



*National Workshop on implementing the United Nations Economic Commission for Europe  
Strategy for Education for Sustainable Development*

**“Strengthening national capacity of Georgia in implementing the fourth priority area on ‘Entrepreneurship, employment, innovation and education for sustainable development’ of the implementation framework of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030 as a tool for green transformation and resilience”**

*30-31 October 2023, Tbilisi, Republic of Georgia  
Venue: Radisson Blu Iveria*

## **I. Background**

1. Since 2005, the member States of the United Nations Economic Commission for Europe (UNECE) are working together on implementation of the UNECE Strategy for Education for Sustainable Development (the Strategy or Strategy for ESD) as a practically applied policy instrument that would facilitate promotion of ESD in the region which highlights the importance of education in addressing social, environmental, and economic challenges facing our world.

2. The new Framework for implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030 (2030 implementation framework), adopted at the recent Third High-level meeting of Environment and Education Ministries (Nicosia, Cyprus, 5 October 2022), stressed in particular the importance of focusing on the implementation of its four priority areas/strands of policy: quality education and ESD; whole institution approach/institutions as communities of transformational learning; digital education, information and communication technology and ESD; entrepreneurship, employment, innovation and ESD, identified by the UNECE Steering Committee on ESD (Steering Committee or Committee), and on strengthening the role of youth within these strands to ensure that youth are more active in planning and integrating ESD policies and actions at the national and regional levels.

3. At the 70<sup>th</sup> session of the Commission, the new 2030 implementation framework was recognized as a powerful tool for developing the knowledge, skills, and expertise necessary to anticipate and prepare for an uncertain future. This framework provides a platform to develop agile, yet robust policies that address the risks of poly-crisis, while leveraging opportunities for sustainable and equitable economic development in the UNECE region. The UNECE Strategy for ESD facilitates the integration of education for sustainable development into all education levels and along all sectors of society by prioritizing the implementation of the four key policy directions of its 2030 implementation framework.

4. Taking into consideration the current priorities, the UNECE Steering Committee on ESD, at its eighteenth meeting (25-26 May 2023, Geneva), supported implementation of the fourth priority area on “Entrepreneurship, employment, innovation and ESD” in Georgia, based on the request received from the government of Georgia – the Ministry of Education and Science, asking to assist in building its capacity for implementing the Strategy on the national level and particularly for implementing the fourth strand of the 2030 implementation framework.

5. Based on the Steering Committee’s decision, the secretariat prepared a project proposal which has received funding from the ECE Regular Program for Technical Cooperation (RPTC) supported by the earmarked donor contribution of Switzerland. The project aims to enhance the capacity of Georgia in implementing the fourth priority area of the 2030 implementation framework of the Strategy. Specifically, it aims to encourage all UNECE member States to use education for sustainable development for stimulating entrepreneurial and innovative mindsets among learners in order to accelerate transformations towards sustainable development and increase the employability of youth in existing or emerging new jobs, as well as address disparities related to technological advances, and contribute to a sustainable, fair and resilient future.

6. By following the workplan for the implementation of the UNECE Strategy for ESD from 2021 to 2025, the recipient country will be able to identify relevant stakeholders, investigate the readiness of selected educational institutions for using ESD for developing required entrepreneurial skills, enhance ESD synergies with the ECE region, national and local initiatives and bodies (including Sustainable Development Goal accelerator hubs) and exchange good practices within the ECE region. Furthermore, the project aims to identify existing funding mechanisms to support networking of ESD settings with other stakeholders and local communities, to develop and strengthen an ecosystem of champions agile in employability, entrepreneurship and innovation, which could then widely diffuse its know-how in the region and beyond.

7. Finally, the project aims to share the gained experience among the selected countries of the UNECE region with the view to initiating a successful implementation of the priority area of the Strategy’s implementation framework in focus.

8. The overall objective of the project is to develop actions aiming at implementing the fourth strand (or priority area) – “Entrepreneurship, employment, innovation and ESD” of the implementation framework of UNECE Strategy for ESD from 2021 to 2030. The final outputs within this strand are to provide a guiding framework for 21st century competences for innovation and entrepreneurship and to develop a toolkit with functional educational approaches that support the required skills for the development of entrepreneurship, employability and innovation especially for youth, as outlined in the workplan for the implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2025” adopted at the 18th meeting of the Steering Committee (Geneva, 25-26 May 2023).

9. Considering the above background information and the overall objectives of the project, UNECE, in cooperation with the Ministry of Education and Science of Georgia and its Skills Agency and with the assistance of the UNDP Office in Tbilisi, who helped with the logistical organization of the workshop, organized a two-day capacity building workshop in Georgia under the title “Strengthening national capacity of Georgia in implementing the fourth priority area on ‘Entrepreneurship, employment, innovation and education for sustainable development’ of the implementation framework of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030 as a tool for green transformation and resilience”. The workshop contributed to the implementation of the current workplan of the Strategy, which highlights the importance of workshops on ESD for ensuring experience sharing and promoting ESD on the national agenda, but also in strengthening sub-regional cooperation and networking, partnerships and experience/knowledge sharing at the subregional level.

## **II. Workshop objectives and expectations of the participants**

10. The overall goal of the workshop was to enhance the capacity of Georgia in implementing the fourth priority area of the implementation framework of the UNECE Strategy for Education for Sustainable Development on “Entrepreneurship, employment, innovation and education for sustainable development”.

11. The workshop was focused on the following main objectives:

- To analyze the current situation in Georgia regarding the extent to which the entrepreneurship education includes sustainability principles;

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- To identify relevant stakeholders and existing challenges;
  - To investigate the readiness of selected educational institutions for using ESD for developing required framework of educator competences and entrepreneurial skills for learners;
  - To share gained experiences from EU, ECE and other countries;
  - To develop problem-solving recommendations and draft the elements of the national action plan for the implementation of the priority area in focus in Georgia.
12. **The expectations** of the workshop participants were focused on the following:
- To gain a comprehensive understanding of the aims and approaches promoted by the UNECE Strategy for ESD implementation framework, with a particular focus on the fourth priority area on “Entrepreneurship, employment, innovation and education for sustainable development”;
  - To become familiar with best practices of the UNECE region in integrating ESD principles in policies and curricular, supporting entrepreneurship and innovation, and approaches to foster employability, focusing on education levels where entrepreneurship may be taught;
  - To assess the state and readiness of educational institutions in Georgia to align entrepreneurship education with sustainability principles;
  - To improve understanding of the role of cooperation of different stakeholders - educational institutions, businesses and communities with the purpose of promoting entrepreneurship for sustainability.

### **III. Methodology, sequence of the workshop and survey findings**

13. The workshop was held on 30-31 October 2023 in Tbilisi, Georgia (Venue: Hotel Radisson Blu Iveria). It was organized in cooperation with the Ministry of Education and Science of Georgia and its Skills Agency, with the assistance of the UNDP Office in Tbilisi, who helped with organizing the logistics of the workshop. The workshop was attended by 36 participants, representing the following national and international organizations and institutions: The Ministry of Education and Science of Georgia (MoES), the Skills Agency, Georgia’s Innovation and Technology Agency (GITA), Chamber of Commerce of Georgia, national and private educational institutions and educators from all levels of Georgian education system, as well as international experts from Austria, Cyprus and Switzerland (see the list of participants in Annex 2).

14. The framework of the workshop (see the programme of the workshop in Annex 1) was elaborated based on the above outlined workshop objectives and feasibility study of the national situation prepared by the local consultant Dr. Manana Ratiani titled “Strengthening the national capacity of Georgia in implementation the fourth priority area on “Entrepreneurship, employment, innovation and education for sustainable development”. The study was drafted on the basis of the survey of stakeholders which was conducted through the questionnaire, distributed and analyzed before the workshop.

15. The agenda consisted of diverse activities such as presentations by the international and local stakeholders, panel and interactive discussions and group work.

16. **At the first day**, the workshop was opened by the representatives of the host country - Mr. Kakha Khandolishvili, Head of International Relations and Strategic Development Department, Ministry of Education and Science of Georgia and Ms. Tamar Kitiashvili, Director of Skills Agency who highlighted the importance of considering the role of ESD in orienting entrepreneurship education towards sustainability.

17. On behalf of UNECE, participants were welcomed by the representative of the secretariat Ms. Nona Iliukhina and Dr. Aravella Zachariou, Head of Unit of Education for Environment and Sustainable Development, Ministry of Education, Sport and Youth of Cyprus and Chair of UNECE Steering Committee on ESD. On behalf of Swiss Government

(partner donor) spoke Dr. Frederic Berthoud, Head of Unit Cooperation in Education and in Professional Qualifications, State Secretariat for Education, Research and Innovation SERI.

18. After that, Dr. Aravella Zachariou and Ms. Nona Iliukhina made presentations about the Main Conceptual Provisions of the UNECE Strategy for Education for Sustainable Development and its implementation framework 2021-2030 and the Main objectives and expected outputs of the Workshop. The Head of Strategic Planning and International Research Department (MoES) shared the vision of the Ministry, while the Head of Skills Agency spoke about entrepreneurial ecosystem development and challenges of Georgia at all levels of education system.

19. It is vital to mention a contribution from the international experts and local government representatives. They shared their experience on the implementation of the Strategy's priority area on "Entrepreneurship and ESD" from various countries' perspective:

- Prof. Johannes LINDNER (University Teacher College Vienna/Krems, Founder and Chairman IFTE - Initiative for Teaching Entrepreneurship (NGO)) made a presentation about *Ways to strengthen Youth Entrepreneurship in the Education System for a Sustainable future – Sharing International experiences and inspiration for Georgia*.
- Dr. Leandro BITETTI (Head of Master of Science in Business Administration with Major in Innovation Management, Competence Centre for Management and Entrepreneurship, University of Applied Sciences and Arts of Southern Switzerland) spoke about importance of *Entrepreneurial Thinking and Acting at Swiss vocational schools: Strengthening sustainability and critical thinking*.
- Mr. Ralph HEINRICH (Secretary, UNECE Committee on Innovation, Competitiveness and Public-Private Partnerships) shared the insights from UNECE's assessment of the Georgian national innovation system about Education, innovation and entrepreneurship for sustainable development.
- Mr. Tornike Jobava (Deputy Head of GITA) conveyed information about how Georgian government supports Innovative Entrepreneurship Environment.

20. The first day of the workshop was finalized by General Education representatives who shared fact-based experience how they integrated entrepreneurial informal activities in school lives.

21. The second day of the workshop was devoted to interactive activities including group discussion about:

- The Readiness of Educational Institutions to Integrate Entrepreneurship Education Aligned with Sustainability Principles;
- Brainstorming on Actionable Recommendations for Integrating Entrepreneurial Education and Sustainability into Educational Institutions.

22. Ms. Teona Gelbakhiani from Skills Agency presented interesting insights about Entrepreneurial Ecosystem Development of Georgia.

23. The foremost topic of the workshop was presented by Dr. Manana Ratiani who shared the insights of the survey results "Entrepreneurship, employment, innovation and education for sustainable development", Georgian Context (Annex 3). The survey of stakeholders was conducted through the questionnaire (see in Annex 3) electronically distributed to the participants. The responses were analyzed before the workshop providing the basis for drafting the programme/agenda of the workshop. The survey delved into the integration of the sustainability principles into the entrepreneurship education and its competences, addressing the crucial need to equip learners with adaptable skills to navigate the swiftly evolving global landscape. Entrepreneurship competences encompass a multifaceted array of skills, knowledge, attitudes, and behaviors that empower individuals to think innovatively, solve intricate problems, and embrace a proactive approach to business and life.

24. For the survey to gain insights into the landscape of entrepreneurial education, Manana Ratiani engaged with representatives from the Ministry of Education and Science of Georgia:

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**General Education:**

- The Early Childhood and General Education Department's position on the status of entrepreneurial education

**Vocational Education:**

- the Ministry of Education and Science. The Vocational Education Department's position on the status of entrepreneurial education in vocational education institutions

**High education:**

- The Higher Education Department's position on the status of entrepreneurial education in higher education institutions

25. It is worth mentioning interactive discussion which was moderated by representative of Skills Agency and Chamber of Commerce. The topic covered:

- The Role of Collaboration Between Educational Institutions, Businesses and Communities in Promoting Entrepreneurship and Sustainability;
- How to Establish and Strengthen Partnerships for a Greater Impact.

26. The participants actively expressed the challenges they face while collaborating with educational institutions, business sector and local communities.

27. The interactive discussion was followed by the group work. The groups were divided according the three education levels in focus: higher education institutions, VET institutions and general institutions. The goal of group work was to elaborate practical recommendations for embedding entrepreneurial education aligned with sustainability principles.

28. The national workshop was summarized by the moderator who outlined the importance of the fourth priority area of UNECE strategy on Entrepreneurship and ESD, emphasized the gaps and issues regarding current situation in Georgia and epitomized recommendations from international consultants and workshop participants.

29. At the end of the workshop the participants received certificates of attendance from the representative of UNECE secretariat for the Strategy for Education for Sustainable Development.

**Survey findings**

30. The key findings emphasize the importance of entrepreneurship competences in preparing individuals for a future characterized by innovation and the dynamic nature of work. Notably, these findings highlight that well-integrated entrepreneurship education cultivates not only potential business founders but also equips all learners with skills for problem-solving, critical thinking, innovation, collaboration, adaptability, and an awareness of sustainability principles for better employability in existing or emerging new jobs, to address disparities related to economic development and technological advancement, and contribute to a sustainable, fair and resilient future.

31. The survey assesses the feasibility, benefits, challenges, and potential impact of incorporating entrepreneurship competences into educational system in Georgia highlighting the imperative role of sustainability in this context. The executive summary outlines the core objectives of the study, including the identification of critical entrepreneurship competence components, analysis of successful implementation models, and evaluation of the alignment of these competences with educational goals. The study's methodologies encompass a desk research of general education, vocational education and higher education policy, to understand the existing policies and guidelines related to entrepreneurial education at different levels of the education system, review and summarize the responses from schools, vocational institutions, and universities regarding their current efforts in implementing entrepreneurial competences to provide a comprehensive understanding of the multifaceted dimensions of entrepreneurship education, to accelerate transformations towards sustainable development; Evaluate the training needs of educators to effectively teach entrepreneurial competences. The questions cover various aspects of entrepreneurship education and support

in educational institutions, including location, students' participation in entrepreneurial activities, availability of mentorship programs, integration of entrepreneurship topics in the curriculum, and more.

32. Importantly, entrepreneurship competences are among key competences that countries are addressing, however they lack the significance of incorporating sustainability principles. By incorporating sustainability dimensions into education system, learners are equipped not only with the tools to create and innovate but also with a heightened awareness of the environmental, social, and ethical considerations that underpin responsible and sustainable business practices. This integrated approach fosters a more holistic understanding of entrepreneurship education's role in contributing positively globally.

### **Basic recommendations emanating from the survey**

33. The outcomes of the survey led to a set of recommendations for educational institutions, policymakers, and educational practitioners which emphasize the following:

- Importance of providing a supportive ecosystem that integrates entrepreneurship and sustainability competences for all levels of education;
- Analyse the existing policies related to entrepreneurial education adopted by the Ministry of Education and Science of Georgia;
- Identify any gaps or inconsistencies that may hinder the successful integration of sustainability aspect into the entrepreneurial competences;
- Propose specific policy changes or amendments that support the inclusion of ESD principles in the curricula and competences framework, supporting entrepreneurship and innovation;
- Identify gaps in existing set of entrepreneurial skills and recommend ongoing professional development opportunities for educators to keep them updated with the latest trends and methodologies in developing entrepreneurial skills.

## **IV. Workshop conclusions and recommendations**

34. The final part of the workshop was devoted to summarizing the work and developing recommendations of the workshop. The outcomes of the survey and the workshop led to a set of recommendations for educational institutions, policymakers, educational practitioners and private sector. These recommendations emphasize the importance of nurturing a supportive ecosystem that integrates entrepreneurship and sustainability competences for all levels of education. Recommendations developed are as follows:

*From the group work perspective:*

### **General Education: Recommendations**

- **Integrated Curriculum:** Implement an integrated curriculum that seamlessly incorporates entrepreneurial skills aligned with sustainability principles across various subjects, promoting practical application and comprehensive knowledge transfer.
- **Teacher Training:** Prioritize teacher training in entrepreneurial education align with sustainability principles, ensuring educators are equipped to effectively deliver entrepreneurial content. This should include training on sustainability principles and methodologies.
- **Support for Entrepreneurial Clubs:** Encourage the establishment of entrepreneurial clubs within schools to provide students with opportunities for practical skill development and innovation.

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- **Teacher Recognition:** Recognize and reward teachers for their efforts in integrating sustainable entrepreneurial education into the curriculum, motivating them to continue these initiatives.
  - **Curriculum Expansion:** Develop and expand elective subjects focusing on entrepreneurship and include real-life case studies in the curriculum to provide students with a holistic understanding of entrepreneurial concepts and sustainability.
  - **Resource and Infrastructure Enhancement:** Allocate resources and improve infrastructure to facilitate effective sustainable entrepreneurial education within schools.
  - **Collaboration:** Foster connections between schools and local industries, startups, and businesses to support students' entrepreneurial endeavors and provide them with real-world experiences. Collaboration with NGOs and International organizations to accelerate projects.
  - **Integration of Sustainability:** Promote the integration of sustainability principles into entrepreneurial education, emphasizing the importance of responsible citizenship and global development.

#### **Vocational Education: Recommendations**

- **Unified Strategy Integration:** Continue integrating entrepreneurship across vocational education levels, emphasizing a whole-institution approach to improve the teaching and application of entrepreneurial skills aligned with sustainable principles.
- **Accessibility of Resources:** Support development and allocation of educational resources on entrepreneurship, innovation and education for sustainable development.
- **Student Involvement:** Encourage active involvement of students in entrepreneurial activities align with sustainable principles, competitions, and practical skills development.
- **Teacher Development:** Provide comprehensive teacher training in entrepreneurship and sustainability, ensuring educators are well-prepared to deliver entrepreneurial education. Strengthen sectoral network of teachers with providing relevant capacity building activities aligned with sustainable principles.
- **Curriculum Enhancement:** Expand entrepreneurship courses and sustainability subjects within vocational education programs to provide students with a range of options for skill development.
- **VET Institutions' Management Development:** provide professional development activities to VET institutions' administration to build capacities on entrepreneurial education aligned with sustainable principles.
- **Industry Partnerships:** Strengthen connections between vocational institutions and local industries, startups, and businesses to enhance students' entrepreneurial experiences.
- **Integration of Sustainability:** Integrate sustainability principles into vocational programs, emphasizing the importance of environmental basics and responsible citizenship.

#### **Higher Education: Recommendations**

- **Comprehensive Emphasis:** Develop and implement regulatory documents that emphasize the cultivation of entrepreneurial competences within higher education, ensuring that specific actionable measures are in place.
- **Revise Programs:** Integrate subjects on entrepreneurship and innovation in universities' educational curriculum aligned with sustainable principles.
- **Collaborative Initiatives:** Continue and expand pivotal initiatives.
- **Student Involvement:** Encourage student participation in entrepreneurial activities and ensure that both genders have equal opportunities for engagement. Strengthen and

support youth initiatives targeting positive sustainable change in educational institutions and local communities.

- **Professional Development:** Provide ongoing professional development opportunities for university faculty to stay updated on best practices in entrepreneurial education and sustainability principles.
- **Infrastructure and Support:** Ensure that universities have the necessary infrastructure and resources to support student initiatives, including funds, space, and legal support for developing startups and businesses.
- **Industry and Alumni Connections:** Strengthen connections between universities and industries, startups, and social enterprises, businesses to enhance students' opportunities in entrepreneurship. Utilize alumni networks for mentorship and support.
- **Feedback and Impact Measurement:** Implement feedback mechanisms and impact measurement tools to assess the effectiveness of entrepreneurial education programs in cultivating entrepreneurial competences and sustainability principles.

#### **Policy recommendations:**

- **Stakeholder Advisory Board:** Establish a board of stakeholders who would work together to develop and support innovative ecosystem of entrepreneurship education aligned with sustainability principles. The board should consist of the Ministry of Education and Science of Georgia, the Ministry of Economy and Sustainable Development of Georgia, Public and private Educational Institutions and public and private business sectors and/or other.
- **Strategy and Action Plan on Sustainable Entrepreneurship:** Develop a strategy and corresponding action plan to address the gaps identified by educational institutions at all levels.
- **Allocation of funds for youth involvement in implementing the fourth priority area on entrepreneurship, innovation and education for sustainable development:** Support allocation of funds that will strengthen youth initiatives at all levels of educational institutions.

#### *From the International Experts' perspective:*

##### **Policy & Strategy**

- Develop an action plan for entrepreneurship education for sustainable development with clear objectives for all levels of education. The action plan should be developed with the active participation of all relevant stakeholders and include a framework with concrete measures. These measures should range from the integration of entrepreneurship education into national curricula to support for schools and teachers. The general objective is to ensure that children and young people at all levels of education can progressively acquire entrepreneurial competences within a coherent framework.
- The action plan should build on the Youth Policy Concept of Georgia (2020-2030). Chapter 4.5 "Strengthened youth entrepreneurship" calls for the promotion of entrepreneurial education. "In order to promote and boost youth entrepreneurship, it is necessary to make entrepreneurship support programmes more youth-oriented and to mainstream youth issues within the programmes. In addition, there is a need to develop new, youth-oriented, integrated approaches and programmes promoting entrepreneurship. To this end, it is important to develop a vision of a unified ecosystem that promotes self-employment and entrepreneurship.
- There is also a need to strengthen the promotion of entrepreneurial education. It is essential to enable young people to gain early entrepreneurial education and experience and to assist them in the implementation of innovative business ideas. To this end, it is recommended to develop an integrated strategy for entrepreneurship education, to introduce entrepreneurship skills at the school level, to improve the



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quality of entrepreneurship education in both vocational and higher education, to promote implementation of formal and non-formal entrepreneurship education programmes, and to implement other measures facilitating entrepreneurial activities."

- Cooperation of various ministries in the creation and support of entrepreneurship education for sustainable development, under the leadership of the responsible ministers.
- Development of specifications for the results with subsequent proper evaluation of the effects of the measures taken.
- Exchange of experience with representatives of other countries implementing an action plan for entrepreneurship education for sustainable development.
- Establish a steering group at national level in which all stakeholders concerned by entrepreneurship education can be represented (public authorities, companies, educational institutions, young people, students, etc.).
- Promote entrepreneurship education for sustainable development at regional level with the involvement of local stakeholders.
- Define indicators for the evaluation of actions in order to compare results.

### **Entrepreneurial Learning Experience for Sustainable Development**

- Promoting an entrepreneurial mindset (curiosity, creativity, independence, initiative, team spirit) starting at primary level. For this purpose, inspiration, joy of learning, small challenges, games, cartoons, children's books, in combination with festivals (e.g. Strengths Day, Mindfulness Day, Inventors' Workshop, Market Day) are to be used according to the age of the children.
- Introduction of innovative teaching methods at all levels of education (e.g. Value Challenge, Perma.teach, learning with challenges, value creation pedagogy, projects with own ideas, Entrepreneurship Week, mini-companies, student companies, encouragement pedagogy) as a basis for the development of an entrepreneurial mindset for sustainable development.
- Develop innovative curricula to expand existing teaching methods. School education should be built on curiosity and the desire to discover for oneself. Our brain "programmes" itself as we grow into it. However, not by someone constantly telling us how to do it, but by someone giving us the opportunity, encouraging and inspiring us to figure out how to do it ourselves.
- Ideas from children and young people are important, they are the shapers of sustainable society and economy. Disseminate stories of role models with their success stories about their entrepreneurial and social initiatives, especially the concept of their idea and the value it creates for themselves and others.
- Promoting initiatives by children and young people, supporting them in making connections with idea implementers and growing their own projects. Design festivals to celebrate young people's ideas (Idea Challenge, Real Market Challenge) and involve particularly committed young people in entrepreneurship camps for networking and the European Entrepreneurship Award (incl. European Climate Impact Award) and Entrepreneurship Challenge at Euroskills.
- Involving graduates and stakeholders in the actions of schools/universities e.g. for an Ideas Breakfast or Entrepreneurship Night.
- Increased elaboration of case studies used e.g. at universities. Group work on concrete cases is an efficient method as it sharpens the sense for real business issues and forces students to find solutions for real problems. For case studies to be used most effectively, they should have a local dimension and be developed in cooperation with real regional enterprises.

- As part of the evaluation of a programme to teach entrepreneurial mindsets, a portfolio of one's ideas and projects for sustainable development and the award of a certificate attesting to the acquisition of these skills should be submitted.

### **Curricular anchoring**

- An integration of Entrepreneurship Education for sustainable development in the curriculum should, on the one hand, provide transversally as Value creation Pedagogy with an assignment to teaching subjects - it is something for many teachers, as it wants to strengthen the joy of discovery and the desire to create, which we need in all areas of society - and, on the other hand, also independent teaching subjects, especially in secondary education (e.g. responsibility, project perspective, debating club).
- In Georgia, the elective subject "Principles of Entrepreneurship" for grades 10 to 12 with a project-oriented approach is offered in general education schools. In the school year 2021/2022, the subject was taught in 195 (out of 2100) schools and reached 4940 students. The elective subject "Principles of Entrepreneurship" comprises two hours per week, about 70 hours in two semesters. The subject should be anchored as a compulsory subject from year 10 to 12. This would make it possible to build up learning with projects over three years. The optional subject Mini-Enterprise (in cooperation with JA) should be further strengthened in the upper school. It should be examined whether integration into a compulsory subject from the 10th to 12th year is possible (JA is a learning programme for which a licence is required).
- Vocational schools should in future offer a company for learning purposes and develop new products or services. The special rules (Ordinance of Government of Georgia) for "determining the value of the products/services created/provided during the educational process by the state-owned VET institution and for the management of the income received from this activity" is already adopted and it is creating the legal basis for VET institutions to actually conduct the economic activity. VET institutions create specific amount of production or service during the year. Active student inclusion in this process is encouraged. The VET institutions have right to provide/create service/product, sell it and get revenue from the economic activity. This will support strengthening the financial sustainability of the VET institutions, improving their functionality, developing the learning process and finding additional resources for financing the learning process. It will improve the processes connected with the economic activity and the quality of the created product/service. In the implementation of student enterprises, attention should be paid to the involvement of young people in the development of the business idea and the management of the enterprise, so that an entrepreneurial mindset is well promoted.
- Universities should offer an awareness programme, e.g. "Changemaker", for as many students as possible in the first two semesters, in which the first semester is used to work on ideas with Design Thinking - varying according to the field of study - and a cooperation with a primary school is recommended in the second seminar. The students can directly use the skills they have learned in workshops to prepare a "market day" for sustainable development. The students would learn to lead children with joy and encouragement, i.e. it would have a double positive effect. The students support children in developing their entrepreneurial mindsets and strengthen their own self-efficacy and leadership.
- Entrepreneurship as a focus in the Master's programme and in doctoral studies. Promotion of spin-offs and projects by students through an incubator programme at the universities. Networking of incubators and professors for entrepreneurship education nationwide.
- Active forms of learning for sustainable development should be included in the curriculum. (e.g. responsibility projects, mini-company, my own project, debate club). These learning methods require learners to be able to engage and be personally involved. Teachers as learning facilitators must therefore be able to create an open environment where learners are allowed to try things out. The number of

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entrepreneurship clubs for sustainable development needs to be further expanded and teachers need to be networked.

- Encouraging young people and students, academics and researchers who have developed business models with ecological and social sensitisation to realise them in projects by providing a range of services in the institution concerned (incubators, funding, mentoring, etc.).
- Ensure that disadvantaged people have access to entrepreneurship education, especially for young people at risk of social exclusion (school and university drop-outs, refugees, etc.), this type of education can be of great benefit. It can increase the motivation of those who learn best through practical action and face difficulties in more traditional disciplines.
- Promote the implementation of pilot projects in schools and universities to test and explore different ways of teaching entrepreneurship for sustainable development. The ultimate goal is to widely disseminate the resulting best practices and encourage as many educational institutions as possible to adopt the tested methods.
- Entrepreneurial Journey. One challenge is to interlink different levels of education. In most cases, the measures are largely limited to certain levels of education; bridges are rarely built. However, a structured educational pathway has to illuminate the overall context and should be able to build on or compensate for what has already been achieved.
- Establishment of entrepreneurship education centres for sustainable development of the society and economy in teacher education. The task of these centres is to establish entrepreneurial mindset for sustainable development in teacher education in all degree programmes.

#### **Support for teachers, youth workers and trainers**

- The organisation of special training for teachers and youth workers in entrepreneurship should be considered in curricular reforms. Education authorities should explain to teachers in their own language why entrepreneurship is a key competence for all and how the related methods and activities can create more dynamism and innovation in the different courses. In recent years, there has been multiplier training here through TPDC, which should be continued, supported by the EU Delegation and GOPA. The Skills Agency has a dedicated team that wants to introduce innovative learning methods on the one hand and the entrepreneurship school concept on the other. The Youth Agency works in the field of social entrepreneurship education, it would be exciting to implement entrepreneurship summer camps and to strengthen projects in youth clubs to solve community challenges.
- Introduction of innovative learning methods in class e.g. case studies, debating club, entrepreneurship week for sustainable development, design thinking, business internship to participation of teachers in the implementation of real innovation projects. By gaining practical experience, teachers can use these teaching methods more efficiently.
- Encourage headmasters to embed Entrepreneurship Education for sustainable development in the school culture and support teachers in introducing innovative learning methods.
- Implementation through festivals "Value Challenge", "Idea Challenge" and "Debate Challenge", and in vocational education also the "Real Market Challenge".
- Strengthen entrepreneurship teacher networks to share experiences.
- Entrepreneurship Educators of the Year Award.
- Strengthening entrepreneurship for sustainable development in the school culture and at the whole school through organisational development (with the help of the ELIC - Entrepreneurial Learning Institution Canvas - of UNESCO) up to certification as an entrepreneurship school.

### **Businesses, private associations and organisations - forging links and opening up educational institutions to the outside world.**

- Create common platforms for existing programmes, projects and teaching materials to facilitate their dissemination and sharing. Use of the [www.youthstart.eu](http://www.youthstart.eu) offers for all levels of education.
- Establish entrepreneurship centres for sustainable development at the local level that support schools/universities and teachers/lecturers, establish links between educational institutions and businesses, facilitate the involvement of entrepreneurs and business people in school and university programmes, and promote awareness-raising initiatives in the local community. Businesses should see this involvement as a long-term investment as well as an important aspect of their corporate social responsibility (CSR).
- Companies should allow their employees to use at least a fraction of their working time to participate in activities in schools and universities, because the advice and guidance from people with company experience form the possibility to develop coaching offers for projects of young people.
- Develop a briefing for the educational competences of entrepreneurs and NOPs so that they can contribute more effectively to the activities in schools and universities, this could be implemented in cooperation with non-profit associations or agencies.
- Strengthen the possibility for young people to do a paid internship in a company. Possibility for teachers to do a trial internship as a training (three days). Explore the possibility of participating in the EU Young Entrepreneur Programme, which offers the opportunity to work on one's own idea in a company in an EU country.
- Develop and promote a quality mark for "entrepreneurship schools" and "entrepreneurship universities" that educational institutions can use on a voluntary basis.
- Develop or promote research programmes on entrepreneurship education for sustainable development.

### **Communication**

- Conduct awareness raising campaigns on entrepreneurship education for sustainable development in a broad sense (not only as starting a business), but as shaping the future through your own idea with value. Within the framework of the initiatives, various actions could be carried out and coordinated at national and local level (for example, Entrepreneurship Days or participation of many institutions in the framework of the GEW: Global Entrepreneurship Week).
- Organise festivals, competitions (see D4 and D6) and awards to recognise entrepreneurship education activities and programmes for sustainable development that work well.
- Georgian teams should participate in European competitions e.g. JA European Championship, Youth Start - European Entrepreneurship Award (incl. European Climate Impact Award) and Entrepreneurship Team Challenge in the framework of Euroskills.

## **V. Workshop Conclusions and Follow-up Steps**

35. The workshop held in Tbilisi achieved its objective in strengthening the national capacity of Georgia for implementing the fourth priority area on “Entrepreneurship, employment, innovation and education for sustainable development”. The workshop enabled participants to gain a comprehensive understanding of the aims and approaches promoted by the ESD 2030 implementation framework, with a particular focus on the fourth priority area. The participants gained knowledge from the perspective of the national and international experts, national and private sector representatives’ and became familiar with the considered best practices of the UNECE region in integrating ESD principles in policies and curricular,

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supporting entrepreneurship and innovation, and approaches to foster employability, focusing on education levels where entrepreneurship is taught in Georgia.

36. The participants of the workshop unanimously expressed their keen interest to participate in similar capacity building activities in the future, to be organized by the ECE Steering Committee on ESD on the national and regional/sub-regional levels within the framework of activities aimed at the implementation of the UNECE Strategy for ESD in general, and in particular at the implementation of the current 2030 implementation framework and its fourth priority area on “Entrepreneurship, employment, innovation and ESD”.

## **VI. Final remarks and acknowledgements**

37. The present national workshop was held in Tbilisi, Georgia in the framework of capacity building activities organized under the aegis of the UNECE Strategy for ESD and at the decision of the UNECE Steering Committee on ESD, following the request received from the government of Georgia. With the support of the UNECE Secretariat, the UNECE Steering Committee on ESD was mandated to monitor the implementation process of the Strategy in the region, including building the capacity of its member States in implementing the priority areas of the implementation framework in force.

38. The UNECE will continue its efforts to promote education for sustainable development in the region. By doing so, it will continue (a) to act as a hub for exchanges between its member states, (b) to strengthen its expertise in ESD and to assist member states in implementing ESD; and (c) to facilitate partnerships between experts from government agencies, education, business community and enterprises, public/civil society and international organizations.

39. The UNECE Secretariat expresses gratitude for funding, provided by the Swiss State Secretariat for Education, Research and Innovation, which made possible the organization of the workshop in conjunction with the funds allocated under the UNECE Regular Program of Technical Cooperation. Additional information is available upon request at the offices of the UNECE in Geneva.

## **VII. Workshop Satisfaction Survey**

39. After the workshop, the moderators developed a satisfactory questionnaire (see in Annex 4) which aimed to identify whether the expectations of participants have met the goal of the workshop, where there any topic which were not covered and what recommendations they would suggest for better implementation. The survey consisted of 14 questions.

40. The results are as follows: the absolute majority of participants noted that the workshop covered all topics aligned with the workshop goal. Only 9.1% underlined that topics were not important for them. More than 81% received new information about entrepreneurship and ESD. 72.8% think entrepreneurship and ESD principles are important in their professional life. 72.7% is ready to implement entrepreneurship and ESD principles in their professional life, on the other hand 27.3% is not sure. 90.9% will participate similar workshop in the future. The absolute majority noted:

- They were satisfied with the translation;
- The duration of all workshop activities was optimal;
- They were satisfied with moderators and speakers.

## Annex 1: Programme of the workshop

<b>October 30 DAY 1</b>	<b>WELCOME, SETTING THE SCENE AND EXPERIENCES</b>
09.30 – 10.00	Registration of Participants & Welcome Coffee
<i>Moderator: Dr. Manana Ratiani</i>	
10:00 -10:20	<p>On behalf of the Host country:</p> <ul style="list-style-type: none"> <li>- <b>Mr. Kakha KHANDOLISHVILI</b> – Head of International Relations and Strategic Development Department, Ministry of Education and Science of Georgia</li> <li>- <b>Ms. Tamar Kitiashvili</b> – Director of Skills Agency</li> </ul> <p>On behalf of UNECE:</p> <ul style="list-style-type: none"> <li>- <b>Ms. Nona ILIUKHINA</b> – UNECE secretariat for The Strategy for Education for Sustainable Development</li> <li>- <b>Prof. Aravella ZACHARIOU</b> – Head of Unit of Education for Environment and Sustainable Development, Ministry of Education, Sport and Youth of Cyprus and Chair of UNECE Steering Committee on ESD</li> </ul> <p>On behalf of Swiss Government (partner donor):</p> <ul style="list-style-type: none"> <li>- <b>Dr. Frederic BERTHROUD</b> – Head of Unit Cooperation in Education and in Professional Qualifications, State Secretariat for Education, Research and Innovation SERI, Switzerland</li> </ul>
<i>Moderator: Mr. Guram Sulakvelidze</i>	
10:20-10:45	<p><b>Presentation of UNECE Strategy, its Framework for Implementation 2030 and Objectives of the Workshop:</b></p> <p><i>Main Conceptual Provisions of the UNECE Strategy for Education for Sustainable Development and its implementation framework 2021-2030</i></p> <ul style="list-style-type: none"> <li>- <b>Prof. Aravella ZACHARIOU</b> - Head of Unit of Education for Environment and Sustainable Development, Ministry of Education, Sport and Youth of Cyprus and Chair of UNECE Steering Committee on ESD</li> </ul>
10:45 – 11:00	<p><i>Main objectives and expected outputs of the Workshop</i></p> <ul style="list-style-type: none"> <li>- <b>Ms. Nona ILIUKHINA</b> - UNECE secretariat for The Strategy for Education for Sustainable Development</li> </ul>
11:00 – 11:20	<p><i>Strategic vision of the education system of Georgia</i></p> <ul style="list-style-type: none"> <li>- <b>Mr. Kakha KHANDOLISHVILI</b>, Head of International Relations and Strategic Development Department</li> </ul>
11:20 – 11:40	<p><i>Skills Agency's role in development of entrepreneurship ecosystem</i></p> <ul style="list-style-type: none"> <li>- <b>Ms. Tamar Kitiashvili</b>, Director of Skills Agency</li> </ul>
11:40 – 11:50	<b>Questions &amp; Answers</b>
11:50-12:10	Coffee-break
<i>Moderator: Mr. Guram Sulakvelidze</i>	

12:10 -13:10	<p><i>Ways to strengthen Youth Entrepreneurship in the Education System for a Sustainable future – Sharing International experiences and inspiration for Georgia</i></p> <ul style="list-style-type: none"> <li>- <b>Prof. Johannes LINDNER</b> - University Teacher College Vienna/Krems, Founder and Chairman IFTE - Initiative for Teaching Entrepreneurship (NGO)</li> </ul>
13:10-13:15	<b>Q&amp;A and Discussion</b>
13:15-14:00	Lunch
<b>Introduction to Entrepreneurship, Innovation and ESD (continued)</b>	
<i>Moderator: Mr. Guram Sulakvelidze</i>	
14:00-14:30	<p><i>Entrepreneurial Thinking and Acting at Swiss vocational schools: Strengthening sustainability and critical thinking</i></p> <ul style="list-style-type: none"> <li>- <b>Dr. Leandro BITETTI</b> - Head of Master of Science in Business Administration with Major in Innovation Management, Competence Centre for Management and Entrepreneurship, University of Applied Sciences and Arts of Southern Switzerland</li> </ul>
14:30-14:50	<p><i>Education, innovation and entrepreneurship for sustainable development – insights from UNECE’s assessments of the Georgian national innovation system</i></p> <ul style="list-style-type: none"> <li>- <b>Mr. Ralph HEINRICH</b> - Secretary, UNECE Committee on Innovation, Competitiveness and Public-Private Partnerships</li> </ul>
14:50-15:10	<p><i>Supporting Innovative Entrepreneurship Environment in Georgia</i></p> <ul style="list-style-type: none"> <li>- <b>Mr. Tornike JOBAVA</b> – Georgia’s Innovation and Technology Agency (GITA)</li> </ul>
15:10 – 15:20	<b>Questions &amp; Answers</b>
15:20-15:40	Coffee Break
<b>Challenges and Achievements</b>	
<i>Moderator: Dr. Manana Ratiani</i>	
15:40-16:40	<p><b>Panel Discussion:</b></p> <p><i>Upscaling Best Practices on Successful Implementation of Entrepreneurial Education and Sustainability in an Educational Institution</i></p> <ul style="list-style-type: none"> <li>- Ms. Nana Edisherashvili – Principal of the School #8, Gori</li> <li>- Ms. Nino Psuturi – Winner of the National Teacher Prize, 2023</li> <li>- Ms. Lela Tsurtsumia – Teacher of History and Civics, Member of Teachers’ Club</li> <li>- Mr. Nugzar Sadikov – Teacher of Civics, Member of Teachers’ Club</li> </ul> <p><i>Questions &amp; Answers</i></p>
16:40-17:00	<b>Wrap-up of the day</b>
<i>Moderator: Dr. Manana Ratiani</i>	
<b>END OF DAY 1</b>	

<b>October 31 DAY 2</b>	<b>WORKING TOGETHER AND THE WAY FORWARD</b>
<b>Identifying Priorities, Challenges, and Opportunities of Sustainable Entrepreneurial Education</b>	
<i>Moderators: Mr. Guram Sulakvelidze, Dr. Manana Ratiani</i>	
10:00-10:15	<b>Brief Recap of Day 1, Key Takeaways and Introduction to Day 2</b>
10:15-11:00	<p><i>Survey results “Entrepreneurship, employment, innovation and education for sustainable development”, Georgian Context</i></p> <ul style="list-style-type: none"> <li>- <b>Dr. Manana RATIANI</b>, Director of Pre-service Education, USAID Basic Education Program, Associate</li> </ul>

	Professor, Ilia State University and Observer to UNECE Steering Committee on ESD, <i>Questions &amp; Answers</i>
11:00-11:30	<b>Whole-group Discussion:</b> <ul style="list-style-type: none"> <li>- <i>The Readiness of Educational Institutions to Integrate Entrepreneurship Education Aligned with Sustainability Principles;</i></li> <li>- <i>Brainstorming on Actionable Recommendations for Integrating Entrepreneurial Education and Sustainability into Educational Institutions.</i></li> </ul> <b>Summary of the discussion</b> by moderator
11:30-11:45	Coffee-break
<b>Identifying Priorities, Challenges, and Opportunities of Sustainable Entrepreneurial Education (continued)</b> <i>Moderator: Mr. Guram Sulakvelidze</i>	
11:45 – 12:00	Development of Entrepreneurial Ecosystem in Vocational Education <ul style="list-style-type: none"> <li>- <b>Ms. Teona Gelbakhiani</b> - Entrepreneurial Ecosystem Development Coordinator, Skills Agency</li> </ul> <i>Questions &amp; Answers</i>
12:00-13:00	<i>Moderator: Mr. Guram Sulakvelidze</i> <i>Co-moderator: Zaira Beridze</i> <b>Interactive Discussion:</b> <ul style="list-style-type: none"> <li>- <i>The Role of Collaboration Between Educational Institutions, Businesses and Communities in Promoting Entrepreneurship and Sustainability;</i></li> <li>- <i>How to Establish and Strengthen Partnerships for a Greater Impact.</i></li> </ul> <b>Summary of the discussion</b> by moderator
13:00-13:15	<b>Dr. Manana RATIANI:</b> <i>Introduction to 3 Horizon Method</i>
13:15-14:00	Lunch
<b>Elaboration of Action Plan and Recommendations for embedding Entrepreneurial Education aligned with Sustainability Principles</b> <i>Moderator: Dr. Manana Ratiani</i>	
14:00-15:30	<b>Group Work:</b> <i>Elaborating Practical Recommendations for Embedding Entrepreneurial Education Aligned with Sustainability Principles (for policy makers, for business, for institutions)</i>
15:30-16:00	Coffee-break
16:00-16:30	<b>Reporting Back from the Group Work</b>
<b>Conclusions</b> <i>Moderator: Dr. Manana Ratiani</i>	
16:30-16:45	<b>Wrap-up of the Workshop:</b> <i>Reflection on what we saw and heard</i> <ul style="list-style-type: none"> <li>- by moderator</li> </ul> <i>Recommendations for Georgia</i> <ul style="list-style-type: none"> <li>- by international guests</li> </ul>
16:45-17:00	<b>Feedback Session</b> <i>Conclusions + reflection from Host Country + Awarding Certificates</i>
<b>END OF DAY 2 and CLOSING THE WORKSHOP</b>	



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## Annex 2: List of Participants

N	First and Last Name	Representation	Phone number	Email
<b>Governmental bodies</b>				
1	Natia Gvirjishvili	Deputy Head of Vocational Education Development Department, Ministry of Education and Science of Georgia	595 01 03 12	<a href="mailto:ngvirjishvili@mes.gov.ge">ngvirjishvili@mes.gov.ge</a>
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<b>International participants: UNECE and foreign experts</b>				
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## Annex 3: Survey of stakeholders

### Introduction to the questionnaire

1. The study: “*Entrepreneurship, employment, innovation and education for sustainable development*”, *Georgian Context*, outlined the core objectives, how education for sustainable development stimulates entrepreneurial and innovative mindsets among learners in order to accelerate transformations towards sustainable development, analyze successful implementation models, and evaluation of the alignment of these competences with educational goals. The study's methodologies encompassed a desk research of general education, vocational education and higher education policy, to understand the existing policies and guidelines related to entrepreneurial education at different levels of the education system, review and summarize the responses from schools, vocational institutions, and universities regarding their current efforts in implementing entrepreneurial competences to provide a comprehensive understanding of the multifaceted dimensions of entrepreneurship education, to accelerate transformations towards sustainable development; Evaluate the training needs of educators to effectively teach entrepreneurial competences. The questions covered various aspects of entrepreneurship education and support in educational institutions, including location, students' participation in entrepreneurial activities, availability of mentorship programs, integration of entrepreneurship topics in the curriculum, and more.

2. “The Unified National Strategy of Education and Science of Georgia for 2022-2030” is a comprehensive plan adopted by the Government of Georgia to accelerate the transformation of education systems to achieve Sustainable Development Goal 4 by 2030. The strategy is based on three main pillars: Quality, Equity, and Good Governance in Education. It aims to enhance the quality and relevance of education, ensure equity, inclusion, and diversity in education, and improve governance, financing, and accountability modalities in the sector.

3. For general education, the strategy aims to improve the quality and relevance of education by developing a competency-based curriculum, improving teacher training and professional development, and introducing modern teaching methods.

4. For vocational education, the strategy aims to improve the quality and relevance of vocational education by aligning it with labor market needs and introducing modern teaching methods.

5. For higher education, the strategy aims to improve the quality and relevance of higher education by aligning national external quality assurance standards with European quality assurance standards (ESG) and introducing modern teaching methods.

6. Considering the above information, the questionns addressed to the representatives of all levels of the Georgian education system rwere developed as follows:

### General Education:

A range of student-centered and effective interactive teaching methods are employed within the curriculum, fostering comprehensive learning experiences. These methods include:

Methods/Strategies/Approaches	Rate			
	1	2	3	4
Project-based learning				
Analysis of cases				
To solve the problem				
Systematic thinking				
critical thinking				
Creative thinking				
Cooperation and group work				
A holistic approach				

Self-regulated learning				
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The Ministry's representatives identified crucial **mechanisms for strengthening** entrepreneurial education and overcoming challenges. These mechanisms are ranked on a scale of 1 to 4, where 1 represents an ineffective mechanism and 4 is the most effective mechanism:

Coping mechanisms	Rate			
	1	2	3	4
1. Update of policy documents				
2. Updating programs				
3. Integrate new courses/subjects				
4. Creation of educational resources				
5. Improving the competences of teachers/lecturers				
6. Implementation of a unified school/institutional middle school				
7. Improving the infrastructure of the school				
8. Strengthening partnerships with business and external stakeholders				
9. Strengthening international partnership				

Entrepreneurship Education in *General Education*

1. School Location
2. Number of students
3. Are there any entrepreneurship clubs?
4. Are there extracurricular activities or competitions that encourage student involvement in sustainable entrepreneurship?
5. How does the school foster an entrepreneurial mindset among students?
6. Are students' initiatives supported by school?
7. Percentage of students actively participate in sustainable entrepreneurship-related initiatives?
8. What is the percentage of the girls participated in the sustainable entrepreneurship-related initiatives?
9. Are there any prerequisites or requirements for students to join entrepreneurship programs?
10. How are entrepreneurship topics integrated into the existing curriculum?
11. Does the school offer dedicated entrepreneurship elective courses?
12. Are students exposed to real-world entrepreneurial challenges and case studies?
13. Are schools equipped with sufficient educational resources to teach entrepreneurship?
14. Are there teachers or staff members with entrepreneurial experience or expertise?
15. How knowledgeable and confident do teachers feel in teaching entrepreneurship topics?
16. Are teachers willing to take professional development courses in entrepreneurship?
17. Are there professional development opportunities provided for teachers in entrepreneurship?

18. Are there dedicated staff members or departments that support entrepreneurship initiatives?
19. How school support teachers who are taking extra working hours?
20. Does the school provide access to funding for student entrepreneurs?
21. Are there spaces or facilities available for students to work on entrepreneurial projects?
22. Does the school collaborate with local businesses, startups, or organizations to provide entrepreneurial opportunities for students?
23. Are there partnerships with social entrepreneurship-focused organization?
24. Does the school measure the success and impact of its entrepreneurial programs?
25. How, explain.
26. Does the school measure impact of students' development?
27. How, explain
28. Are there specific criteria or rubrics used to evaluate entrepreneurial projects or initiatives?
29. Does the school involve parents or the local community in supporting entrepreneurship initiatives?
30. Are there opportunities for students to collaborate with local businesses or community organizations for real-world entrepreneurial experiences?
31. Does the school actively seek feedback from students regarding their entrepreneurship programs and initiatives improvement?
32. Does the school actively seek feedback from stakeholders regarding their entrepreneurship programs and initiatives improvement?
33. Are their new initiatives for 2023-2024 academic year in sustainable entrepreneurship?
34. Can you share with an examples of successful entrepreneurial projects initiated by students?
35. Please provide any additional comments, suggestions, or recommendations related to the school's entrepreneurial competences.

## Vocational Education

The ministry representatives were asked about the training thematic areas for VET teachers. They responded as follows:

	Yes	No	If you answer is "Yes", please specify
Sustainable principles			
Thematic areas of sustainability (waste management, biodiversity, desertification, nature conservation, sustainable agriculture, air/water/soil pollution, sustainable settlements, alternative energy and etc.)			
Entrepreneurship			
Whole institutional approach			
other, please identify			

Whether quality management mechanisms (e.g., authorization) are included and updated:

	Yes	No	If your answer is "yes", please specify
Sustainable principles			
Thematic areas of sustainability (waste management, biodiversity, desertification, nature conservation, sustainable agriculture, air/water/soil pollution, sustainable settlements, alternative energy and etc.)			
Entrepreneurship			
Whole institutional approach			

The Ministry's representatives identified crucial mechanisms for strengthening entrepreneurial education and overcoming challenges. These mechanisms are ranked on a scale of 1 to 4, where 1 represents an ineffective mechanism and 4 is the most effective mechanism:

Mechanisms	Scale			
	1	2	3	4
1. Update policy regulatory documents				
2. Update programs				
3. Develop new courses				
4. Develop new resources				
5. Develop competences of academic staff				
6. Establish whole institutional approach				
7. Improve infrastructure				
8. Enhance partnership with stakeholders and business				
9. Enhance international partnership				

#### Entrepreneurship Education in *Vocational Institutions*

1. Location of the College
2. Number students in programs
3. Are there any entrepreneurship clubs in the college?
4. Does the college conduct entrepreneurship events or competitions?
5. Does the college offer mentorship or coaching programs for aspiring young entrepreneurs?
6. To what extent are students' initiatives supported by the college?
7. Percentage of students actively participate in sustainable entrepreneurship-related initiatives?
8. What is the percentage of the girls participated in the sustainable entrepreneurship-related initiatives?
9. Are there any prerequisites or requirements for students to join entrepreneurship programs?
10. How are entrepreneurship topics integrated into the existing curriculum?

11. Does the college offer dedicated entrepreneurship courses?
12. Are students exposed to real-world entrepreneurial challenges and case studies?
13. Are schools equipped with sufficient educational resources to teach entrepreneurship?
14. Are there opportunities for students to participate in internships?
15. Are there teachers or staff members with entrepreneurial experience or expertise?
16. How knowledgeable and confident do teachers feel in teaching entrepreneurship topics?
17. Are teachers willing to take professional development courses in entrepreneurship?
18. Does the college provide training or professional development opportunities for faculty in entrepreneurship?
19. Are there dedicated staff members or departments that support entrepreneurship initiatives?
20. How do the college support teachers who take extra working hours?
21. Does the college provide access to funding for student entrepreneurs?
22. Are there spaces or facilities available for students to work on entrepreneurial projects?
23. Are there partnerships or affiliations with entrepreneurship-focused organizations or institutions?
24. Does the college offer legal and business support services for student entrepreneurs?
25. Has the college established a strong relevant alumni network in the entrepreneurship ecosystem?
26. How does the college measure the success and impact of its entrepreneurial programs?
27. If you answered “yes”, tell us how
28. does the college measure the impact of students' development?
29. If you answered “yes”, tell us how.
30. Are there specific criteria or rubrics used to evaluate entrepreneurial projects or initiatives?
31. Does the college involve the local community in supporting sustainable entrepreneurship initiatives?
32. Are there opportunities for students to collaborate with local entrepreneurs or community organizations for real-world entrepreneurial experiences?
33. Does the college actively seek feedback from students regarding the improvement of entrepreneurship programs and initiatives?
34. Does the college actively seek feedback from other relevant stakeholders regarding the improvement of entrepreneurship programs and initiatives?
35. Are there any new initiatives planned for the 2023-2024 academic year in sustainable entrepreneurship?
36. Name one successful sustainable entrepreneurial project initiated by students
37. Please provide any additional comments, suggestions, or recommendations related to the college's entrepreneurial competences.



## Higher Education

### *Enhancement Mechanisms*

The Ministry's representatives identified mechanisms crucial for fortifying entrepreneurial education and surmounting prevailing challenges. These mechanisms, ranked on a scale of 1 to 4, where 1 is ineffective mechanism and 4 is the most effective mechanisms:

Mechanisms	Scale			
	1	2	3	4
1. Update policy regulatory documents				
2. Update programs				
3. Develop new courses				
4. Develop new resources				
5. Develop competences of academic staff				
6. Establish whole institutional approach				
7. Improve infrastructure				
8. Enhance partnership with stakeholders and business				
9. Enhance international partnership				

### *Entrepreneurship Education in Higher Education Institutions*

1. Indicate the region where your educational institution is located
2. The number of students in the educational institution
3. Does the educational institution have Entrepreneurial club for students?
4. Are the students' initiatives supported in the University?
5. The percentage of students who are actively involved in entrepreneurial initiatives
6. What is the participation of girls in entrepreneurial initiatives?
7. How much are the entrepreneurial development issues integrated into the program?
8. Is there a course on entrepreneurship in the educational institution?
9. How much are real-life business cases discussed in the courses?
10. Does the educational institution have the necessary educational resources for entrepreneurial education?
11. Does the educational institution have teachers with expertise and experience in entrepreneurship?
12. Do academic staff have a desire to develop their entrepreneurial competencies?
13. How does the educational institution offer trainings for academic staff to develop their entrepreneurial competencies?
14. Has the University budget allocated for students' entrepreneurial initiatives?
15. Is there a space and infrastructure allocated for students who work on entrepreneurial projects in the educational institution?
16. Does the educational institution have a connection with industries, startups, social enterprises, and businesses to develop students' opportunities in entrepreneurship?
17. Does the educational institution offer legal support for students to develop startups and start businesses?

18. Does the Educational institution have the alumni network who are entrepreneurs to develop entrepreneurial ecosystem?
19. Does the educational institution measure the impact of entrepreneurial programs on students' competencies development?
20. If your answer was "yes", how do you measure it?
21. Are there evaluation criteria to measure entrepreneurial initiatives and projects?
22. Is local community involved in sustainable entrepreneurial initiatives?
23. Do students have the opportunity to participate in local entrepreneurs' initiatives to gain real practical experience?
24. Does the educational institution regularly receive feedback from students to improve its entrepreneurial programs and initiatives?
25. Does the educational institution collect feedback from other stakeholders to improve its entrepreneurial programs and initiatives?
26. Are there new sustainable entrepreneurial initiatives planned in 2023-2024 academic year?
27. Share an example of a successful entrepreneurial project that was initiated by students
28. Please write any additional comment, suggestion, or recommendation that would help the development of entrepreneurship education in your institution.

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**Annex 4: Workshop Satisfaction Survey**      **“Strengthening national capacity of Georgia in implementing the fourth priority area on ‘Entrepreneurship, employment, innovation and education for sustainable development’ of the implementation framework of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030 as a tool for green transformation and resilience”**

You have participated in the workshop organized by UNECE and the Ministry of Education and Science of Georgia which focused on assessment of Georgia environment regard to entrepreneurship and Education of Sustainable Development. Your opinion about the workshop is vital. Therefore, trivial survey has been developed which consists of 14 questions.

Your feedback is crucial. Please, allocate 5 minutes from your time and fill the form till November 16<sup>th</sup>.

At the end of the form, please, click the “submit” button, otherwise your responses will not be reflected.

Thank you for your cooperation!

For further questions, please, refer to this email: [sulakvelidze.g@gmail.com](mailto:sulakvelidze.g@gmail.com)

1. Workshop was important for me:
  - ✓ Completely Agree
  - ✓ Agree
  - ✓ More or less agree
  - ✓ Disagree
  - ✓ Completely disagree
2. Topic discussed on the workshop met the workshop goal:
  - ✓ Completely Agree
  - ✓ Agree
  - ✓ More or less agree
  - ✓ Disagree
  - ✓ Completely disagree
3. Topics discussed on the workshop was interesting for me:
  - ✓ Completely Agree
  - ✓ Agree
  - ✓ More or less agree
  - ✓ Disagree
  - ✓ Completely disagree
4. I received new information about entrepreneurship and ESD:
  - ✓ Yes
  - ✓ No
5. How important is entrepreneurship and ESD principles in your professional life?
  - ✓ Very important
  - ✓ Important
  - ✓ More or less important
  - ✓ Unimportant
  - ✓ Very unimportant
6. Are you willing to implement entrepreneurship and ESD principles in your professional life?
  - ✓ Yes

- ✓ No
  - ✓ I do not know
  - 7. Were resources available for you during workshop?
    - ✓ Yes
    - ✓ No
  - 8. How satisfied are you with the resource translation?
    - ✓ Very satisfied
    - ✓ Satisfied
    - ✓ More or less satisfied
    - ✓ unsatisfied
    - ✓ very unsatisfied
  - 9. workshop time management was optimal
    - ✓ Completely Agree
    - ✓ Agree
    - ✓ More or less agree
    - ✓ Disagree
    - ✓ Completely disagree
  - 10. Please, evaluate the speakers (1 poor – 5 excellent)
    - ✓ 1
    - ✓ 2
    - ✓ 3
    - ✓ 4
    - ✓ 5
  - 11. Please, evaluate the moderators (1 poor – 5 excellent)
    - ✓ 1
    - ✓ 2
    - ✓ 3
    - ✓ 4
    - ✓ 5
  - 12. How satisfied are you with workshop?
    - ✓ Very satisfied
    - ✓ Satisfied
    - ✓ More or less satisfied
    - ✓ unsatisfied
    - ✓ very unsatisfied
  - 13. Are you willing to attend similar workshop in the future?
    - ✓ Yes
    - ✓ No
  - 14. Please, give your thoughts about the workshop that focuses on improvement of workshop
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