



Teachers' attitudes towards entrepreneurial/entrepreneurship education and learning needs to implement it in school

Questionnaire - Introduction

Sense of initiative and entrepreneurship is a key competence for lifelong learning¹. Defined as the ability to turn ideas into action, it involves creativity, innovation and risk-taking, as well as the ability to understand a context, seize opportunities that arise and plan/manage projects. In this framework, entrepreneurial and entrepreneurship education comprises various activities aiming to foster an entrepreneurial mind-set among young people by helping them to develop the skills, knowledge, and attitudes necessary to be an enterprising individual in life.

To have entrepreneurial students we need entrepreneurial teachers. This questionnaire is designed to help understand teachers' attitudes towards entrepreneurial/entrepreneurship education and collect information about what they need to implement entrepreneurial practices in their schools.

Depending on the needs at local level, the questionnaire can be translated and customised by taking out some questions or changing their answers. The questionnaire is designed for teachers at all level and it is based on 73 questions divided in 6 key areas:

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¹ Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

Page 1. Identification

1. Name and Surname: _____

2. E-mail Address: _____

3. Country: _____

4. Name of your school: _____

Page 2. Background

1. Gender

- ☐ Female
- ☐ Male

2. How old are you?

- ☐ From 20 to 30 years old
- ☐ From 31 to 40 years old
- ☐ From 41 to 50 years old
- ☐ Over 50

3. At what school level do you teach?

- ☐ Low primary
- ☐ Upper primary
- ☐ Middle
- ☐ Upper secondary
- ☐ Higher education

4. For how long have you been teaching? _____ years

5. Please indicate the main subject(s) in which you have experience teaching

More than 1 answer is allowed.

- ☐ Literature
- ☐ Economics
- ☐ Mathematics
- ☐ Natural sciences
- ☐ Social sciences
- ☐ Languages
- ☐ Physical education
- ☐ Arts education
- ☐ Religion/Ethics
- ☐ Technology
- ☐ Other subjects

6. How long have you been engaged in entrepreneurial/entrepreneurship education?

- ☐ 0 years
- ☐ 1-3 years
- ☐ 4 years or more

7. What kind of teacher training in entrepreneurial/entrepreneurship education have you received?

More than one answer is allowed.

- ☐ None
- ☐ Teacher training on a specific programme/project
- ☐ Teacher training on mini companies
- ☐ Teacher training on entrepreneurial/entrepreneurship education in general

Page 3. Obstacles to entrepreneurial/entrepreneurship education

1-12. Entrepreneurial/entrepreneurship education comprises various activities aiming to foster entrepreneurial mind-sets, attitudes and skills. Please indicate the extent to which you agree or disagree with these statements about obstacles to entrepreneurial/entrepreneurship education in compulsory school.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The government has not made entrepreneurial/entrepreneurship education a priority					
The ministry of education does not endorse entrepreneurial/entrepreneurship education					
The local government/municipality has not made entrepreneurial/entrepreneurship education a priority					
Most school managers do not believe in the importance of entrepreneurial/entrepreneurship education					
Most school managers have inadequate competence in entrepreneurial/entrepreneurship education					
Most school managers do not have enough time to engage in entrepreneurial/entrepreneurship education					
Most teachers do not believe in the importance of entrepreneurial/entrepreneurship education					
Most teachers have inadequate competence in entrepreneurial/entrepreneurship education					
Most teachers do not have enough time to engage in entrepreneurial/entrepreneurship education					
Most business people do not believe in the importance of entrepreneurial/entrepreneurship education					
Most business people have inadequate competence in entrepreneurial/entrepreneurship education					
Most business people do not have enough time to engage in entrepreneurial/entrepreneurship education					

13-23. Please indicate the extent to which you agree or disagree with these statements about obstacles to entrepreneurial/entrepreneurship education in compulsory school.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Entrepreneurial/entrepreneurship education teaching methods are generally not considered					

effective					
There is no academic credibility in entrepreneurial/entrepreneurship education					
Entrepreneurial/entrepreneurship education is not very well integrated in the curriculum					
There is little funding available for entrepreneurial/entrepreneurship education					
There is a lack of good-quality entrepreneurial/entrepreneurship education material (practices, guidance, teaching instruments, and methods)					
There is a lack of good-quality teacher training in entrepreneurial/entrepreneurship education					
Information about entrepreneurial/entrepreneurship education is poorly disseminated to schools					
Entrepreneurial/entrepreneurship education often depends on the efforts of a single teacher/a few teachers					
There are legislative and/or bureaucratic barriers to make entrepreneurial/entrepreneurship education widely available					
Institutional cooperation between the formal education system and the labour market is weak					
Business people are seldom available as volunteers for training and support					

Page 4. Attitudes towards entrepreneurial/entrepreneurship education

1-11. Please indicate the extent to which you agree or disagree with the following statements about entrepreneurial/entrepreneurship education.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Entrepreneurial/entrepreneurship education should be embedded as an explicit goal in compulsory education					
Entrepreneurial/entrepreneurship education should be embedded as a subject in compulsory education					
Entrepreneurial/entrepreneurship education should be integrated into existing subjects in compulsory education (e.g. as a topic)					
Entrepreneurial/entrepreneurship education should be embedded as interdisciplinary projects in compulsory education					
Entrepreneurial/entrepreneurship education is very relevant to primary school					
Entrepreneurial/entrepreneurship education is very relevant to secondary school					
Entrepreneurial/entrepreneurship education should have high priority in vocational education					
Entrepreneurial/entrepreneurship education should have high priority in general/academic education					
Entrepreneurial/entrepreneurship education should focus on methods based on real experience (e.g. student mini-companies, project work with real enterprises)					
All students should have at least one practical entrepreneurial/entrepreneurship experience before leaving compulsory education					
Teachers should be offered trainings in entrepreneurial/entrepreneurship education					

12-14. How important do you think it is that students in compulsory school have:

	Very unimportant	Unimportant	Neither important or unimportant	Important	Very important
Education about entrepreneurship (providing knowledge about entrepreneurship as a social phenomenon)?					
Education for entrepreneurship (providing knowledge on how to establish a business)?					
Education through entrepreneurship (entrepreneurial projects used as a pedagogical method for teaching and learning)?					

Page 5. Entrepreneurial/entrepreneurship education at your school

1-18. Please indicate the extent to which you agree or disagree with the following statements about your school and its focus on entrepreneurial/entrepreneurship education in the previous school year.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My school has a plan for entrepreneurial/entrepreneurship education					
Entrepreneurial/entrepreneurship education is an integral part of my school's ethos and culture					
Content and methods related to entrepreneurial/entrepreneurship education are prioritised at my school					
There is a leader/leading team that sustains the promotion of entrepreneurial/entrepreneurship education					
Sufficient financial resources are available for entrepreneurial/entrepreneurship education					
Sufficient human resources are available for entrepreneurial/entrepreneurship education					
The importance given to promote entrepreneurial/entrepreneurship education is widely communicated with the staff					
The importance given to promote entrepreneurial/entrepreneurship education is widely communicated with students					
The importance given to promote entrepreneurial/entrepreneurship education is widely communicated with parents					
The importance given to promote entrepreneurial/entrepreneurship education is widely communicated with partners and the local community					
Project work, learning by doing and self-organised learning is widely practiced at my school					
Bringing 'the real world' into the classroom (e.g. lecturers from business or organisations) is widely practiced at my school					
Learning outside the classroom (e.g. study tours and field visits to local businesses or organisations) is widely practiced at my school					
Teachers are encouraged to engage in entrepreneurial/entrepreneurship education					
Professional development and training are available for teachers to be involved in entrepreneurial/entrepreneurship education					
Entrepreneurial/entrepreneurship education activities include most of the teachers					
Teachers are familiar with different concepts and working methods related to entrepreneurial/entrepreneurship education					

The school collaborates with local businesses a and/or organisations in the delivery of entrepreneurial/entrepreneurship education					
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19. Can you estimate how much time (percentage) you spend on entrepreneurial/entrepreneurship education every week?

- ☐ No time available
- ☐ 0-10%
- ☐ 10-20%
- ☐ 20-40%
- ☐ More than 40%

20. Please indicate in what period you have the most time available to work on entrepreneurial/entrepreneurship education:

- ☐ I have no time available
- ☐ 1st semester (September – December)
- ☐ 2nd semester (January – June)
- ☐ Full school year (September – June)



Page 6. Entrepreneurial Teaching and support needed

1. How many hours would you like to have available weekly to use for entrepreneurial teaching?

- ☐ No hours available
- ☐ 1 - 2 hours
- ☐ 3 – 5 hours
- ☐ 6 – 10 hours
- ☐ More than 10 hours

2. Based on a schoolyear, how many days would you like to use for entrepreneurial teaching?

- ☐ No time at all
- ☐ 1-3 days
- ☐ 1 week
- ☐ 2 weeks
- ☐ 3 weeks or more

3. Please indicate what kind of support you might need to improve your entrepreneurial teaching practices:

- ☐ More training
- ☐ More financial resources to implement it
- ☐ Content and tools to use in classroom
- ☐ Networking opportunities
- ☐ Exchange of good practices
- ☐ Other (please specify: _____)

4. Based on a schoolyear, how many time would you like to spend on entrepreneurial teaching training?

- ☐ No time at all
- ☐ 1-2 hours
- ☐ ½ day
- ☐ 1 day
- ☐ 2 days
- ☐ A training week
- ☐ Permanently

5. Please indicate what month you prefer for extensive teacher training on entrepreneurial/entrepreneurship education.

More than one answer is allowed.

- ☐ I don't need training
- ☐ January
- ☐ February
- ☐ March
- ☐ April
- ☐ May
- ☐ June
- ☐ July
- ☐ August
- ☐ September
- ☐ October
- ☐ November
- ☐ December

