



Smart Step

Upskilling African VET to
Step forward Smart Entrepreneurship
Project number: 101092441

Deliverable D3.1: ONLINE WORKING METHODOLOGY AND TOOLS DEVELOPMENT

This document is part of 'Work Package 3: Good Practice Compendium', and gathers the methodology followed to foster the exchange of ideas among the Expert Committee and stakeholders from Africa and Europe. A series of templates and tools were created in order to achieve this.



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What will you find?

Breakdown of contents and structure of the document

Annex 1: Working Methodology Plan

Annex 2: PESTEL analysis template

Annex 3: Logbook template

Annex 4: Stakeholder list

Annex 5: Questionnaires



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D3.1 - ONLINE WORKING METHODOLOGY AND TOOLS DEVELOPMENT

This document is produced after the completion of the first Study Visit in Ghana and just before the second one, which will be conducted in Cameroon.

The full **Working Methodology Plan** can be found in **Annex 1**

EXPERT COMMITTEE

As a first task, an Expert Committee was set. The function of this Committee is to be in charge of working with project partners and stakeholders from both the educational and entrepreneurial sector in order to observe, analyze and understand the capacities in entrepreneurship and its context in the African partner countries.

The selection process was objective, transparent and inclusive and involved all the partners. This Committee is composed by 2 European organizations and 2 African:

- IDEAS-UPV (Spain)
- CEA-PME (Belgium)
- DBYN (Ghana)
- INTIME (Cameroon)

In order to contribute to the effective collection of the necessary information, these organizations selected experts to involve them in the activities of Work Package 3 and attend the study visits.

TOOLS

- **PESTEL analysis template (Annex 2):** This document was created to facilitate the analysis of the political, economic, social, technological, environmental and legal context of Ghana and Cameroon regarding entrepreneurship in vocational and educational training. This served as a first step to conduct the desk research methodology for the Good Practice Compendium.



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- **Logbook template (Annex 3):** This document was provided to each partner and served as a tool to collect the data from the study visits and record the findings. During the last day of the study visit in Ghana, participants held a reflection session where the findings were compared, discussed and logged following the structure in this logbook. Afterwards, each organization produced a report on these visits.
- **Stakeholder list (Annex 4):** A document that gathered a list of stakeholders was created. This was produced with the joint effort of all partners, which all contributed to the collection of relevant organizations (both public and private) that can be involved in the project to expand its reach and enrich its quality.
- **Questionnaires (Annex 5):** Four different questionnaires were produced. Three of them refer to the educational sector, while the fourth one is directed to the entrepreneurial sector. These questionnaires were distributed by partners within their respective networks and using the previously mentioned list of relevant stakeholders.



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ANNEX 1

Working Methodology Plan



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WP3 - Working Methodology Plan and tools development

Task	Activities	Objectives	Methodology	Deliverable & Outcomes	Tools	Organization Responsible	Timetable
Expert committee	1. Expert Committee set up	1.1 Selecting 2 EU and 2 African Partners to form the Committee	- Proposing and voting in Online Meetings	List of organization names and roles	Meeting in online platform	All partners	M3
Online Methodology	1. Identification of key stakeholders (Africa and Europe)	1.1 Create a database of representative stakeholders who can be involved and contribute to the research methodology and study visit	- Online research - Identification Partners Network - Including Associated Partners	List of key stakeholders identified (companies, public institutions, VET providers, etc.)	Shared document in Drive including contacts among the organizations involved	All partners	M3-M4 (Ghana) M5-M6 (Cameroon)
		2. Desk research	2.1 Identify the current state of entrepreneurial education and VET 2.2 Understand the policy and regulatory environment for entrepreneurship and VET centers in these countries 2.3 Identify best practices and successful interventions 2.4 Understand the challenges and barriers faced by entrepreneurs and VET centers 2.5 Identify the gaps and opportunities for improving the capacity and effectiveness of VET centers	- Analyze qualitative or quantitative data from existing sources such as academic literature, policy documents, and reports to identify the local context	Report (Compendium) on the country's local context, including information on policies, education, entrepreneurship systems, and other relevant factors PESTEL analysis of Ghana and Cameroon context on Entrepreneurship in Vocational Education and Training (VET) SWOT analysis of the context of Ghana and Cameroon	Collaborative tools: - Drive shared folder - Forms - Google docs	Mundus Expert Committee African Partners
	3. Self Assessment	3.1 Design tools for diagnosis of entrepreneurial skills will be developed and tested with students and teacher	- Collect reports produced, in particular African Partners - Data analysis	Survey templates on Education and labour market needs	Online forms	Mundus All partners	M3-M5 (Ghana) M5-M7 (Cameroon)
	Topics	Objectives	Methodology	Deliverable & Outcomes	Tools	Organization Responsible	Timetable
		1. Educational offer and entrepreneurial skills	1.1 Acquire knowledge about education programs offered in schools	- Visit technical institute - Interview with coordinators of the schools	Filled log book template with daily findings	Script of questions Log Book (Study Visit participants) Thematic surveys	Mundus Expert Committee African Partners
1.2 Gain an understanding of the methodologies used in these programs			- Focus group with trainers/teachers, former students and students - Focus with other VET manager and stakeholders's companies	Survey response from student and trainers			
2. Companies and entrepreneurs: Labour market need		2.1 Identify programs and initiatives available to support entrepreneurs in the country	- Interview with young entrepreneurs	Filled log book template with daily findings	Script of questions Log Book (Study Visit participants) Thematic surveys	Mundus Expert Committee African Partners	M4-M5 (Ghana) M6-M7 (Cameroon)
		2.2 Detect best practices and challenges for entrepreneurship initiatives	- Meet formal and informal local business	Survey response from entrepreneurs			

Study visit	3. Hubs and incubators - Accelerators and funding opportunities	3.1 Acquire information about funding tools, strategies, and programs that support hubs, incubators, and entrepreneurs within the local context	- Meet owners of hubs, mentors and entrepreneurs - Submit a questionnaire	Filled log book template with daily findings	Script of questions Log Book (Study Visit participants) Thematic surveys	Mundus Expert Committee African Partners	M4-M5 (Ghana) M6-M7 (Cameeroon)
		3.2 Detect which types of support these entities provide to emerging enterprises	- Focus group with rappresentative of accelerators, incubators, investors and/or government agencies	Survey response from mentors aand coachs			
	4. Policy Framework	4.1 Identify the policies framework in technical and vocational training in the country	- Multi-stakeholders meeting with public institutions, VET providers, federation of young entrepreneurship, incubators, etc.	Filled log book template with the findings provided by the expert of Smart Step team	Multi-stakeholders event Script of questions Log Book (Study visit participants)	Mundus Expert Committee African Partners	M4 (Ghana) M7 (Cameeroon)
		4.2 Detect the challenges in connecting education and the labor market					
		4.3 Identify funds opportunities and recourses					



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ANNEX 2

PESTEL analysis template



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PESTEL analysis for Ghana and Cameroon regarding entrepreneurship in vocational education and training (VET)

PESTEL is an analytical framework used to assess the environment in which an entity operates. This tool analyzes political, economic, social, technological, environmental and legal factors. A context factsheet (PESTEL) template for Ghana and Cameroon with respect to entrepreneurship in vocational training (VET). Partners from each country can fill in the corresponding information in each section. Please fill it with data and any necessary information that could provide a useful overview of the context in the respective country.

Political

- Government policies to promote entrepreneurship and vocational training:
(Ex. Development programs established by the Ghanaian and Cameroonian government for young entrepreneurship, development funds to support vocational training, etc.)

- Political challenges that can affect the implementation of these policies:
(Ex. lack in implementation of policies, coordination between institutions, etc.)

Economic

- Rate of economic growth and business and employment opportunities:
(Ex. The economic growth in Ghana and Cameroon, sectors of business and employment opportunities, etc.)



- Economic challenges that can affect entrepreneurship and vocational training:
(Ex. Lack of adequate financing or infrastructure, access to the market, etc.)

Social

- Valuation of education and training:
(Ex. Valuation of education in Ghanaian and Cameroonian society, how it is perceived to improve quality of life and social status, etc.)

- Socioeconomic inequalities that can affect access to training and entrepreneurship:
(Ex. The situation of marginalized and rural areas to access education, or socioeconomic inequality, etc.)

Technological

- Level of technology adoption:
(Ex. Adopting emerging technologies, investment on technology, etc.)

- Challenges in technological infrastructure and digital literacy:
(Ex. The status of technological infrastructure and level of digital literacy, limited access informations and digitals tools)



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Environmental

- Effects of climate change on the economy and society:

(Ex. The impact on the economy and society affecting productive sectors, infrastructures, etc.)

- Access to natural resources and environmental management:

(Ex. Critical or positive issues to access natural resources, policies to promote sustainable practices, etc.)

Legal

- Legal frameworks for entrepreneurship and vocational training:

(Ex. Legal frameworks that promote entrepreneurship, vocational training, employment, etc.)

- Challenges in the implementation and enforcement of these legal frameworks:

(Ex. All the aspects that could hinder the effective implementation of legacy framework and policies)



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ANNEX 3

Logbook template



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"Study Visit on Entrepreneurship in Vocational Education and Training" Smart Step - Upskilling African VET to Step forward Smart Entrepreneurship

April 27 - May 1, 2023

Introduction

Welcome to our "logo book" for the Study Visit on Entrepreneurship in Vocational Education and Training! In this "logo book", we will collect data and relevant information during our study visit, including details about the visited entrepreneurs, entrepreneurship projects, vocational education and training methods, identified challenges and opportunities, and more. We will use this tool to keep an organized record of our findings and share the results at the end of the study visit.

Summary of the purpose of the study visit

For the participants of the study visit, the purpose is to conclude the study and observation conducted through online working methodology. The visit aims to gather valuable information from key players in partner countries about entrepreneurship at national and local levels.

The objectives of the study visit include:

1. Engaging in discussions and exchanges with key players to enhance understanding of entrepreneurship in partner countries.
2. Gathering information that will support the development of capacity building activities for SmartStep.
3. Involving all stakeholders, such as students, teachers, trainers, private sector and public institutions, as well as key actors at a national level involved in education and employability, in the study and analysis of the situation in Africa.
4. Utilizing participatory methods to encourage active involvement in the decision-making process and foster a sense of ownership of the monitoring and evaluation outcomes.



The study visit aims to achieve these objectives by facilitating interactions and exchanges among participants, and by utilizing participatory approaches to gather valuable insights and information for the development of SmartStep capacity building activities.

Objectives of this Log Book

Data and Information Collection:

During the study visit, notes from interviews conducted with entrepreneurs and vocational education and training experts, as well as observations and comments from visits to entrepreneurship projects and vocational education and training institutions, can be gathered. In addition, relevant data and statistics related to the topic of entrepreneurship in vocational education and training can be collected.

Analysis and Presentation of Results:

At the end of the study visit, the collected data will be analyzed, and the findings are synthesized in the Conclusions section of the "logo book". The results will be presented in a final report by the participants in a clear and concise manner, highlighting the identified trends, conclusions reached, and lessons learned during the study visit.

Suggested Structure

Interviews: Collect information during interviews conducted with entrepreneurs and vocational education and training experts.

Observations: Notes and observations from visits to entrepreneurship projects and vocational education and training institutions.

Data and Statistics: Compilation of relevant data on entrepreneurship in vocational education and training, such as statistics, indicators, and trends.

Conclusions: Analysis and synthesis of findings, identified trends, conclusions, lessons learned and selfed impressions.

Day 1: Visit to DBTI Ashaiman

- Conducting a Focus Group with students and alumni of the center.
- Conducting a Focus Group with coordinators and teachers of the center.



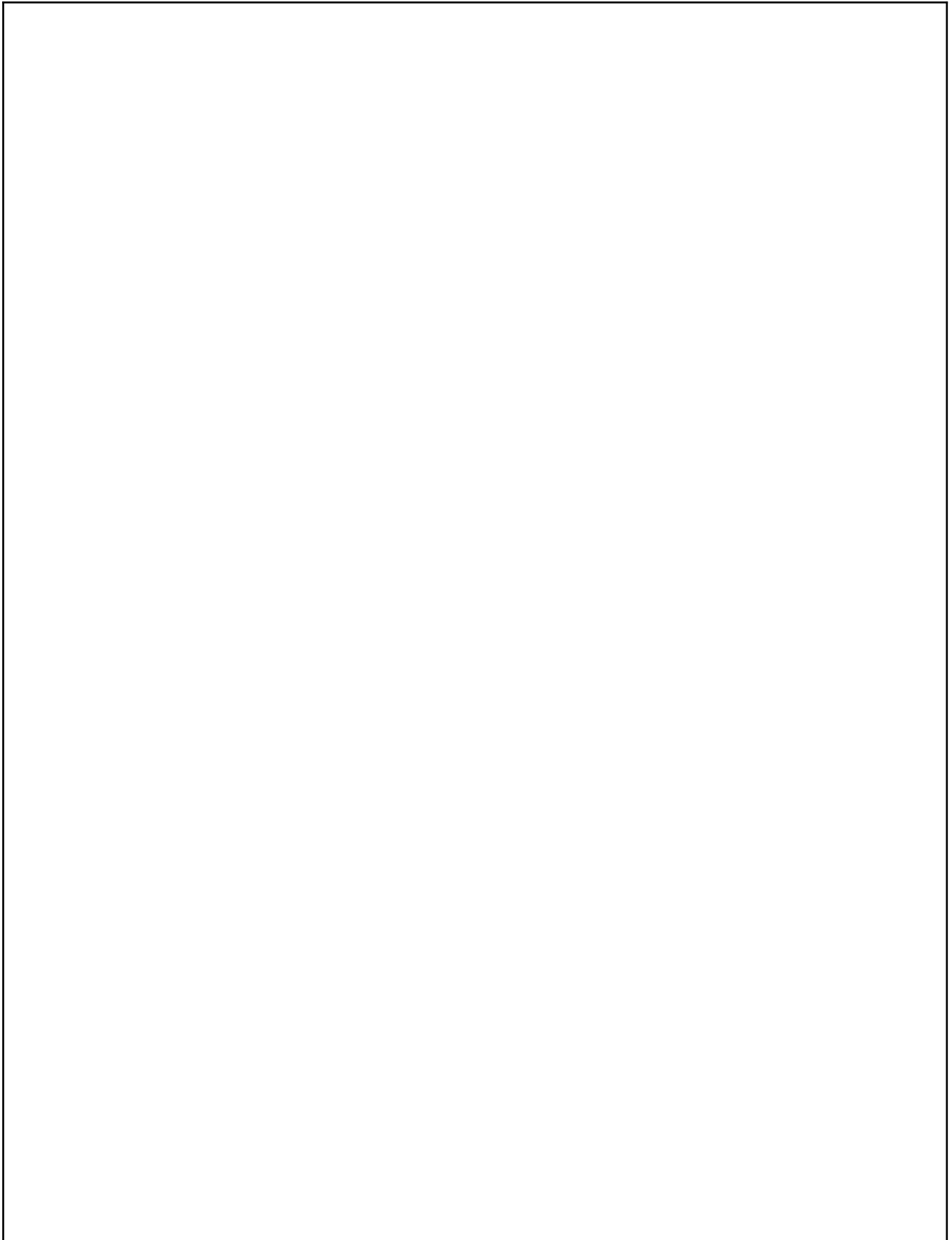
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Notation of findings, comments, and observations during the Focus Groups.

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Day 2: Visit to Ghana Innovation Hub



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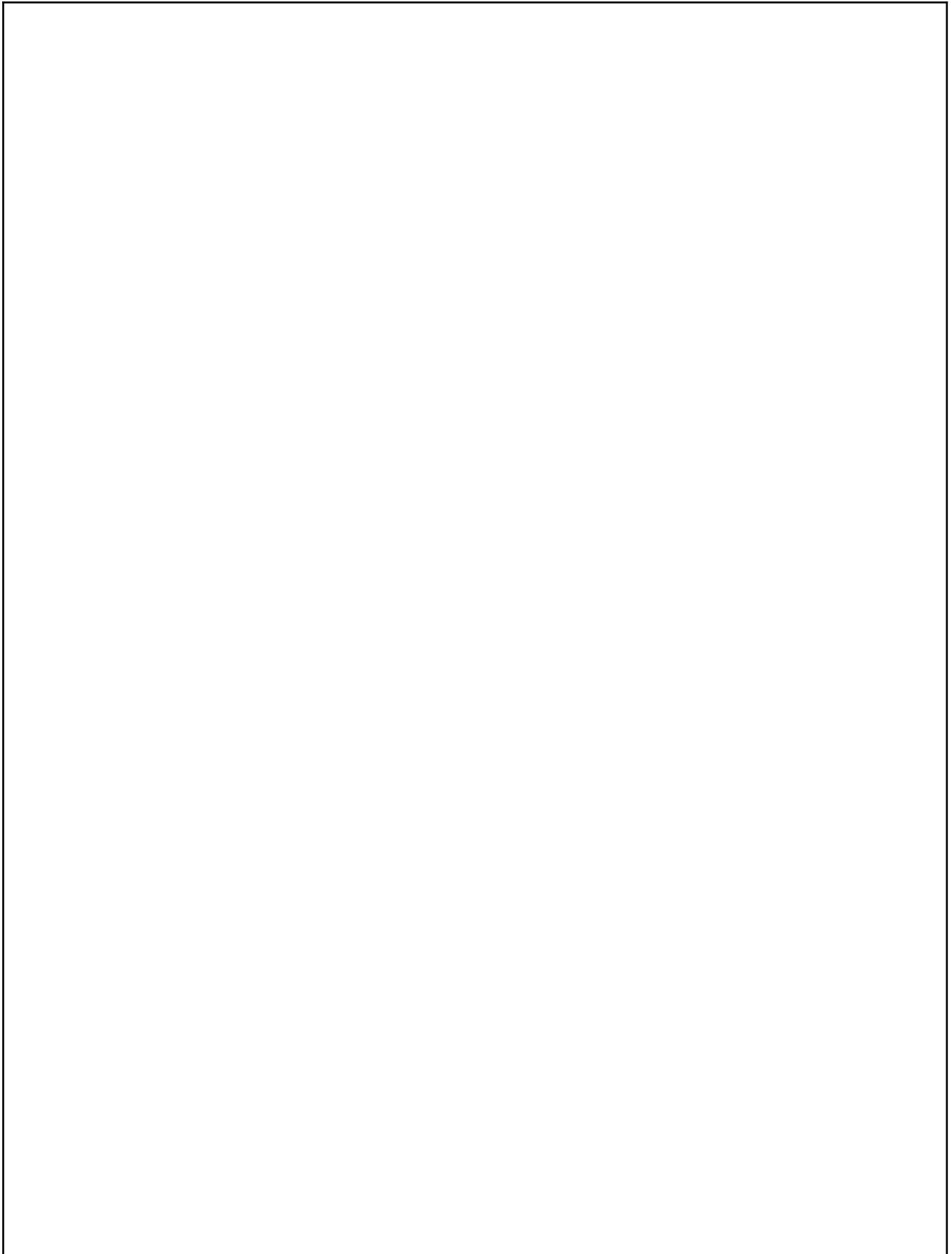
Conducting a Focus Group with entrepreneurs from MDF (Mastercard Foundation) and other hub participants.

Conducting a Focus Group with multi-stakeholders, such as representatives from hubs/incubators, youth entrepreneur federations, and companies.

Notation of findings, comments, and observations during the Focus Groups and the multi- stakeholders meeting.



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Day 3: Visit to SSC Headquarters



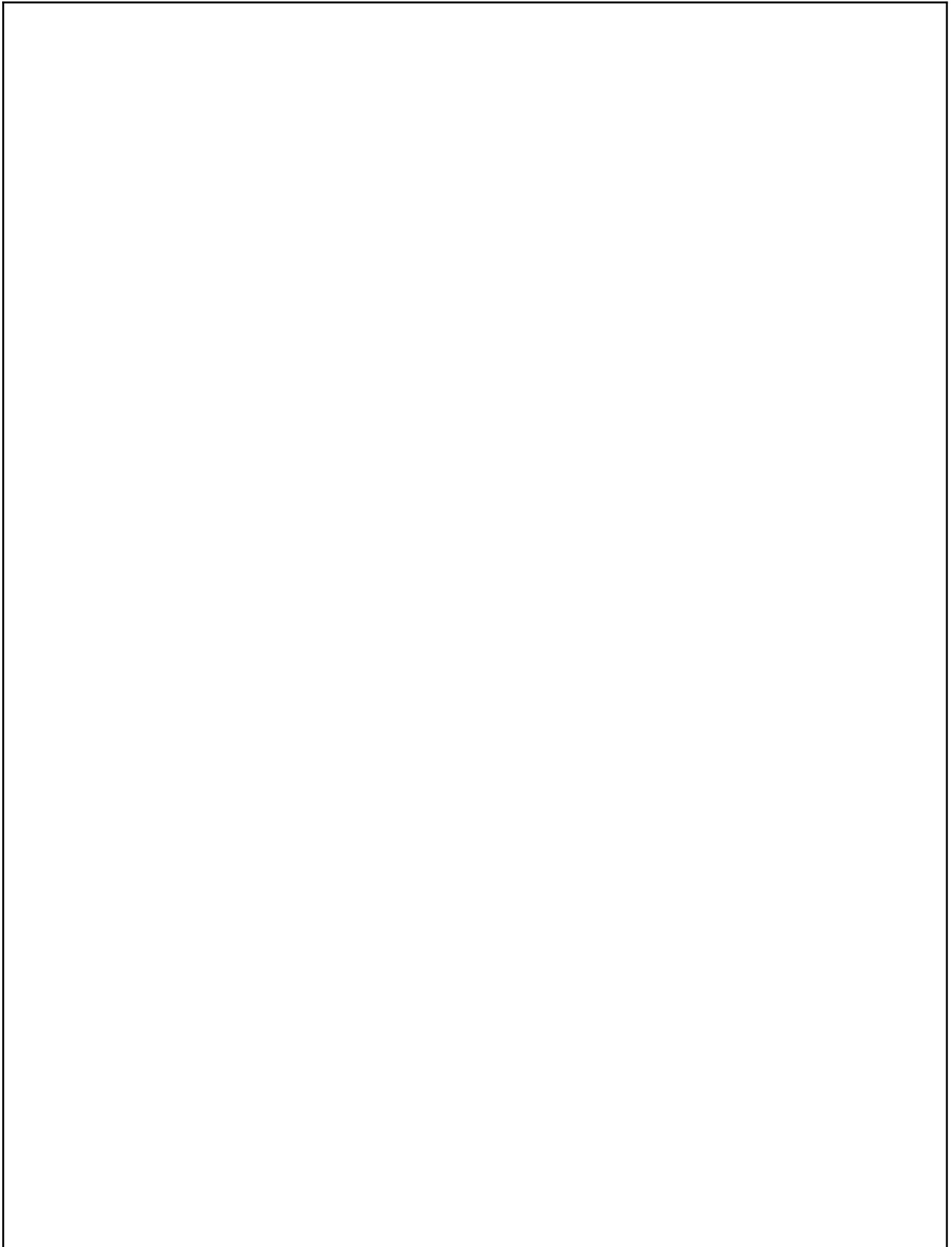
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Conducting a Focus Group with incubators, entrepreneurs, and cooperatives linked to SSC.

Notation of findings, comments, and observations during the Focus Group.



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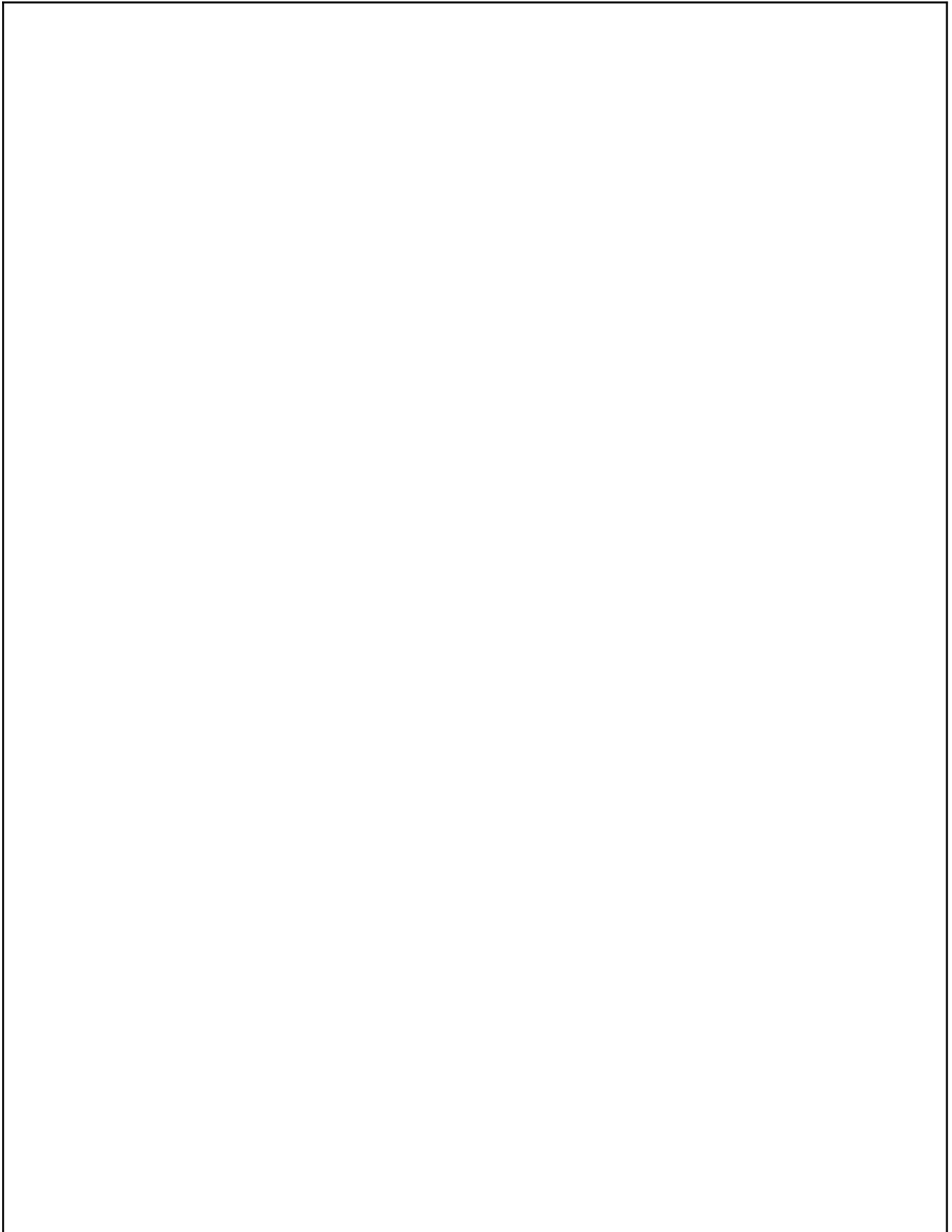
Day 4: Visit to SSC Headquarters

Conducting a Focus Group Meeting with Artisans, Apprentices, and Unemployed Youth

Notation of findings, comments, and observations during the Focus Group.



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Day 5: Review of all findings and data compilation



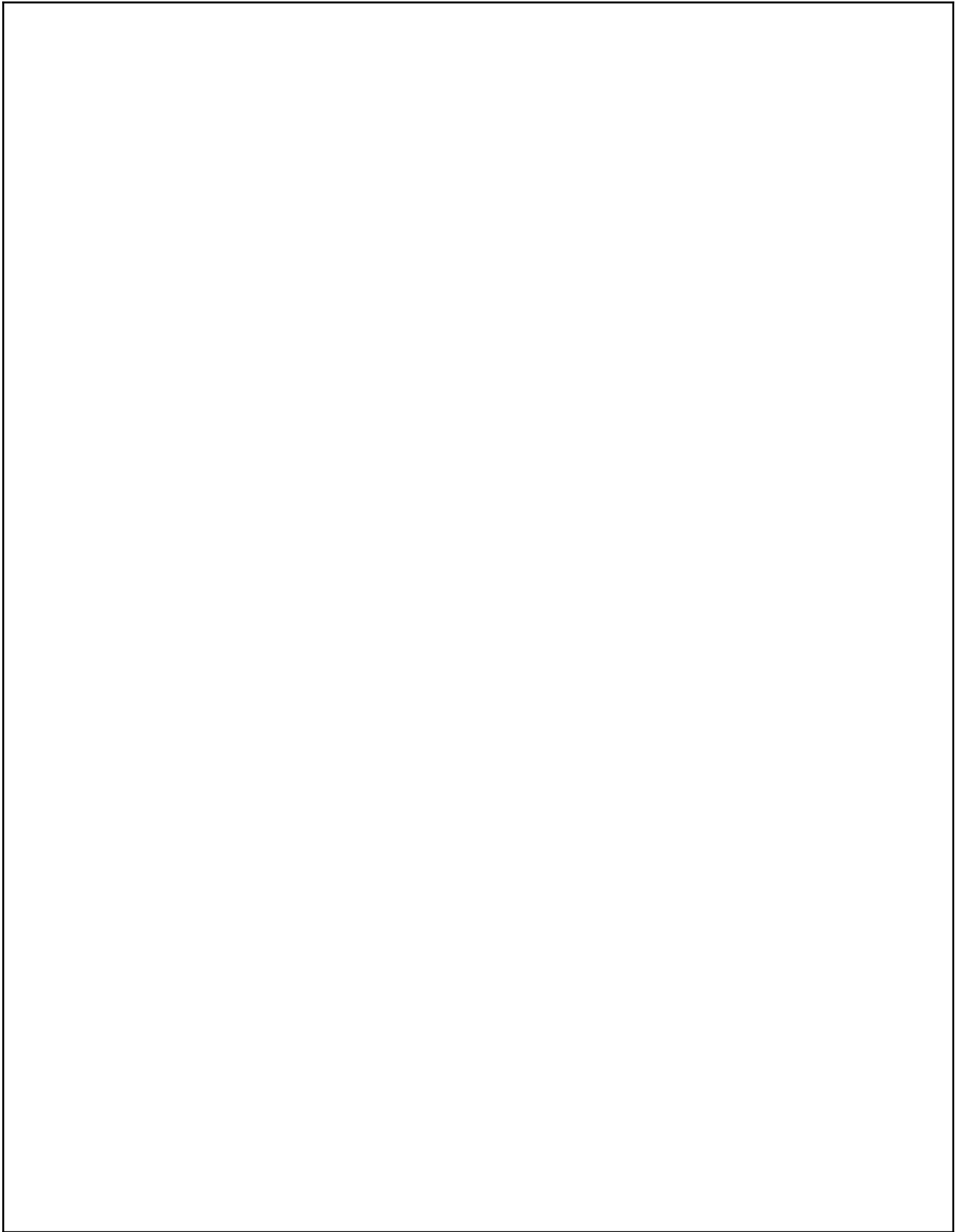
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Review of all notes, observations, and findings collected during the previous days,
and synthesis of the main results identified during the visits and Focus Groups.

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ANNEX 4

Stakeholder list



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ANNEX 5

Questionnaires



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SURVEY FOR INCUBATORS (MENTORS AND COACHES)

This survey is part of the Smart Step project.

It aims to analyze the role of regional or national incubators/hubs in the entrepreneurial ecosystems of Ghana and Cameroon. The survey will aim to understand the mismatch, in terms of skills and competences, between the educational approach and labor market needs in these African countries. It will also identify ways to support young entrepreneurs, the challenges they face in connecting with the creation of their own business, and the types of measures and approaches that can be used.

This will only take 5 minutes to complete.

clarabadenes@asociacionmundus.com [Cambiar de cuenta](#)

 No compartido



1. Gender

- Male
- Female
- Prefer not to say

2. Age

- <20
- 20-30
- 31-40
- 41-50
- >50



3. Country

- Ghana
- Cameroon

4. Education

- None
- No formal education
- Primary education (elementary school)
- Secondary education (high school)
- Vocational/technical education
- Bachelor's degree
- Master's degree
- Doctorate/Ph.D
- Otro:

5. Name of incubator

Tu respuesta

6. Role/job position

Tu respuesta



7. Experience in this field (years)

- <5
- 5-10
- 10-15
- 15-20
- >20

8. Have you ever been, or are you an owner or a co-owner of a company?

- Yes
- No

9. If yes, what type of business do you operate or work for?

Tu respuesta

10. Does the incubator have pre-incubation methodologies, incubation and other services?

- Yes
- No
- I don't know



11. What criteria do you use when selecting entrepreneurs?

- Orientation to unattended niche markets
- Development of innovative products or services
- Well prepared business plan
- Potential for employment generation
- Teams of entrepreneurs with experience or high level of skills
- Relationship with the sponsoring entity (students, academics, alumni, etc.)
- Otro:

12. What types of support or resources do you provide to young entrepreneurs in your entity?

- Business incubation
- Access to capital
- Training and mentorship
- Networking opportunity
- Co-working space
- Business development
- Access to public/private programs
- Counseling
- Otro:



13. Which type of training do you provide?

- Market research
- Product creation
- Financial management
- Marketing and sales
- Business plan development
- Legal and regulatory challenges
- Leadership and management
- Developing of soft skills
- Otro:

14. What should an entrepreneur be aware of, have, or be able to do in order to be a successful entrepreneur?

- Good sales capacities
- Risk management
- Foreign languages
- Formal qualifications
- Capital
- IT skills
- Innovative ideas
- Soft skills
- Good business plan
- Otro:



15. In your opinion, what are the main obstacles in your country to create a business?

- Lack of funding
- Tax burdens
- Uncertainty of risk
- Complexity of administrative procedures
- Lack of information
- Otro:

16. What are the key educational modules or subjects that you consider most important for learning and developing an entrepreneurial mindset in your country? (max. 3 answers)

- Law
- Sales
- Marketing
- Digital Marketing
- Leadership
- Soft skills
- Accountancy
- Financial management
- Otro:



17. What are the training methods that you believe are the most suitable and effective for learning and enhancing an entrepreneurial mindset? (max. 3 answers)

- Lectures
- Online tutorial
- Assessment
- Learning by doing
- Mentorship
- Webinars
- Focused workshops
- Meetings with role models / success stories
- Otro:

18. What kind of support is missing in your country to people who want to start a new business?

Tu respuesta



19. What is in your opinion the most important skills and competencies that students and graduates need to be a successful entrepreneur (you can select more than one)?

- Technical skills
- Leadership skills
- Communication skills
- Analytical skills
- Problem-solving skills
- Adaptability and flexibility
- Teamwork and collaboration
- Cultural competences
- Organizational skills
- Learning mindset
- Otro:

20. In your opinion, what kind of competencies/skills are missing in your country to people who want to start a new business?

Tu respuesta

21. Have you ever collaborated with TVET institutions or graduates in the past?

- Yes
- No
- I don't know



22. If yes, how many young entrepreneurs from vocational education and training (VET) programs had been involved the last year?

- None
- 1-3
- 3-6
- 6-10
- >10

23. How can TVET institutions and graduates better connect with incubators (mentors/coaches) like yours to improve their competences?

- Establishing partnership with schools
- Scholarships
- Internships
- Adapted courses
- Business ideas competitions
- Thematic workshops
- Otro:

24. In your opinion, could EU-Africa cooperation make the learning process on entrepreneurship easier in your country?

- Yes
- No
- I don't know



25. Would you be available to in participate in thematic meeting on entrepreneurship with students and teachers?

- Yes
- No
- Maybe

26. If yes, please provide your email to keep you informed and involved in future project activities

Tu respuesta

Enviar

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SURVEY ON ENTREPRENEURIAL ECOSYSTEM FOR VET CENTERS

This survey is part of the Smart Step project.

It aims to obtain valuable information to analyze entrepreneurial ecosystems and to identify points of improvement and challenges to face of the VET schools in Ghana and Cameroon. The survey is aimed at the VET centers (coordinators of the sectors, directors, departmental heads, JSO, etc.) to evaluate their role in their regional entrepreneurial ecosystem and the services they provide.

This will only take 5 minutes to complete.

1. 1. Name of the school

2. 2. Role/Position

3. 3. Gender

Marca solo un óvalo.

Male

Female

Rather not to say

4. 4. Country

Marca solo un óvalo.

Ghana

Cameroon

5. 5. Experience in this field (years)

Marca solo un óvalo.

- 1-5
- 5-10
- 10+

6. 6. Education

Marca solo un óvalo.

- No formal education
- Primary education (elementary school)
- Secondary education (high school)
- Vocational/technical education
- Bachelor's degree
- Master's degree
- Doctorate/Ph.D.
- Otro: _____

School information

7. 7. How many teachers are working in the school?

Marca solo un óvalo.

- 1-5
- 5-10
- 10+

8. 8. Is there a unit in charge of entrepreneurship and/or innovation?

Marca solo un óvalo.

- Yes
- No
- I don't know

9. 9. If yes, how many employees are working as mentors in entrepreneurship?

Marca solo un óvalo.

- None
- 1-5
- 6-10
- 10+

10. 10. Is there currently any training course in entrepreneurship?

Marca solo un óvalo.

- Yes
- No
- I don't know

11. 11. Do you involve any companies or businesses in your training?

Marca solo un óvalo.

- Yes
- No
- I don't know

12. 12. If yes, please indicate in which sector

Selecciona todos los que correspondan.

- Primary sector (raw material)
- Secondary sector (manufacturing)
- Tertiary sector (services)
- Otro: _____

13. 13. How many students conducted an apprenticeship or internship in companies or business in the last year?

Marca solo un óvalo.

- None
- 1-10
- 11-20
- 21-30
- 30+

14. 14. Do you have a Job Service Office in your centre?

Marca solo un óvalo.

- Yes
- No
- I don't know

15. 15. How many students are in employment after their studies? (provide an estimate)

Marca solo un óvalo.

- 10% or less
- more than 10%
- 30-50%
- more than 50%
- almost everyone

16. 16. How many students set up their own businesses after their studies? (provide an estimate)

Marca solo un óvalo.

- 10% or less
- more than 10%
- 30-50%
- more than 50%
- almost everyone

17. 17. Are there multidisciplinary activities on entrepreneurship in the school?

Marca solo un óvalo.

- Yes
- No
- I don't know

18. 18. If yes, which type of activities?

19. 19. How can TVET institutions and graduates better connect with businesses to improve their chances of success?

Marca solo un óvalo.

- Establishing partnerships with businesses
- Internship and apprenticeship
- Organizing workshop on specific topics
- Through the Job service office

20. 20. How do you think TVET education could be better connected to the labor market in the future, from your perspective?

21. 21. Does the school facilitate access to public/private funding for its potential entrepreneurs?

Marca solo un óvalo.

- Yes
- No
- I don't know

22. 22. Is there anything else you would like to add?

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SURVEY ON ENTREPRENEURIAL SKILLS FOR STUDENTS

This survey is part of the Smart Step project.

It aims to analyze the entrepreneurial skills of students and the educational context in VET schools in Ghana and Cameroon. This survey will identify areas for improvement in the field of entrepreneurship and will support the creation of effective modules and training for students, teachers, and trainers in these countries.

This will only take 5 minutes to complete.

1. 1. Gender

Marca solo un óvalo.

- Male
- Female
- Rather not to say

2. 2. Age

Marca solo un óvalo.

- 16 - 20
- 21 - 25
- 26 - 30
- 30+

3. 3. Country

Marca solo un óvalo.

- Ghana
- Cameroon

4. 4. Currently studies

Marca solo un óvalo.

- No formal education
- Secondary education (high school)
- Vocational/technical education
- Bachelor's degree
- Master's degree
- Doctorate/Ph.D.
- Otro: _____

5. 5. Name of the institute/university

6. 6. If you could choose, what type of employment you prefer?

Marca solo un óvalo.

1. Being employed by someone else
2. Working for yourself (self-employer, entrepreneur,...)
3. I'm not sure

7. **6.1 If you answered option 1** - Why would you rather being employed by someone else? (3 answers max.)

Selecciona todos los que correspondan.

- Regular and fixed income
- Employment stability
- Fixed working hours
- To have insurance
- Lack of business ideas
- Lack of economic resources to be self-employed
- Don't have specific skills to manage a business
- Avoid red tape (excessive bureaucracy)
- Otro: _____

8. **6.2 If you answered option 2** - Why would you prefer to be self-employed? (3 answers max.)

Marca solo un óvalo.

- Independence and personal satisfaction
- Implementation of a business idea
- Better revenue projections
- Freedom to choose place and working time
- Lack of attractive job opportunities
- Because my family members are self-employed
- To manage a family business
- Otro: _____

Economic Background

9. 7. How involved is your family in starting business or owning a business?

Marca solo un óvalo.

- Not at all involved
- A little involved
- Moderately involved
- Quite involved
- Very involved

10. 8. In your community how many people do you know that have launched their own business?

Marca solo un óvalo.

- None
- Less than 5
- Between 5 and 15
- More than 15

11. 9. In your opinion, what challenges/problems do your family/community face in starting a business?

Selecciona todos los que correspondan.

- Lack of financial support
- Lack of entrepreneurial skills
- Lack of business ideas
- Lack of innovation
- High fees
- Regulation
- Otro: _____

Training and education

12. 10. Have you received any training or education related to entrepreneurship?

Marca solo un óvalo.

- Yes
- No
- I don't know

13. 11. If yes, what type of training or education did you receive and how did it help you?

14. 12. How accessible are training and education opportunities related to setting up your business in your school/university?

Marca solo un óvalo.

Very poor

1

2

3

4

5

Very good

15. 13. Are you interested in learning more about innovation and entrepreneurship? For example, would you take 1 or 2 courses on this topic?

Marca solo un óvalo.

- Yes
- No
- I don't know

16. 14. What type of training course would you like to pursue?

Entrepreneurial skills

17. 15. What do you understand by “entrepreneurship”? Provide a short definition

18. 16. What skills do you think are important for a successful entrepreneur?

Selecciona todos los que correspondan.

- Leadership
- Teamwork
- Risk-taking
- Creativity
- Technical skills
- Marketing
- IT skills
- Otro: _____

19. 17. Are you ready to be an entrepreneur with the current level you have?

Marca solo un óvalo.

- Yes
- No
- I don't know

20. 18. If replied 'no', what training do you think you lack?

Selecciona todos los que correspondan.

- Technical skills
- Soft skills
- Foreign languages
- IT skills
- Team work and collaboration
- Organizational skills
- Sales skills/marketing
- Otro: _____

21. 19. Have you ever started or been involved in a business activity?

Marca solo un óvalo.

- Yes
- No
- I don't know

22. 20. If yes, which type of a activity?

Marca solo un óvalo.

- Family business
- Supporting a business in your community
- Training to become an entrepreneur
- Otro: _____

23. 21. Do you think your school/university currently provides the required tools and assessment to become an entrepreneur?

Marca solo un óvalo.

- Yes
- No
- I don't know

Challenges and opportunity

24. 22. What do you think are the main difficulties to set up a business in your country?

Marca solo un óvalo por fila.

	Not at all important	Slightly important	Important	Fairly important	Very important
Limited access to funding and capital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of business skills and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited market opportunities and competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate support and mentorship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited access to technology and digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental or sustainability challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of government support and policies for entrepreneurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. 23. Other (please specify)

26. 24. How can the education system better support aspiring entrepreneurs in your community?

Marca solo un óvalo por fila.

	Not at all important	Slightly important	Important	Fairly important	Very important
Incorporating entrepreneurship education and training programs in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to business incubators, mentorship programs, and networking opportunities for aspiring entrepreneurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering practical business skills training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging creativity, critical thinking, and problem-solving skills through entrepreneurship education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting collaboration and teamwork skills among students to foster an entrepreneurial mindset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**aspiring
entrepreneurs
with successful
local
entrepreneurs as
role models and
mentors**

**Offering support
and resources
for business
ideas**

**Creating
partnerships
with local
businesses to
provide real-
world
experiences and
opportunities for
aspiring
entrepreneurs**

**Providing
opportunities for
hands-on
experience,
internships, and
apprenticeships
with local
businesses and
startups**

27. 25. Other (please specify)

28. 26. Could you identify a person in your educational institution that would support you to set up a business?

Marca solo un óvalo.

- A teacher
- Another member of the staff
- I don't know
- Otro: _____

29. 27. From 1-low to 5-high, how useful would an organization -within your educational centre- with staff who can support students in setting up a business idea (such as creating a startup) be?

Marca solo un óvalo.

Low

1

2

3

4

5

High

30. 28. Would you like to learn more about entrepreneurship and setting up a business ?

Marca solo un óvalo.

Yes

No

I don't know

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SURVEY ON ENTREPRENEURIAL SKILLS FOR TEACHERS/TRAINERS

This survey is part of the Smart Step project.

It aims to analyze the entrepreneurial skills of teachers/trainers and the training program of VET schools in Ghana and Cameroon. This survey will identify areas for improvement in the field of entrepreneurship and will support the creation of effective modules and training for students, teachers, and trainers in these countries.

This will only take 5 minutes to complete.

1. 1. Name of the school

2. 2. Role/Position

3. 3. Gender

Marca solo un óvalo.

Male

Female

Rather not to say

4. 4. Age

Marca solo un óvalo.

<20

20-30

31-40

41-50

>50

5. 5. Country

Marca solo un óvalo.

Ghana

Cameroon

6. 6. Experience in this field (years)

Marca solo un óvalo.

<1

1 - 5

5 - 10

10+

7. 7. Education

Marca solo un óvalo.

- No formal education
- Primary education (elementary school)
- Secondary education (high school)
- Vocational/technical education
- Bachelor's degree
- Doctorate/Ph.D.
- Otro: _____

Training and Education

8. 8. Are there any multidisciplinary activities related to entrepreneurship currently being developed in your school?

Marca solo un óvalo.

- Yes
- No
- I don't know

9. 9. If yes, please indicate which activities are currently being developed

10. 10. Have you received any formal training or education in entrepreneurship, either before or during your employment at your TVET centre?

Marca solo un óvalo.

- Yes
- No
- I don't know

11. 11. How often do you attend entrepreneurship trainings, workshops or seminars?

Marca solo un óvalo.

- Never
-
- 1
-
- 2
-
- 3
-
- 4
-
- 5
-
- Constantly
-

12. 12. How many employees are working as mentors in the entrepreneur field in your school?

Marca solo un óvalo.

None

1-3

4-6

7+

13. 13. Is there currently any training in innovation & entrepreneurship in your centre?

Marca solo un óvalo.

Yes

No

Maybe

14. 14. If yes, please describe it

15. 15. If not, which training would you have in your school?

Entrepreneurial skills

16. 16. How would you rate your level of entrepreneurial skills?

Marca solo un óvalo.

Very poor

1

=====

2

=====

3

=====

4

=====

5

Very good

17. 17. Have you ever owned your own business?

Marca solo un óvalo.

Yes

No

Maybe

18. 18. What barriers have you encountered in accessing entrepreneurship education and training opportunities?

Selecciona todos los que correspondan.

- Lack of funding
- Limited availability or accessibility of programs
- Lack of information or awareness
- Difficulty finding relevant resources
- Time constraints or scheduling conflicts
- Language barriers
- Institutional or organizational barriers
- Otro: _____

19. 19. What specific entrepreneurial skills do you think you have? (you can select more than one)

Selecciona todos los que correspondan.

- None
- Leadership
- Risk management
- Financial management
- Marketing and sales
- Networking
- Problem-solving
- Time Management
- Communication
- Planning and organization
- Otro: _____

20. 20. How do you incorporate it into your teaching practice?

Selecciona todos los que correspondan.

- I do not include it in my teaching practice
- Planning and organizing classroom activities
- Encouraging students to come up with new ideas
- Teaching students about finances
- Discussing marketing and sales
- Helping students network and collaborate
- Assigning problem-solving tasks
- Teaching time management skills
- Supporting student entrepreneurial projects
- Otro: _____

Teaching aspects

21. 21. What type of training or methodology do you think is important to support your students in learning entrepreneurial skills?

Selecciona todos los que correspondan.

- Online classes
- Practical workshops
- Mentoring programs
- Business simulation
- Entrepreneurship competitions
- Practical hands-on projects
- Networking events with entrepreneurs
- Learning about case of studies of successful entrepreneurial ventures
- Self-paced learning modules
- Otro: _____

22. 22. What aspects can make it difficult to integrate methodologies and training suitable for entrepreneurial learning?

Selecciona todos los que correspondan.

- Lack of funding
- Limited availability of qualified trainers
- Insufficient resources or materials
- Resistance to change
- Cultural or societal barriers
- Lack of awareness or understanding
- Challenges in adapting to different learning styles
- Lack of support or engagement from stakeholders
- Difficulty in aligning with curriculum or educational standards
- Lack of IT resources
- Otro: _____

Support resources

23. 23. What kind of support and resources do you need to enhance your entrepreneurial skills and better incorporate them into your teaching?

Selecciona todos los que correspondan.

- Mentorship
- Funding or financial resources
- Networking opportunities and connections
- Training workshop for developing entrepreneurial skills
- Business development resources (e.g. planning templates, market research)
- Legal/regulatory support
- Technology/digital resources
- Co-working spaces/facilities
- Business coaching/consulting
- Market research/industry data
- Training programs on entrepreneurship
- Otro: _____

Conclusion

24. 24. How do you think entrepreneurship education can contribute to the success of TVET graduates in the workforce?

Marca solo un óvalo.

Not at all

1

2

3

4

5

Very much

25. 25. How do you think TVET education could be better connected to the labor market in the future, from your prospective?

26. 26. Would you like to receive the results of this study?

Marca solo un óvalo.

Yes

No

I don't know

27. 27. Would you like to be engaged in a training program in entrepreneurship?

Marca solo un óvalo.

Yes

No

I don't know

28. 28. If so, leave your email to be involved in the training program that will be developed during the project

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SURVEY FOR ENTREPRENEURS

This survey is part of the Smart Step project.

This survey aims to analyze the role of regional or national companies and/or entrepreneurs in the entrepreneurial ecosystems of Ghana and Cameroon. The survey will aim to understand the mismatch between the educational approach and labor market needs in these African countries. It will also identify ways to support young entrepreneurs, the challenges they face in connecting with the educational system in these countries, and the types of approach that can be used.

This will only take 5 minutes to complete.

clarabadenes@asociacionmundus.com [Cambiar de cuenta](#)

 No compartido



1. Gender

- Male
- Female
- Prefer not to say

2. Age

- <20
- 20-30
- 31-40
- 41-50
- >50



3. Country

- Ghana
- Cameroon

4. Education

- None
- No formal education
- Primary education (elementary school)
- Secondary education (high school)
- Vocational/technical education
- Bachelor's degree
- Master's degree
- Doctorate/Ph.D
- Otro:

5. Name of organization/company/entity

Tu respuesta

6. Role/job position

Tu respuesta



7. Experience in this field (years)

- <5
- 5-10
- 10-15
- 15-20
- >20

8. What type of business are you involved in or manage?

- Start-up
- SME
- Cooperative
- Social business
- Family business
- Private company
- Public company
- Joint venture
- Otro:

9. What does your company do?

Tu respuesta



10. How long has your business been operating? (years)

- <1
- 2-5
- 5-10
- >10

11. How long did it take you to start your business? (years)

- <1
- 2-3
- 3-5
- >5

12. Why did you decide to start your business?

- Lack of opportunities in the labour market
- Personal self-realization
- Earn more money
- Maintain a family business
- Transforming my interests into business
- Otro:



13. In economic terms, what kind of support did you receive to start your business?

- My own financial resources
- Public funds
- Financial institutions
- Private loan
- Otro:

14. In terms of skills and competencies, which ones have been useful for starting your business?

- Market analysis
- Analysis of the competitors
- Management and planning
- Financial management
- Problem solving
- Sales and customers service
- Otro:

15. What kind of support is missing in your country to people who want to start a new business?

Tu respuesta



16. In your opinion, what are the main obstacles in your country to create a business? (you can select more than one)

- Lack of funding
- Tax burdens
- Uncertainty of risk
- Financial cost of funding
- Complexity of administrative procedures
- Lack of information
- Unfavorable economic conditions
- Otro:

17. Did you receive some training on how to develop your business idea?

- Yes
- No

18. If yes, what type of training or support did you receive?

- Online classes
- Workshops
- Mentoring program/coaching
- Business simulation
- Entrepreneurship competition
- Other type of course
- Otro:



19. In which areas do you feel the need to update your knowledge?

- Marketing and sales
- Management
- IT and technological innovation
- Accounting
- Research and development
- Staff management
- Communication
- Problem solving
- Otro:

20. Have you ever collaborated with TVET institutions or graduates in the past?

- Yes
- No
- I don't know

22. If yes, how many students from vocational education and training (VET) programs had you hosted in your company in the last year?

- None
- 1-3
- 3-6
- 6-10
- >10



23. How can TVET institutions and graduates better connect with businesses like yours to improve their chances of success?

- Establishing schools and industries partnership
- Internship and apprenticeship
- Hosting jobs fairs
- Offering industry-specific training
- Organizing workshops on specific topics
- Through the Job Service Office
- Otro:

24. In your opinion, could a EU-Africa cooperation make the learning process on entrepreneurship easier in your country?

- Yes
- No
- I don't know

25. Would you be available to participate in thematic meetings on entrepreneurship with students and teachers?

- Yes
- No

26. If yes, please provide your email to keep you informed and involved in future project activities

Tu respuesta

