



ST BANK- Student Talent Bank

**IO1
Teachers' questionnaire report
Annex 2**

VERSION 1.4



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03/09/2018	V 1.2	Gabriela Conea, ISJI	Adjusting the charts and data; cutting the annex containing the contacts of the respondents.
11/09/2018	V 1.3	Elisa Busetto, ALDA	Grouping answers; Formatting and proofreading.
05/10/2018	V 1.4	Elisa Busetto, Mihaela Onofras, ALDA	Template; adjustments in introduction; minor changes in wording in several sections. Final version.

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1 - Introduction

The current report is part of the research stage of the Student Talent Bank project and includes an analysis on the teachers approach to entrepreneurship, their level of expertise related to use entrepreneurial education to increase students school engagement and decrease school dropout in school with a high percentage of foreign born and ethnic minorities. While exploring their knowledge, attitude, skills and gaps concerning entrepreneurial education, the survey results will help the consortium tackle early school leaving (ESL) and design new methods and tools to foster students' engagement and motivation. The research focuses in particular on assessing teachers' knowledge and understanding of entrepreneurial education, the existence and need of active learning methods which can motivate students and the benefits of entrepreneurial education for students. Moreover, the survey collected basic information on 85 entrepreneurial initiatives across European schools and their impact on the students.

The evaluation was based on a questionnaire survey (see Annex 1) commonly designed by the project partners. Using the Lime software, an online questionnaire was created and distributed in schools in the partnership countries in order to obtain teachers feedback. Paper version of survey were also distributed on several occasions.

The report is part of the Intellectual Output 1 of the project and was carried out between January and July 2018 by the partner institutions:

1. ALDA, the European Association for Local Democracy, France
2. PLATON M.E.P.E., Greece
3. EUN, EUN PARTNERSHIP AISBL, Belgium
4. UVA, Universidad de Valladolid, Spain
5. INQ, Stichting Incubator, Netherlands
6. EM, Eurocrea Merchant, Italy
7. ISJI, Inspectoratul Scolar Judetean Iasi, Romania (responsible)

2 - Description of the results

2.1 - Involvement by country

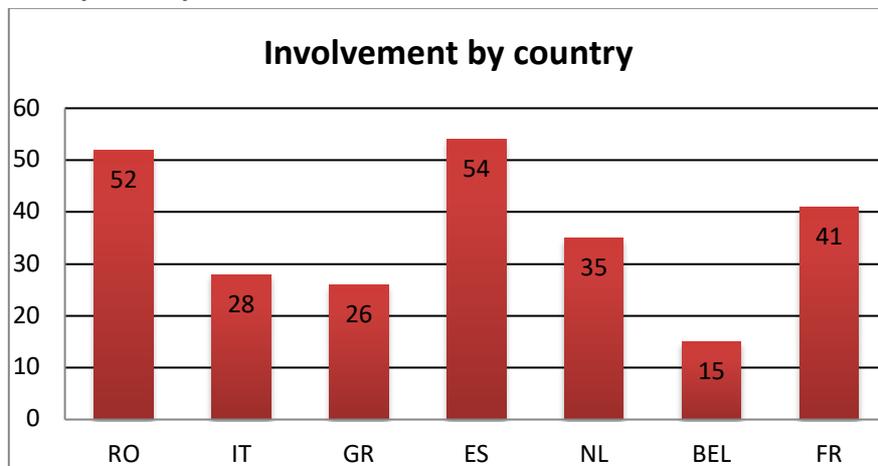


Figure 1. - Involvement by country

This chart summarizes the responses recorded as of 26/07/2018 from the 7 partnership countries. Overall, 258 teachers responded to the questionnaire (92% of the initial target) with an average response rate of 36 teachers per country. The initial target upon which the partners agreed was 280 responses (40/country), which was adjusted during the second coordination meeting. The minimum number of responses requested for each country to be able to validate the data analysed was 25. All partners have gathered sufficient responses to consider the data valid. In order to reinforce them and double-confirm the responses provided by the Belgian teachers, EUN will complement the current report with additional data targeting Belgian teachers.

2.2 - Does your school have a high percentage of foreign born and/or ethnic minorities?

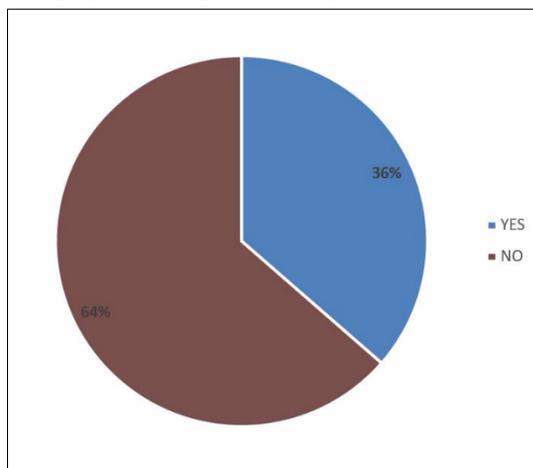


Figure 2. - Percentage of foreign born and/or ethnic minorities

Table 1. - Answers regarding foreign born and/or ethnic minorities

ANSWER	COUNT	%
YES	94	36,43%
NO	164	63,57%

Out of 258 answers, 36,43% of the teachers answering the survey confirmed that their schools have a high rate of foreign born and/ or ethnic minorities, which requires special interventions through educational projects.

2.3 - Is your school affected by dropout?

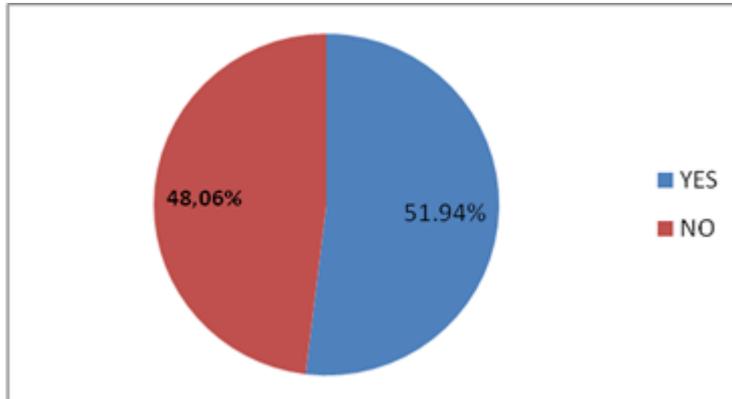


Figure 3. - Percentage of school dropout

Table 2. - Answers regarding school dropout

ANSWER	COUNT	%
YES	134	51,94%
NO	124	48,06%

More than half of the schools (51,94%) touched by the survey are affected by dropout, which highlights the importance to develop and apply new and innovative tools to decrease this number. Entrepreneurial education can be one of the tools used to engage both teachers and students in tackling the dropout issue.

2.4 - Is the term "entrepreneurial education" familiar to you?

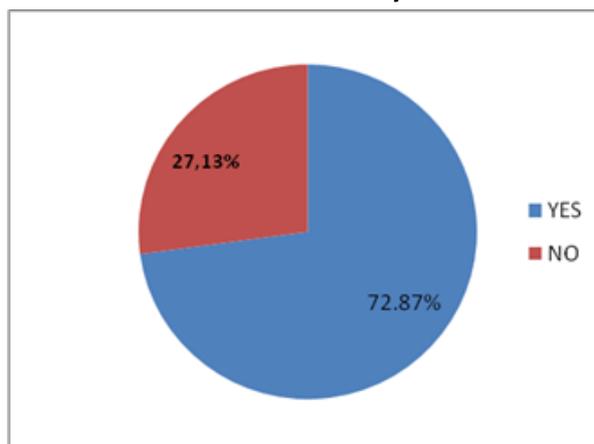


Figure 4. - Percentage of teachers familiar with the term "entrepreneurial education"

Table 3. - Answers regarding the familiarity of teachers with the term "entrepreneurial education"

ANSWER	COUNT	%
YES	188	72,87%
NO	70	27,13%

The majority of teachers (72,87%) are familiar with entrepreneurial education, but for almost a quarter of them special measures are still necessary, as this topic can be complementary in a variety of teaching situations. Most of the teachers got acquainted with the 'entrepreneurial education' term during their didactical activity or during the Continuous Professional Training organised by the educational institutions in the partner countries. In addition, many complementary activities were initiated by Junior Achievement, NGOs and various companies that have been supporting teachers in understanding better entrepreneurial education.

Please select the context in which you acquired more knowledge about the term:

Table 4. - Answers regarding the context for *more knowledge* about "entrepreneurial education"

ANSWER	COUNT
Initial training	31
Continuous Professional Training	96
Didactical activity	80
Other*	40

***Other:** these answers can be included in some categories:

- *Self-development activities:* reading, self-taught, personal experience, personal readings (3), personal research, personal work;
- *Non-formal contexts:* entrepreneurship activities outside the academic world, general culture, human daily interaction, extracurricular activities, projects, contests, activity, educational projects, targeted projects, legislation, newspapers;
- *Collaboration with special institutions:* internships funded by the European Commission, involvement in entrepreneurial projects in collaboration with various NGOs or institutions, the most recent one of which being the collaboration within the project "iasiyoung Hub", implemented by the Bethany Foundation and involving 10 entrepreneurs from Iasi and 50 high school students, Junior achievement (Romania and Italy);
- *Business sector:* mini-companies, practical education, entrepreneurship course and start-up, business, previous job, start mini-company, Talentenstroom Business Class, Work school alternation;
- *Education:* pilotage in professional high school, Master of Entrepreneurship, teaching, professional conversion courses.

2.5 - Which new pedagogies would you be interested to use/improve in the school activities on the topic of entrepreneurship education for students'?

Table 5. Answers regarding new pedagogies

ANSWER	COUNT
Project-based approach	139
Interdisciplinary teaching and learning	124

Team process in classes	111
Talent exploitation and act as a coach	110
Acting in the real life situation	143
Peer to peer learning with formal and non-formal activities	116

Regarding the new pedagogies necessary on the topic of entrepreneurship education, most of the answers point to the “project-based approach” and “acting in the real-life situation”, followed by “interdisciplinary teaching and learning” and “team process in classes”.

2.6 - Are you interested to be involved in teacher networks on entrepreneurship education?

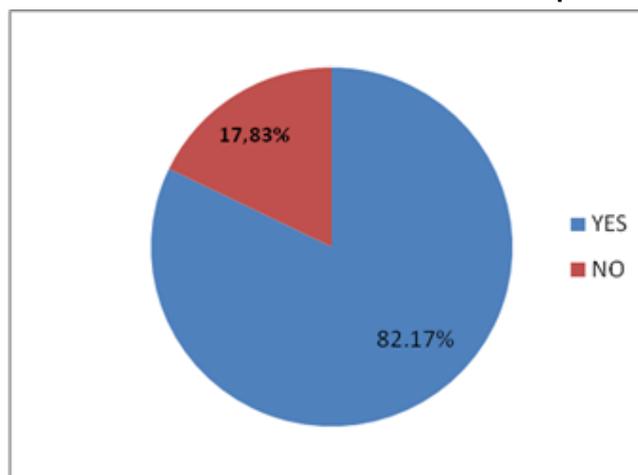


Figure 5. - Percentage of interest regarding teacher networks

Table 6. - Answers regarding the interest for teacher networks

ANSWER	COUNT	%
YES	212	82,17%
NO	46	17,83%

The interest in teacher networks is very encouraging. Although these networks might be small for a start, we believe that, in the long run, they can join forces and have a significant impact on the educational community. 82,17% of the respondents confirmed their interest in being involved in teacher networks on entrepreneurship education.

2.7 - What do you think that are the active learning methods which can motivate your students?

In order to foster students’ motivation, teachers acknowledge classical methods for active learning such as experiential learning, school linking students with the local community or businesses, activities outside the classroom, and project-based learning. Other 16 innovative methods are also mentioned, most of them being focused on the involvement of economic agents, entrepreneurs from different fields, and experiences from former students.

Table 7. - Answers regarding the active learning methods

ANSWER	COUNT
Project-based learning	130

Experimental learning	159
Activities outside the classroom	146
School linking students with the local community or businesses	136
Other*	17

Other* offers a variety of suggestions:

- Collaborative learning;
- Learning based on participatory active methods;
- Close attention to the students;
- Entrepreneurial methodology adapted to the school;
- Experience exchange with students from other schools in the country and abroad and with former students;
- Involvement of economic agents and of entrepreneurs from different fields;
- Street workshop on a voluntary basis
- Practical activities: running a real business
- Establishment of a venue for students to talk about their career and their experience in business
- Putting the student at the centre of the teaching activity.

2.8 - What do you think that are the benefits of the entrepreneurial education to students? (please choose 3 answers)

The benefits of entrepreneurial education for students are strongly emphasized, with high scores for each of the proposed answers. Development of personal and social responsibility, development of creativity and developing planning skills particularly stand out among the other benefits. Teamwork and critical thinking are also considered as key outcomes of the entrepreneurial education for students. Among the others, increasing interest in school, diminishing school dropout, supporting a better involvement, and development of knowing how to be an opening towards a bigger world of possibilities should not be overlooked.

Table 8. - Answers regarding the benefits of the entrepreneurial education

ANSWER	COUNT
The development of creativity	127
Developing planning skills	127
Increasing interest in financial literacy	44
Improving resource management	67
Managing uncertainty/risk	73
Improving teamwork skills	118
The development of critical thinking	104
The development of personal and social responsibility	162
Improving learning to learn ability	90
Other*	3

2.9 - What do you think that are the main benefits of the entrepreneurial education to students, in terms of attitudes?

When it comes to the main benefits of entrepreneurial education in terms of attitudes, high scores are assigned to “the stimulation of initiative”, “self-confidence”, “and better career option”. 10 other benefits were also suggested.

Table 9. - Answers regarding the main benefits of the entrepreneurial education

ANSWER	COUNT
Self-confidence	161
Sense of initiative	189
Better assessment of opportunities	108
Better understanding of the role of entrepreneurs in society	104
Better entrepreneurial career options	125
Other*	11

Other* includes several ideas:

- Ability to solve and overcome problems;
- Autonomy and self-esteem;
- Better knowledge of soft skills;
- Employability;
- Encourage unsupportive individualism;
- Improves the fear of failure;
- Increasing school attendance, improving relationships;
- Initiative and risk-taking;
- Responsibility, perseverance, flexibility in thinking;
- Team-work, leadership, personal development;
- Pragmatic application of the overall creative potential.

3 - Specific initiatives

3.1 - Do you have any specific initiative regarding entrepreneurial education in your school?

Although teachers have a high understanding of entrepreneurship education, 58,91% of the respondents indicated the lack of specific initiatives regarding entrepreneurial education in their schools. The results are rather alarming and indicate the need to further design and spread attractive initiatives benefitting both students and teachers and diminishing school dropout.

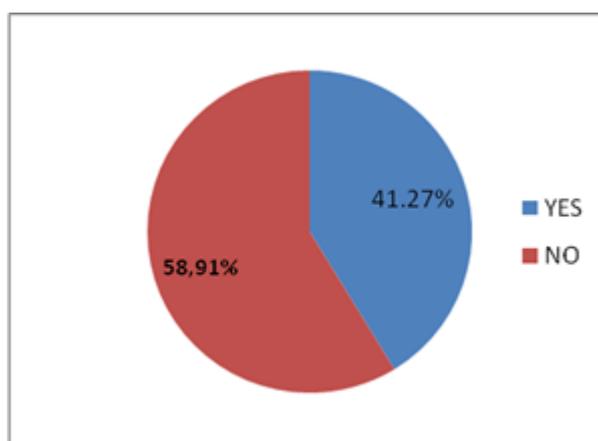


Figure 6. - Percentage of specific initiatives regarding entrepreneurial education

Table 10. - Answers regarding specific initiatives regarding entrepreneurial education

ANSWER	COUNT	%
YES	106	41,09%
NO	152	58,91%

3.2 - Please fill in the number of initiatives.

Among the 106 teachers who have indicated the presence of specific initiatives regarding entrepreneurial education in their schools, only 85 indicated the number of initiatives and shared the most representative ones. The number of entrepreneurial education initiatives ranges between 1 and 40 with 77,6% of the respondents' schools implementing between 1 and 3 initiatives.

Table 11. - Number of answers for specific initiative regarding entrepreneurial education

Number of initiatives	Answer
1	35
2	17
3	14
4	4
5	6
7	2
10	4
12	1
30	1
40	1

Total	85
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- *NGO offers:* "Club Activ CELS"; "Create a company of social responsibility"; "Creation of microenterprises"; "From idea to enterprise"; "Develop and get involved with AELVA" - training for high school students, members of the AELVA Association, at Muncel, which included aspects of entrepreneurship (2003, 2007), "Financial Education", "From school to life through the exercise firm"; "Geometric approach to problem resolution"; "Global evaluation of ethical values in the group"; I want to be an entrepreneur - the conference of Iasi high school students in partnership with the Romanian Business Leaders Association (2015); The "Solidarity Colors" volunteer project – a 5th edition of the county project, which is based on the idea of social entrepreneurship; also involved more than 15 NGOs in the county and 20 public institutions and a number of 600 students (ongoing project); The IasiYoung Hub project - finalized in January 2018 - involved the collaboration of 10 entrepreneurs - 10 companies in Iasi and 50 high sc. hool students, students who have materialized their business ideas to profitability;
- *University initiatives:* interdisciplinary entrepreneurial biology competition coordinated by Fac. the Chemical and Environmental Protection Institute and the Children's Palace in Iasi; participation in the International Competition NEW TIME at Sevastopol, Russian Federation, interdisciplinary biology, physics, entrepreneurial chemistry project entitled "Leaf Recycling Technology" awarded with gold medal; participation Project Innovation Week MIS-ETC Code 1498 "Building an Innovative Infrastructure Network in the Cross-Border Region"; national competition Environmental projects - interdisciplinary projects biology, entrepreneurial education;
- *Non-formal activities:* "I want to be an entrepreneur, Exercise Firm Fair"; "Ecobox, connected objects; Entrepreneurial success; Risk and success in business; Business of the future"; "Invention workshop", "Kid@Bizz"; "Labor market in the century of speed!"; "Learning through interdisciplinary projects"; "Manufacturing of Christmas and March ornaments"; "Mini enterprise"; "School money on wheels – FLIP Trucks, Children's money, At the bank!, Financial education, We Are Acquainted with NBR"; "The Little Entrepreneur"
- *Educational approach:* "Practice"; "Practice-based learning"; "Special course for assignments from the workfield"; "Students get assignments from companies"; "Students, entrepreneurs of the 21st Century"; "Talentstream Business Class"; Youth Entrepreneurship.

3.3 - Was this specific initiative:

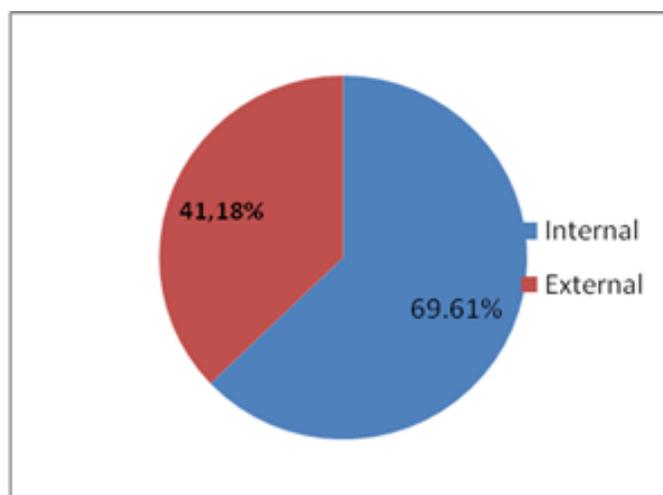


Figure 7. - Percentage of the internal/external initiatives

Table 12. - Answers regarding the internal/external initiatives

ANSWER	COUNT	%
Internal, from our school	72	69,61%
External, offered by other organization	43	41,18%

Among the mentioned initiatives, 72 were organized by schools and 43 by partner organizations.

3.4 - The implementation was:

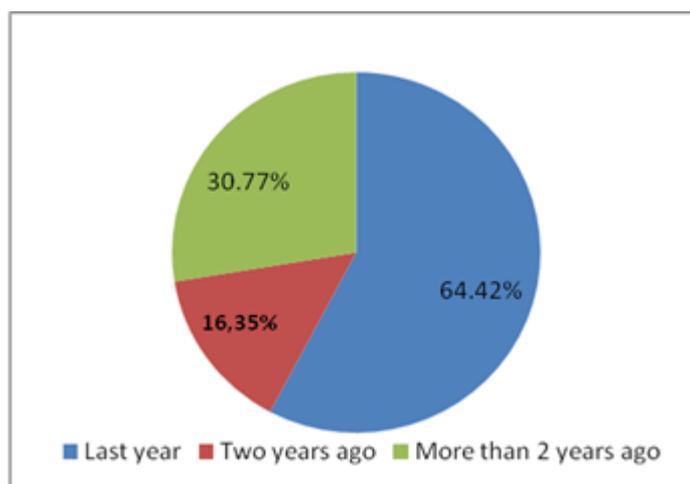


Figure 8. - Percentage regarding the period of implementation

Table 13. - Answers regarding percentage regarding the period of implementation

ANSWER	COUNT	%
Last year	67	64,42%
Two years ago	17	16,35%
More than 2 years ago	32	30,77%

The majority of the initiatives are recent, being stimulated by the national policies or by European projects.

3.5 - Please specify the duration:

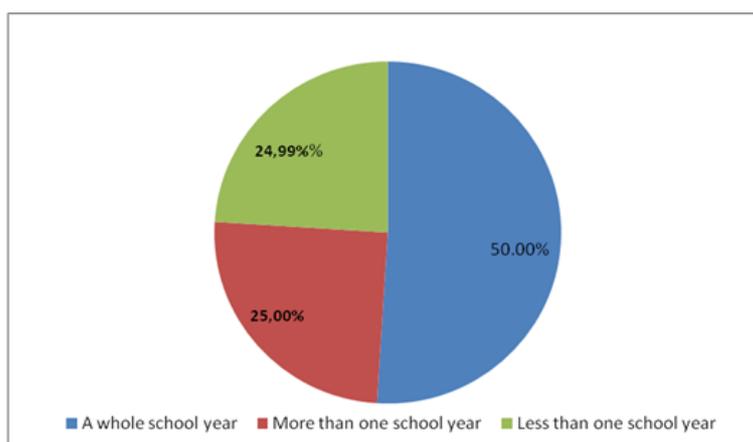


Figure 9. - Percentage of initiative duration

Table 14. - Answers regarding the initiative duration

ANSWER	COUNT	%
A whole school year	52	50,00%
More than one school year	25	24,99%
Less than one school year	26	25,00%

The duration of the majority of these initiatives was one or two school years, and some were less than one school year long. All initiatives were beneficial to the schools and classes where they were implemented.

3.6 - What was improved at students after this specific initiative, in terms of the following?

Table 15. - Answers regarding the students improvement

ANSWER	COUNT
Learning outcomes	30
Skills development	78
Attitude	71
Knowledge	42
Other*	9

Each specific initiative brought benefits to the students' development, in particular in terms of skills development and attitude. Moreover, improvements in knowledge and learning outcomes were highlighted, as well as the following aspects:

- Increased knowledge of the financial legislation;
- The activities themselves motivate students to participate in various projects;
- The students involved find appreciation/recognition in others, the desire of students to achieve something different from classroom work;
- Responsible resource management, changing consumption habits and saving, better adaptation to free market mechanisms and effective job search;
- The relationship between students and teachers;
- Promoting personal initiative, exchange of ideas, personal development, career orientation;
- Transforming creative potential into concrete activities with a clearly defined purpose;

- Creative thinking;
- Behaviour.

3.7 - Which conditions were required to reach the specific initiative aims?

Three main conditions are required to reach the specific initiatives' aim: teachers' active role, students' high motivation and a supportive school environment. These elements foster students' motivation, and if community and parent support exist, then success is ensured.

Table 16. - Answers regarding the conditions were required to reach the specific initiative aims

ANSWER	COUNT
Supportive school environment	59
Active role of teachers	69
High students motivation	68
Parents support	17
Community support	34
Other*	5

Other conditions necessary to ensure the achievement of the planned initiatives' objectives and aims are: involvement of economic agents and entrepreneurs in school life, student involvement, teachers volunteering commitment for the assignment, efficient communication and teamwork.

3.8 - Shortly describe the challenges that were faced during the implementation of this specific initiative.

Table 17. - Number of persons who presented the challenges

ANSWER	COUNT
Answer	55
No answer	49

During the implementation of these initiatives, 55 teachers were faced with many diverse and interesting challenges with some common points, which are presented in specific groups:

a) Resources & expertise

- Lack of experience in organizing such initiatives;
- Inability to solve problems and search for relevant information;
- Lack of financial resources;
- Lack of presentations of examples of good practice from local business people in the field;
- Gap between the theoretical perspective of pupils' knowledge and the pragmatic aspects of entrepreneurial activities;
- Difficulties in the process for the creation of a virtual business anonymous organization;
- Issues in finding an appropriate support system for transforming ideas into concrete business projects, raising awareness of social issues, identifying and solving them through concrete projects, driving them to transform their imagination, creativity, innovation into their most powerful tools, the development of leadership skills and entrepreneurial mentality;
- Inappropriate spaces for the designed activities;
- Lack of teaching resources;

- Great workload for the teacher/s who initiate/s the project;
- Bureaucracy;
- Lack of openness;
- Non-sufficient linguistic skills;
- Difficulties in financing group activities by private companies;
- Lack of time for the teachers to organize and coordinate.

b) Partners

- Difficulties in identifying partners/ entrepreneurs/ local businesses in harmony with the needs of young people offering concrete examples and willing to collaborate;
- Issues in communicating with partners;
- Refusals from institutions to welcome activities;
- Reluctance (in the first phase) of some economic agents to get involved in activities carried out by pupils due to their novelty.

c) Motivation & attitude

- Community's close mentality;
- Students' inertia or indifference;
- Difficulties in attracting students;
- Lack of participation from the parents' side;
- Difficulties in building a team spirit and a positive attitude;
- Difficulties in motivating the students to speak in public;
- Problems in breaking the routine;
- Being able to 'let go' during the execution of the project;
- Give the children the opportunity to take responsibility themselves;
- Difficulties in developing techniques to make learning fun for the students;
- Some sense of complacency and dissatisfaction among teachers;
- Disbelief and total ignorance on the part of the students.

d) Project:

- Ensuring the sustainability of the collaboration with the business environment;
- Achievement of a quantitative objective to achieve margins for organizing educational projects;
- Challenges in creating a company from the theoretical point of view but based on a possible viability;
- Finalizing a sellable product;
- Organizing and coordinating student groups in autonomy.

4 - Conclusions

The report is presenting the answers to the survey 'Teachers approach to entrepreneurship education' (Annex 1), which was distributed across 7 countries involved in the partnership. 258 respondents answered the survey compared to the initial planned number of 280 answers (40 countries) as a result of dissemination measures taken by the project partners such as phone calls in schools, personal discussions and a 3-month extension of the deadline. Three countries managed to reach the initially agreed target (France: 41 answers, Romania: 52 answers, and Spain: 54 answers), the explanation being their traditional and strong links with the schools. The other partners have collected sufficient answer to declare the study valid with an answer rate of 92,14% compared to the planned number or responses.

More than 50% of the teachers indicated that their schools are affected by drop out, and although a high percentage (72,87%) of teachers are well familiar with the entrepreneurship education concept, only 41,09% of them have indicated the presence of such initiatives in their schools. 77,6% of the respondents' school are implementing between 1 and 3 initiatives for entrepreneurial education both organised internally by the schools or with the support of external organisations.

Moreover, this study emphasizes the following ideas:

- Entrepreneurship education is based on developing the students' competences, with a particular focus on skills development and attitude;
- Both students and teachers are very interested in entrepreneurial activities, the active role of teachers, students' high motivation and a supportive school environment being important for reaching the specific initiatives' aim;
- All respondents appreciate the numerous benefits of entrepreneurial education: "the stimulation of initiative", "self-confidence", "and better career option" at the top of the list;
- Even though there are some entrepreneurship education activities, the number of such initiatives is not in enough. 57,75% of the responders have indicated the interest in the ST BANK project activities demonstrating a demand for further activities to be developed.

5 - Recommendations

- ✓ Entrepreneurship education should be connected to other learning initiatives in order to maximize the impact and sustainability of entrepreneurship education initiatives;
- ✓ Entrepreneurship should be promoted among teachers. For students to develop entrepreneurial skills, teachers need to develop similar competences themselves. For this reason, it is necessary to introduce an optional entrepreneurship course in initial teacher education, as well as a training course for experienced teachers to develop the competences needed for entrepreneurship education;
- ✓ A method to assess the students should be developed: it is necessary to evaluate the students' entrepreneurial competences in order to ensure that entrepreneurial education is taken seriously by students and teachers – for instance by assessing the students' portfolio;
- ✓ The business community and entrepreneurs should be involved in the learning and teaching processes in schools. This will provide teachers and students with practical experiences of entrepreneurship and innovation.

ANNEX 1

1. Teacher name (optional):
2. School name:
3. Town:
4. Country:
5. Does your school have a high percentage of foreign born and/or ethnical minorities? *Yes/No*
6. Is your school affected by drop out? *Yes/No*
7. Is the term "entrepreneurial education¹" familiar to you? *Yes/No*

If yes, please select the context in which you acquired more knowledge about the term:

- Initial training
 - Continuous Professional Training
 - Didactical activity
 - Other (example)
8. Which new pedagogies would you be interested to use/improve in the school activities on the topic of entrepreneurship education for students' ?
 - project-based approach,
 - Interdisciplinary teaching and learning,
 - team process in classes,
 - talent exploitation and act as a coach
 - acting in the real life situation
 - acting out of classroom
 - peer to peer learning with formal and non formal activities
 9. Are you interested to be involved in teacher networks on entrepreneurship education? *Yes/No*
 10. What do you think that are the active learning methods which can motivate your students?
 - Project-based learning
 - Experiential learning
 - Activities outside the classroom/
 - School linking students with the local community or businesses
 - Other, please specify

¹ According with the Recommendation of the European Parliament and of the Council (18 December 2006) on key competences for lifelong learning. OJ L 394, agreement from Geneva on (18 January 2012) by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC, ICF GHK, 2014, and the recent definition of entrepreneurship in education as 'learning-by-creating-value' (Lackéus 2015) some senses for this term can be:

1. Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability.
2. Entrepreneurship education is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behavior, with or without a commercial objective.
3. The common European understanding of entrepreneurship as a key competence indicates a dual focus: firstly, the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action and secondly, entrepreneurship is not only related to economic activities and business creation, but more widely to all areas of life and society. Innovative and creative action can be taken within a new venture, or within existing organisations, i.e. as 'intrapreneurial activity'.

11. What do you think that are the benefits of the entrepreneurial education to students (please choose 3 answers):

- the development of creativity
- developing planning skills
- increasing interest in financial literacy
- improving resource management
- managing uncertainty/risk
- improving teamwork skills
- the development of critical thinking
- the development of personal and social responsibility
- improving learning to learn ability
- other

12. What do you think that are the main benefits of the entrepreneurial education to students, in terms of attitudes:

- self-confidence
- sense of initiative
- better assessment of opportunities
- better understanding of the role of entrepreneurs in society
- better entrepreneurial career options
- other

13. Do you have any specific initiative regarding entrepreneurial education in your school? Yes/No.

If YES, please fill in:

- a. Number of initiatives
- b. If you have more, please present below the most representative one, in your opinion:

Title of the **specific initiative** (please provide title in English and local language):

1. Was this specific initiative:

- Internal, from our school
- External, offered by other organization

2. The period of implementation

- Last year
- Two years ago
- More than 2 years ago

3. What was improved at students after this specific initiative, in terms of the following:

- Learning outcomes
- Skills development
- Attitude
- Knowledge

Other aspects

4. Which conditions were required to reach the specific initiatives?

- Supportive school environment
- Active role of teachers
- High students motivation
- Parents support
- Community support
- Other

5. Shortly describe the challenges that were faced during the implementation of this specific initiative.

Follow-up: Would you like to receive the results of the survey by e-mail and to be informed about further ST Bank project activities? Yes/No.

If Yes, please provide your e-mail address:

Thank you for taking time to participate in our survey. We truly value the information you have provided. By participating in this survey, you made your voice heard and are helping shape the future of entrepreneurial education at work place.