

POLICY	QUESTIONS TO SUPPORT EVALUATION AND DEVELOPMENT
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## Tools

### 1. Strategic level and leadership

An entrepreneurial culture strengthens the entrepreneurial activities of learners and the whole community. The activities are self-motivated and interactive.	Has the meaning of an entrepreneurial culture been defined together? What are the characteristics of an educational institution or operating unit that supports an entrepreneurial mindset? Which one of the following describes your culture the best: entrepreneurial activity is discouraged / encouraged / developed systematically? Does your culture reinforce entrepreneurial mindsets in learners and the whole community?
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House of Entrepreneurial Culture, YES house, Mistä alkaisin? Miten kehittäisin? handbook

### PLANNING, RESOURCE ALLOCATION, EVALUATION

Existing strategies, including regional, sub-regional and local business, entrepreneurship and entrepreneurship education strategies are taken into account when developing activities.	Are existing strategies used in developing activities? Are plans drawn up to promote entrepreneurship and entrepreneurship education? How often are the plans discussed at the meetings of the education and teaching staff? Are annual schedules used in entrepreneurship education?
Resources have been allocated to entrepreneurship education and to promote entrepreneurship.	Has entrepreneurship education been assigned to a specific person or a team? Have resources been allocated to develop activities and competence in entrepreneurship?
Annual targets have been set for entrepreneurial approaches and to promote entrepreneurship.	Have annual targets been set for entrepreneurial approaches and to promote entrepreneurship? Have the targets been included in the annual plans? Is target achievement monitored? How? How many businesses have been started? How many new jobs have the new businesses created?
Entrepreneurship education and the promotion of entrepreneurship are evaluated annually, and the results are used to plan and develop the activities.	Which evaluation methods are used? Whose activities are evaluated? At what stage? How are the results used?

The YES network's annual schedule of entrepreneurship education; regional/sub-regional entrepreneurship education strategies; business strategies, entrepreneurship recommendations by the Rectors' Conference of Finnish Universities of Applied Sciences Arene, entrepreneurship recommendations by Universities Finland (UNIFI)

Regional YES teams, entrepreneurship teams of individual institutions, Me & MyCity

Digitrainer

Primary and secondary level education: Measurement Tool for Entrepreneurship Education  
Universities of applied science: Teacher's Measurement Tool for Entrepreneurship Education  
Universities of applied sciences and universities HEInnovate

### STAFF COMPETENCE

The staff have good competencies and skills in promoting entrepreneurship and entrepreneurial mindsets.	How do you ensure that the personnel have the requisite skills for entrepreneurial education, entrepreneurship and promoting entrepreneurial mindsets?
The staff are given adequate opportunities annually for participating in training related to entrepreneurship.	Do the staff have opportunities to participate annually in training related to entrepreneurship? Does senior management opportunities to participate in similar training? What topics do the training courses cover? Have existing tools and materials been used for training, or is the objective to understand, use and develop entrepreneurial pedagogy? Are entrepreneurship and/or entrepreneurial mindsets taken into account in the assessment of staff members' personal inputs and the remuneration system? Is the opeTET model (workplace periods for teachers) used? Do teachers have the possibility of taking opeTET periods every second year? Do teachers use opeTET to improve their competencies? Is the OpeTET model being developed in cooperation with companies?
The staff have opportunities for flexible and continuous networking.	Does the educational institution use such models as Teacher-entrepreneur meetings, opeTET, reksi-TET (workplace periods for headmasters) or a Day with an entrepreneur? Are they used in early childhood education and pre-primary education? Is entrepreneur mentoring used? Is participation left to the teachers' own initiative or does senior management encourage it?

Me & MyCity teacher training, YVI Portal, Mistä alkaisin? Miten kehittäisin? handbook, Young Business Generations teacher training, Critical Friends education for headmasters

Teacher-entrepreneur meetings, OpeTET, YES Mentor model, YES team, Me & MyCity teacher training, Critical Friends training for headmasters, international exchange periods (for example Erasmus), Young Business Generations teacher training

YVI Portal, YES mentoring portal, YES Mentor model, OpeTET, Teacher-entrepreneur meetings, TES Guide, ETC Toolkit

### COOPERATION ACROSS FIELDS AND LEVELS OF EDUCATION AND TRAINING

Measures to promote entrepreneurship form an integral pathway for the learner.	Do the services offered by different stakeholders form a meaningful and integral whole for the learner? Are there overlaps in the provision of services? Is anything lacking?
Teachers are encouraged to cooperate across the boundaries of their respective subjects.	Are teachers encouraged to cooperate across the boundaries of their respective subjects? How?
Different levels and fields of education and training work together to promote entrepreneurship and deliver entrepreneurial education.	Do you work together with educational institutions at different levels of education? With how many institutions at different levels do you work? What does this cooperation mean in practice? Do you have joint projects?
The staff are encouraged to develop and use different types and forms of pair and team work.	Are the staff encouraged to use pair and team work and to renew their working methods?

Integral entrepreneurship education path, Entrepreneurship education workbook, Me & MyCity

Me & MyCity, Digitrainer, Annual schedule for entrepreneurship training, YES Team, Young Business Generations, NY Start Up, NY 6-h camp

Team teaching, co-teaching, Me & MyCity higher comprehensive

### CORPORATE AND WORKING LIFE COLLABORATION

Learning outcomes related to entrepreneurship have been defined for work experience periods for students.	Do learners become familiar with working life with the help of an SME entrepreneur? Do the objectives of the work experience periods include learning to understand entrepreneurship and acquire entrepreneurial skills? What percentage of the periods are completed in companies? How are links with workplaces taken into account in Flexible Basic Education activities? Do general upper secondary schools provided work experience periods?
The educational institution or unit has long-term partnerships with companies.	Do you collaborate with companies? Do you collaborate with organisations that support entrepreneurship? Is your cooperation regular and goal-oriented? Do stakeholders recognise and know about this partnership? Do you have joint research or other projects?
Entrepreneurial skills are developed in on-the-job learning and apprenticeship training.	Do the learning assignments teach the students about entrepreneurship? Do the work experience periods instil entrepreneurial competence in the students?
Higher education institutions have capacities and operating models for supporting and guiding students who are interested in entrepreneurship.	Does the higher education institution have a model for supporting student entrepreneurship? Are the institution's staff members familiar with these models? What about the students? Is the number of students who work as entrepreneurs monitored? Are the activities of student entrepreneurship communities supported?
The structures support the starting of new businesses.	Does the institution have a division of responsibilities, specialisation, cooperation, operating models and processes that support the starting of businesses?

A day as a manager model, A day with an entrepreneur model, Digitrainer

Regional and local entrepreneurship organisations, Chamber of Commerce, Junior Chamber of Commerce, Rotary clubs, regional YES teams, TAT

NY Start Up, Finpec Practice Enterprise

### 2. Training for education and teaching staff

All students in the teaching and early childhood education fields are given opportunities to develop their entrepreneurship education skills.	Does the curriculum contain entrepreneurship education studies? Do the students familiarise themselves with entrepreneurial pedagogy? Do they get to know different entrepreneurship education models?
Each teacher trainer and student aspiring to become a teacher has genuine opportunities for becoming acquainted with the way entrepreneurs and businesses operate.	Are teacher trainers offered possibilities to familiarise themselves annually with the activities of entrepreneurs? Do teacher students have opportunities to learn about entrepreneurship and an entrepreneurial mindset by observing an entrepreneur at work for one day? Are teacher students offered experiences of entrepreneurial approaches? Do teacher trainers and students aspiring to become teachers have opportunities to observe entrepreneurial behaviour in authentic situations, guided by an expert?

Me & MyCity guidance, teacher education forum, YVI Portal, TES Guide, ETC Toolkit, Measurement Tool for Entrepreneurship Education, Digitrainer

Shadowing an entrepreneur, A day with an entrepreneur model, A day as a manager model, OK! Academy, YVI indicators for teacher trainers, Measurement Tool for Entrepreneurship Education, Digitrainer

### 3. Training that supports entrepreneurship

All learners have the possibility of developing entrepreneurial knowledge and skills.	Do learners receive services that support them in developing entrepreneurial knowledge and skills? Do the education and teaching staff know about these services? Has it been ensured that learners have access to the services? Are learners motivated by linking the study content to their personal interests and strengths? Are the topics discussed? How are the learners' knowledge, skills and strengths used as part of teaching and learning? Are learners encouraged to describe their own learning and try out different things in practice? How are learners encouraged to be proactive? Are learners given opportunities on a regular basis for trying out things and succeeding or failing?
All learners can choose to participate in entrepreneurship education.	Can learners choose an optional subject or course? What is the scope of the course? When a course is offered, is it also held? How many participants are there?
Learners' entrepreneurial mindsets are guided.	How does education support the following objectives: Learners' participation, building up self-confidence, mapping out opportunities, trying out and devising, practice in making decisions, courage to try new things with no fear of making mistakes, goal-oriented and productive studying, developing cooperation and networks as well as orientation to entrepreneurship? What kind of a role do learners have in entrepreneurship try-outs?
The institution engages in effective collaboration with companies and organisations that support entrepreneurship.	What kind of industry collaboration is there? How are learners involved in planning and implementing the collaboration? How many business visits are made every year? Can every learner take part in a business visit once a year? How are the visits linked to the school subjects? Is a theme day on entrepreneurship organised every year? To what extent are entrepreneurs' stories used in teaching? Does business mentoring exist? Are alumni used?
Collaboration projects with businesses are carried out every year.	What type of projects are they? Are they short or long? How many projects were completed last year? Were the projects related to one or several subjects? What role did the learners have in the planning phase? What about implementation? Is there research cooperation? Or research projects?
Everyone can try out entrepreneurship during their studies.	Is student entrepreneurship possible, is there awareness of it, are students encouraged to try it out? How many students try out entrepreneurship annually? Is this number increasing or decreasing? Is the entrepreneurship try-out part of the educational institution's curriculum, or was the business started on the students' initiative alongside the studies?
Entrepreneurial skills acquired elsewhere are identified and recognised.	How are learners given recognition and acknowledgement for entrepreneurial skills they have acquired in their free time? Are there models for this? Is educationalisation feasible? Who is in charge of it? Has recognition and acknowledgement of existing or prior entrepreneurial skills acquired outside the educational institution been developed so that it supports an entrepreneurial mindset and/or entrepreneurship? Are the principles for the recognition and acknowledgement of existing or prior skills transparent?
Learners are given recognition and acknowledgement for entrepreneurial activities, and on-the-job learning can be completed by working as an entrepreneur.	Is training intended for entrepreneurs that supports entrepreneurial and business skills offered? Are entrepreneurs taken into account as a target group for training? Is there awareness of learning acquired as an entrepreneur? How many credits are accumulated using these models? Are entrepreneurs offered training related to business skills? How is such supply of continuing education visible?
The higher education institution encourages students to engage in research-based innovations and start-up activities.	Does the higher education institution monitor the number of start-ups and spin-offs launched by its students? What about the number of student entrepreneurs? Are records kept of the number of graduates who become entrepreneurs? Does the higher education institution enable student entrepreneurship during the studies? Are alumni who have started a business used as mentors? How are innovations and students brought together? What kinds of operating models are used? How is it ensured that those who are interested are informed of the activities?
Each student has been informed of the support services for entrepreneurship.	How has the institution ensured that learners are informed of the services? Are business incubator or accelerator services available?
Research, development and innovations are used to promote entrepreneurship and collaboration.	How do research, development and innovation support entrepreneurship? How have research, development and innovation been linked to promoting entrepreneurship? How systematic are these activities? How are they utilised?
Students and entrepreneurs planning a change of ownership are brought together.	Is there a model for these activities? To what extent are such operating models used?
The educational institution offers training that is based on the needs of businesses and supports entrepreneurship activities.	How are businesses' training needs mapped? What training is offered? How are teaching, research and innovation linked to this training? Are there joint research projects and other projects?

Junior Achievement, Me & MyCity, 4H, Opinikirjo, YES network, Entrepreneurship as part of Skills competition activities, EntreComp Framework

Me & MyCity for Higher comprehensive: From village to global, Young Business Generations courses (8 courses) for secondary school

Digitrainer, Mistä alkaisin? Miten kehittäisin? handbook, Mun maailma material

Teacher-entrepreneur meetings, YES Mentoring portal, YES Cafe, YES Annual schedule for entrepreneurship education, Entrepreneurs' day event, Slush Youth event, Me & MyCity, Me & MyCity Summer City (summer camp), Measurement Tool for Entrepreneurship Education, Teacher's Measurement Tool for Entrepreneurship Education, Digitrainer

Using learners' parents and their networks, Business mentors YES Mentoring, Slush youth event, Network of Experts

4H business, NY 24-h camp, NY A year as an entrepreneur, NY Start Up, Finpec Practice Enterprise, models for co-operative activities

Me & MyCity, Entrepreneurship as part of Skills competition activities, 4H business, NY Year as an entrepreneur, NY Start Up

Studyinfo

NY Start Up

### 4. Learning environments

A culture of experimentation is reinforced at the level of both individuals and organisations.	How are different areas of extensive learning, various subjects and entrepreneurial learning environments that link the different areas together strengthened? Is systematic work carried out to promote a culture of experimentation? How is the culture of experimentation visible?
Versatile learning environments support development.	Are learners able to gain authentic experiences of entrepreneurship? Or authentic customer service situations? Are digital means and gameful learning used in the range of learning environments? Do different levels and fields work together to develop learning environments?
Evolving learning environments and situations that are innovative help learn about entrepreneurship.	How does digitalisation help strengthen an entrepreneurial mindset and entrepreneurship and make them more accessible? Are games used in learning about entrepreneurship and an entrepreneurial mindset? Does each learner gain at least one experience of entrepreneurship every year? Is a micro-enterprise or a simulated business unit offered to learners? Are different simulations used in teaching? To what extent? How are they used? To what extent are businesses used as learning environments? What about students' own cooperatives? How much and in what way have these been used?

Educational institutions' businesses and learning environments that serve customers (for example hair-dressing saloons), cooperatives and simulated businesses, Finpec, joint projects with companies, Young Business Generations courses, Me & MyCity, NY A year as an entrepreneur, NY Start Up

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