

Multi-Year Expert Meeting on

**Enterprise Development Policies
and Capacity-building in Science, Technology and Innovation**

Geneva, 19-21 January 2011

**Small Business Act for Europe
Human Capital Indicators for the Pre-accession Region 2011**

by

European Training Foundation



Small Business Act for Europe

Human Capital Indicators for the Pre-accession Region 2011

SBA Principle I: Create an environment in which entrepreneurs and family businesses can thrive and entrepreneurship is rewarded.

Policy framework for entrepreneurial learning	
Indicator	Policy partnership
Rationale	<i>Efficiency and effectiveness in lifelong entrepreneurial learning requires policy coherence between the range of stakeholders involved.</i>
Objective	<i>Government, private sector and civic-interest groups work in partnership to develop lifelong entrepreneurial learning.</i>
Level 1	<ul style="list-style-type: none"> • No structured cooperation between public, private and non-governmental sectors on entrepreneurial learning.
Level 2	<ul style="list-style-type: none"> • An on-going national dialogue with view to structure cooperation between public, private and non-governmental sectors on entrepreneurial learning.
Level 3	<ul style="list-style-type: none"> • A national entrepreneurial learning partnership has been established between public, private and non-governmental sectors to promote entrepreneurial learning.
Level 4	<ul style="list-style-type: none"> • State funds ensure sustainable contribution of entrepreneurial learning partnership to national developments (e.g. administrative support, work plan, capacity development).
Level 5	<ul style="list-style-type: none"> • An entrepreneurial learning partnership advises on a range of national strategies (education, employment, SME, R&D) and action plans.
Justification	
Key sources	
Next steps	

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Policy framework for entrepreneurial learning	
Indicator	Policy elaboration process
Rationale	<i>A sequencing of entrepreneurial learning across the education and training system will require a range of complimentary and inter-dependent policy instruments.</i>
Objective	<i>Each pre-accession country establishes entrepreneurial learning policy instruments for curriculum, teacher/trainer training and school governance.</i>
Level 1	<ul style="list-style-type: none"> • No evidence of clearly identifiable or articulated policy guidance available for the education and training sector on entrepreneurial learning.
Level 2	<ul style="list-style-type: none"> • Entrepreneurial learning is recognised as a developing feature within education and training policy instruments.
Level 3	<ul style="list-style-type: none"> • Policy instruments specific to each level of the education and training system clearly identify entrepreneurial learning as a priority development area with due reference to curriculum, teacher/trainer training and school governance.
Level 4	<ul style="list-style-type: none"> • Entrepreneurial learning policy linkages are clearly articulated with SME, employment and R&D policy documents.
Level 5	<ul style="list-style-type: none"> • National economic development plan includes a specific chapter on lifelong entrepreneurial learning detailing specific and complimentary objectives for the various parts of the entrepreneurial learning framework.
Justification	
Key sources	
Next steps	

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Policy framework for entrepreneurial learning	
Indicator	Policy support resources
Rationale	<i>Effective implementation of EU policy in the area of entrepreneurial learning requires financial commitment for all developments.</i>
Objective	<i>National authorities provide financial support for the implementation of policies supporting lifelong entrepreneurial learning.</i>
Level 1	<ul style="list-style-type: none"> • No systematic allocation of financial resources to support entrepreneurial learning policy implementation.
Level 2	<ul style="list-style-type: none"> • Pilot projects funds available (public and/or private) for entrepreneurial learning developments (e.g. teacher training, teaching materials).
Level 3	<ul style="list-style-type: none"> • Dialogue ongoing between state authorities, private sector and philanthropic society for coordinated financial support for systemic lifelong entrepreneurial learning.
Level 4	<ul style="list-style-type: none"> • National funds allocated for systemic entrepreneurial learning development and detailed in annual education budgetary commitments.
Level 5	<ul style="list-style-type: none"> • Financial allocation for entrepreneurial learning clearly identifiable within national education budget. • National entrepreneurial learning developments include financial commitment from public-private partnership.
Justification	
Key sources	
Next steps	

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Policy framework for entrepreneurial learning	
Indicator	Monitoring and Evaluation
Rationale	<i>Lifelong entrepreneurial policy and activities are more effective when they are systematically monitored and evaluated.</i>
Objective	<i>Each pre-accession country establishes a policy monitoring and evaluation framework for lifelong entrepreneurial learning.</i>
Level 1	<ul style="list-style-type: none"> • No system in place to monitor and evaluate entrepreneurial learning activities.
Level 2	<ul style="list-style-type: none"> • Baseline data is being collected on entrepreneurial learning projects and is registered within a national database.
Level 3	<ul style="list-style-type: none"> • Documented evidence of evaluation of entrepreneurial learning activity at each level of the education system
Level 4	<ul style="list-style-type: none"> • An annual report is published and made available on-line detailing key developments in entrepreneurial learning in the country, including lessons learnt and identification of good practice.
Level 5	<ul style="list-style-type: none"> • Recommendations from monitoring and evaluation of entrepreneurial learning are integrated into further policy reforms and action plans.
Justification	
Key sources	
Next steps	

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Policy framework for entrepreneurial learning	
Indicator	Good practice exchange
Rationale	<i>Sharing of good practice contributes to better efficiency in design and delivery of entrepreneurial learning.</i>
Objective	<i>Each pre-accession country identifies and builds on its better entrepreneurial practice with dissemination nationally, regionally and beyond.</i>
Level 1	<ul style="list-style-type: none"> • There is no systematic exchange of good practice between life long entrepreneurial learning providers.
Level 2	<ul style="list-style-type: none"> • A national network of lifelong entrepreneurial learning providers meets on a regular basis to exchange good practice.
Level 3	<ul style="list-style-type: none"> • Examples of adapted entrepreneurial learning good practice (domestic and/or international) are being piloted in the country.
Level 4	<ul style="list-style-type: none"> • Results of domestic good practice are being disseminated nationally (at least one annual event).
Level 5	<ul style="list-style-type: none"> • Within the reporting period, at least one domestic good practice has been transferred to another education and training environment in a neighbouring country, European Union or beyond.
Justification	
Key sources	
Next steps	

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Policy framework for entrepreneurial learning	
Indicator	Non-formal learning
Rationale	<i>Flexible learning opportunities outside formal education reinforce efforts to develop an entrepreneurial society.</i>
Objective	<i>Awareness and engagement of all parts of society in the promotion of entrepreneurial learning.</i>
Level 1	<ul style="list-style-type: none"> • Examples of actions to promote non-formal entrepreneurial learning (privately and/or publicly supported).
Level 2	<ul style="list-style-type: none"> • A working group monitors non-formal entrepreneurial learning as part of national lifelong entrepreneurial learning strategy and advises on improvements. • Evidence of at least one quarterly, high-level press coverage (national newspaper or TV) of entrepreneurial learning policy or delivery.
Level 3	<ul style="list-style-type: none"> • Examples of agreements established between public authorities, enterprise, community groups or philanthropic organisations to develop entrepreneurial spirit and skills across society with particular reference to children and young people.
Level 4	<ul style="list-style-type: none"> • At least one annual, high-profile event at national level to promote awareness and information on broader entrepreneurial learning (formal and non-formal) to show-case successful projects. • High-profile event includes national recognition or awards for entrepreneurial learning practice.
Level 5	<ul style="list-style-type: none"> • Transfer of know-how: principles or practice from at least two of the non-formal show-case projects from the previous year's high profile event are integrated into other entrepreneurial learning environments national or internationally.
Justification	
Key sources	
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Lower Secondary Education (ISCED 2*)	
Indicator	Organisation
Rationale	<i>Early education plays a critical role in shaping the entrepreneurial character.</i>
Objective	<i>Each pre-accession country establishes a regulatory framework for systematic promotion of entrepreneurship as a key competence.</i>
Level 1	<ul style="list-style-type: none"> Traditional teaching and learning environment prevails with little or no option for flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation and risk taking by pupils) within lower secondary schools.
Level 2	<ul style="list-style-type: none"> Some evidence of more flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation and risk taking by pupils) within lower secondary schools. Evidence in some lower secondary schools of school cooperation with local communities and enterprises reported in baseline data (Monitoring and evaluation sub-indicator).
Level 3	<ul style="list-style-type: none"> At least 5% of lower secondary schools engaged in flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation and risk taking by pupils) within lower secondary schools. This includes direct cooperation between the schools, local communities and local enterprises. Evidence for this level will be drawn from schools' Annual Reports (Monitoring and evaluation sub-indicator).
Level 4	<ul style="list-style-type: none"> Regulatory framework in place which provides for flexible teaching and learning arrangements which promote entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, and risk taking by pupils) within lower secondary schools. This includes cooperation between lower secondary schools, local communities and local enterprises.
Level 5	<ul style="list-style-type: none"> At least 50% of lower secondary schools meet the regulatory framework for flexible teaching and learning arrangements which promote entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, and risk taking by pupils) within lower secondary schools. This includes direct cooperation between the schools, local communities and local enterprises. Evidence for this level will be drawn from schools' Annual Reports (Monitoring and evaluation sub-indicator).
Justification	
Key sources	
Next steps	

* Indicators for lower secondary education (ISCED 2) are particularly concerned with promoting teaching and learning arrangements which will contribute to entrepreneurial mindsets and behaviour (curiosity, creativity, autonomy, initiative, team spirit) in keeping with the recommendations of the EU's Oslo Agenda.

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Lower Secondary Education (ISCED 2)	
Indicator	Entrepreneurship key competence
Rationale	<i>Promotion of the entrepreneurship key competence contributes to the entrepreneurial mindset of young people.</i>
Objective	<i>Entrepreneurship as a key competence is introduced into the national curriculum of each pre-accession country.</i>
Level 1	<ul style="list-style-type: none"> • Entrepreneurial learning in lower secondary education is confined to ad-hoc projects which are not part of mainstream education curricula.
Level 2	<ul style="list-style-type: none"> • Entrepreneurial learning in lower secondary education is confined to school-based individual initiatives which are known to the education authorities.
Level 3	<ul style="list-style-type: none"> • Entrepreneurial learning in lower secondary education comprises entrepreneurship key competence provisions as an integral feature of the national curriculum.
Level 4	<ul style="list-style-type: none"> • Entrepreneurial learning in lower secondary education comprises entrepreneurship key competence provisions of the national curriculum and is included in teaching plans of at least 25% of lower secondary schools. Evidence for this level will be drawn from schools' Annual Reports (Monitoring and evaluation sub-indicator).
Level 5	<ul style="list-style-type: none"> • Entrepreneurial learning in lower secondary education comprises entrepreneurship key competence provisions of the national curriculum and is included in teaching plans of at least 50% of lower secondary schools. Evidence for this level will be drawn from schools' Annual Reports (Monitoring and evaluation sub-indicator).
Justification	
Key sources	
Next steps	

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Lower Secondary Education (ISCED 2)	
Indicator	Learning environment
Rationale	<i>Effective entrepreneurial learning depends on trained teaching staff, appropriate teaching materials and school-enterprise cooperation.</i>
Objective	<i>Each pre-accession country ensures teacher training for entrepreneurship, the availability of teaching materials and school-enterprise cooperation arrangements.</i>
Level 1	<ul style="list-style-type: none"> No entrepreneurial learning materials, staff expertise or partnerships with local enterprise communities.
Level 2	<ul style="list-style-type: none"> Evidence of development of entrepreneurial learning: a) teaching materials; b) teacher training which includes entrepreneurship as a key competence; and c) school-enterprise cooperation agreements.
Level 3	<ul style="list-style-type: none"> At least 5% of lower secondary schools have: a) entrepreneurial learning teaching material; b) staff knowledge and skills for teaching entrepreneurship as a key competence; and c) school-enterprise cooperation agreements.
Level 4	<ul style="list-style-type: none"> At least 25% of lower secondary schools have: a) entrepreneurial learning teaching material; b) staff knowledge and skills for teaching entrepreneurship as a key competence; and c) school-enterprise cooperation agreements.
Level 5	<ul style="list-style-type: none"> At least 50% of lower secondary schools have: a) entrepreneurial learning teaching material; b) staff knowledge and skills for teaching entrepreneurship as a key competence; and c) school-enterprise cooperation agreements.
Justification	
Key sources	
Next steps	

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Upper Secondary Education (ISCED 3*)	
Indicator	Organisation
Rationale	<i>Building on the promotion of the entrepreneurship key competence in early education, upper secondary entrepreneurship education reinforces entrepreneurship potential and capacity.</i>
Objective	<i>Each pre-accession country establishes a regulatory framework for entrepreneurial learning in upper secondary education.</i>
Level 1	<ul style="list-style-type: none"> Traditional teaching and learning environment prevails with little or no option for flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation and risk taking by pupils) and more specific business skills within upper secondary schools.
Level 2	<ul style="list-style-type: none"> Some evidence of more flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, risk taking by pupils) and more specific business skills within upper secondary schools. Evidence in some upper secondary schools of school cooperation with local communities and enterprises reported in baseline data (Monitoring and evaluation sub-indicator).
Level 3	<ul style="list-style-type: none"> At least 25% of upper secondary schools engaged in flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, risk taking by pupils) and more specific business skills. This includes direct cooperation between the schools, local communities and local enterprises. Evidence for this level will be drawn from schools' Annual Reports (monitoring and evaluation sub-indicator).
Level 4	<ul style="list-style-type: none"> Regulatory framework in place which provides for flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, risk taking by pupils) and more specific business skills. This includes direct cooperation between the schools, local communities and local enterprises.
Level 5	<ul style="list-style-type: none"> At least 70% of upper secondary schools meet the regulatory framework for flexible teaching and learning arrangements conducive to promoting entrepreneurship as a key competence (e.g. opportunity identification, initiative, creativity, innovation, risk taking by pupils) and more specific business skills. This includes direct cooperation between the schools, local communities and local enterprises. Evidence for this level will be drawn from schools' Annual Reports (monitoring and evaluation sub-indicator).
Justification	
Key sources	
Next steps	

* At ISCED Level 3 education, entrepreneurship as a key competence should continue to be an integral part of the national curriculum reinforcing the contribution made at ISCED level 2. At ISCED 3 level, the entrepreneurship key competence could be supplemented with harder business skills (e.g. business planning, start-up training, marketing, book-keeping) developed through business-related studies as a compulsory or as an elective subject within the curriculum.

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Upper Secondary Education (ISCED 3)	
Indicator	Entrepreneurial learning
Rationale	<i>Promotion of the entrepreneurship key competence and more developed entrepreneurship skills contributes to more enterprising young people.</i>
Objective	<i>Each pre-accession country systematically promotes the key competence and entrepreneurship skills in upper secondary education.</i>
Level 1	<ul style="list-style-type: none"> • Entrepreneurial learning in upper secondary education (entrepreneurship key competence and business skills) is confined to ad-hoc projects which are not part of mainstream education curricula.
Level 2	<ul style="list-style-type: none"> • Entrepreneurial learning in upper secondary education (entrepreneurship key competence and business skills) is confined to school-based individual initiatives which are known to the education authorities.
Level 3	<ul style="list-style-type: none"> • Entrepreneurial learning (entrepreneurship key competence and business skills) is an integral feature of the national curriculum which specifies entrepreneurship key competence and elective entrepreneurial learning subjects.
Level 4	<ul style="list-style-type: none"> • Entrepreneurial learning (as a key competence and business skills) is included in teaching plans of at least 50% of upper secondary schools. • Evidence for this level will be drawn from schools' Annual Reports (monitoring and evaluation sub-indicator).
Level 5	<ul style="list-style-type: none"> • Entrepreneurial learning (as a key competence and business skills) is included in teaching plans in at least 70% of upper secondary schools. • Evidence for this level will be drawn from schools' Annual Reports (monitoring and evaluation sub-indicator).
Justification	
Key sources	
Next steps	

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Upper Secondary Education (ISCED 3)	
Indicator	Learning environment
Rationale	<i>Effective entrepreneurial learning depends on trained teaching staff, appropriate teaching materials and school-enterprise cooperation.</i>
Objective	<i>Each pre-accession country ensures teacher training for entrepreneurship, the availability of teaching materials and school-enterprise cooperation arrangements.</i>
Level 1	<ul style="list-style-type: none"> No entrepreneurial learning materials, staff expertise or partnerships with local enterprise communities.
Level 2	<ul style="list-style-type: none"> Entrepreneurial learning teaching materials and teacher training under development by way of strategic pilots and which include structured cooperation between upper secondary schools and local enterprise.
Level 3	<ul style="list-style-type: none"> At least 25% of upper secondary schools are employing entrepreneurial learning teaching material, with staff trained for entrepreneurship key competence and business skills. The schools have structured partnerships with enterprise.
Level 4	<ul style="list-style-type: none"> At least 50% of upper secondary schools are employed entrepreneurial learning teaching material, with staff trained for entrepreneurship key competence and business skills development. The schools have structured partnerships with local enterprise.
Level 5	<ul style="list-style-type: none"> At least 70% of upper secondary schools are employing entrepreneurial learning teaching material, with staff trained for entrepreneurship key competence and business skills development. The schools have structured partnerships with local enterprise.
Justification	
Key sources	
Next steps	

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Tertiary Education (ISCED 5&6)	
Indicator	National Higher Education Policy on Entrepreneurial Learning
Rationale	<i>A national higher education policy on promotion of 'across campus' entrepreneurial learning will enhance the contribution of third level education to national competitiveness.</i>
Objective	<i>Key stakeholders (rectors' conference, education and economy authorities, R&D community and enterprise) agree a national policy for promotion of 'across campus' entrepreneurial learning.</i>
Level 1	<ul style="list-style-type: none"> • There is no discussion amongst key stakeholders (rectors, national education and economy authorities, R&D community and enterprise) on promotion of the 'across-campus' concept of entrepreneurial learning.
Level 2	<ul style="list-style-type: none"> • A higher education policy discussion paper has been elaborated by the education ministry for the purposes of promoting understanding amongst key stakeholders of the value of 'across campus' entrepreneurial learning for students, third level education establishments and the local, regional and national economy.* • The higher education policy discussion paper includes provisions for promoting equal opportunities for university staff and students in all entrepreneurial learning developments. • The higher education policy discussion paper forms part of a wider national effort to promote life-long entrepreneurial learning defined within a national lifelong entrepreneurial learning strategy. **
Level 3	<ul style="list-style-type: none"> • A national seminar organised by the education ministry or national academic body and involving key stakeholders is held annually a) review progress within third level education on 'across-campus' developments in entrepreneurial learning and b) to generate further policy discussion and policy guidelines on 'across campus' entrepreneurial learning within third level education . ***
Level 4	<ul style="list-style-type: none"> • A network of universities cooperates to determine feasibility of the policy guidelines on 'across campus' entrepreneurial learning within third level education. • Experience from the network is disseminated amongst government, academic institutions and business world.
Level 5	<ul style="list-style-type: none"> • A national higher education policy, which clear provisions for promoting equal opportunities ****has been agreed amongst key stakeholders for promotion of 'across campus' entrepreneurial learning within third level education. • The agreed policy includes a monitoring and evaluation component that a) ensures an annual review of key activities and b) recommended improvements to be addressed in the 12 months following the national seminar (level 3).
Justification	
Key sources	
Next steps	

* The policy discussion paper is upgraded annually borrowing on key developments on entrepreneurial learning within the country, including good practice (national and international).

** The policy discussion paper builds on the broader life-long entrepreneurial learning policy developments foreseen within the indicator specifically addressing entrepreneurship across all levels of education.

*** Policy guidelines address: university leadership, curriculum, teaching and learning process, staff development, university/enterprise cooperation, stakeholder engagement and entrepreneurial learning support structures (e.g. incubators, technology transfer centres, centres for entrepreneurship).

**** Equal opportunities promotion addresses women and men, people with special needs and minorities.

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Tertiary Education (ISCED 5&6)	
Indicator	Good practice in higher education
Rationale	<i>Exchange of good practice in entrepreneurial learning and university-enterprise cooperation between institutions of higher education enhances their contribution to the competitiveness effort.</i>
Objective	<i>Each institution of higher education identifies, develops and exchanges its good practice on a) entrepreneurial learning and b) university-enterprise cooperation.</i>
Level 1	<ul style="list-style-type: none"> • There is no systematic effort to identify, build on or exchange good practice on a) entrepreneurial learning and b) university-enterprise cooperation between institutions of higher education in the country.
Level 2	<ul style="list-style-type: none"> • At least one national event involving higher education institutions has been held in the 12 months prior to the assessment with the objective of exchanging information about good practice in a) entrepreneurial learning and b) university-enterprise cooperation between institutions of higher education in the country.
Level 3	<ul style="list-style-type: none"> • A national network of higher education institutions exchanges information about good practice on a) entrepreneurial learning and b) university-enterprise cooperation between institutions of higher education • The network has agreed a set of criteria* for determining good practice in a) entrepreneurial learning in higher education and b) university-enterprise cooperation.
Level 4	<ul style="list-style-type: none"> • Good practice in a) entrepreneurial learning (defined by level 3 criteria) and b) university-enterprise cooperation is disseminated by the network nationally. Dissemination methods include a website facility to promote good practice to the wider public. • Examples of 'level 3' good practice within higher education institutions are adopted or adapted by fellow higher education institutions in the country. • The network has agreed guidelines to measure and evaluate the impact of 'level 3' good practice.
Level 5	<ul style="list-style-type: none"> • Examples of 'level 3' good practice are disseminated internationally. • Examples of 'level 3' good practice are adopted or adapted by higher education institutions at the international level.* • The national network of higher education institutions has joined an international network of entrepreneurial universities which ensures evaluation, accreditation and dissemination of good practice in a) entrepreneurial learning and b) university-enterprise cooperation.
Justification	
Key sources	
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* This criterion excludes third level institutions which deliver courses outside of the home country. The criterion specifically encourages know-how transfer between different third level education institutions. Know-how transfer between affiliate institutions would satisfy this criterion.

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	Female Entrepreneurship
Indicator	Policy support framework for promotion of female entrepreneurship
Rationale	<i>Effective development of female entrepreneurship requires a comprehensive set of gender-sensitive policies.</i>
Objective	<i>Government and stakeholders implement a set of complimentary, evidenced-based policies to maximise the potential of female entrepreneurship.</i>
Level 1	<ul style="list-style-type: none"> • Fiscal, economic, employment, social, and education and training polices are not gender-sensitive. • No structured dialogue between government and stakeholders*, nor institutional support structures, in place to promote policies and measures for female entrepreneurship. • Data framework for an integrated policy environment (fiscal, economic, employment, social, education and training), essential for promoting female entrepreneurship is not in place.
Level 2	<ul style="list-style-type: none"> • Government and key stakeholders have engaged in a policy reflection process with the objective of setting up a coordinated and mutually-reinforcing gender-sensitive policy environment to improve female entrepreneurship. • Policy reflection process includes analysis and options to maximise the interface and synergies between national fiscal, economic, employment, social and education and training polices. • Draft regulatory fiscal, economic, employment, social and education and training polices are being reviewed for gender sensitivity. • Policy improvement recommendations have been defined for ensuring gender sensitivity within fiscal, economic, employment, social and education and training polices for more developed female entrepreneurship.
Level 3	<ul style="list-style-type: none"> • A female entrepreneurship policy framework incorporating the gender-sensitive policy improvements (level 2) has been approved by Government and key stakeholders. • A medium-term action plan with clearly defined measures for each of the policy areas (fiscal, economic, employment, social and education and training) to include a female entrepreneurship consultation forum and information and networking measures has been approved by Government and key stakeholders. • Government offices responsible for polices (fiscal, economic, employment, social and education and training) supporting female entrepreneurship have <u>each</u> committed annual budget to follow through on planned actions for policy implementation. • A dedicated institutional support structure oversees a) the implementation of the gender-sensitive fiscal, economic, employment, social and education and training policies, b) collects data for the respective policy areas and c) reports annually to all stakeholders on policy progress with an action plan.

* Government includes ministries responsible for fiscal, economic, employment, social and education and training policies. Stakeholders include Chambers of Economy, employers' organisations, trade unions, civic interest groups.

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<p>Level 4</p>	<ul style="list-style-type: none"> • In the reporting period, each of the Government offices responsible for their respective policy areas (fiscal, economic, employment, social and education and training) demonstrates progress in the implementation of measures as defined in the action plan. • Government funding is available for implementation of the measures for each of the policy areas (fiscal, economic, employment, social and education and training).
<p>Level 5</p>	<ul style="list-style-type: none"> • A national policy and support framework for female entrepreneurship is fully established with a rolling work programme with financial support from each of the Government offices responsible for each of their respective policy areas (fiscal, economic, employment, social and education and training). • The framework includes evidence-based monitoring and evaluation arrangements with clear reporting lines on each policy area (fiscal, economic, employment, social and education and training) by the respective Government offices. • On an annual basis, Government offices with responsibility for each of the policy areas (fiscal, economic, employment, social and education and training) along with key stakeholders a) review progress and constraints on each of the respective policy areas using data and other evidence available, b) determine policy improvement points and c) agree on measures for implementation in the subsequent 12 months.
<p>Justification</p>	
<p>Key sources</p>	
<p>Next steps</p>	

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	Female Entrepreneurship
Indicator	Training
Rationale	<i>Improved entrepreneurship key competences and entrepreneurship skills of women contribute to enhanced employability of women and national competitiveness.</i>
Objective	<i>Establishment and implementation of a national framework for entrepreneurship training and follow-up business development services for women.</i>
Level 1	<ul style="list-style-type: none"> • No gender-sensitive system solution available for strategically promoting female entrepreneurship training. • Ad hoc gender-sensitive training and follow-up business development services* are available.
Level 2	<ul style="list-style-type: none"> • Cross-stakeholder task force (education, economy, labour, Chambers, employers, NGOs) established with mandate to build gender-sensitive system approach for female entrepreneurship training: a) self-employment, b) start-ups and c) enterprise growth for women-registered enterprises. The task force has a mutually-agreed and dedicated coordinator. • Stock-take of female entrepreneurship training has been undertaken. The stock-take a) includes a policy review and gender-sensitivity assessment; b) identifies existing data available; c) details key training activities; and d) provides an inventory of entrepreneurship training providers which have women as a specific target group.
Level 3	<ul style="list-style-type: none"> • A national information campaign involving key entrepreneurship advocacy organisations (e.g. Chambers, ministerial public information services, NGOs) has been launched with the aim of creating awareness of the potential of improved training services for female entrepreneurship. • A country-wide training needs' analysis (sampling method) has been completed and which addresses training interests and training requirements of women entrepreneurs and potential women entrepreneurs.** • Based on the training needs' analysis, capacity-building is underway for training providers which have women as a specific target group and which focuses on training methods.
Level 4	<ul style="list-style-type: none"> • In the reporting period, of the total training and follow-up business development services in the country, at least <ul style="list-style-type: none"> ➢ 10% of those trained for self-employment or who have engaged business development services specifically promoting self-employment have been women. ➢ 5% of those trained for enterprise start-ups have been women. ➢ 10% of enterprises which have engaged training and follow-up business development services have been women-owned enterprises. <ul style="list-style-type: none"> a) 5% of enterprises which have engaged training and follow-up business development services for enterprise growth purposes have been women-owned enterprises.

* Training refers to all activities where women are able to learn about enterprise start-ups, management and development provided by public and private sector training organisations. Follow-up 'business development services' refer to any support activity which follows the training and where women's competences are improved (e.g. coaching, mentoring, advisory support, workshops etc.).

** This indicator should be linked to the TNA indicator which features in Principle VIII of the Small Business Act.

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<p>Level 5</p>	<ul style="list-style-type: none"> • In the reporting period, of the total training and follow-up business development services in the country, at least <ul style="list-style-type: none"> ➤ 25% of those trained for self-employment or who have engaged business development services specifically promoting self-employment have been women. ➤ 15% of those trained for enterprise start-ups have been women. ➤ 20% of enterprises which have engaged training and follow-up business development services have been women-owned enterprises. ➤ 10% of enterprises which have engaged training and follow-up business development services for enterprise growth purposes have been women-owned enterprises.
<p>Justification</p>	
<p>Key sources</p>	
<p>Next steps</p>	

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Female Entrepreneurship	
Indicator	Financing
Rationale	<i>Access to finance is a critical enabling factor for female entrepreneurship development in terms of start up and development of businesses.</i>
Objective	<i>Enhanced access by women to a range of financial support instruments for entrepreneurship promotion.</i>
Level 1	<ul style="list-style-type: none"> • No specific financial support instruments for women entrepreneurship. • Fiscal regulations have no specific provisions for promoting female entrepreneurship. • Data on access to finance by women entrepreneurs' and potential women entrepreneurs is not available.
Level 2	<ul style="list-style-type: none"> • Discussions on-going for future provision of governmental funds for female entrepreneurship. • Preparations ongoing to ensure greater flexibility of credit guarantee facilities for access by women entrepreneurs' and potential women entrepreneurs. • Data on access to finance takes account of women entrepreneurs and potential women entrepreneurs.
Level 3	<ul style="list-style-type: none"> • Agreement has been reached at the national level on governmental budgetary support for female entrepreneurship, including agreed procedures to access to funding,. • At least 20% of the national budget allocated to support entrepreneurship in the country, goes to women entrepreneurs. • Provisions of the credit guarantee facilities are sufficiently flexible to accommodate women entrepreneurs' requests • Structured data on access to finance of women entrepreneurs and potential women entrepreneurs is available for policy monitoring purposes.
Level 4	<ul style="list-style-type: none"> • Government funding to support female entrepreneurship is allocated annually. • Information on the funding opportunities is widely distributed in the country and easily accessible by women entrepreneurs and potential women entrepreneurs • At least 25% of the national budget allocated to support entrepreneurship in the country, goes to women entrepreneurs.
Level 5	<ul style="list-style-type: none"> • Both mutual or mixed credit guarantee schemes have necessary flexibility for access to finance by women entrepreneurs and potential women entrepreneurs. • At least 30% of the national budget allocated to support entrepreneurship in the country, goes to women entrepreneurs.
Justification	
Key sources	
Next steps	

SBA Principle I: Create an environment in which entrepreneurs and family businesses can thrive and entrepreneurship is rewarded.

	Female Entrepreneurship
Indicator	National Network of Women Entrepreneurs
Rationale	<i>An established network of women entrepreneurs reinforces opportunities for female entrepreneurship through improved advocacy, policy monitoring and exchange of good practice.</i>
Objective	<i>A national network of women entrepreneurs is in place and which promotes better policy and measures, including good practice exchange.</i>
Level 1	<ul style="list-style-type: none"> • No national network for women entrepreneurs. • No regular information on good practice on female entrepreneurship.
Level 2	<ul style="list-style-type: none"> • A national network of women entrepreneurs has been established. • Examples of good practice in female entrepreneurship have been collected by the network.
Level 3	<ul style="list-style-type: none"> • The national network of women entrepreneurs supports a web-based, good practice information system. • An annual report on female entrepreneurship in the country is published by the network for women entrepreneurs and is based on a) data available from government sources and b) information from the network. • The network is a recognised dialogue partner for government and other stakeholders in relation to female entrepreneurship policies, advocacy and policy support measures.
Level 4	<ul style="list-style-type: none"> • At least one national event which reviews policy and good practice has taken place in the reporting period, with high-level press-coverage in both print and electronic media. • The network plays the role of a consultation forum in the policy development process and in the reporting period it has provided reports to government and other stakeholders on progress in the implementation of a) national policies and b) measures to support female entrepreneurship.
Level 5	<ul style="list-style-type: none"> • The national network of women entrepreneurs has been directly consulted in the reporting period on all female entrepreneurship developments (national policies and medium-term action plan) as part of the national monitoring and evaluation process. • The network has participated in the reporting period, in good practice exchange at international level on activities addressing female entrepreneurship.
Justification	
Key sources	
Next steps	

SBA Principle VIII: Promote the upgrading of skills and all forms of innovation.

Enterprise Skills	
Indicator	Training Needs Analysis (TNA)
Rationale	<i>Public and private investment in training is more cost-effective when training offer reflects the specific demands of the market.</i>
Objective	<i>The establishment of a national policy and support framework to ensure a better fit between supply and demand for training in small enterprises.</i>
Level 1	<ul style="list-style-type: none"> • Small business training needs analysis does not exist or is based on 'ad hoc' surveys only. • There is no regular and systematic collection of data on the training needs or training consumption in the small business community.
Level 2	<ul style="list-style-type: none"> • Government, social partners and business community are in dialogue with view to establishing a systematic TNA framework for the small business community.
Level 3	<ul style="list-style-type: none"> • A national TNA framework has been agreed between government, social partners, and business community with particular reference to economic growth sectors. • The TNA framework identifies a) skill weaknesses in the workforce, b) skill gaps and c) future skill requirements. • Standard data collection instruments and a data management system are in place as part of a wider national economic development plan.
Level 4	<ul style="list-style-type: none"> • Training needs analysis as defined by a life-long entrepreneurial learning policy are undertaken in at least 20% of small businesses in growth sectors and reported publicly on a recognised website for access by enterprises, training providers and policy makers.
Level 5	<ul style="list-style-type: none"> • Annual training needs analysis is undertaken in at least 40% of small businesses in growth sectors and available publicly on a recognised website for access by enterprises, training providers and policy makers.
Justification	
Key sources	
Next steps	

SBA Principle VIII: Promote the upgrading of skills and all forms of innovation.

Enterprise Skills	
Indicator	Access to training
Rationale	<i>A well developed training market ensures accessibility of small enterprises to training enhancing business performance.</i>
Objective	<i>Each pre-accession country demonstrates a balanced spread of training services across its territory.</i>
Level 1	<ul style="list-style-type: none"> • No on-line public register of training providers and training programmes is available.
Level 2	<ul style="list-style-type: none"> • Register of training providers and training programmes broken down by regions, available on a recognised website.
Level 3	<ul style="list-style-type: none"> • Small business training provision is developed but is limited to specific towns and regions. • Government support measures promote development of on-line training services.
Level 4	<ul style="list-style-type: none"> • Good training provider network developed across the country.* • Evidence of on-line training services developing for small business community.
Level 5	<ul style="list-style-type: none"> ▪ Good training provider network developed across the country. ▪ Data on on-line training acquired by enterprises is tracked by TNA system and evaluated as part of national entrepreneurship learning policy improvements.
Justification	
Key sources	
Next steps	

* Information on training providers available within economic development departments of local/regional administration offices.

SBA Principle VIII: Promote the upgrading of skills and all forms of innovation.

Enterprise Skills	
Indicator	Quality Assurance
Rationale	<i>Enhanced quality of training ensures enterprise confidence in the training market, creates further demand and results in a more competent workforce.</i>
Objective	<i>Each pre-accession country is equipped with a transparent quality assurance system for training (management and trade skills).</i>
Level 1	<ul style="list-style-type: none"> • There is no national framework for quality assurance of training delivered to the small business community. • Some cases of accreditation of training programmes and training providers by international bodies.
Level 2	<ul style="list-style-type: none"> • A range of ad hoc structures and tools* are being used to determine quality of training for the small enterprise community
Level 3	<ul style="list-style-type: none"> • Dialogue ongoing between training providers, employers and Government regarding quality, standards and accreditation of training provision for enterprises. This is linked to wider European quality assurance networks.
Level 4	<ul style="list-style-type: none"> • A national quality assurance system for enterprise training is agreed and is fully operational. • Accredited training providers and programmes are posted on websites and information boards of small enterprise support agencies, public and private employment agencies and training centres.
Level 5	<ul style="list-style-type: none"> • The national quality assurance system for enterprise training is operational and fully integrated in to European Quality Assurance Framework (trade skills) and recognised management training quality assurance systems.
Justification	
Key sources	
Next steps	

SBA Principle VIII: Promote the upgrading of skills and all forms of innovation.

	Enterprise Skills
Indicator	Start-ups*
Rationale	<i>Start-up training and mentoring encourages new venture creation and survival rate of start-ups.</i>
Objective	<i>Training and mentoring services are increasingly available for start-up enterprises.</i>
Level 1	<ul style="list-style-type: none"> No training available for start-ups.
Level 2	<ul style="list-style-type: none"> 20% of newly registered start-ups in last 24 months have benefited from training and business advisory services in the reporting period (including e-training).
Level 3	<ul style="list-style-type: none"> 40 % of newly registered start-ups in last 24 months have benefited from training and business advisory services in the reporting period (including e-training).
Level 4	<ul style="list-style-type: none"> 60 % of newly registered start-ups in last 24 months have benefited from training and business advisory services in the reporting period (including e-training). Business advisory services for small enterprises available up to 36 months after start-up.
Level 5	<ul style="list-style-type: none"> 80 % of newly registered start-ups in last 24 months have benefited from training and business advisory services in the reporting period (including e-training) Business advisory services for small enterprises available up to 36 months after start-up.
Justification	
Key sources	
Next steps	

* Start-up training comprises management, basic finance and basic marketing skills supported by public and/or private funds.

SBA Principle VIII: Promote the upgrading of skills and all forms of innovation.

	Enterprise Skills
Indicator	Enterprise growth
Rationale	<i>Human resource development within enterprises adds to competitiveness and growth.</i>
Objective	<i>Each pre-accession country makes enterprise HRD a strategic priority backed up with a financial support framework.</i>
Level 1	<ul style="list-style-type: none"> No systematic approach to develop small enterprise human resources (knowledge and skills) for growing businesses.
Level 2	<ul style="list-style-type: none"> Knowledge and skills development for enterprise growth has been agreed as a priority between business community and government and is registered in national economic development plan. Public finance agreed to support training and advisory services for growth enterprises.
Level 3	<ul style="list-style-type: none"> Financial support for training and business advisory services for growing enterprises available.* Financial support is linked to clear criteria to allow enterprises to apply for subsidies to support training and advisory services linked to enterprise growth.
Level 4	<ul style="list-style-type: none"> 20% of growing businesses benefited from training and advisory services.
Level 5	<ul style="list-style-type: none"> More than 50% of growing businesses benefited from training and advisory services.
Justification	
Key sources	
Next steps	

* Financial support will particularly address the knowledge and capacities related to the EU regulatory framework.