

Profiling the different Entrepreneurship Education Approaches in the DESERVE-Project-COLTEHTIM

Understanding of entrepreneurship	Please define entrepreneurship according to the understanding in your school / institution!	Entrepreneurship is a complex concept, which supposes thinking, planning, firmly acting in order to transform an idea into a real successful business; these things might happen only by understanding the world around, knowing your own skills and aptitudes and taking responsibilities.
	Do you refer to specific models / concepts of entrepreneurship in your school / institution?	<ul style="list-style-type: none"> • Innovation/vision – the idea based on social, economic and cultural needs of the world around us; • Planning – logical sequence of activities and choosing strategies in order to reach the goals; • Applying/action – coordination, leading and organizing all the resources in order to reach the goal; • Control and self-evaluation of the results.
	Please name the three most important aims / goals in regard to entrepreneurship education in your school / institution	<ul style="list-style-type: none"> • Developing youngsters' creativity; • Forming youngster's skills and aptitudes, as that they can harness their own potential concerning an efficient management of their own business; • Applying entrepreneurship culture specific knowledge in real situations, typical for free market economy.
Strategic positioning of entrepreneurship	In regard to entrepreneurship education, is there a strategy / vision implemented in your school / institution?	<input type="checkbox"/> no strategy in regard to entrepreneurship education <input type="checkbox"/> single aims / goals are defined in regard to entrepreneurship education <input checked="" type="checkbox"/> entrepreneurship education is an element of the school's / institution's strategic plans <input checked="" type="checkbox"/> the school / institution sees itself as an entrepreneurial institution <input type="checkbox"/> other (please describe briefly):

Curriculum structure	What forms of curricula for entrepreneurship education do you have in your institution?	<input checked="" type="checkbox"/> national centralized <input type="checkbox"/> regional <input type="checkbox"/> school based <input type="checkbox"/> no specific entrepreneurship curriculum <input type="checkbox"/> other (please describe briefly):
	Who was /is developing the curriculum?	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Business representatives <input type="checkbox"/> Government representatives <input checked="" type="checkbox"/> NGO / Initiatives representatives <input type="checkbox"/> other (please describe briefly)
	What is the external structure of the curriculum?	<input checked="" type="checkbox"/> specific entrepreneurial subject <input type="checkbox"/> entrepreneurship aspect embedded in other subjects (such as business administration, social science,...) <input type="checkbox"/> entrepreneurship principle embedded as general aim <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
	What is the basic structure of the aims / goals of entrepreneurship education	<input checked="" type="checkbox"/> knowledge about entrepreneurship <input checked="" type="checkbox"/> entrepreneurial skills <input checked="" type="checkbox"/> entrepreneurial attitudes <input checked="" type="checkbox"/> learning outcomes / competence in regard to entrepreneurship <input type="checkbox"/> other (please describe briefly)
	Is there a sequence / progression in the	<input checked="" type="checkbox"/> specific stage model, <input type="checkbox"/> hints on progression

	entrepreneurial education?	<input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
Resources	What is the background of the teacher teaching entrepreneurship?	<input checked="" type="checkbox"/> specific training in entrepreneurship education <input type="checkbox"/> personal entrepreneurial experience <input type="checkbox"/> trained in a related subject, such as (e.g. business) <input type="checkbox"/> personal interest in entrepreneurship education <input type="checkbox"/> other (please describe briefly)
	What does the teachers training look alike?	<input checked="" type="checkbox"/> entrepreneurship education within the basic teacher training <input checked="" type="checkbox"/> entrepreneurship education within continuous teacher education <input type="checkbox"/> entrepreneurship education by personal interest of the teachers <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
	What are the teachers' roles in entrepreneurship education?	<input checked="" type="checkbox"/> teacher / trainer, <input checked="" type="checkbox"/> facilitator / organizer <input checked="" type="checkbox"/> coach / consultant <input type="checkbox"/> team-teaching with other representatives as: (e.g. business representatives) <input type="checkbox"/> other (please describe briefly)
	What is the basic teaching format for entrepreneurship education	<input checked="" type="checkbox"/> within subjects in the schools <input type="checkbox"/> extracurricular projects <input type="checkbox"/> no basic format <input type="checkbox"/> other (please describe briefly)
	Are specific time resources	<input checked="" type="checkbox"/> explicit time frame: 1 hour a week for the X-th graders; 3 hours a week

	dedicated to entrepreneurship education within a school year?	for the XI-th graders, depending on the specialization. <input type="checkbox"/> no explicit time frame: but an average time of (e.g. 60 hours course) <input type="checkbox"/> no formal definition <input type="checkbox"/> other (please describe briefly)
	Is there standard material you use in the entrepreneurship education	<input checked="" type="checkbox"/> books: Entrepreneurship Education - Florina Otet; Entrepreneurship Education - Cristiana Mateiciuc, Mihai Nedelcu et al - Sigma Publishing, 2005. <input type="checkbox"/> data from (Please note the data source here!) <input type="checkbox"/> examples (Please note the examples briefly) <input type="checkbox"/> no standardized material <input type="checkbox"/> other (please describe briefly)
	Does the entrepreneurship education have its own budget you can use	<input type="checkbox"/> specific budget for entrepreneurship education, <input checked="" type="checkbox"/> no <input type="checkbox"/> other (please describe briefly)
	Are there other stakeholders involved in the entrepreneurship education?	<input type="checkbox"/> external advisor, <input checked="" type="checkbox"/> connections to the local business community <input type="checkbox"/> network of educational community (e.g. other schools) <input type="checkbox"/> NGOs/ project organization, like <input type="checkbox"/> other (please describe briefly)
pedagogical approach / instructional design	What are the basic principles for training entrepreneurship?	<input checked="" type="checkbox"/> project based learning <input checked="" type="checkbox"/> experience based learning <input type="checkbox"/> instruction <input type="checkbox"/> no basic principles

		<input type="checkbox"/> other (please describe briefly)
	Do you have preferred training formats in your institution?	<input checked="" type="checkbox"/> project-based <input checked="" type="checkbox"/> practice firms <input type="checkbox"/> embedded in other day to day teaching <input type="checkbox"/> no preferences <input type="checkbox"/> other (please describe briefly)
	Which methods / instruments do you use	<input checked="" type="checkbox"/> developing business plans <input checked="" type="checkbox"/> business plan competitions <input checked="" type="checkbox"/> student projects <input checked="" type="checkbox"/> scenarios <input checked="" type="checkbox"/> games <input type="checkbox"/> other (please describe briefly)
assessment	Which forms of assessment do you use in entrepreneurial education	<input checked="" type="checkbox"/> written assignments <input checked="" type="checkbox"/> oral test <input type="checkbox"/> presentations <input checked="" type="checkbox"/> project pitches <input type="checkbox"/> no specific assessment for entrepreneurial education <input type="checkbox"/> other (please describe briefly)
	Which assessment criteria do you use in entrepreneurial education?	<input type="checkbox"/> feasibility <input type="checkbox"/> structure of the presentations <input checked="" type="checkbox"/> presentation skills <input checked="" type="checkbox"/> communication skills <input checked="" type="checkbox"/> other: Initial evaluation, formative and summative tests.

	Is there an extra certification for the entrepreneurial education programs?	<input checked="" type="checkbox"/> no extra certification <input type="checkbox"/> separate certificate <input type="checkbox"/> certification within the program certification <input type="checkbox"/> other (please describe briefly)
	Does the certificate for entrepreneurship education have a relevance for students' next steps?	<input type="checkbox"/> no relevance <input type="checkbox"/> the certification is relevant for: (e.g. in the recruiting process) <input checked="" type="checkbox"/> not applicable
strategic position	What are the strengths of entrepreneurial education in your school / institution?	The existence of entrepreneurship education compulsory curriculum in the X-th grade for all the profiles and specializations; 10 entrepreneurship education specialized teachers; students interested in developing their own business.
	What weaknesses do you see in your school's / institution's entrepreneurial education approach?	Insufficient material resources; lack of specific educational software.
	Do you see upcoming opportunities to foster entrepreneurial education in your school / institution?	Local community involvement; collaboration with business environment; common projects with NGO-s and education institutions across E.U..
	Are there threats you see for entrepreneurial education in your school / institution?	Frequent legislative changes; lack of funding sources.