



Small Business Act for Europe

## **Human Capital Indicators**

### **Dimension 1 and Dimension 8/a**

*Eastern Partner region*

## Policy Framework for Lifelong Entrepreneurial Learning

<b>Indicator 1.1</b>	<b>Policy Partnership</b>
<b>Rationale</b>	<i>Efficiency and effectiveness in lifelong entrepreneurial learning requires policy coherence between the stakeholders involved.</i>
<b>Objective</b>	<i>Government, private sector and civic-interest groups work in partnership to develop lifelong entrepreneurial learning.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• No structured cooperation between public, private and non-governmental sectors on lifelong entrepreneurial learning.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• An evolving national dialogue with view to structured cooperation between public, private and non-governmental sectors on lifelong entrepreneurial learning.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A national partnership has been formalised between public, private and non-governmental sectors to promote lifelong entrepreneurial learning and gives particular attention to entrepreneurship as a key competence.</li> <li>• Leadership for the partnership is clearly assigned to one state institution.</li> <li>• The partnership has an agreed action plan.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• State funds ensure sustainable contribution of the lifelong entrepreneurial learning partnership to national developments.</li> <li>• Evidence that activities within the partnership's action plan are being implemented.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• An entrepreneurial learning partnership provides recommendations on national strategies (e.g. national development plan, education, employment, SME, R&amp;D strategies).</li> <li>• Evidence that the partnership's recommendations have been incorporated into wider national strategies.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Policy Framework for Lifelong Entrepreneurial Learning

<b>Indicator 1.2</b>	<b>Policy Development Process</b>
<b>Rationale</b>	<i>A sequencing of lifelong entrepreneurial learning across all levels and all forms of education and training requires a range of complementary and inter-dependent policy instruments.</i>
<b>Objective</b>	<i>Each Eastern Partner country establishes lifelong entrepreneurial learning policy instruments for curriculum, teacher training and school governance.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• No evidence of policy guidance available for the education and training sector on lifelong entrepreneurial learning.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Lifelong entrepreneurial learning is recognised as a developing feature within education and training policy instruments.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A national development plan identifies lifelong entrepreneurial learning as a national priority.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Lifelong entrepreneurial learning policy linkages are articulated within wider education, employment, SME and R&amp;D policy documents.</li> <li>• Policy instruments covering each level of formal education and training identify entrepreneurial learning as a priority development area with due reference to curriculum, teacher training and school governance.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• The entrepreneurship key competence is an integral feature of the national curriculum.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Policy Framework for Lifelong Entrepreneurial Learning

<b>Indicator 1.3</b>	<b>Monitoring and Evaluation</b>
<b>Rationale</b>	<i>Lifelong entrepreneurial policy and activities are more effective when they are systematically monitored and evaluated.</i>
<b>Objective</b>	<i>Each Eastern Partner country establishes a policy monitoring and evaluation framework for lifelong entrepreneurial learning.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• No system is in place to monitor and evaluate lifelong entrepreneurial learning activities.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Baseline data on lifelong entrepreneurial learning activities is available.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Evidence of evaluation in the reporting period of lifelong entrepreneurial learning activity for at least two levels of formal education (primary, secondary, vocational, higher) and at least one example of evaluation of non-formal entrepreneurial learning activities are available.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• An annual report is published and is available on-line detailing key developments in lifelong entrepreneurial learning in the country, including lessons learnt, and it highlights good practice.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Recommendations from monitoring and evaluation of lifelong entrepreneurial learning are integrated into further policy reforms.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Policy Framework for Lifelong Entrepreneurial Learning

<b>Indicator 1.4</b>	<b>Non-formal Learning</b>
<b>Rationale</b>	<i>Flexible learning opportunities outside formal education reinforce efforts to develop an entrepreneurial society.</i>
<b>Objective</b>	<i>Awareness and engagement of all parts of society in the promotion of entrepreneurial learning.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Examples of actions to promote non-formal entrepreneurial learning are available.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• At least two examples of cooperation agreements are available, involving public authorities, enterprise or community groups, to develop entrepreneurial spirit and skills with particular reference to children and young people.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A working group monitors non-formal entrepreneurial learning and advises on policy and practice.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Evidence of at least one annual event at national level to promote awareness on broader entrepreneurial learning (formal and non-formal) and show-casing successful projects.</li> <li>• An annual high-profile event includes national recognition or awards for non-formal entrepreneurial learning practice.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Transfer of know-how: principles or practice from at least two of the non-formal show-case projects from the previous year's annual event are integrated into other learning environments, either nationally or internationally.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Policy Framework for Lifelong Entrepreneurial Learning

<b>Indicator 1.5</b>	<b>Good Practice Exchange</b>
<b>Rationale</b>	<i>Exchange of good practice contributes to better efficiency in design and delivery of lifelong entrepreneurial learning.</i>
<b>Objective</b>	<i>Each Eastern Partner country exchanges good practice in entrepreneurial learning and makes it part of a regular policy improvement process.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no systematic exchange of good practice between lifelong entrepreneurial learning providers.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• A national network of lifelong entrepreneurial learning providers (at all levels of formal education and non-formal entrepreneurial learning) meets at least once a year to exchange good practice.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• At least two examples of adapted lifelong entrepreneurial learning good practice (domestic and/or international) are being piloted in the country.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Within the reporting period, elements of at least one domestic good practice have been transferred to another education and training environment in a neighbouring country, European Union or beyond.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Within the reporting period, at least one example of good practice has directly impacted on national policy.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Secondary Education

<b>Indicator 1.6</b>	<b>Entrepreneurship key competence in lower secondary education</b>
<b>Rationale</b>	<i>Promotion of the entrepreneurship key competence contributes to building the entrepreneurial mind set of young people.</i>
<b>Objective</b>	<i>Each country of the Eastern Partner region systematically promotes the entrepreneurship key competence in lower secondary education.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion in lower secondary education is confined to ad-hoc, school-based initiatives.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion is being piloted by the education authorities in lower secondary education.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion in lower secondary education is an integral feature of the national curriculum.</li> <li>• Evidence of in-service training for lower secondary school teachers to accommodate the demands of the national curriculum for entrepreneurship key competence.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence is included in the curriculum of at least 35% of lower secondary schools.</li> <li>• Training programmes available for lower secondary school teachers on promoting entrepreneurship as a key competence.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence is included in the school curricula of at least 70% of lower secondary schools.</li> <li>• State assessment of teacher competence for secondary education includes teacher's ability to promote the entrepreneurship key competence.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Secondary Education	
<b>Indicator 1.7</b>	<b>Entrepreneurship key competence in upper secondary education</b>
<b>Rationale</b>	<i>Promotion of the entrepreneurship key competence contributes to building the entrepreneurial mind set of young people.</i>
<b>Objective</b>	<i>Each country of the Eastern Partner region systematically promotes the entrepreneurship key competence in upper secondary education.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion in upper secondary education is confined to ad-hoc, school-based initiatives.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion is being piloted by the education authorities in upper secondary education.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence promotion in upper secondary education is an integral feature of the national curriculum.</li> <li>• Evidence of in-service teacher training for upper secondary school teachers to accommodate the demands of the national curriculum for entrepreneurship key competence.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence is included in the curriculum of at least 35% of upper secondary schools.</li> <li>• Training programmes available for upper secondary school teachers on promoting entrepreneurship as a key competence.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship key competence is included in the school curricula of at least 70% of upper secondary schools.</li> <li>• State assessment of teacher competence for secondary education includes teacher's ability to promote the entrepreneurship key competence.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Secondary Education

<b>Indicator 1.8</b>	<b>Entrepreneurial Experience for Young People</b>
<b>Rationale</b>	<i>Entrepreneurial experience develops self-confidence and 'can-do' attitude of young people critical for employability and workforce productivity.</i>
<b>Objective</b>	<i>Implementation of the 'entrepreneurial experience' recommendation of the EU2020 Entrepreneurship Action Plan</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Practical entrepreneurial experience is not available in lower or upper secondary education.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• A recognised database (or list of activities) involving the practical entrepreneurial experience for secondary school pupils is available.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Practical entrepreneurial experience is recognised as an integral feature of the national education strategy.</li> <li>• Budget is available to support the implementation of the entrepreneurial experience of secondary education pupils.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 50% of secondary school leavers (data covering academic school year prior to the SBA assessment) have engaged in a school-supported practical entrepreneurial experience.</li> <li>• In the academic school year prior to the SBA assessment, all school annual programmes include business/community contribution to the entrepreneurial experience.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• All secondary school leavers (data covering academic school year prior to the SBA assessment) have engaged in a school-supported practical entrepreneurial experience.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Vocational Education and Training

<b>Indicator 1.9</b>	<b>Entrepreneurship Promotion in Vocational Education and Training</b>
<b>Rationale</b>	<i>Entrepreneurship promotion in vocational education and training enhances employability and the potential for new venture creation by graduates of vocational schools.</i>
<b>Objective</b>	<i>A country's vocational education and training system is a direct contributor to a more entrepreneurial economy.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• No policy guidance at national level for vocational schools to develop student entrepreneurship skills and entrepreneurship career potential.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• There is evidence of individual initiatives by vocational schools to introduce programmes developing entrepreneurship skills and enhancing entrepreneurship career potential of their students.</li> <li>• National policy guidelines are available to promote entrepreneurship skills and entrepreneurship career potential of vocational students and include recommendations for tracking vocational school graduates up to 5 years following completion of vocational studies.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• At least 20% of all vocational schools have adopted the national policy guidelines for entrepreneurship skills and entrepreneurship career potential within vocational education and training.</li> <li>• National level data from vocational school graduates' tracking system is included within a least one national policy development document.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 60% of vocational schools have adopted the national policy guidelines for entrepreneurship skills and entrepreneurship career potential within vocational education and training.</li> <li>• National data from vocational schools graduate tracking system is employed for entrepreneurial learning policy monitoring/evaluation.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• All vocational schools have adopted the national policy guidelines for entrepreneurship skills and entrepreneurship career potential within vocational education and training.</li> <li>• The country's vocational education and training system is recognised internationally as a policy preference for entrepreneurship promotion.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Higher Education	
<b>Indicator 1.10</b>	<b>Good Practice in Entrepreneurial Learning in Higher Education</b>
<b>Rationale</b>	<i>Exchange of good practice on entrepreneurial learning enhances contribution of higher education to competitiveness and graduate employability.</i>
<b>Objective</b>	<i>System of exchanging good practice on life-long entrepreneurial learning is in place in higher education.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no national system of good practice exchange on entrepreneurial learning in higher education.</li> <li>• There are individual cases of good practice sharing on entrepreneurial learning in higher education.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• At least one platform (institutional or digital) for exchange of good practice on entrepreneurial learning is open to all higher education institutions at national level.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• There are examples of adoption of national and/or international good practice on entrepreneurial learning by higher education institutions.</li> <li>• At least 25% of higher education institutions participated in exchange of good practice on entrepreneurial learning in the reporting period.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Examples of good practice on entrepreneurial learning in higher education have received international recognition.</li> <li>• At least 50% of higher education institutions participated in exchange of good practice on entrepreneurial learning in the reporting period.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• At least one national good practice on entrepreneurial learning in higher education is transferred internationally.</li> <li>• At least 75% of higher education institutions participated in exchange of good practice on entrepreneurial learning in the reporting period.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Higher Education	
<b>Indicator 1.11</b>	<b>Higher education cooperation with the world of business</b>
<b>Rationale</b>	<i>Cooperation between higher education &amp; business enhances employability and contributes to innovative and competitive economies.</i>
<b>Objective</b>	<i>Each institution of higher education develops strategic cooperation with the world of business.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There are individual cases of higher education-business cooperation.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Ad hoc examples of regulations adopted to support higher education-business cooperation.</li> <li>• At least one example of higher education-business cooperation at regional and/or sectoral level.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A basic national regulatory framework to promote higher education – business cooperation is in place.</li> <li>• There are examples of higher education-business cooperation involving both technology and non-technology cooperation.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Higher education stakeholders at national level have agreed to promote higher education-business cooperation systematically.</li> <li>• At least 50% of higher education institutions have cooperation agreements with business.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• All higher education institutions have cooperation agreements with business.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Higher Education	
<b>Indicator 1.12</b>	<b>Entrepreneurial Learning in Higher Education</b>
<b>Rationale</b>	<i>Entrepreneurial learning enhances employability of third-level graduates and their contribution to a competitive economy.</i>
<b>Objective</b>	<i>Entrepreneurial learning is available across the national network of higher education institutions.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no evidence of entrepreneurial learning in higher education.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• At least two examples of different higher education institutions that promote entrepreneurship in non-business and/or non-technical faculties.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Up to 10% of higher education institutions promote entrepreneurship in non-business faculties.</li> <li>• Higher education institutions are involved in national discussions on 'cross campus' entrepreneurial learning strategy/policy.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 20% of higher education institutions apply entrepreneurial learning across all faculties (cross-campus approach).</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• At least 50% of higher education institutions apply entrepreneurial learning across all faculties (cross-campus approach).</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Women's Entrepreneurship

<b>Indicator 1.13</b>	<b>Policy support framework for women's entrepreneurship</b>
<b>Rationale</b>	<i>Effective development of women's entrepreneurship requires a comprehensive set of policies.</i>
<b>Objective</b>	<i>Women's entrepreneurship is supported by mutually reinforcing policy instruments.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>No coordinated policy support for women's entrepreneurship.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Analysis capturing key issues of women's entrepreneurship available.</li> <li>Working group at national level for development of coordinated policy framework for women's entrepreneurship.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Policy framework for women's entrepreneurship is approved.</li> <li>A coordinated action plan, with monitoring and evaluation arrangements and financial support accompany the approved policy framework for women's entrepreneurship.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Evidence that the business community and civic interest groups have responded to an annual progress report on the action plan.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Recommendations from independent evaluations have been integrated into the various parts of the policy framework.</li> <li>Details of impact of the policy framework are available on-line.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Women's Entrepreneurship

<b>Indicator 1.14</b>	<b>Institutional support for policy improvement</b>
<b>Rationale</b>	<i>Effective development of women's entrepreneurship requires an enabling regulatory and institutional support framework.</i>
<b>Objective</b>	<i>Government and stakeholders develop an enabling regulatory and institutional framework to maximise the potential of women's entrepreneurship</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Women's entrepreneurship support is subject to <i>ad hoc</i> interventions.</li> <li>• There is no institutional support framework for women's entrepreneurship.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Some statistics on women's entrepreneurship are available.</li> <li>• Example of at least one analytical report on women's entrepreneurship is available.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Systematic statistical data collection mechanism on women's entrepreneurship is operational in line with the policy framework.</li> <li>• National women's entrepreneurship stakeholders' body, with thematic working groups, has been established.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• A statistical report on women's entrepreneurship by the national statistics office is available covering the reporting period.</li> <li>• Institutional framework for women's entrepreneurship policy implementation has been established and is coordinated by the National stakeholders' body.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation system on women's entrepreneurship is in place and is fully operational.</li> <li>• A report is available which includes impact assessment of a) women's entrepreneurship policy and b) women's entrepreneurship action plan, including next step recommendations.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Women's Entrepreneurship

<b>Indicator 1.15</b>	<b>Good Practice in women's entrepreneurship</b>
<b>Rationale</b>	<i>Exchange of good practice contributes to better efficiency in design and delivery of programmes promoting women's entrepreneurship.</i>
<b>Objective</b>	<i>Each Eastern Partner country maximises the value of good practice in women's entrepreneurship in the national policy drive.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There are no examples of good practice exchange on women's entrepreneurship.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Examples of women entrepreneur support agents exchanging good practice.</li> <li>• At least one example of women entrepreneur support agents using good practice for policy advocacy purposes.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A network of women entrepreneur support agents promotes good practice exchange and contributes to policy developments.</li> <li>• A good practice database on women entrepreneurship is available on-line.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• In the reporting period, at least one example of domestic good practice in women's entrepreneurship featured in Eastern Partnership and/or other international fora.</li> <li>• A dedicated platform to good practice on women's entrepreneurship is available.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• At least one example of good practice in women's entrepreneurship has directly impacted on national policy.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Women's Entrepreneurship

<b>Indicator 1.16</b>	<b>Women's Entrepreneurship Training</b>
<b>Rationale</b>	<i>Entrepreneurship training for women increases their employability and the contribution of women entrepreneurs to economic growth</i>
<b>Objective</b>	<i>Each Eastern Partner country has a national framework for training of women entrepreneurs.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Ad hoc examples of training provision for women entrepreneurs.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• A cross-stakeholder group (government, private sector, civic interest groups) addressing women's entrepreneurship discusses options for inclusion of women's entrepreneurship training within national policy.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A recognised national cross-stakeholder body on women's entrepreneurship has agreed a set of policy provisions and an action plan for women's entrepreneurship training, including budgetary allocation.</li> <li>• Within the national cross-stakeholder body on women's entrepreneurship, a thematic working group has produced a report that includes a) analysis of training needs for women's entrepreneurs, and b) analysis of training services for women's entrepreneurs.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• A training needs analysis to support women's entrepreneurship has been undertaken in the reporting period.</li> <li>• A national report on entrepreneurship, which includes women's entrepreneurship training, has been published in the reporting period.</li> <li>• At least 35% of participants in publicly-supported entrepreneurship training and mentoring are women.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• All training actions defined within an on-going Government programme on women entrepreneurship are being implemented or have been completed.</li> <li>• 50% of participants in publicly-supported entrepreneurship training and mentoring are women.</li> <li>• Data on training of women entrepreneurs is included in an annual report of the national statistics office.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

## Enterprise Skills

<b>Indicator 8.1</b>	<b>Training Needs Analysis</b>
<b>Rationale</b>	<i>Public and private investment in training is more cost-effective when training offer reflects the specific demands of the market</i>
<b>Objective</b>	<i>The establishment of a national policy and support framework to ensure a better fit between supply and demand for training in SMEs</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no policy framework for systematic training needs analysis (TNA) for SMEs.</li> <li>• There are some ad hoc TNA initiatives.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Stakeholders are in dialogue to establish a systematic TNA policy framework for the SME community.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A national TNA framework has been agreed between government, social partners and business community with particular reference to strategic economic sectors.</li> <li>• Standard data collection instruments and data management system are in place as part of a wider national TNA policy framework</li> <li>• Funding and TNA arrangements are agreed between stakeholders on conducting national TNA activities.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Evidence that national TNA is conducted at least every 2 years in at least 3 strategic sectors of the economy supported by public budget</li> <li>• TNA information includes data on woman-owned businesses and specific regions (within the national economy)</li> <li>• TNA results are publicly available at national level.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• There is evidence that TNA results are reflected in new policies developed in the area of SME skills.</li> <li>• New/existing human capital development programmes are tailored in response to the TNA results.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Enterprise Skills	
<b>Indicator 8.2</b>	<b>E-training for SMEs</b>
<b>Rationale</b>	<i>In keeping with the EU's digital and entrepreneurship policies, accessibility of e-training by SMEs enhances business performance.</i>
<b>Objective</b>	<i>Each country develops e-training services for SMEs.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no evidence of e-training available for SMEs.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Examples of e-training are available on a register of training programmes on a recognised website.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A register of training programmes is available in a specifically designed Web 2.0 platform allowing SME owners to actively communicate both between themselves and with training providers.</li> <li>• E-training tutorials are available on this platform.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 50% of SMEs using the Web 2.0 platform provided feedback on training programmes in the reporting period.</li> <li>• At least 30% of SMEs have participated in e-training programmes in the reporting period.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• In the reporting period, at least 75% of SMEs have engaged e-training.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Enterprise Skills	
<b>Indicator 8.3</b>	<b>Quality Assurance</b>
<b>Rationale</b>	<i>Enhanced quality of training ensures enterprise confidence in the training market and results in a more competent workforce.</i>
<b>Objective</b>	<i>Each country is equipped with a transparent quality assurance system for SME training</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no national policy framework for quality assurance of training services delivered to the SME community</li> <li>• Examples available of accreditation and certification of training programmes and training providers by international bodies</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• A range of ad-hoc structures and tools are being used to determine quality of training for the SME community</li> <li>• Evidence of discussion among training providers, government, and employers on developing a national quality assurance framework for SME training.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• A national policy framework for quality assurance in SME training is agreed between training providers, government and employers.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 30% of training providers are certified by national or international bodies. Database of certified training programmes/providers is publicly available.</li> <li>• Training providers' associations provide quality assurance services to their clients.</li> <li>• At least 50% of training providers are members of training provider associations.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• At least 50% of the training providers are certified by national and/or international bodies. Database of certified training programmes/providers is publicly available.</li> <li>• At least 75% of training providers are members of training provider associations.</li> <li>• Recommendations from SMEs on quality assurance are incorporated in training services.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Enterprise Skills	
Indicator 8.4	Training for Start-up Firms
Rationale	<i>Start-up training and mentoring encourages new venture creation and improves 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"> <li>• There is no official information on pre-startup and start-up training.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Discussions on-going between stakeholders on establishing official statistics on pre-start-up and start-up training.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Business register records information on pre-start-up training as well as start-up training.</li> <li>• Evidence that training for start-ups includes access to finance within the training package.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Up to 40% of the newly registered start-ups in the reporting period have participated in training.</li> <li>• Public finance to support start-up training services is available.</li> <li>• At least 10% of start-up firms have participated in publicly financed training.</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Up to 70% of the newly registered start-up firms in the reporting period have participated in training.</li> <li>• At least 20% of start-up firms have participated in publicly-financed training.</li> </ul>
Justification	
Key sources	
Next steps	

Enterprise Skills	
<b>Indicator 8.5</b>	<b>Training for Enterprise Growth</b>
<b>Rational</b>	<i>Human resource development (HRD) within SMEs contributes to competitiveness and employment.</i>
<b>Objective</b>	<i>Each Eastern Partner country makes enterprise HRD a strategic priority backed up with a financial support framework</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no information that skills for enterprise growth has been defined as policy priority for the economy.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• There is evidence of ad hoc training initiatives to support enterprise growth</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Policy framework on training for enterprise growth is agreed between relevant stakeholders</li> <li>• Financial arrangements (public/private) to support training for enterprise growth are available.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• At least 50% of SMEs operating more than 3 years have engaged training in the reporting period.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• At least 70% of SMEs operating more than 3 years have engaged training in the reporting period.</li> <li>• At least half of the above sample have shown positive patterns of growth in employment or turnover.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	

Enterprise Skills	
<b>Indicator 8.6</b>	<b>Training for internationalisation of SMEs</b>
<b>Rationale</b>	<i>Supporting SMEs in accessing international markets improves competitiveness and employment.</i>
<b>Objective</b>	<i>Enhanced knowledge of international standards and markets by enterprises operating in key economic sectors.</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• There is no evidence/information on HRD programmes related to SME internationalisation.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Ad hoc training services related to some aspects of SME internationalisation are available.</li> <li>• Information on training for internationalisation of SMEs is available.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Training on SME internalisation is an integral part of SME-related policies and includes funding arrangements.</li> <li>• Information on training programmes (including e-commerce training) and providers for SME internationalisation is publicly available.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Training modules for SME internationalisation are available on-line for enterprises operating in key economic sectors.</li> <li>• At least 20% of SMEs working in the key economic sectors have participated in training on SME internationalisation in the reporting period.</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Training modules for SME internationalisation are available on-line for all key economic sectors.</li> <li>• At least 30% of the SMEs working in the key economic sectors have participated in training for SME internationalisation in the reporting period.</li> <li>• Half of the above sample have extended their activities to international markets.</li> </ul>
<b>Justification</b>	
<b>Key sources</b>	
<b>Next steps</b>	