym1e3efuyvws2b3gyrwc9pq==  Entrepreneurs in high schools project:  <http://www.istanbulggk.org/girisimciler-liselerde-projesi/> |
|  | d) | | Higher education | Yes [x]  No [ ] | The First and Only 'International Entrepreneurship' Department in Turkey University of Economics and Technology. The Department of International Entrepreneurship started accepting students in 2010 and is the first and only department in its field in Turkey. Not only universities but also high school adoptive curricula about entrepreneurship too. And, Design and skill workshops are established at primary and secondary school level.  <https://www.etu.edu.tr/tr>  TUBITAK promotes entrepreneurship and innovation at universities every year. The Entrepreneurial and Innovative University Index, in which they are evaluated according to their performance, is made by TUBITAK. The list of universities that are ranked in the top 50 among universities that offer entrepreneurship courses is published annually;  <https://tubitak.gov.tr/sites/default/files/18842/2020-gyue-2020-print.pdf> |
|  | **Is the entrepreneurship key competence captured in the learning outcomes of some qualifications.** See endnote[[7]](#endnote-8). | | | Yes [x]  No [ ] | <https://www.etu.edu.tr/en/bolum/international-entrepreneurship/ders-icerikleri>  <https://www.etu.edu.tr/en/bolum/international-entrepreneurship/ders-icerikleri>  Social Studies Curriculum  While teaching this learning area, it should be ensured that students acquire skills such as cooperation, innovation, entrepreneurship and research with the value of responsibility.  Social Studies Curriculum Grade 4  SB.4.4.4. Develops ideas for designing unique products based on the needs around them.  Emphasis is placed on exemplary entrepreneurs and their success stories.  Social Studies Curriculum Grade 5  SB.5.5.5. Collaboratively develops new ideas based on production, distribution and consumption.  Students are encouraged to produce new ideas by giving examples from the work of successful entrepreneurs who have developed new ideas in different fields.  Secondary Education Geography Curriculum Grade 12  12.3.7. Explain the factors that are effective in determining the development levels of countries.  Emphasis is placed on the importance of innovation, entrepreneurship and digitalization in the development of countries.  12.3.5. Explain the factors that are effective in determining the development levels of countries.  Emphasis is placed on the importance of innovation, entrepreneurship and digitalization in the development of countries.  Secondary Education English Curriculum Grade 11  E11.1.R2. Students will be able to find the main idea of ​​a text on successful entrepreneurs of the 21st century.  Secondary Education Business Course Teaching Program  Unit I: Business Concepts  2. Explain the concept of entrepreneur with examples. |
|  | **If yes** | **Please provide at least one concrete example of this** | | It is given as certified training by the vocational qualification institution and its curriculum has been prepared.  Entrepreneurship ideas, projects, students, universities and entrepreneurs are awarded by KOSGEB (SME and Entrepreneurship Awards of KOSGEB), Turkish Entrepreneurship and Business Ethic Associations (entrepreneurship awards), universities, NGOs and private sectors. And the learning outcomes are evaluated for the improvement of entrepreneurship key competence. | Some of the 18 achievements under the 5th Learning Unit of the Vocational Development Workshop Course Curriculum (“ENTREPRENEURIAL IDEAS, BUSINESS ESTABLISHMENT AND EXECUTION”), which are in practice in Vocational and Technical Anatolian High School, are as follows:  5.1.1. Explain the basic concepts of entrepreneurship.  5.2.1. It takes into account different ideas about entrepreneurship and starting a business.  5.2.2. He takes responsibility for his own learning by planning his ideas about entrepreneurship and starting a business individually.  This course is given as a compulsory course in 9th grades as 2 hours per week.  http://meslek.eba.gov.tr/?p=Ogretim-Programi&tur=mtal&sinif=9  Entrepreneurs in high schools project:  <http://www.istanbulggk.org/girisimciler-liselerde-projesi/>  Entrepreneurship Awards:  <https://www.turkiyegirisimcibulusmasi.com/>  Entrepreneurial Businessmen Foundation’s 8th Entrepreneurship Rewards: <https://www.turkiyegirisimcibulusmasi.com/Home/SGIV>  SME and Entrepreneurship Awards of KOSGEB:  <https://www.kosgeb.gov.tr/site/tr/genel/detay/7305/kobi-ve-girisimcilik-odulleri-sahiplerini-buldu>  Entrepreneurship and Business Ethic Associations entrepreneurship award:  <https://igiad.org.tr/girisimcilik-odulu> |
|  | **Are there teaching or learning materials developed at the national level on how to implement entrepreneurship key competence?[[8]](#endnote-9)** | | | Yes [x]  No [ ] | Ministry of National Education’s curriculums, lecture nıotes of schools and universities, KOSGEB’s training materials, support programmes, all strategic plans mentioned under the question of 1.1.2 are developed at the national level on how to implement entrepreneurship key competence.  Teaching materials were prepared and put into practice in line with the curriculum at the basic and secondary education levels.  <http://mufredat.meb.gov.tr/Programlar.aspx>  Entrepreneurship Course Textbook <https://ders.eba.gov.tr/ders/proxy/VCollabPlayer_v0.0.867/index.html#/main/vcEbaSearch/2/giri%25C5%259Fimcilik/1?pageSize=24>  Social Studies Course Textbook Grade 7  <https://ders.eba.gov.tr/ders/proxy/VCollabPlayer_v0.0.867/index.html#/main/vcEbaSearch/2/Sosyal%2520Bilgiler%25207/1?pageSize=24>  Geography Course Textbook Grade 9  <https://ders.eba.gov.tr/ders/proxy/VCollabPlayer_v0.0.867/index.html#/main/vcEbaSearch/2/Co%25C4%259Frafya%25209/1?pageSize=24>  secondary school entrepreneurship textbook: <https://drive.google.com/file/d/11T6TY-8E9rA4WW1B0WZ6CnYkp7bVOryR/view>  <https://drive.google.com/file/d/1suktHEIZScO55d2JXQnqwpBPCPG-Vkpu/view>  KOSGEB Entrepreneurship Manual:  <https://www.kosgeb.gov.tr/Content/Upload/Dosya/Bagimsiz/GEK.pdf> |
|  | If yes | | Does the teaching or learni ng material include assessment of learning outcomes of students? | Yes [x]  No [ ] | Universities, KOSGEB, TUBITAK and Ministry of National Education etc. have the assessment of learning outcomes of students.  There are self-evaluation forms at the end of each unit. For example Page 36: <https://drive.google.com/file/d/1suktHEIZScO55d2JXQnqwpBPCPG-Vkpu/view>  JA Turkey ımpact analysis report:  <https://drive.google.com/file/d/1EPlOv0vIRjWIneQks7bbTfxOfBkOJ-BH/view> |
|  | **Is education-business cooperation for the purpose of entrepreneurial learning a priority for the government?** | | | Yes [x]  No [ ] | One of the government's top priorities is to promote university-industry cooperation.  Eleventh development plan  İSKUR has an internship program:  <http://www.ikg.gov.tr/promoting-youth-employment-operation-1/?lang=en>  Participant obligatory expenses  Work Accident and Occupational Disease Insurance Premium  General Health Insurance Premium Expenses for those who are not dependents  <https://kariyer.trakya.edu.tr/news/iskur-girisimcilik-egitim-programi-hakkinda-bilgilendirme> |
|  | **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 [x]  No [ ] | Both teachers are trained and trainings are organized by the vocational qualification institution.  Genç Başarı Eğitim Vakfı (JA Turkey)  <http://www.gencbasari.org>  Elementary School Programs  GençBizz High School Entrepreneurship Program  <https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-99_en>  <https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-99_en>  Ministry of National Education - In Service Trainings |
|  | **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 [x]  No [ ] | Both teachers are trained and trainings are organized by the vocational qualification institution.  <https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-99_en>  Ministry of National Education - In Service Trainings |
|  | **Are there in-service teacher training programmes that include active learning methods for entrepreneurship key competences development? If yes, please specify.** | | | Yes [x]  No [ ] | <https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-99_en>  Development agencies organize entrepreneurship trainings for teachers within the scope of technical support programs.  The links are listed below (2021 TECHNICAL SUPPORT PROGRAMS of development agencies links)  2021 TECHNICAL SUPPORT PROGRAMS of development agencies:  The scope of the program; In line with the priorities in the 2014-2023 Ankara Regional Plan, to provide technical support for the establishment and increase of sufficient institutional capacity for the works of local actors, which are important in terms of regional development, within the vision of the "2021-2023 Result-Oriented Program". Technical support requests to be prepared within the scope of the program should be directed to the following program axes:  1- Technology Entrepreneurship and Commercialization Axis  2- Next Generation Rural Development Axis  3- Social Innovation and Social Development Axis  <https://www.ankaraka.org.tr/tr/2021-yili-teknik-destek-programi_4951.html>  <https://www.trakyaka.org.tr/tr/44109/2021-Yili-Teknik-Destek-Programlari-Ilani>  <http://www.marka.org.tr/destek/2021-yili-teknik-destek-programi/41>    <https://www.mevka.org.tr/Page.asp?Dil=0&pid=2924>  <https://www.serka.gov.tr/destekler/teknik-destek-programlari/2021-yili-teknik-destek-programi-2-donem/>  <https://www.dogaka.gov.tr/destekler/teknik-destek-programi/2021-teknik-destek-programi-kamu>  Genç Başarı Eğitim Vakfı (JA Turkey)  Elementary School Programs <https://www.gencbasari.org/lise>  <http://www.gencbasari.org>  GençBizz High School Entrepreneurship Program  Ministry of National Education - In Service Trainings before education season  http://oygm.meb.gov.tr/www/icerik\_goruntule.php?KNO=28 In-service training plans are published yearly. Trainings are curriculum-related trainings (including entrepreneurship), field trainings, personal development trainings, etc. |
|  | If yes | | Is training accessible for all teachers in primary/lower secondary education? | Yes [x]  No [ ] |  |
|  | Is training accessible for all teachers at upper secondary general education? | Yes [x]  No [ ] |  |
|  | Is training accessible for all teachers in VET? | Yes [x]  No [ ] |  |
|  | **Is training provided for teachers in higher education on entrepreneurship key competences development?** | | | Yes [x]  No [ ] | Many universities also offer masters and doctoral programs about entrepreneurship.  KOSGEB entrepreneurship trainings are open to all citizens regardless of their occupational group.  <http://oygm.meb.gov.tr/www/icerik_goruntule.php?KNO=28> In-service training plans are published yearly. Trainings are curriculum-related trainings (including entrepreneurship), field trainings, personal development trainings, etc.  These are standard training programs open to every teacher. Training contents are adjusted according to primary or high school teachers |
|  | **Is training provided for school/university management on entrepreneurship key competences?** | | | Yes [x]  No [ ] | Ministry of National Education - In Service Trainings  Trainings given by the Presidency:  <https://uzaktanegitimkapisi.cbiko.gov.tr/Giris?return=/>  Since logins to the site are made personally with an e-government password, a link cannot be given. Even if it is given, it cannot be opened because it asks for a password. |
|  | **Is entrepreneurship as a career option part of the career guidance for students?[[11]](#endnote-12)** | | | Yes [x]  No [ ] | Turkey Entrepreneurship Foundation:  <http://girisimcilikvakfi.org/en>  Global Entrepreneurship Monitor:  <https://www.dunya.com/girisimcilik/kesfet/gem-kuresel-girisimcilik-trendlerine-isik-tutuyor-haberi-450560>  ISSE- Improving Skills of Social Entrepreneurs Project:  <https://www.aile.gov.tr/ankara/projeler/isse-improving-skills-of-social-entrepreneurs-sosyal-girisimcilik-becerilerinin-gelistirilmesi/> |
|  | If yes | | Is this included into career guidance for students in upper secondary general education? | Yes [x]  No [ ] | Ministry of National Education - Education Vision 2023:  <https://www.gmka.gov.tr/dokumanlar/yayinlar/2023_E%C4%9Fitim%20Vizyonu.pdf>  Entrepreneurship courses are implemented in upper secondary schools according to the Ministry of National Education Curriculum since 2005.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf> |
|  | Is this included into career guidance for students in VET? | Yes [x]  No [ ] | Entrepreneurship courses are implemented in VET according to the Ministry of National Education Curriculum since 2005.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  2020-2021 secondary education vocational and technical Anatolian high school program includes entrepreneurship as one of its components.  Entrepreneurs in high schools project:  <http://www.istanbulggk.org/girisimciler-liselerde-projesi/> |
|  | Is this included into career guidance for students in higher education? | Yes [x]  No [ ] | <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Giri%C5%9Fimcilik/GEM_Ku%CC%88resel_Giris%CC%A7imcilik_Monito%CC%88ru%CC%88-2019_Tu%CC%88rkiye_Raporu.pdf>  <https://yeditepe.edu.tr/tr/basinda-yeditepe/kariyer-secenegi-girisimcilik>  Akbank CaseCampus:  <https://kariyer.akbank.com/BlogDetail/Genc_girisimciler_icin_essiz_bir_deneyim__CaseCampus/8dcd0c57-4963-e911-a2e5-005056a0112e> |
|  | **Does the national official document on entrepreneurial learning include non-formal learning?[[12]](#endnote-13)** | | | Yes [x]  No [ ] | Written under the question of 1.1.2 |
|  | **How does the government support non-formal entrepreneurial learning? Please provide at least one concrete example.** | | | There is a non-formal education “Entrepreneurship programme”  TechAnkara Project Market; It is a technology meeting organized with the contribution of all entrepreneurship ecosystem stakeholders, especially technology development zones, organized industrial zones, incubation centres, universities and research centres in Ankara under the coordination of Ankara Development Agency. With the TechAnkara Project Market, the Ankara Development Agency allocates fairgrounds and stand services to startups with technology-based innovative projects, and bilateral business meetings are held to bring entrepreneurs together with investors, customers, mentors and consultants.  KOSGEB, which has been providing important projects and supports for entrepreneurship since its foundation, has provided Applied Entrepreneurship Trainings free of charge and more than 1.5 million people participated these trainings from 2010 to the end of 2019.  Since the demand for entrepreneurship trainings is increasing day by day, KOSGEB carried the trainings to the online education in July 2019 by establishing the E-Academy and offered to free of charge. Traditional Entrepreneurship Training and Advanced Entrepreneurship Training are offered at E-Academy.  Traditional Entrepreneurship Training is provided for entrepreneurs to have knowledge about starting and running a business, to become aware of their roles and responsibilities in this process and to gain knowledge and experience that can prepare the business model for business ideas. This training is aimed at both entrepreneurs who want to open a business in traditional sectors and entrepreneurs who want to participate in Advanced Entrepreneur Training.  With the Advanced Entrepreneurship Training, it is aimed to gain knowledge to entrepreneurs who will operate in the innovative, medium, high technology sectors and manufacturing sector.  In the frame of protocols, The Ministry of National Education and the Ministry of Industry and Technology - Development Agency carry out studies for the dissemination of entrepreneurship education and practices. At this point, the Ministry of Industry and Technology, with its affiliated institutions, also offers resource instruments for the development of entrepreneurship locally and throughout the country.  Entrepreneurship and Ahi culture Course is taught in vocational education centres in VET. | <https://e-yaygin.meb.gov.tr/download.ashx?fileID=3145>  <http://www.ankaraprojepazari.com/>  KOSGEB Entrepreneurship Trainings  <https://lms.kosgeb.gov.tr/course/index.php?categoryid=1&lang=en>  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7210/entrepreneurship-training>  <https://girisimsavascisi.org/en/homepage/>  <https://gencistihdam.org/girisimcilik-egitimleri/>  <https://www.tobb.org.tr/TOBBGencGirisimcilerKurulu/Sayfalar/EgitimVideolari.html>  MEGIP:  <https://meslegimhayatim.meb.gov.tr/> |
| **Thematic block 2. Implementation** | | | | | |
|  | **Is there a national action plan that supports entrepreneurial learning?** | | | Yes [x]  No [ ] | Written under thematic block 1  The entrepreneurship action plan referred to in 1.1.2 is now out of date – please advise whether any update is planned. If no update is planned, which is now the relevant document t for the action plan |
|  | If yes | | Does it include activities that aim to develop entrepreneurship as a key competence in formal education? | Yes [x ]  No [ ] | Written under thematic block 1 |
|  | Does it include actions to promote non-formal entrepreneurial learning? | Yes [x ]  No [ ] | Written under thematic block 1 |
|  | Does it include actions to include entrepreneurship key competence into pre-service teacher training? | Yes [x ]  No [ ] | Written under thematic block 1 |
|  | Are there measurable targets? | Yes [x ]  No [ ] | Technology-based entrepreneurs and SMEs, R&D and innovation prioritize projects will be supported to strengthen their capacities.  Priority in High-Tech Fields and Manufacturing Sector  Ensuring the Establishment of Successful Businesses and Entrepreneurship will be disseminated.  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mali%20Tablolar/Faaliyet%20Raporlar%C4%B1/KOSGEB_2020_Y%C4%B1l%C4%B1_Faaliyet_Raporu.pdf> |
|  | Is there a defined timeframe? | Yes [x ]  No [ ] |  |
|  | Does it define expected impact? | Yes [x ]  No [ ] |  |
|  | Is there corresponding budget allocated by the government? | Yes [x ]  No [ ] | Realization of the support budget; It was realized as 1.9 Billion TL in 2018, 2.3 Billion TL in 2019, and 1.5 Billion TL in 2020: (chart 7). Entrepreneurship Supports given by KOSGEB in 2020 accounted for 40% of all support:  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mali%20Tablolar/Faaliyet%20Raporlar%C4%B1/KOSGEB_2020_Y%C4%B1l%C4%B1_Faaliyet_Raporu.pdf> |
|  | **Is entrepreneurial learning, within a life-long learning perspective, promoted?** | | | Yes [x]  No [ ] |  |
|  | If yes, how? | | |  | There is a national project for women entrepreneurial learning. “Women First in Entrepreneurship Project”  <http://oncekadin.gov.tr/>  Ministry of National Education Lifelong Learning Portal:  Lifelong Learning Portal is an important innovation prepared as 'the door to learning and working opportunities'. In addition to current learning and employment opportunities, the portal provides lifelong guidance information for people's professional and personal development needs.  The Lifelong Learning Portal, which brings together data from various service providers, provides information on all learning opportunities from basic education to higher education, from non-formal education to distance learning.  In today's world, where lifelong learning has become a valid option for acquiring knowledge/skills for employment and updating existing information, non-formal education has gained importance and non-formal education opportunities are being developed that appeal to all segments of the population in our country. In this context, it is aimed to provide a single point access to the databases of the largest lifelong learning institutions in the country with the Lifelong Learning Portal. You can access the training and job opportunities offered by İŞKUR and other public and private institutions, as well as the course programs offered by the Public Education Centers affiliated to the General Directorate of Lifelong Learning of the Ministry of National Education.  In the career guidance section of the portal, you can access important information you need while planning your career and choosing a career, and you can make your self-evaluation through various scales, questionnaires and worksheets offered through the portal.  <http://hbo.meb.gov.tr/portaldosyalar/index.php> |
|  | a) | | information campaigns, social media, traditional media | Yes [x]  No [ ] | Every Ministries and public organizations have their own social media accounts. Also info campaigns can be organised and news available on traditional media:  <http://hbogm.meb.gov.tr/www/bilisimle-girisimci-kadin-projesi/icerik/813> |
|  | b) | | an annual event at national/ international level | Yes [x ]  No [ ] | EE-HUB <http://www.ee-hub.eu>  <https://www.itugirisim.org/>  <https://www.failureweek.org/>  Entrepreneurship Awards:  <https://www.turkiyegirisimcibulusmasi.com/>  Entrepreneurial Businessmen Foundation’s 8th Entrepreneurship Rewards: <https://www.turkiyegirisimcibulusmasi.com/Home/SGIV>  SME and Entrepreneurship Awards of KOSGEB:  <https://www.kosgeb.gov.tr/site/tr/genel/detay/7305/kobi-ve-girisimcilik-odulleri-sahiplerini-buldu>  Entrepreneurship and Business Ethic Associations entrepreneurship award:  <https://igiad.org.tr/girisimcilik-odulu> |
|  | c) | | good practices exchange at national or international level | Yes [x ]  No [ ] | Good practises examples:  <https://ttkb.meb.gov.tr/www/girisimcilik-egitimine-yonelik-iyi-uygulama-ornekleri/icerik/335>  <https://startupteknoloji.com/sosyal-girisimcilik-ve-sosyal-girisim-proje-ornekleri/?doing_wp_cron=1630671608.0933799743652343750000>  <https://www.ztso.org.tr/etkinlik/kadin-ve-genc-girisimciler-iyi-uygulama-ornekleri>  <http://www.ee-hub.eu>  Entrepreneurship Awards:  <https://www.turkiyegirisimcibulusmasi.com/>    <https://www.itugirisim.org/>  <https://www.failureweek.org/>  <http://ytugirisim.com/#content-3> |
|  | d) | | role models | Yes [x ]  No [ ] | Mentoring – Job shadowing systems:  <https://www.tugim.org/mentorlarimiz/>  <https://girisimci.ankaraka.org.tr/assets/media/final-draft-aka-grs-mentor-brosur14-03.pdf>  <https://endeavor.org.tr/mentorlar-icin/>  <https://itucekirdek.com/mentorluk-sistemi/>  <https://www.mentoreffect.org/wp-content/uploads/2018/06/Mentor-Effect-Mentor-Handbook.pdf>  <https://mentor.org.tr/>  <https://arti.arel.edu.tr/mentorluk>  <http://www.istanbulggk.org/calisma-grubu-mentee-ve-mentorluk/>  <https://www.gencbasari.org/duyuru>  KOSGEB gives mentorship support to entrepreneurs:  <https://en.kosgeb.gov.tr/site/tr/genel/destekler/6308/entrepreneurship-supports>  There is also exchange of good practice via EntreCompEurope.eu - lead partners in Turkey are TOBB and Türkiye Ulusal Ajansı – [www.entrecompeurope.eu](http://www.entrecompeurope.eu) |
|  | e) | | national recognition or awards’ ceremonies | Yes [x ]  No [ ] | GençBizz High School Entrepreneurship Program - Country Final  <https://ogm.meb.gov.tr/www/20-gencbizz-lise-girisimcilik-programi-turkiye-finali-27-mayis-2019-tarihinde-izmir-yuksek-teknoloji-enstitusunde-yapildi/icerik/787>  JA StartUp Turkey - Country Final <https://yenisayfaonline.com/2021/07/14/girisim-haberleri-ja-startup-turkiye-2021-finalinden-juri-ozel-oduluyle-dondu/>  Entrepreneurship Awards:  <https://www.turkiyegirisimcibulusmasi.com/>  Entrepreneurial Businessmen Foundation’s 8th Entrepreneurship Rewards: <https://www.turkiyegirisimcibulusmasi.com/Home/SGIV>  SME and Entrepreneurship Awards of KOSGEB:  <https://www.kosgeb.gov.tr/site/tr/genel/detay/7305/kobi-ve-girisimcilik-odulleri-sahiplerini-buldu>  Entrepreneurship and Business Ethic Associations entrepreneurship award:  <https://igiad.org.tr/girisimcilik-odulu>  Entrepreneurship Awards:  <https://www.turkiyegirisimcibulusmasi.com/>    <https://www.itugirisim.org/>  <https://www.failureweek.org/>  <http://ytugirisim.com/#content-3> |
|  | f) | | other, please specify | Yes [x ]  No [ ] | All lifelong learning programmes including entrepreneurial programme is free of charge and open for all citizens.  This course can be taken in all provinces and districts..  Ministry Of National Education Life Long Learning Institutions Regulation article 3/l  <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24507&MevzuatTur=7&MevzuatTertip=5>  General Directorate of Lifelong Learning, Personal Development and Education Field Personal Development Course Program  <https://hbogm.meb.gov.tr/modulerprogramlar/kurslar/Kissel%20Gelişim%20ve%20Egitim_Personal%20Gelisim.pdf> |
|  | **Is entrepreneurial learning as a key competence implemented in the learner experience across all areas of lifelong learning?[[13]](#endnote-14)** | | | Yes [x]  No [ ] | There is a national project for women entrepreneurial learning. “Women First in Entrepreneurship Project”  <http://oncekadin.gov.tr/>  Ministry of National Education Lifelong Learning Portal:  <http://hbo.meb.gov.tr/portaldosyalar/index.php> |
|  | a) | | Is entrepreneurial learning implemented in primary education? Please specify how. | Yes [x]  No [ ] | The Curricula implemented in Primary and Secondary Schools include 8 key competencies in the Turkish Qualifications Framework that are mother tongue communication, communication in foreign languages, mathematical competence and core competences in science/technology, digital competence, learning to learn, social and civic competences, initiative and entrepreneurship, cultural awareness and expression competences.  <https://mufredat.meb.gov.tr/Programlar.aspx>  Design and skill workshops and robotic coding workshops were established at primary and secondary school level. |
|  | b) | | Is entrepreneurial learning implemented in lower-secondary education? Please specify how. | Yes [x]  No [ ] | The Curricula implemented in Primary and Secondary Schools include 8 key competencies in the Turkish Qualifications Framework that are mother tongue communication, communication in foreign languages, mathematical competence and core competences in science/technology, digital competence, learning to learn, social and civic competences, initiative and entrepreneurship, cultural awareness and expression competences.  <https://mufredat.meb.gov.tr/Programlar.aspx>  Design and skill workshops and robotic coding workshops were established at primary and secondary school level. |
|  | c) | | Is entrepreneurial learning implemented in upper-secondary general education? Please specify how. | Yes [x]  No [ ] | Secondary Education Entrepreneurship Course is an elective course at the secondary education level and can be taken once a week as an one hour lesson. <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=788>  Entrepreneurship course curriculum is prepared to be applied for one hour per week in one of the 10th, 11th or 12th grades of general high schools as an elective. <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  At the high school level, robotic coding workshops are established and entrepreneurship courses are given. |
|  | d) | | Is entrepreneurial learning implemented in VET? Please specify how. | Yes [x ]  No [ ] | As of the 2017-2018 academic year, the curricula at the basic education and secondary education levels have been updated.  Some of the 18 achievements under the 5th Learning Unit of the Vocational Development Workshop Course Curriculum (“ENTREPRENEURIAL IDEAS, BUSINESS ESTABLISHMENT AND EXECUTION”), which are in practice in Vocational and Technical Anatolian High School, are as follows:  5.1.1. Explain the basic concepts of entrepreneurship.  5.2.1. It takes into account different ideas about entrepreneurship and starting a business.  5.2.2. He takes responsibility for his own learning by planning his ideas about entrepreneurship and starting a business individually.  This course is given as a compulsory course in 9th grades as 2 hours per week.  http://meslek.eba.gov.tr/?p=Ogretim-Programi&tur=mtal&sinif=9  Entrepreneurship is included in the "Ahi Culture And Entrepreneurship" course, which is compulsory for one hour a week, among the 12th Grade Framework Curriculum Field Common courses in practice in Vocational Education Centers.  http://meslek.eba.gov.tr/indir.php?d=zvnzym5tszd1tgzıc0vvzgf5djrtmwd6nvhbu3rkt09tmxdmv1b0sdnxtvkvzmjey1vlrxy0uwd2dgfouuc1oa==&da=nvm0tw5yzertutzoctdvzxlkwnhpzdhbrwc5wgjkwutgsjhıwvjouu5xdnbms3ozrfl3ndltatrumgnfzlfdwnznmhjxvdk3rnb0ufı2r2zotvvlawc9pq==&iq=bdqxb29huudts3rmswrwsxlnzkvtzlnknfv5uhjhdhztzwnutmlzlzmzl25wqnvcvgw2nkjpsly3whptd0hacg14rfvjqlnym1e3efuyvws2b3gyrwc9pq==  At the high school level, robotic coding workshops are established and entrepreneurship courses are given.  Entrepreneurship course curriculum is prepared to be applied for one hour per week in one of the 10th, 11th or 12th grades of general high schools as an elective. <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf> |
|  | e) | | Is entrepreneurial learning implemented in higher education? Please specify how. | Yes [x ]  No [ ] | Many universities also offer masters and doctoral programs about entrepreneurship.  <http://www.sbe.yildiz.edu.tr/sayfa/Programlar-%3E-Tezli-Y%C3%BCksek-Lisans-Programlar%C4%B1/%C4%B0novasyon--Giri%C5%9Fimcilik-ve-Y%C3%B6netim-Y%C3%BCksek-Lisans-Program%C4%B1/328> Yıldız Technical University Innovation, Entrepreneurship and Management Master's Programme.  <https://debis.deu.edu.tr/ders-katalog/2014-2015/tr/bolum_9700_tr.html> Dokuz Eylül University has Entrepreneurship Master’s Programme  <https://www.tyyc.itu.edu.tr/ProgramHakkinda.php?Program=GYY_GY_YL> İstanbul Technical University has Entrepreneurship and Innovation Management Masters Programme |
| 1. X | **Are online courses on entrepreneurial learning available as lifelong learning training courses?** | | | Yes [x]  No [ ] | KOSGEB Entrepreneurship Trainings  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7210/entrepreneurship-training> |
|  | **Are schools engaged in practical entrepreneurial experiences?[[14]](#endnote-15)** | | | Yes [x]  No [ ] |  |
|  | If yes | | Is this implemented in primary education? Please specify how. | Yes [x]  No [ ] | In the Science Curriculum, it was stated that students should make STEM activities throughout the year and that students should present the products they produced during the year effectively in Science Festivals at the End of the Year.  According to Science Curriculum, within the scope of Science, Engineering, and Entrepreneurship Practices, students should create strategies and use promotional tools to market the product they designed to improve their entrepreneurial skills. Also, it has been stated that students can prepare newspapers, the internet, television advertisements, or shoot short films for promotional purposes.  <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325>  Design and skill workshops and robotic coding workshops were established at primary and secondary school level.  <https://www.mektebim.k12.tr/tr/ilkokul/egitim/tasarim-beceri-atolyeleri>  <https://bilisim.k12.tr/robotik-ve-kodlama-egitimi/>  There is no English versions of information linked.  Genç Başarı Eğitim Vakfı have 3 programmes for primary and lower secondary education. They are all ‘In School’ programmes. These programs are aiming to reinforce children’s entrepreneurial and employability skills and knowledge of financial literacy.  Our Community – Ages between 7-9  More Than Money - Ages between 9-11  It’s My Business - Ages between 11 – 13  <https://www.gencbasari.org/anasayfa>  We also support parents with board games for teaching entrepreneurial skills to their children in an enjoyable methodology. During pandemic, these games were an effective solutions to teach these skills to child via playing games.  <https://toyi.io/en/> |
|  | Is this implemented in lower secondary education? Please specify how. | Yes [x]  No [ ] | In the Science Curriculum, it was stated that students should make STEM activities throughout the year and that students should present the products they produced during the year effectively in Science Festivals at the End of the Year.  According to Science Curriculum, within the scope of Science, Engineering, and Entrepreneurship Practices, students should create strategies and use promotional tools to market the product they designed to improve their entrepreneurial skills. Also, it has been stated that students can prepare newspapers, the internet, television advertisements, or shoot short films for promotional purposes.  <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325>  Design and skill workshops and robotic coding workshops were established at primary and secondary school level. |
|  | Is this implemented in upper secondary education? Please specify how. | Yes [x]  No [ ] | At the high school level, robotic coding workshops are established and entrepreneurship courses are given.  Genç Başarı Eğitim Vakfı – GençBizz High School Entrepreneurship Program is implemented throughout Turkey with the protocol of the Ministry of National Education. The program starts with teacher training and covers a period in which young people set up and manage their own initiatives under the mentorship of business world volunteers for one academic year. At the end of the process, Turkey Final takes place. Youngsters, who came first in the Turkish Final, participate in the European Company Of The Year Competition to represent our country in Europe with their mini companies. <https://www.gencbasari.org/> |
|  | Is this implemented in VET? Please specify how. | Yes [x]  No [ ] | At the high school level, robotic coding workshops are established and entrepreneurship courses are given.  Genç Başarı Eğitim Vakfı – GençBizz High School Entrepreneurship Program is implemented throughout Turkey with the protocol of the Ministry of National Education. The program starts with teacher training and covers a period in which young people set up and manage their own initiatives under the mentorship of business world volunteers for one academic year. At the end of the process, Turkey Final takes place. Youngsters, who came first in the Turkish Final, participate in the European Company Of The Year Competition to represent our country in Europe with their mini companies. <https://www.gencbasari.org/> |
|  | Is this implemented in higher education? Please specify how. | Yes [x ]  No [ ] | Many universities also offer masters and doctoral programs about entrepreneurship.  Genç Başarı Eğitim Vakfı – JA StartUp Turkey Programme <https://www.sivilsayfalar.org/2021/01/29/genc-basari-egitim-vakfinin-ja-startup-turkiye-egitim-ve-yarisma-programina-davetlisiniz/> |
|  | **Are there examples of higher education institutions that implement entrepreneurial learning in non-business faculties and/or non-technological faculties?** | | | Yes [x]  No [] | İŞKUR organizes internship programs for some occupational groups, even though they are not engineering.  <https://www.iskur.gov.tr/duyurular/staj-seferberligi-projesi/>  JA StartUp Turkey Program is implemented in all universities across the country without any faculty distinction. <https://www.sivilsayfalar.org/2021/01/29/genc-basari-egitim-vakfinin-ja-startup-turkiye-egitim-ve-yarisma-programina-davetlisiniz/> |
|  | **Do all learners engage in at least one practical entrepreneurial experience as part of their compulsory education?** | | | Yes [x ]  No [] | Entrepreneurship courses are implemented in primary, upper secondary schools, VETs and higher education according to the Ministry of National Education Curriculum and universities curriculum. So every student has a chance to get at least one practical entrepreneurial experience. |
|  | **Do any examples of practical entrepreneurial experiences also link to sustainable development and/or green skills?** | | | Yes [x ]  No [ ] | <https://www.gencbasari.org/lise>  The business ideas developed by young people within the framework of the GençBizz Program and the StartUp Program focus on current problems and are shaped on the basis of sustainability. Young people start entrepreneurship programs with a problem-solving approach and a design-oriented thinking basis.  In addition, with the institutional collaborations established in the Innovation Camps / e-challenge (Online Innovation Camp) events we organized, high school and university students developed their initiatives with their mentors from the relevant sector and presented them to the jury members.  Clean energy  Clean Technology  Textile  Tourism  Agriculture  Health  Social Innovation  FinTech  Zero Waste  Resource Efficiency  Plastics Industry  COVID-19  Climate Change  Water Consumption  Equal Opportunity in Education and Employment  <http://bubitto.baskent.edu.tr/tr-TR/Detail/inovasyon-kampi>  <https://www.izu.edu.tr/etkinlikler/2021/03/21/default-calendar/inovasyon-kampi-2021>  <https://www.baka.gov.tr/haber/gencbizz-e-challenge-basariyla-tamamlandi/1191> |
|  | **Do any examples of practical entrepreneurial experiences also support digital learning and development of the digital key competence[[15]](#endnote-16)?** | | | Yes [x]  No [ ] | All of our citizens can see the location and time information about lifelong learning courses on the internet and pre-register for the courses. Employment and entrepreneurship opportunities, business world, occupational standards, İŞKUR services can benefit from guidance and career guidance departments. Ministry of National Education’s social media accounts can be accessed here.  <http://www.hbo.gov.tr>  Within the scope of GençBizz High School Entrepreneurship Program, students can manage all processes via www.gencbizz.com. The system, which is designed similar to the way the company ERP system works, also supports the development of young people in the field of adapting to digital solutions within the company. In addition, information and training in the field of digitalization are offered with online trainings and E-Talks (webinar) events with the participation of experts. |
|  | **Explain how practical entrepreneurial experiences are implemented and how these develop entrepreneurial competences (e.g. EntreComp)? Please specify what type of practical entrepreneurial experiences** | | |  | In order to increase regional awareness in the field of green entrepreneurship, an event will be held to discuss green entrepreneurship, exemplary practices in this field, incentives for this field and intersectoral collaborations with representatives of academia, public, NGOs and private sector.  In primary education group programs, students learn individual and corporate budget management, decision making, business idea development and business plan creation, discovering their personal competencies, professions and correct financial attitudes and behaviours by playing games in their classrooms.  In high school level programs, students;  Defining a problem  Idea development,  The distribution of tasks  Finding capital  The market research  Product development  Product/Service Sales  Financial management  Liquidation experiences its processes personally. The program is not a simulation but is based entirely on real experience.  At the University Level, with the JA StartUp Turkey Program, students develop their business with a 14-week training and mentoring process, produce their prototypes and get ready for the incorporation process with the trainings received.  <https://webcache.googleusercontent.com/search?q=cache:o7YGC2pIM7wJ:https://orgm.meb.gov.tr/meb_iys_dosyalar/2012_11/05035054_sinif_rehberlik_ilkogretim_etkinlik.doc+&cd=1&hl=tr&ct=clnk&gl=tr> There is no English information |
|  | **Is there assessment of learning outcomes of students related to learner progress in development of the entrepreneurship key competence?** | | | Yes [x ]  No [ ] |  |
|  | If yes | | Does this take place in primary/lower education? Please specify | Yes [x ]  No [ ] | It is included in the year-end activity reports of provincial and district national education directorates.  <https://sgb.meb.gov.tr/meb_iys_dosyalar/2021_03/03134336_2020_YYlY_Ydare_Faaliyet_Raporu.pdf> |
|  | Does this take place in upper secondary general education? Please specify | Yes [x ]  No [ ] | It is included in the year-end activity reports of provincial and district national education directorates.  Students are involved in the evaluation process where their progress is observed throughout the programs. In addition, young people who successfully complete the GençBizz Program are entitled to enter the ESP Exam, which is valid at the European level. And if they achieve 70% success, they are entitled to receive the ESP Certificate.  http://entrepreneurialskillspass.eu  “Young Solutions to Covid-19 Project” Impact Analysis Report, which we conducted with the support of Istanbul Development Agency  <https://drive.google.com/file/d/1EPlOv0vIRjWIneQks7bbTfxOfBkOJ-BH/view> |
|  | Does this take place in VET? Please specify | Yes [x ]  No [ ] | It is included in the year-end activity reports of provincial and district national education directorates.  <http://entrepreneurialskillspass.eu>  In the entrepreneurship and ahi culture program, the students’ practical activities and their evaluations are included.  Ahi entrepreneurship academy: <https://www.ahisiad.org.tr/projeler/ahi-girisimcilik-akademisi/> |
|  | Does this take place in higher education? Please specify | Yes [x ]  No [ ] | It is included in the year-end activity reports of universities.  N/A |
|  | **Do general secondary schools cooperate with SMEs to promote entrepreneurial learning?[[16]](#endnote-17)** | | | Yes [ x]  No [ ] | SME’s professionals, entrepreneurs, academicians provide mentoring support to students  The aim of the E-Volunteer Mentoring Program carried out by the Private Sector Volunteers Association; is to bring together high school students who continue their business and education lives from their homes and private sector employees. <https://abilitypool.com/proje/egonullu-egitim-program%C4%B1-osgd> |
|  | **Do VET schools cooperate with SMEs to promote entrepreneurial learning?[[17]](#endnote-18)** | | | Yes [x]  No [ ] | SME’s professionals, entrepreneurs, academicians provide mentoring support to students  Within the scope of the protocol signed with ASELSAN, engineers and experts determined by ASELSAN started mentoring practice for vocational high school students. <https://aselsanmtal.meb.k12.tr/icerikler/mentorluk_9195051.html> |
|  | **Are there examples of higher-education-business cooperation to promote entrepreneurship?** | | | Yes [x]  No [ ] | Some faculty students in universities have been obliged to do internships in industry and SMEs.  KOSGEB Business Plan Award Support Programme:  In each university where «entrepreneurship» courses are organized in the scope of formal education, Competition for Business Plan Awards are organized annually. Business plans of students are evaluated by university and KOSGEB. The students capture the first, second and third places are awarded 25,000 TL, 20,000 TL, and 15,000 TL respectively if he/she establishes his/her own business on the rewarded business plan within 24 months.  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7219/business-plan-reward-support-programme>  There is a school-business cooperation in all the programs JA Turkey implements. |
|  | **Are there examples of higher education institutions that implement higher-education-business cooperation in non-business faculties and/or non-technological faculties?** | | | Yes [x]  No [ ] | İŞKUR organizes internship programs for some occupational groups, even though they are not engineering.  <https://www.iskur.gov.tr/duyurular/staj-seferberligi-projesi/>  JA StartUp Turkey Program is implemented in all universities across the country without any faculty distinction. <https://www.sivilsayfalar.org/2021/01/29/genc-basari-egitim-vakfinin-ja-startup-turkiye-egitim-ve-yarisma-programina-davetlisiniz/> |
|  | **Is there exchange of good practices on formal and/or non-formal entrepreneurial learning?** | | | Yes [x]  No [ ] | In the Science Curriculum, it was stated that students should make STEM activities throughout the year and that students should present the products they produced during the year effectively in Science Festivals at the End of the Year.  <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325>  There is also exchange of good practice via EntreCompEurope.eu - lead partners in Turkey are TOBB and Türkiye Ulusal Ajansı – [www.entrecompeurope.eu](http://www.entrecompeurope.eu) |
|  | If yes | | Does this include primary/lower secondary education? Please specify | Yes [x]  No [ ] | In the Science Curriculum, it was stated that students should make STEM activities throughout the year and that students should present the products they produced during the year effectively in Science Festivals at the End of the Year.  <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325>  Good practices are showcased by the Ministry of National Education at the web page of Board of Education in 2019-2020. |
|  | Does this include upper secondary education? Please specify | Yes [x ]  No [ ] | Good practices are showcased by the Ministry of National Education at the web page of Board of Education in 2019-2020.  <https://mufredat.meb.gov.tr/Dosyalar/2019930143830793-G%C4%B0R%C4%B0%C5%9E%C4%B0MC%C4%B0L%C4%B0K%20DERS%C4%B0%20%C3%96%C4%9ERT.%20PROGR..pdf>  Activity Example |
|  | Does this include VET? Please specify | Yes [x ]  No [ ] | Good practices are showcased by the Ministry of National Education at the web page of Board of Education in 2019-2020. |
|  | Does this include higher education? Please specify | Yes [x ]  No [ ] | Good practices among universities, especially those with TEKNOKENT, are being disseminated. |
|  | **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 [ x]  No [ ] | Good practices are showcased by the Ministry of National Education at the web page of Board of Education in 2019-2020.  International conferences, peer visits, teacher forums, communities of practice, roundtables  EUROPEAN ENTREPRENEURSHIP EDUCATION Network ADVISORY COUNCIL MEETING FOCUS GROUP |
|  | **Are there examples of good practice on entrepreneurial learning that have received international recognition? Please provide detail.** | | | Yes [x]  No [ ] | <http://www.ee-hub.eu>  <https://by-leap.com> |
|  | **How does implementation ensure that entrepreneurial learning is gender-balanced? [[18]](#endnote-19)** | | |  | Lifelong courses including entrepreneurship are open for all citizens.  In Ankara, two separate mentoring programs, under the headings of "Technology Commercialization" and "Women Entrepreneurship", have been established in order to expand the existing "mentor pool" created for the needs of entrepreneurs and to support initiatives at all levels up to growth, the lowest being the prototype stage.  <https://girisimci.ankaraka.org.tr/tr/portal/mentoring>  Participation of female students and students from disadvantaged areas is prioritized. Student and regional elections are held with the Provincial Directorates of National Education in the provinces where the program will be carried out.  Gender-balanced is achieved through the following activities; 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 |
|  | **What has been the impact of the pandemic on the implementation of the entrepreneurship key competence in education?[[19]](#endnote-20)** | | |  | It has led to the transfer of education to the digital environment. Despite the pandemic 5.840 citizens took entrepreneurship courses between 01/01/2020-30/07/2021 period. Thus, workshops in entrepreneurship could not be realized.  During the Pandemic, all our programs continued to be implemented online.  The pandemic has negatively affected education in many parts of education, as well as in our country and in global examples. Especially teamwork and practice-oriented studies had to be moved to the online environment with new education methodologies. However, this situation forced the development of communication skills of young people who have just started their education life or changed schools. Another handicap was the difficulties experienced by students in accessing online environments. |
|  | **Has there been a specific response to support entrepreneurship key competence development during the pandemic?** | | |  | All training on entrepreneurship continued to be given digitally.  The pandemic has become a period that further increases the need for new jobs and competent workforce, and individuals with key entrepreneurship skills can create new business areas or find employment.  Entrepreneurship key competencies became both the basic requirement of employment with the potential to ensure the survival of SMEs and the main competencies of individuals who enabled new ventures to emerge. |
|  | **Are there examples of good practice on maintaining effective implementation of entrepreneurial learning during the pandemic? Please provide detail[[20]](#endnote-21).** | | | Yes [x]  No [ ] | Distance learning materials have being prepared for the UNCR project called “Increasing Access To Turkish Language Learning And Vocational Training For Syrians Under Temporary Protection In Turkey.”  <https://epale.ec.europa.eu/is/node/114804>  Entrepreneurs working in technopolis were provided with the opportunity to work from home, and the opportunity to develop their ventures was provided.  <https://by-leap.com> |
| **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 [x ]  No [ ] | "A monitoring and assessment system was established in order for the Vocational and Technical Education Strategy Paper to be implemented effectively, to create added value and reach pre-determined purposes and targets.  For this reason, a Board of Monitoring and Assessment was established  The Board of Monitoring and Assessment consists of the following:  1. The Minister of National Education  2. Undersecretary of MoNE  3. Deputy Undersecretary of MoNE for Vocational and Technical Education  4. Undersecretary of Ministry of Justice  5. Undersecretary of Ministry of Family and Social Policies  6. Undersecretary of Ministry of Industry and Technology  7. Undersecretary of Ministry of Labour and Social Security  8. Deputy Undersecretary of Ministry of Economy  9. Deputy Undersecretary of Ministry of Agriculture and Foresty  10. Deputy Undersecretary of Ministry of Commerce  11. Deputy Undersecretary of Ministry of Interior  12. Deputy Undersecretary of Ministry of Culture and Tourism  13. Deputy Undersecretary of Ministry of Treasury and Finance  14. Deputy Undersecretary of Ministry of Transportation and Infrastructure  15. Head of MoNE Strategy Development  16. General Director of MoNE Vocational and Technical Education and Training  17. General Director for MoNE Life-Long Learning  18. Ministry of Health General Director of Health Services  19. ISKUR (Turkish Employment Agency) General Director  20. Head of KOSGEB (Small and Medium Enterprises Development Organization)  21. Head of VQA (Vocational Qualifications Authority)  22. CoHE Deputy Chairman and General Assembly Member for Vocational Education  23. Head of National Agency  24. Assistant Secretary General of TESK(Confederation of Turkish Tradesmen and Craftsmen)  25. Assistant Secretary General of TOBB (Union of Chamber and Commodity Exchanges)  26. Head of TURKSTAT (Turkish Statistical Institute)  27. Assistant Secretary Generals of the three confederations of workers’ unions with the highest number of members.  28. Assistant Secretary Generals of the three public employee unions with the highest number of members.  29. NGOs in Education  30. Deputy President of MUSIAD (Independent Industrialists and Businessmen's Association)  31. Assistant Secretary General of TİSK (Confederation of Employer Associations)  32. Deputy President of TUSIAD (Turkish Industrialists' and Businessmen's Association)  Duties and Responsibilities of the Board of Monitoring and Assessment:  a) Ensure the implementation of the activities in the action plan and evaluate the current situation within the implementation of the activities.  b) Do the necessary changes in the action and determine new activities.  c) Determine the problems regarding the implementation of the activities in the action plan and make observations and suggestions to solve the problems.  d) Enable the cooperation and coordination among the institutions to realize the activities.  e) When necessary, establish sub committees, commissions and technical working groups to do necessary coordination for the active continuity of the work.  Board Secretariat and Functions  The secretariat of the board is MoNE Directorate General of Vocational and Technical Education. The functions of the Board Secretariat are:  a) Determining the agenda of the board meetings regarding the opinions and advices of board members.  b) Informing the Board by following the realization of the activities and aims determined in the strategy and the other import progress  c) Doing the preparations by doing necessary coordination before the board meetings.  d) Enabling the coordination of sub committees, commissions and technical working groups to realize the activities.  e) Reporting the board meeting results.  f) Doing all the other assignments allocated to the Secretariat as part of the Board work  The Board of Monitoring and Assessment gathers every 6 months. The first semi-annual meeting is chaired by the Undersecretary of MoNE and the second is by the Minister of National Education.  " |
|  | If yes | | Is a monitoring report prepared annually? |  | Yes  <https://www.egitimreformugirisimi.org/egitim-izleme-raporu-2020/>  <https://lms.kosgeb.gov.tr/>  <https://drive.google.com/file/d/1EPlOv0vIRjWIneQks7bbTfxOfBkOJ-BH/view> |
|  | Is the report publicly available? |  | Yes |
|  | **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.** | | |  | Technocity, technopark, Small and Medium Scaled Industry Development and Support Directorate (KOSGEB), Development Agencies,  Provincial and district national education directorates are not monitored.  Evaluation studies are carried out specific to the programs.  Entrepreneurship competencies should be monitored with two separate evaluations before and after the training, and the development of young people and children is evaluated with cross-sectional questions. These competencies are examined comparatively not only at the student level, but also in terms of school type and department. In addition, the results are definitely examined by the teachers and the program mentors, if any, and the development and deficiencies of the children are followed. |
|  | **Explain how entrepreneurship key competences are being monitored (e.g. through statistical data, surveys, school annual reports).** | | |  | For non-formal education data there is a national system called e-Yaygın  <https://e-yaygin.meb.gov.tr/Login.aspx>  e-Yaygın is an automation system where the work and processes of courses, seminars and all other activities of all institutions/organizations that it cooperates with public education centers and maturation institutes can be followed. Its software has been developed by the Department of Information Technologies, and its management is provided by the Directorate General for Lifelong Learning. The system has a dynamic structure that is constantly updated according to both the compliance with the legislation, the information infrastructure and the demands from the users.  Technocity, technopark, Small and Medium Scaled Industry Development and Support Directorate (KOSGEB), Development Agencies are monitoring.  Pre-Post Test - Surveys |
|  | **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 [ x]  No [ ] | Institutional expectations, priorities, inclusion of current technology and developments in the programs and keeping the methodology up-to-date are among the evaluation criteria.  Institutional experience and the intensity of collaborations are also taken into account in order to measure the quality of training design and implementation.  In addition, teachers, mentors and trainers in the program are also included in the evaluation. On the one hand, stakeholders evaluate the program and on the other hand, all stakeholders are evaluated by students. |
|  | **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.** | | |  | The National Employment Strategy (2014-2023 ) prepared with the contributions of relevant Ministries, public institutions and organizations, employer-employee confederations, academicians and other stakeholders of the business life in order to solve the structural problems of the labour market, to increase the growth’s contribution to the employment in medium and long term and to develop permanent solutions for unemployment problem. The Strategy built on four main axis and seven sectors having high potential or high employment flexibility is being realized by three-year action plans. This Strategy includes some actions relevant to entrepreneurial learning and entrepreneurship. These actions are carried out by responsible institutions/organizations and The National Employment Strategy Monitoring and Evaluation Committee follow this Strategy and Action Plans by gathering twice a year.  <https://www.csgb.gov.tr/media/86869/ulusal-genc-istihdam-stratejisi-ve-eylem-plani-2012-2023.pdf>  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/MzrVo+Ulusal_Istihdam_Stratejisi_ve_Eylem_Plani.pdf>  <https://leap.unep.org/countries/tr/national-legislation/national-employment-strategy-2014-2023-action-plan-2014-2016> |
|  | **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 [x ]  No [ ] |  |
|  | **Are all students being tracked following their graduation at the system level, at the following levels of education?[[23]](#endnote-24)** | | | Yes [x ]  No [] | Keeping in touch with alumni is of great importance for all programs. Because, in terms of the impact of the studies and the evaluation of the long-term contribution to development, the observation of the activities of the alumnies will also be an indicator of the efficiency of the studies.  JA has an alumni network that we actively communicate with our alumni. Alumni both form a network within themselves and take an active role in the new periods as peer mentors to convey their experiences in the Genç Başarı programs they attend.  e-graduate tracking system was established to monitor and evaluate the graduates after Initial Vocational and Technical Education. This web page was revised in line with the results of Survey done about e-graduate tracking system. <http://emezun.meb.gov.tr/> |
|  | a) | | In upper secondary general | Yes [ x]  No [x ] |  |
|  | b) | | In VET | Yes [x ]  No [] | E-graduate system is used to support the monitoring of VET students after their graduation. <http://emezun.meb.gov.tr/> |
|  | c) | | In higher education | Yes [ x]  No [ ] | Universities has their own tracking system for the alumnies. |
|  | **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 [ x]  No [] | Social Entrepeneur Teacher Awards are given by MoNA  <https://www.anadoluvakfi.org.tr/degerliogretmenim> |
|  | If yes | | Does recognition include teachers from primary / lower secondary? | Yes [x ]  No [] | Social Entrepeneur Teacher Awards are given by MoNA |
|  | Does recognition include teachers from upper secondary? | Yes [x ]  No [ ] | Social Entrepeneur Teacher Awards are given by MoNA |
|  | Does recognition include teachers from VET? | Yes [ x]  No [ ] | Social Entrepeneur Teacher Awards are given by MoNA  VTE students are provided with informative educations on creativity, innovation, entrepreneurship and process of setting up a business. VTE alumni are allowed to receive support credits for entrepreneurship to set up businesses. Students, trainees, employee and teachers who develop a new item, product, mechanism or practice are encouraged to apply for patent and utility model and they will be supported. VTE schools and institutions are supported in rewarding, encouraging and having patents for those who participate in national or international competitions and improvement of cooperation with businesses are ensured. Activities to generalize and adopt creativity, innovation and entrepreneurship in VTE schools and institutions as culture are organized. <https://www.meb.gov.tr/stratejik_plan/> |
|  | Does recognition include teachers from higher education? | Yes [x ]  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) | 5 |
| Brief justification | Turkey provides the regulatory conditions to encourage co-operation between schools and the private sector, and set up system-level measures to support co-operation between schools and companies to provide practical entrepreneurship experience for all students at upper secondary, VET and higher education levels.  There is gender sensitivity in Turkey's new and existing policies that affect women's entrepreneurship.  High-quality statistical evidence on entrepreneurship is available, covering all related support actions and relevant sources of funding.  The e-graduate system is well developed to support impact assessment in all parts of the learning system (higher education, SME education, etc.). Each institution has its own monitoring, evaluation and impact analysis mechanism. |
| Assessor name and institution | N. Pınar Işın  Director of EU Coordination Unit  KOSGEB  Beyza Kuriş  SME Expert  EU Corodination Directorate  KOSGEB  Abdullah Aktepe  SME Expert  EU Corodination Directorate  KOSGEB |

## Sub-dimension 2: Women’s entrepreneurship

*[To access the responses of the previous SME Policy Index 2019 questionnaire click* [*here*](https://oecd-my.sharepoint.com/personal/marijana_petrovic_oecd_org/Documents/SME%20PI%202022%20Assessment/Turkey/Dimension%201/2019%20Turkey%20-%20SBA%20Questionnaire%20filled%20out%20.xlsx) *(ctrl+left click)]*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 [x]  No [ ] | Since January 2019 The women first project supporting women's entrepreneurship was completed and the website was launched.  <http://oncekadin.gov.tr/>  In Ankara, two separate mentoring programs, under the headings of "Technology Commercialization" and "Women Entrepreneurship", have been established in order to expand the existing "mentor pool" created for the needs of entrepreneurs and to support initiatives at all levels up to growth, the lowest being the prototype stage.  <https://girisimci.ankaraka.org.tr/tr/portal/mentoring>  The Eleventh Development Plan (2019-2023)  Specialized Commissions of Entrepreneurship, SME, Craftsmen and Artisans  600.4. Pg. 154 Mechanisms aiming to develop the economic activities of women in digital environments such as websites, portals and  applications will be established, and training programs and seminars will be organized to ensure the empowerment of women  entrepreneurs in e-commerce.  600.9. Pg. 154 Support mechanisms will be provided in order to increase women entrepreneurship in rural areas.  <https://www.sbb.gov.tr/wp-content/uploads/2020/03/On_BirinciPLan_ingilizce_SonBaski.pdf>  <https://www.sbb.gov.tr/wp-content/uploads/2020/04/GirisimcilikKOB%C4%B0lerEsnaf_ve_SanatkarlarOzelIhtisasKomisyonuRaporu.pdf> |
|  | a) | Is there a formally structured national policy partnership to support women's entrepreneurship?[[26]](#endnote-27) | Yes [ x]  No [ ] | 11th Development Plan  <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf>  The National Employment Strategy of Turkey 2014-2023  <https://www.csgb.gov.tr/media/86876/ulusal-genc-istihdam-stratejisi-ve-eylem-plani-2021-2023.pdf>  <https://www.iletisim.gov.tr/english/haberler/detay/president-erdogan-issues-circular-on-national-youth-employment-strategy-and-action-plan>  <http://www.sp.gov.tr/tr/temel-belge/s/156/Ulusal+Istihdam+Stratejisi+_2014-2023_+ve+Eylem+Planlari+_2017-2019>  KOSGEB Strategic Plan  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf>  WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/RySPo+KADININ_GUCLENMESI_STRATEJI_BELGESI_VE_EYLEM_PLANI_2018-2023_.pdf>  Although there is no advisory board and monitoring commission regarding the Women's Empowerment Strategy Document and Action Plan; Monitoring and evaluation work is carried out annually through official correspondence with the institutions responsible and relevant for the realization of the activities.  KOSGEB Entrepreneurship Action plan:  <https://www.kosgeb.gov.tr/site/tr/genel/detay/6054/girisimcilik-eylem-plani-2020-entrepreneurship-2020-action-plan>  İŞKUR Strategic Plan <http://www.sp.gov.tr/tr/stratejik-plan/s/1603/Turkiye+Is+Kurumu+Genel+Mudurlugu+2019-2023> |
|  | **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)?** | |  | The theme of women's entrepreneurship, which is one of the priority issues in many national and international areas, has been discussed under a separate heading this year, as it was last year. The main activities to be carried out within the scope of mentoring programs are summarized below.  Conducting face-to-face mentoring meetings with a mentor deemed appropriate in line with entrepreneurial needs  Reporting entrepreneurial needs and creating solution maps by mentors  Establishing cooperation networks and value chains with public institutions, private sector and non-governmental organizations under agency coordination  Increasing the capacity of entrepreneurs on issues such as impact measurement, marketing, patent, financial and legal literacy with the trainings to be provided.  Organizing networking events for entrepreneurs  Ensuring the participation of entrepreneurs in B2B and B2C meetings to be held within the scope of TechAnkara Project Market  Details of the program can be found at the link below.  <https://girisimci.ankaraka.org.tr/tr> |
|  | **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.** | | The National Employment Strategy (2014-2013) prepared with the contributions of relevant Ministries, public institutions and organizations, employer-employee confederations, academicians and other stakeholders of the business life in order to solve the structural problems of the labour market, to increase the growth’s contribution to the employment in medium and long term and to develop permanent solutions for unemployment problem. In this Strategy includes some actions and policies relevant to increasing employment opportunities for women. Additionally, the actions related to women’s entrepreneurship are included in this strategy and are carried out by responsible institutions/organizations. | Ankara Development Agency works with technoparks and technoparks on women's entrepreneurship, helping entrepreneurs to appoint incubation centers and mentors.  Details of the program can be found at the link below.  <https://girisimci.ankaraka.org.tr/tr> |
|  | **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 [x]  No [ ] | <http://oncekadin.gov.tr/>  is created with sector-government partnership. Sector part is Vodafone.  KOSGEB Entrepreneurship Trainings  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7210/entrepreneurship-training>  Traditional Entrepreneur Support Programme  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7215/traditional-entrepreneur-support-programme>  KOSGEB Advanced Entrepreneur Support Programme  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7216/advanced-entrepreneur-support-programme>  WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/RySPo+KADININ_GUCLENMESI_STRATEJI_BELGESI_VE_EYLEM_PLANI_2018-2023_.pdf> |
|  | **Are there any ongoing programmes promoting women’s digital and online entrepreneurship? [[28]](#endnote-29)** | | Yes [x ]  No [ ] | KOSGEB Online Trainings  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7210/entrepreneurship-training>  KOSGEB Advanced Entrepreneur Support Programme  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7216/advanced-entrepreneur-support-programme>  The fact that the trainings are taken online enables women to gain some skills in this regard. In addition, digital entrepreneurship is mentioned under the modules of networking, business models and growth strategies. In addition, in the Advanced Entrepreneur Support Program, women entrepreneurs can receive support for their expenses in this area by using software support. |
|  | **Is there a communication/awareness raising plan on women’s entrepreneurship?** | | Yes [ x]  No [ ] | 11th Development Plan  <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf>  The National Employment Strategy of Turkey 2014-2023  <http://www.sp.gov.tr/tr/temel-belge/s/156/Ulusal+Istihdam+Stratejisi+_2014-2023_+ve+Eylem+Planlari+_2017-2019>  KOSGEB Strategic Plan  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf>  KOSGEB Entrepreneurship Action plan:  <https://www.kosgeb.gov.tr/site/tr/genel/detay/6054/girisimcilik-eylem-plani-2020-entrepreneurship-2020-action-plan>  İŞKUR Strategic Plan  İŞKUR implemented support to increase the visibility of women in the labor market and employment, with an approach sensitive to gender equality by considering work-family life harmony. İŞKUR have developed additional measures to increase the orientation to our workforce experience programs in cooperation with universities and employers in order to support the transition of young people from education to business life and accelerate this process. Also, İŞKUR supported the training of our workforce in the professions of the future with various tools.  <http://www.sp.gov.tr/tr/stratejik-plan/s/1603/Turkiye+Is+Kurumu+Genel+Mudurlugu+2019-2023>  WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023  Strategy 5.  p. 196-201  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/RySPo+KADININ_GUCLENMESI_STRATEJI_BELGESI_VE_EYLEM_PLANI_2018-2023_.pdf> |
|  | **Is there an official document defining women’s entrepreneurship policy?** | | Yes [ x]  No [ ] | The National Employment Strategy of Turkey 2014-2023  <http://www.sp.gov.tr/tr/temel-belge/s/156/Ulusal+Istihdam+Stratejisi+_2014-2023_+ve+Eylem+Planlari+_2017-2019>  KOSGEB Strategic Plan  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf>  WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/RySPo+KADININ_GUCLENMESI_STRATEJI_BELGESI_VE_EYLEM_PLANI_2018-2023_.pdf>  Women's entrepreneurship is only one of the strategies included in the said document |
|  | Ifyes | Are there cross-linkages between policy documents affecting women’s entrepreneurship? [[29]](#endnote-30) | Yes [x ]  No [ ] | WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023 has a strategic target:  **Strategy 5: Developing women's entrepreneurship and strengthening the economic position of women, especially by popularizing the use of information and communication technologies.**  **KOSGEB strategic plan has Purpose 2: Ensuring the Establishment of Successful Businesses and Disseminating Entrepreneurship, with High-Tech Fields and Manufacturing Sector Priority (especially women will be supported)**  With The National Employment Strategy of Turkey 2014-2023 **Measures have been taken to increase the employment of groups requiring special policies, especially women and youth.** |
| **Thematic block 2. Implementation** | | | | |
| 2.2.1. | **Does the Government have an action plan on women’s entrepreneurship development?** | | Yes [x ]  No [ ] | KOSGEB Strategic Plan  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf>  KOSGEB Entrepreneurship Support Programmes  For women, youth, disabled, veteran or in first degree martyr's relative entrepreneurs; plus 5.000 TL support will be added into each performance period if the entrepreneur establishes any performance level.  <https://en.kosgeb.gov.tr/site/tr/genel/destekler/6308/entrepreneurship-supports>  Law on Turkish Employment Agency  <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4904-20111011.pdf>  Regulation on Active Labour Market Programmes of IŞKUR:  Within the scope of the Here's Mother Project, 110 TL per day is paid for essential expenses to women who have children between the ages of 0-15 and who benefit from the advantages of the Job Club and subsequently attend vocational training courses with employment guarantee,  A monthly maintenance support of 400 TL for the dependent children of women aged 2-5, who attend employment guaranteed vocational training courses organized for occupations in the industrial sector.  <https://www.iskur.gov.tr/is-arayan/aktif-isgucu-programlari/>  The National Employment Strategy of Turkey 2014-2023The National Employment Strategy of Turkey 2014-2023  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/MzrVo+Ulusal_Istihdam_Stratejisi_ve_Eylem_Plani.pdf>  TOBB Women Entrepreneurship Council <https://www.tobb.org.tr/TOBBKadinGirisimcilerKurulu/Sayfalar/Mevzuat.php>  WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023  <http://www.sp.gov.tr/upload/xSPTemelBelge/files/RySPo+KADININ_GUCLENMESI_STRATEJI_BELGESI_VE_EYLEM_PLANI_2018-2023_.pdf> |
|  | If yes | Are there measurable targets? | Yes [x ]  No [ ] | WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023 has a strategic target:  Strategy 5: Developing women's entrepreneurship and strengthening the economic position of women, especially by popularizing the use of information and communication technologies.  KOSGEB strategic plan has Purpose 2: Ensuring the Establishment of Successful Businesses and Disseminating Entrepreneurship, with High-Tech Fields and Manufacturing Sector Priority (especially women will be supported)  With The National Employment Strategy of Turkey 2014-2023 Measures have been taken to increase the employment of groups requiring special policies, especially women and youth. |
|  | Is there a timeframe? | Yes [x ]  No [ ] | WOMEN'S EMPOWERMENT STRATEGY DOCUMENT AND ACTION PLAN 2018-2023 page 196 strategy 5. |
|  | Are there expected impacts? | Yes [x ]  No [ ] | KOSGEB, recognized as a pioneering agency in the field of entrepreneurship development, organizes entrepreneurship trainings. Graduates of entrepreneurship training programmes are eligible to apply for entrepreneurship supports of KOSGEB, in which support ratio per expense item for women entrepreneurs is 20% more than for men.  Mentorship services are provided by İŞKUR within the scope of Active Labour Market Programmes in order to increase good practices, experiences and knowledge between entrepreneurs and mentorship providers. The mentorship and networking activities are implemented within the scope of Finance and Advise for Women in Business Programme in order to share good practises, experiences domestically and increase communication between women entrepreneurs. These mentorship services can be provided not only by mentor entrepreneurs but also by universities and NGOs.  Prioritizing women working in agricultural sector, training programs will be provided. The training phase will also be supported by providing information on reaching financial resources and offering guidance services.  KOSGEB strategic plan has “Ensuring the Establishment of Successful Businesses and Disseminating Entrepreneurship, with High-Tech Fields and Manufacturing Sector Priority” (Target A2) and women will be supported in scope of this target. <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf> page 50  Women’s participation in exports, equality of opportunity, and development of the entrepreneurship ecosystem are expected. <http://www.uis.gov.tr/media/1437/uis2014-2023.pdf> |
|  | Is there a corresponding budget? | Yes [x ]  No [ ] | Hedef 2.4 (target A2 under KOSGEB strategic plan) for 2021 166.000.000 TL, for 2022 175.000.000TL, for 2023 185.000.000 TL: <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Mevzuat/2020/KOSGEB_Stratejik_Plan%C4%B1_(2019-2023).pdf> page 65 |
| 2.2.2. | **Are there actions to support sustainable and green transformation in women's entrepreneurship? If so, please specify.** | | Yes [x ]  No [ ] | Written under the question of 2.2.1 and also;  The decisiveness of the green production approach in our industrial policies and practices will be increased. In this direction, in order to reduce the environmental impact of industrial production, technology-intensive modernization of infrastructure and enterprises in OIZs and new investments based on cleaner production will continue to be supported. <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf>  Green Check Up: Trainings for women entrepreneurs of CEDBIK and KAGIDER  <https://cedbik.org/tr/haberler/kadin-girisimciler-yesil-check-up-a-giriyor-140-n>  Green Business Award of KAGIDER for women entrepreneurs  <https://mediacat.com/kagiderden-yesil-is-odulu/>  TUGIAD and TOBB Partnership for Green and Digital Transformation  <https://www.tugiad.org.tr/faaliyet-detay/dijital-ve-yesil-donusumde-tugiad-tobb-is-birligi-basliyor>  Trainings under COSME Turkey Project:  <https://cosme.kosgeb.gov.tr/>  <https://cosme.kosgeb.gov.tr/cosme-cagrilarina-yonelik-proje-yazma-calistayi/>  <https://cosme.kosgeb.gov.tr/cosme-cagrilarina-yonelik-ii-proje-yazma-calistayi-gerceklestirildi/>  <https://cosme.kosgeb.gov.tr/cosme-cagrilarina-yonelik-iii-proje-yazma-calistayi-gerceklestirildi/>  These are the links that aim to improve project writing skills which will also support sustainable and green transformation of women entrepreneurs.  Green Deal related actions  <https://turkonfed.org/Files/ContentFile/turkonfedbiz19-1735.pdf> |
| 2.2.3. | **Are there actions to support digital transformation in women's entrepreneurship? If so, please specify.** | | Yes [x]  No [ ] | Written under the question of 2.2.1 and also;  <http://oncekadin.gov.tr/>  website is provides a platform for women.  Website’s aim is to introduce trainees who study at public education centres and maturation institutes, which are affiliated to the Directorate General for Lifelong Learning, to the digital world, and to enable them to become stronger in social life and meet with digital job opportunities.  2023 ındustry and technology strategy <https://www.sanayi.gov.tr/assets/pdf/SanayiStratejiBelgesi2023.pdf> This document will be the roadmap for realizing Turkey's "National Technology Strong Industry" vision. In line with our strategy, which consists of 5 main components: "High Technology and Innovation", "Digital Transformation and Industry Move", "Entrepreneurship", "Human Capital" and "Infrastructure", we will carry our country to 2023 targets in the fields of industry and technology.  TUGIAD and TOBB Partnership for Green and Digital Transformation  <https://www.tugiad.org.tr/faaliyet-detay/dijital-ve-yesil-donusumde-tugiad-tobb-is-birligi-basliyor>  Trainings under COSME Turkey Project:  <https://cosme.kosgeb.gov.tr/>  Digital Transformation and Practice Examples Workshop <https://cosme.kosgeb.gov.tr/dijital-donusum-ve-uygulama-ornekleri-calistayi-gerceklestirildi/>  COSME Project Development Workshop on New Technologies and Digitalization in Tourism <https://cosme.kosgeb.gov.tr/cosme-turizmde-yeni-teknolojiler-ve-dijitallesme-cagrisina-yonelik-proje-gelistirme-calistayi-gerceklestirdi/> |
| 2.2.4. | **Is women’s entrepreneurship support included into action programmes/plans of any of the following ministries:** | | Yes [x ]  No [ ] | -“The Strategy Paper and Action Plan on Women’s Empowerment” was developed under the coordination of General Directorate on the Status of Women covering the period 2018-2023 and still in effect. The Action Plan aimed at promotion of women’s participation in economic and social life; ensuring women’s equal access to rights and opportunities; mainstreaming the principle of equality between women and men into all main plans and programs, has been a very comprehensive action plan prepared for women’s empowerment.  The following strategy is included in the plan in order to support women's entrepreneurship: “Improving women's entrepreneurship and strengthening the economic position of women, in particular by spreading the use of information and communication technologies.”  In order to implement this strategy 7activities have been identified.  Page 198-201 of The Strategy Paper and Action Plan on Women’s Empowerment. kadının-gueçlenmesi-strajesi-belgesi-ve-eylem-planı-2018-2023.pdf (aile.gov.tr)  5.1. In the Technology Development Zones, studies will be carried out specifically for women entrepreneurs, especially incubation centers.  5.2. Priority will be given to women in the support provided in the field of information and communication technologies.  5.3. Training programs and seminars will be organized to empower women entrepreneurs in e-commerce.  5.4. An effective system that will provide consultancy and guidance services to women entrepreneurs in business development processes will be established.  5.5. Awareness raising activities will be carried out in order to develop entrepreneurship culture among women.  5.6. A system will be established that will facilitate women entrepreneurs' access to the support provided by the state.  5.7. It will be ensured that Regional Development Agencies give priority to programs and projects that support women's entrepreneurship.  <https://www.aile.gov.tr/ksgm/ulusal-eylem-planlari/kadinin-guclenmesi-strateji-belgesi-ve-eylem-plani-2018-2023>  Financial Literacy and Women's Economic Empowerment Seminars: Within the scope of the goals included in the "Presidential Execution Programs" and "Women's Empowerment Strategy Document and Action Plan", women will be able to increase their awareness of money management, income, spending, savings, assets, debt, savings, investment instruments, private pension system, and "Financial Literacy and Women's Economic Empowerment Seminars" are organized under the coordination of the Provincial Directorates of our Ministry in order to provide information on support and incentives for empowerment. "Financial Literacy Training for Trainers" was held in Ankara on April 9, 2019 in order to spread the seminars started in 2017 and to ensure their sustainability with the support of local dynamics by the Provincial Directorates of our Ministry. “Financial Literacy Trainer Training” was given to 100 Professional Staff working in 81 Provincial Directorates and affiliated institutions of our Ministry. 570.591 people have been reached through 184 events held in 81 provinces since 2017.  https://www.aile.gov.tr/media/68105/women-in-turkey-23-02-2021.pdf |
|  | a) | Economy/trade | yes | The Ministry of Commerce continues its efforts to present the National Women Exporter Network Platform and Angel Investor Platform to entrepreneurs within the scope of digital transformation in trade.  With the Women Exporters Network Platform, women entrepreneurs will be directed to export with the online platform that will be implemented in order for women entrepreneurs to do business in an easy and reliable environment and to create the network they need. With the Angel Investor Platform, it is aimed to create a web-based platform to bring together angel investors and entrepreneurs with new business ideas for export and to direct young entrepreneurs to export.  A network program will be created:  <https://ticaret.gov.tr/haberler/kadin-girisimci-ve-ihracatcilar-icin-network-platformu-olusturulacak>  KOSGEB  <https://en.kosgeb.gov.tr/site/tr/genel/destekler/6308/entrepreneurship-supports> |
|  | b) | Labour/social policy | yes | Iskur supports: <https://www.yatirimadestek.gov.tr/pdf/assets/upload/dosyalar/genelge-iskur_destekleri.pdf>  Social security agency has bonuses, incentives and supports for women entrepreneurs:  <https://www.yatirimadestek.gov.tr/pdf/assets/upload/dosyalar/sigorta_prim_tesvikleri_sunumu.pdf>  <https://www.yatirimadestek.gov.tr/pdf/assets/upload/dosyalar/sgk_istihdam_tesvikleri_brosurleri.pdf>  <https://www.yatirimadestek.gov.tr/pdf/assets/upload/dosyalar/ozet-4b_bagkur_5_puan_tesviki.pdf> |
|  | c) | Education | yes | MoNA has strategies for women entrepreneurship  <http://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf> |
|  | d) | Youth/family | yes | Ministry of Family and Social Services (General Directorate on the Status of Women) |
|  | e) | Justice | yes | ex-convict women get jobs with state support:  <https://basin.adalet.gov.tr/eski-kadin-hukumluler-devlet-destegiyle-is-sahibi-oldu>  <https://basin.adalet.gov.tr/eski-hukumlu-devlet-destegiyle-hayvanciliga-basladi> |
| 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 [x ]  No [ ] | Ministries, TOBB, KAGIDER provide intersectoral coordination with working groups created.  With the Circular on Increasing Women's Employment and Ensuring Equal Opportunity, the National Monitoring and Coordination Board for Women's Employment was established. Under the chairmanship of the Undersecretary of the Ministry of Labor and Social Security, in order to monitor, evaluate and ensure coordination and cooperation of all parties involved in identifying the existing problems in the field of women's employment and eliminating these problems; Deputy Undersecretary from the Ministries of Justice, Interior, National Education, Health, Agriculture and Rural Affairs, Industry and Trade and the State Planning Organization; President or General Manager from the Administration for the Disabled, the Social Security Institution, the GAP Regional Development Administration, the General Directorate of Social Assistance and Solidarity, the General Directorate of the Status of Women, the General Directorate of Social Services and Child Protection Agency, the General Directorate of the Turkish Employment Agency and the Turkish Statistical Institute; The "National Monitoring and Coordination Board for Women's Employment" was formed, consisting of representatives of TOBB, TESK, civil servants, workers' and employers' confederations, and non-governmental organizations and universities that are active in women's employment to be determined by the Board for a period of one year. |
| 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 [x ]  No [] | Ministry of Family and Social Services: general directorate on the status of women (KSGM) and General Directorate of Family and Social Research (ASAGEM)  The duties of the General Directorate of KSGM are as follows:  a) To carry out and coordinate the protective, preventive, educational, developing, guidance and rehabilitative social service activities of the Ministry for women.  b) National policy for the prevention of discrimination against women, the protection and development of women's human rights and social status, and the empowerment of women in all areas of social life.  and to coordinate the work of determining the strategies, to implement the determined policies and strategies, to monitor and evaluate their implementation.  c) To determine the principles, procedures and standards regarding the social services carried out for women by public institutions and organizations, voluntary organizations and real and legal persons, and to ensure that they are complied with.  ç) To carry out activities and projects in order to prevent all kinds of discrimination against women and to develop women's human rights, and to support the studies in this field.  d) To increase social awareness by informing and enlightening the public about the human rights of women.  e) To work to prevent all kinds of violence, harassment and abuse against women, to support the solution of women's problems arising from family and social life.  f) To carry out activities that will ensure the advancement of women and increase their participation in decision-making mechanisms in all fields, especially in health, education, culture, work and social security.  g) To organize scientific events at national and international level, to prepare publications that enlighten the society, to carry out educational activities and projects, to organize national and international congresses, seminars, councils and similar activities.  organize events.  ğ) Ensuring cooperation and coordination between public institutions and organizations, universities, local governments, social foundations, associations and other non-governmental organizations and the private sector, joint projects  prepare and implement.  h) To cooperate with international organizations, to develop and carry out projects, to participate in studies and activities to be carried out; national conventions and resolutions to which our country is a party.  monitor and evaluate its implementation.  ı) Evaluating the information obtained in the fields of examination and research and applying them to the institution  and to ensure the development of services and the creation of new service models by transferring them to organizations.  i) To monitor the legislation and its implementation regarding the subjects within its scope of duty, and to contribute to the legislation renewal studies carried out in this regard.  j) To monitor, update and evaluate the information regarding the problems related to the area of responsibility and the social work activities carried out through the database.  k) To carry out the secretariat works of the national follow-up and advisory boards, which will be composed of representatives of the Ministry, other ministries, public institutions and organizations, non-governmental organizations, and experts on the subject, in accordance with the international agreements to which our country is a party, on issues related to women's rights.  l) To perform similar duties assigned by the Minister.  MoNA  Development Plans  the Ministry of Labor and Social Security  Social Services and Child Protection Agency  Higher Education Credit and Hostels Institution (YURTKUR)  General Directorate of Foundations  Social security institution |
| 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 [ x]  No [ ] |  |
| 2.2.8. | **Does the Government provide incentives for reducing women’s participation in the informal economy? [[31]](#endnote-32)** | | Yes [x ]  No [ ] | KOSGEB Advanced Entrepreneur Support Programme  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7216/advanced-entrepreneur-support-programme>  KOSGEB Traditional Entrepreneur Support Programme  <https://en.kosgeb.gov.tr/site/tr/genel/destekdetay/7215/traditional-entrepreneur-support-programme>  With KOSGEB Traditional and Advanced Entrepreneurship Supports, it is aimed that women take more part in economic activities by reducing the barriers of entrepreneurs to starting a business. In order to benefit from the support, it is necessary to establish the business officially, to document that the products and services are received with an invoice, and to document that the personnel are employed. To summarize; through programs above, monetary support encourages women to establish business on legal level. |
| 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 [x]  No [ ] | <http://oncekadin.gov.tr/>  KOSGEB Women Entrepreneur Support (Gives 10% more grants to women.) <https://en.kosgeb.gov.tr/site/tr/genel/destekler/6308/entrepreneurship-supports>  Turkish Women Entrepreneurs Association <https://www.kagider.org/>  TOBB Council of Women Entrepreneurs <https://www.tobb.org.tr/TOBBKadinGirisimcilerKurulu/Sayfalar/AnaSayfa.php>  Garanti Woman Entrepreneur Competition<https://www.garantibbvakadingirisimci.com/kadin_girisimcisi_yarismasi>  Entrepreneurial Business Women and Support Association <https://angikad.org.tr/>  Development Agencies  <https://www.yatirimadestek.gov.tr/questions>  <https://en.kosgeb.gov.tr/site/tr/genel/destekler/3/supports-services> |
| 2.2.10. | **Do institutions supporting women entrepreneurship share good practice?** | | Yes [x ]  No [ ] | SME and Entrepreneurship Awards  <http://www.kobivegirisimcilikodulleri.gov.tr/>  KOSGEB E-Journal  <https://www.kosgeb.gov.tr/site/tr/media/detay/7961/2021-agustos-edergi> |
|  | If yes | Are good practices in the area of women’s entrepreneurship disseminated and shared during a national event, at least annually? | Yes [ x]  No [ ] | SME and Entrepreneurship Awards  <http://www.kobivegirisimcilikodulleri.gov.tr/> |
| 2.2.11. | **How do non‑governmental organisations support the government in the policy area of women’s entrepreneurship development? Please provide one example.** | |  | Entrepreneurial Business Women and Support Association support the government in the policy area of women’s entrepreneurship development. <https://angikad.org.tr/> |
| 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?** | |  | Although it is not possible to charge an exact amount, priority is given to women. |
| 2.2.13. | **What has been the impact of the pandemic on the implementation of measures supporting women's entrepreneurship? Please explain.** | |  | Due to the pandemic, women entrepreneurs, like all entrepreneurs, were badly affected by the process. |
| **Thematic block 3. Monitoring and evaluation** | | | | |
|  | **Are women's entrepreneurship support policies/government programmes monitored?** | | Yes [x ]  No [ ] | <https://www.kosgeb.gov.tr/site/tr/genel/detay/349/rapor-ve-istatistikler>  Entrepreneurship supports are monitored both during the 2-year program period and after the program ends. In the monitoring made within the program, it is tried to understand whether the enterprise is operating or not and the suitability of the machinery and equipment purchased and the software. After the program, the effectiveness of the supports is tried to be revealed by the Support Decision Department.  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Girisimciligi%20Gelistirme%20Destek%20Programi/02.03.2020/ileri%20girisimci/FRM.19.00.10_(00)_I%CC%87leri_Giris%CC%A7imci_Destek_Program%C4%B1_I%CC%87s%CC%A7letme_I%CC%87zleme_Formu.pdf> |
|  | **How are the women's support policies/government programmes monitored? Please explain.** | | Support programs are monitored according to the annual evaluation calendar approved the previous year. The data needed in the evaluation process is obtained from literature review, monitoring activity and field research. The results obtained in the evaluations are reported and shared with the relevant units. These reports are also included in the strategy documents when necessary.  The support given to women entrepreneurs in the relevant institutions of the ministries is monitored and statistics are kept annually. Thus, policy makers benefit from these documents. | KOSGEB Support Program Monitoring and Evaluation Directive:  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Tablo%20ve%20Raporlar/Degerlendirme-Raporlari/Giris%CC%A7imcilik_Destek_Program%C4%B1_Yeni_Giris%CC%A7imci_Desteg%CC%86i_Nihai_Deg%CC%86erlendirme_....pdf> |
|  | **Are women’s entrepreneurship support policies/government programmes evaluated?** | | Yes [x ]  No [ ] |  |
|  | If yes | Is an evaluation report of women’s entrepreneurship publicly available? | Yes [x ]  No [] | <https://dspace.ceid.org.tr/xmlui/bitstream/handle/1/427/ekutuphane3.5.2.5.2.pdf?sequence=1&isAllowed=y> |
|  | Have any adjustments been made based on the evaluation results? If so, please specify. | Yes [x ]  No [ ] | Support programs are revised according to the results achieved.  The following link contains the application principles of the Advanced Entrepreneur Support Program. At the bottom of this document, necessary changes over time are included with their dates.  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Giri%C5%9Fimcilik/2021/02.09.2021/UE-19_(06)_%C4%B0leri_Giri%C5%9Fimci_Destek_Program%C4%B1_Uygulama_Esaslar%C4%B1_2021.10.05.pdf> |
|  | **How are the women's support policies/government programmes evaluated? Please explain.** | | Support programs are monitored according to the annual evaluation calendar approved the previous year. The data needed in the evaluation process is obtained from literature review, monitoring activity and field research. The results obtained in the evaluations are reported and shared with the relevant units. These reports are also included in the strategy documents when necessary.  Monitoring reports on KOSGEB Programs and feedback received from the field are evaluated by the relevant department in certain periods, and improvements are made regarding the programs. | Policies for women entrepreneurs are evaluated positively and their participation in working life is ensured.  <https://webdosya.kosgeb.gov.tr/Content/Upload/Dosya/Tablo%20ve%20Raporlar/Degerlendirme-Raporlari/Giris%CC%A7imcilik_Destek_Program%C4%B1_Yeni_Giris%CC%A7imci_Desteg%CC%86i_Nihai_Deg%CC%86erlendirme_....pdf> |
|  | **Does the national policy partnership implement a gender sensitivity check of existing and proposed policies effecting women’s entrepreneurship? [[33]](#endnote-34)** | | Yes [x ]  No [ ] |  |
|  | If yes | Are entrepreneurship policies gender sensitive?[[34]](#endnote-35) | Yes [ x]  No [ ] |  |
|  | **How are wider policies impacting on women's entrepreneurship evaluated from a gender perspective?** | |  | It makes it easier for women to enter business life. |
|  | **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.** | |  | It is ensured that women benefit from state support primarily and at higher rates. |
|  | **What has been the impact of the pandemic on women's entrepreneurship? Please explain.** | |  | Due to the pandemic, women entrepreneurs, like all entrepreneurs, were badly affected by the process.  According to the report titled "The Effects of Covid-19 on Women Entrepreneurship", 84.3 percent of women entrepreneurs were adversely affected by the epidemic, and the rate of those whose turnover decreased by 2.5 times compared to the previous year. While half of the entrepreneurs predict that they will close the year 2021 with a loss, the rate of those who say that they will have to close their businesses between 3 months and 2 years if the pandemic continues was 70.7 percent. <https://turkonfed.org/Files/ContentFile/covid19unkadingirisimciligineetkileriraporu-7886.pdf> |
| *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) | 5 |
| Brief justification | A consolidated vision exists to refine the national concept, systematise types of support; and improve the targeting, effectiveness and efficiency of programmes aimed at women entrepreneurs. The government’s current efforts to attract women into male‑dominated sectors are fully supported and include additional measures to stimulate enterprise growth and internationalisation, with a specific focus on women via KOSGEB’s support programmes. There is gender sensitivity in Turkey's new and existing policies that affect women's entrepreneurship.  High-quality statistical evidence on women entrepreneurship is available, covering all related support actions and relevant sources of funding.  The e-graduate system is well developed to support impact assessment in women entrepreneruship. Each institution has its own monitoring, evaluation and impact analysis mechanism. |
| Assessor name and institution | N. Pınar Işın  Director of EU Coordination Unit  KOSGEB  Beyza Kuriş  SME Expert  EU Corodination Directorate  KOSGEB  Abdullah Aktepe  SME Expert  EU Corodination Directorate  KOSGEB |

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

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)