

### **Project Fiche No. 3**

#### **Regional Entrepreneurial Learning Centre**

##### **1. Basic information**

- 1.1 CRIS Number: 2009/021-373
- 1.2 Title: Regional Entrepreneurial Learning Centre
- 1.3 ELARG Statistical code: 02.20 - Enterprise and industrial policy
- 1.4 Location/Beneficiaries: Western Balkans: Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro, Serbia as well as Kosovo under UNSCR 1244/99  
Turkey

##### **Implementing arrangements:**

- 1.5 Contracting Authority (EC): European Community represented by the Commission of the European Communities on behalf of the Beneficiaries
- 1.6 Implementing Agency: Not applicable
- 1.7 Beneficiary: Ministries of Economy and Education in the Western Balkans and Turkey

##### **Financing:**

- 1.8 Overall cost (VAT excluded)<sup>1</sup>: EUR 2 000 000
- 1.9 EC contribution: EUR 1 700 000
- 1.10 Final date for contracting: 30 November 2010
- 1.11 Final date for execution of contracts: 30 November 2012
- 1.12 Final date for disbursements: 30 November 2013

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<sup>1</sup> The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated

## 2. Overall Objective and Project Purpose

### 2.1 Overall Objective

This project shall create the foundations for a more developed entrepreneurship culture across the region and foster alignment with the EU in the field of entrepreneurial learning.

### 2.2 Project purpose

The overall purpose of this project is to contribute to the implementation of the Small Business Act for Europe using the experience and the instruments developed in the application of the European Charter for Small Enterprises<sup>2</sup>, in particular the elements of entrepreneurship and education and improved skills for enterprises.

### 2.3 Link with AP/NPAA / EP/ SAA<sup>3</sup>

The Accession and European Partnerships indicate that progress in the implementation of the SME Charter is a priority across the IPA region.

### 2.4 Link with MIPD

Addressing the gaps in human skills and boosting innovation capacities, through amongst others, adequate policies and instruments promoting entrepreneurial learning have been identified as priorities under the revised IPA Multi-beneficiary Multi-annual Indicative Planning Document (MIPD) 2009-2011 (Section 2.3.2.1)<sup>4</sup> to raise the competitiveness of the Western Balkans and Turkey region in the long term.

### 2.5 Link with National Development Plan (where applicable)

Entrepreneurial learning does not, in general, feature in the national development plans of the Beneficiaries. The Beneficiaries need to determine how national learning systems can better contribute to overall economic progress. By specifically addressing entrepreneurship within the educational system, this project goes some way in encouraging the Beneficiaries as a regional group to reflect more on the contribution of education to national and regional development.

### 2.6 Link with national/ sectoral investment plans

Not applicable

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<sup>2</sup> In June 2008, the European Commission adopted the Communication: 'A Small Business Act for Europe', which is the new reference document for the SME policy in EU. The candidate countries and potential candidates should follow this document when developing their own policy. The human capital elements of the Charter are also included in the SBA, and the possibility of continuing the same process for SBA as for the Charter is under discussion.

<sup>3</sup> AP = Accession Partnership; NPAA = National Programme for the Adoption of the *Acquis* (for Candidates), National Action Plan (for Potential Candidates); EP= European Partnership; SAA = Stabilisation and Association Agreement

<sup>4</sup> C(2009)5418

### 3. Description of project

#### 3.1 Background and justification

Promoting an entrepreneurial culture is an important objective under the renewed Lisbon Strategy and is critical for the creation of jobs and growth in Europe. To develop lifelong entrepreneurial learning particular emphasis is placed on early education by the European Commission (Oslo Agenda, 2006)<sup>5</sup>. Furthermore, entrepreneurship is identified as one of the eight key competences for lifelong learning adopted in the Commission's Communication in 2006.<sup>6</sup> In the same year, the European Commission (DG Enterprise and Industry) made a number of recommendations on entrepreneurship promotion within third level education, including the need for a more transversal approach (i.e. available for all students, in all faculties) and not solely confined to the traditional areas of business studies or economics.<sup>7</sup> Finally, the re-launched Lisbon strategy encourages Member States to better anticipate evolving skills. This strategy culminated in a 2007 Education Council resolution on New Skills for New Jobs; this resolution places particular emphasis on skills gaps, weaknesses and evolving skills requirements.<sup>8</sup>

Small and Medium Sized Enterprises take an important share in economic growth both at EU27 level and in the Western Balkans and Turkey. This is why a special EU policy framework has been developed for SMEs – the European Charter for Small Enterprises - including important components with regards to entrepreneurial learning. Since 2008 this framework is replaced with a new EU policy, the "Small Business Act for Europe", which integrates and continues the work done under the Charter.

Beneficiaries, in particular the Western Balkans, have agreed to implement the European Charter for Small Enterprise<sup>9</sup> including two important components with regards to entrepreneurial learning: Dimension 1: "education and training for entrepreneurship" and Dimension 4 "availability of skills. An assessment of the Western Balkans<sup>10</sup> on a number of indicators concludes that in terms of entrepreneurship education and training, progress has been slow, with poor policy understanding of entrepreneurship as a key competence particularly within compulsory schooling and little in the way of curriculum adjustment or teacher development. It also points to the traditional scope of entrepreneurship in higher education confined to business-related education with little appreciation of the need for 'across campus' entrepreneurial learning developments. Secondly, the 2008 Charter assessment underlines poor engagement by enterprises in defining training requirements and a lack of

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<sup>5</sup> Entrepreneurship Education in Europe: Fostering entrepreneurial mindsets through education and learning. European Commission (DG Enterprise). October 2006.

<sup>6</sup> Recommendation of the European Parliament and of the Council of Ministers on key competences for lifelong learning. European Commission, 2005.

<sup>7</sup> Final report of EU expert group for "Entrepreneurship within higher Education, especially within non - business studies". European Commission, DG Enterprise and Industry. March 2008.

<sup>8</sup> New Skills for New Jobs: anticipating and matching labour market and skills needs. Communication from the Commission to the European Parliament, the Council, the European economic and Social Committee and the Committee of the Regions. COM (2008) 868/3.

<sup>9</sup> Note that to date Turkey has not participated in monitoring exercise of the European Charter for Small Enterprise. However, for the purposes of this project, the Government has requested to cooperate with fellow pre-accession countries in the activities to be supported by this project.

<sup>10</sup> A report from the 2008 assessment of the Western Balkans on the European Charter for Small Enterprise by the European Commission (DG Enterprise and Industry), European Training Foundation, OECD and EBRD will be published in April 2009.

systematic intelligence on training within the business environment, with training needs analysis mainly confined to project-driven, often donor supported activities.

Concerns around both issues (entrepreneurship education and enterprise-driven training needs analysis) were already raised in a 2007 Charter assessment.<sup>11</sup> Given the commonality of the challenges facing all participating Beneficiaries, the Croatian Ministry of Economy, Labour and Entrepreneurship took the initiative to determine the feasibility of addressing the issues in a multi-beneficiary way. The outcome of a multi-country study carried out by Eurecna Spa, on behalf of the Croatian Ministry of Economy, Labour and Entrepreneurship, was a recommendation to establish a Regional Entrepreneurial Learning Centre where issues of policy, common to all governments in the areas of entrepreneurial learning and enterprise skills, could be discussed together within a regional forum and where best practices could be systematically exchanged. The recommendations from the study, which include the establishment of regional policy and practitioner networks (e.g. teachers, curriculum developers, training providers, enterprise skills analysts), were subsequently shared amongst all governments and with the Regional Cooperation Council and European Training Foundation. This consultation engendered further discussion and improvements to the proposal for a Regional Entrepreneurial Learning Centre and on the basis of which this proposal has been drawn up. The discussions also concluded that Turkey should join the activities of the Regional Entrepreneurial Learning Centre.

### **Establishment of the Centre**

The Centre was established in February 2009. Its governance structure is as follows:

#### **Management of the Centre**

**(a) The Centre is managed by one Director and will have four staff in total including the Director's position.<sup>12</sup>**

A Director has been appointed. The Director is responsible for the development and implementation of the Centre's strategy and annual work programmes. In addition, the Director is also responsible for financial management and staff management of the Centre. The Director will report to the Steering Committee of the Centre.

#### **(b) Management Support Team**

A management support-team comprised of three Charter Co-ordinators (Croatia as a permanent support team member and two other Beneficiaries on six-monthly rotations applying the EU troika rotation principle) will, upon request of the Director, provide advice and support on technical and management issues.

#### **(c) Steering Committee of the Centre**

A Steering Committee will be established. It will include one representative nominated by the education ministry and one representative of the economy ministry (Enterprise Charter coordination office) from each of the Beneficiaries, European Commission (DG Enlargement

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<sup>11</sup> SME Policy Index 2007: report on the implementation of the European Charter for Small Enterprises in the Western Balkans. European Commission, DG Enterprise and Industry. 2007.

<sup>12</sup> Staff costs for the Centre are supported by the Croatian government.

and DG Enterprise and Industry)<sup>13</sup>, Regional Cooperation Council and the European Training Foundation. The Steering Committee will meet twice a year. The Steering Committee will approve the Centre's three year strategy, its annual work programme and progress reports. It will be chaired by the Croatian Ministry of Economy, Labour and Entrepreneurship (State Secretary for Entrepreneurship).

### 3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)

During the project period, a long-term funding plan will be developed. Beneficiaries will co-finance individual projects of particular interest to them put forward by the centre. The project has a strong cross-border impact. The involvement of the Beneficiaries will allow for exchange of experience through the creation of formal and informal networks across the region and with EU Member States in the field of entrepreneurial learning.

The emphasis given to EU policy within the Centre's activities and its reference to policy-related research, including the direct participation of pilot schools, universities and enterprise support organisations will strengthen the EU policy dimension with the regional working groups to be established across three priority areas: (i) entrepreneurship in primary education, (ii) 'cross campus' entrepreneurship promotion within third level education and (iii) enterprise-driven training needs analysis. Furthermore, given that entrepreneurship education remains an evolving policy area of the EU, the centre enables all Beneficiaries participating in its activities to be kept informed of all policy developments, including EU Member State best practices.

### 3.3 Results and measurable indicators:

#### 1. Entrepreneurship developed as a key competence in all Beneficiaries at primary school level

The outcome of this project component will contribute directly to each Beneficiary's performance on the SME Charter indicator specifically addressing entrepreneurship at primary level education (ISCED 2, generally covering school children in the age range of 11-14 years), including the definition of learning outcomes, teacher competences and curriculum adjustments. Furthermore, all Beneficiaries will have been integrated into policy/practitioner networks specifically on entrepreneurship as a key competence contributing to better understanding of the contents and implications of the EU's policy on key competences for life-long learning;

The rationale for prioritising primary over secondary level education for the initial operations of the Centre is because it is essential to start entrepreneurial learning as early as possible, since this will automatically create positive effects at secondary level education. In addition, entrepreneurial learning efforts have, to date, been focused mainly at secondary level education, rather than at primary or tertiary level. While entrepreneurship development as a key competence at secondary school level is, therefore, not a priority objective in the initial 3-year work programme, support for the Centre at secondary school level will not be excluded.

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<sup>13</sup> The European Commission's Directorate General for Education and Culture may be invited to join the Steering Committee specifically related to developments in entrepreneurship education policy, as appropriate.

## 2. Cross-campus entrepreneurship education established in pre-accession universities

The outcome of this project component will contribute directly to each Beneficiary's performance on the Charter's indicators for entrepreneurship in higher education (ISCED 5 and 6) which address both higher education policy and institutional policies (e.g. universities and other higher education establishments). Furthermore, all Beneficiaries will avail of the 2008 EU experts' recommendations for entrepreneurship in higher education;

## 3. Advisory Network for Enterprise Training established, training needs analysis methodologies provided and applied.

The outcome of this project component will contribute directly to each Beneficiary's performance on the SME Charter indicator (Dimension 4, Enterprise Skills) while prompting more direct, nationally-driven, enterprise engagement in human capital developments in the Beneficiaries. Furthermore, this sub-project will contribute to each Beneficiary's capacity for skills assessment as well as efforts to match skills to labour market needs borrowing on the European Commission's 2008 recommendations for 'New skills for new Jobs', while determining how national intelligence can be brought to the regional level for the purposes of sharing information on regional skills needs, weaknesses and opportunities.

### 3.4 Activities:

As of the signature of the Grant Agreement with the European Commission, the Centre will roll out the following activities over a period of three years:

#### Activity 1 – Develop entrepreneurship as a key competence in primary education

Under Activity 1, the Centre will carry out the following actions:

- **Intelligence:** A regional stock taking exercise on policies and actions in the area of entrepreneurship key competence development;
- **Regional Expert Group:** Establish a regional key expert group consisting of teachers, curriculum specialists, teacher trainers, enterprise HRD specialists, university entrepreneurship specialists;
- **Good practice:** Identify good practices from the region and the EU in the following fields: curriculum, teaching and learning materials, assessment tools, teacher training (initial and in-service), school-enterprise co-operation, school governance and management contributing to entrepreneurial education;
- **Curriculum and Teaching:** Develop and agree on curriculum, teaching and learning materials by regional experts for application in a regional pilot network;
- **Regional Pilot Network:** Up to four schools per Beneficiary will participate in a regional pilot network. The participants will be selected on the basis of pre-defined criteria by a regional expert team, followed by the introduction of curriculum materials, teacher training and school management/governance modules conducive to promote entrepreneurial learning;

- **Teacher Networking:** Hold virtual networking and people-to-people regional events for pilot school teachers to pool experience and improvements to materials, teaching practices and school management/governance techniques;
- **Online-information for education communities:** Make available regional, on-line, multi-lingual resources for curriculum and teaching and learning materials for the entrepreneurship key competence (in regional languages) with open access for the region's education communities;
- **Policy proposals and recommendations:** Develop the outcomes of the activities into concrete policy proposals and recommendations for further development of the entrepreneurship key competence at three levels: national, municipal and school level;
- **Charter assessment:** At the end of the initial 3-year period of the project, the regional experts will undertake peer reviews of each Beneficiary's performance on the entrepreneurship in primary education (ISCED 2) indicators, with experts peer-reviewing outside their own countries, reinforcing policy learning, networks and regional cooperation.

#### Activity 2 - Promote entrepreneurship at third level education in non-business subjects

Under Activity 2, the Centre will carry out the following actions:

- **Pilots:** Identify at least two higher education establishments (universities, polytechnics, institutes) per Beneficiary, offering ISCED 5/6 (undergraduate and post-graduate level) studies. The pilots will form part of a regional network of universities committed to developing piloting an 'across campus' promotion of entrepreneurship education. Each pilot university will involve at least two (non-business, non-economics) faculties. Pilot institutions will be selected on the basis of an open call for proposals;
- **Curriculum and teaching practice:** Two faculties within each of the participating pilot universities<sup>14</sup> will be supported in the development of entrepreneurial learning curriculum and teaching practice and enterprise cooperation;
- **Teacher network:** Develop a network of teaching staff supported within the programme with a view to establishing a regional mechanism for a more structured framework for teaching and development of academic staff on entrepreneurship education;
- **Feasibility study:** A feasibility study for development of a regional masters degree for university teaching staff on entrepreneurship education based on the model of the UK Masters programme will be administered by the Graduate Council for Entrepreneurship Education;
- **Student entrepreneurial club:** Create a regional student entrepreneurial club for those students from the participating faculties, including incentives for students to develop extra-curricula entrepreneurial activities (entrepreneurship competitions, across-institutional projects, student fairs, regional student entrepreneurship website and communication forum, a regional entrepreneurship student newsletter);

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<sup>14</sup> Up to four faculties from a single university will be considered for beneficiaries with a limited number of universities (e.g. Montenegro, Kosovo).

- **Charter assessment:** Before the end of the project, staff from the participating universities (experts) will undertake peer reviews at universities outside their own countries on indicators for entrepreneurship in higher education (ISCED 5 and 6), reinforcing knowledge and networks in entrepreneurship education as well as promoting further regional cooperation.

Activity 3 - Develop training services for the enterprise community to boost entrepreneurial skills within enterprises

Under Activity 3, the Centre will carry out the following actions:

- **Advisory framework:** A Development and Advisory Network for Enterprise Training (DANET) will be established. This will comprise of human resource experts from national employers' organisations and enterprise associations. The network will act as an advisory and coordination group for all activities within the enterprise-driven training development component of the programme and will ensure coherence with the activities across all Beneficiaries. It will specifically advise on how the project's activities will complement existing or planned developments in strategic Training Needs Analysis (TNA) supported by domestic and/or national IPA support frameworks. The network will particularly follow skills development issues which have a regional dimension e.g. labour migration.
- **Capacity building:** With technical experts to be contracted for the project, DANET will develop a professional training programme for enterprise training needs analysts to be delivered to a core group of regional TNA experts (four per Beneficiary) which will become the nucleus of a more professional enterprise-driven TNA;
- **Regional TNA toolbox:** DANET will develop upon the primary TNA stock-taking activity supported by the European Training Foundation in 2008, with a critical appraisal of all existing tools and methodologies (e.g. general enterprise questionnaires, sector-specific surveys, local/regional development studies, cluster-driven focus groups) resulting in a set of validated TNA instruments to be employed by enterprise training needs analysts from the region. This exercise will borrow on EU Member State skills intelligence developed by CEDEFOP<sup>15</sup> and address a select number of priority economic sectors common to all Beneficiaries;
- **Charter assessment:** During the life-time of the programme DANET will provide at least two progress reports to the European Commission, Regional Charter Coordinators and the Regional Cooperation Council detailing TNA system-building achievements by Beneficiary, including independent interim assessments on all indicators within the Charter's Chapter 4 (enterprise skills). The advisory network, with the TNA experts, may propose further developments in enterprise HRD indicators for consideration by the Charter Coordinators.

### 3.5 Conditionality and sequencing:

All three activities will be implemented independently but with overall monitoring and coherence in terms of impact assured by the Steering Committee. With reference to activities in the area of entrepreneurship education (primary and tertiary levels), working groups will

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<sup>15</sup> CEDEFOP is an EU agency based in Thessaloniki whose task is to advise on training developments within the 27 countries of the European Union.



ensure that project information is fed through to the competent institutions in each Beneficiary. This is to ensure that the importance of entrepreneurship education is understood as an important life-long phenomenon and consequently reflected as such within national policy documents and related strategies.

### 3.6 Linked activities

#### *3.6.1. Multi-beneficiary Programmes*

Under previous Multi-beneficiary programmes, assistance has been provided in higher education via the established Tempus programme although this has not addressed third-level entrepreneurial learning.

SME support schemes have involved a range of training and coaching services for the enterprise environment. These activities lie outside the formal learning system and are generally directly linked to micro enterprise support, turn-around management development for larger enterprise (e.g. the Turn Around Management and Business Advisory Services (TAM/BAS) initiative of EBRD) and more recently, via the European Fund for South East Europe, a regional micro-finance fund, co-financed by the European Commission, International Financial Institutions, Member States and private investors.

#### *3.6.2. National IPA Programmes*

To date, EU support specifically addressing entrepreneurial learning developments within national programmes, has focused on two Beneficiaries: Kosovo under UNSCR 1244/99 and Montenegro. Both activities, supported by the CARDS financial instrument, assisted the authorities in developing national life-long entrepreneurial learning strategies and action plans, with school-based pilot actions, or as in the case of Montenegro, a pilot action based around one municipality. Both programmes have generated policy interest and know-how and have provided a head-start for the two Beneficiaries in their performance within the human capital dimensions of the European Charter for Small Enterprises.

The **Albania** National Programme 2007 is supporting the development of an Albanian SME policy, the establishment of a business innovation and relay Centre, the development of a national competitiveness programme for SMEs and the development of an innovation and technology strategy. Direct consultancy services to SMEs are foreseen through the EBRD's TAM/BAS Programme (EUR 3 400 000).

The **Bosnia and Herzegovina** National Programme 2007 is supporting the establishment of an institutional and legal framework for regional and SME development, skills improvement of the business sector, the establishment of a national training needs analysis centre, the continuation of tailor made training schemes for SME in priority sectors and a business infrastructure project development facility. Under the same programme it is also foreseen to strengthen the links between the educational system and the needs of the economy by creating a national entrepreneurship partnership, a life long entrepreneurship strategy incorporating entrepreneurship in primary and secondary education.

Bosnia and Herzegovina will also benefit from capacity building to develop an export promotion policy, identify export sectors, and elaborate sector policies and strategies. Assistance will include training and coaching for SMEs and the organisation of trade fairs and

match-making events (EUR 5 000 000). In 2008, Bosnia and Herzegovina's National Programme foresees capacity building to five regional development agencies to support SMEs and municipalities and provide support for the development of the tourist sector (EUR 7 000 000) in particular. The activities foreseen under the Bosnia and Herzegovina programme relate and contribute directly to the proposal regional entrepreneurial learning Centre activities.

"Under the Regional Competitiveness Operational Programme 2007-2009 financed through the IPA programme in **Croatia**, the measures proposed create a coherent mix of interventions and aim to achieve higher competitiveness and balanced regional development by supporting SME growth potential and competitiveness as well as by improving economic conditions, especially in Croatia's lagging-behind regions. The OP envisages investments for: expanding and improving business-related infrastructure and accompanying services in Croatia's lagging behind regions; for the creation of a positive business climate (through the development of e-business programmes, providing business advisory services to SMEs, support the clustering initiatives, capacity building in the field of SME policy making and investment promotion) and for the technology transfer and commercialization of public sector R&D."

**Under the former Yugoslav Republic of Macedonia** National Programme 2007 the development of SMEs through direct support services from the EBRD managed TAM/BAS Programme is promoted.

Under the **Kosovo** Annual Programme 2007 institution building activities are foreseen to be implemented for the Ministry of Trade and Industry, the Investment Promotion Agency and the Patents Office. Under the same programme support to the completion of the privatisation and liquidation of socially owned enterprises (EUR 11 000 000) is foreseen.

Under the **Montenegro** National Programme 2008 assistance to the implementation of key components of the Montenegrin Government Private Sector Development Strategy 2007–2010 is foreseen. The strategy aims to foster the development of entrepreneurship and small and rural enterprises. The Programme will focus on helping Montenegrin policy makers to amend rules/laws to improve the business environment, to establish a Credit Guarantee Fund and to support existing ICT business incubators, and create new ones (EUR 1 200 000). The 2008 programme also foresees support to labour market reforms and **workforce development** (EUR 1 800 000) through institution and capacity building to encourage policy formulation, design, and monitoring of active labour market measures and to create a framework for the development of **a life-long careers guidance** and counselling service. Activities within the career guidance component will interface with and contribute to the activities of the proposed regional entrepreneurial learning Centre.

The **Serbian** National Programme 2007 focuses on providing institution building support to state bodies and investment and export promotion bodies for cluster development, supply chain development and export promotion (EUR 3 500 000). Under the National Programme 2008 it is foreseen to support the improvement of business services to SMEs and strengthen business support institutions to generate more innovation from enterprises (EUR 3 000 000).

### 3.6.3. Other Donor Assistance

Entrepreneurial learning within the formal education system is relatively underdeveloped in the pre-accession region. Among the most prominent actors in the region there is Junior Achievement, which promotes entrepreneurship and economic literacy in selected schools. Additionally, the Austrian government is supporting entrepreneurship skills development through ‘mini-company’, school-based activities. In both instances, activities are extra-curricula.

### 3.7 Lessons learned

The preparatory work of establishing the Regional Entrepreneurial Learning Centre has shown that it is essential that the governance structure of the Centre is designed to encourage active participation and engagement of the region's Beneficiaries to make the Centre a regional success. Project ownership shall be ensured through national co-financing of individual projects launched by the Centre from interested Beneficiaries. It shall also be envisaged to staff the Centre with national experts deployed to the Centre by the Beneficiaries. The possibility of setting up national entrepreneurial learning Centres, proposed by some of the governments of the region and feeding into the Regional Entrepreneurial Learning Centre, shall be explored by the Regional Entrepreneurial Learning Centre during its first three years of operation.

The Centre shall take into account assistance provided at national level in the field of entrepreneurial learning to avoid overlaps with its own projects. Levels of development in the field of entrepreneurial learning vary between Beneficiaries. Training and advice needs to be designed in a way that both accommodates and consolidates these different levels.

#### 4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING									
			TOTAL EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	% (2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
Activity 1	X		2 000 000	1 700 000	85	300 000	15		300 000			
contract 1	-	-		1 700 000								-
TOTAL IB			2 000 000	1 700 000	85	300 000	15		300 000			
TOTAL INV												
<b>TOTAL PROJECT</b>			<b>2 000 000</b>	<b>1 700 000</b>	<b>85</b>	<b>300 000</b>	<b>15</b>		300 000			

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

(2) Expressed in % of the **Total** Expenditure (column (a))

## 5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1	N/A	October 2009	December 2012

## 6. Cross cutting issues

### 6.1 Equal Opportunity

The Centre will encourage an equal participation of men and women in the trainings and other pilot projects implemented by the Centre.

### 6.2 Environment

Not applicable

### 6.3 Minorities

The Centre will take due account that minorities shall be duly addressed in the design and implementation of trainings and pilot projects.

## **ANNEXES**

- I- Logical framework matrix in standard format
- II- Amounts (in EUR) contracted and disbursed per quarter over the full duration of project
- III- Description of Institutional Framework
- IV - Reference to laws, regulations and strategic documents:
- V- Details per EC funded contract (where applicable)

## ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Programme name and number Regional Entrepreneurial Learning Centre	2009/021-373
		Contracting period expires: 30 November 2010	Disbursement period expires: 30 November 2013
		Total budget : EUR 2 000 000	IPA budget: EUR 1 700 000
<b>Overall objective</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	
This project shall create the foundations for a more developed entrepreneurship culture across the region and foster alignment with the EU in the field of entrepreneurial learning.	Increase in number of new businesses	Progress Reports	
<b>Project purpose</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
The overall purpose of this project is to contribute to the implementation of the European Charter for Small Enterprises <sup>16</sup> , in particular Dimension 1 (entrepreneurship and education) and Dimension 4 (improved skills for enterprises) of this charter.	Beneficiary progress in component I and IV of the SME Charter: entrepreneurship and education and skills for enterprises by end of 2012	SME Charter Assessments	

<sup>16</sup> In June 2008, the European Commission adopted the Communication: ‘A Small Business Act for Europe’, which is the new reference document for the SME policy in EU. The candidate countries and potential candidates should follow this document when developing their own policy. The human capital elements of the Charter are also included in the SBA, and the possibility of continuing the same process for SBA as for the Charter is under discussion.

<b>Results</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
<p>1. Entrepreneurship developed as a key competence in all Beneficiaries at primary school level</p> <p>2. Cross-campus entrepreneurship education established in pre-accession universities</p> <p>3. Advisory Network for Enterprise Training established, training needs analysis methodologies provided and applied.</p>	<p>Each Beneficiary's performance on the SME Charter indicator specifically addressing entrepreneurship at primary level education (ISCED 2) improved over a period of three years from project start.</p> <p>Each Beneficiary's performance on the SME Charter indicators for entrepreneurship in higher education (ISCED 5 and 6) improved over a period of three years from project start.</p> <p>Each Beneficiary's performance on the SME Charter indicator, Chapter 4, Enterprise Skills improved over a period of three years.</p>	<p>At the end of the three year period of the project, the regional expert group will undertake one independent assessment of each Beneficiary's performance on the SME Charter's ISCED2 indicators</p> <p>At the end of the three year period of the project, staff from the participating universities (experts) will provide one independent assessment of each Beneficiary's performance on the Charter indicators for entrepreneurship in higher education (ISCED 5 and 6)</p> <p>DANET will provide at least two progress reports to the European Commission and Regional SME Charter Coordinators detailing TNA system building achievements by Beneficiary, including independent interim assessments on all indicators within the Charter's Chapter 4 (enterprise skills).</p>	
<b>Activities</b>	<b>Means</b>	<b>Costs</b>	<b>Assumptions</b>
<p>Activity 1 -- Develop entrepreneurship as a key competence in primary education</p> <p>-Carry out a regional stock taking exercise on policies and actions in the area of entrepreneurship key competence development</p> <p>-Establish a Regional Expert Group consisting of</p>	<p>Grant to the Regional Entrepreneurial Learning Centre</p> <p>Centre staff</p> <p>Experts detached from</p>	<p><b>EUR 1 700 000</b></p>	<p>Materials and information provided by Beneficiaries</p> <p>Staffing provided by Beneficiaries</p> <p>Interest of primary schools and universities to participate in the</p>

<sup>17</sup> Up to four faculties from a single university will be considered for countries with a limited number of universities (e.g. Montenegro, Kosovo).



<p>teachers, curriculum specialists, teacher trainers</p> <ul style="list-style-type: none"> <li>- Identification of good practices from the region and the EU</li> <li>-Development of and agreement on curriculum, teaching and learning materials</li> <li>-Establish a Regional Pilot Network of up to 4 schools per Beneficiary; introduce curriculum materials, teacher training and school management modules conducive to promote entrepreneurial learning.</li> <li>-Teacher Networking: virtual networking and face to face regional events for pilot school teachers</li> <li>-Provide online-information for education communities</li> <li>-Develop policy proposals and recommendations at three levels: national, municipal and school level, including specific recommendation for initial and continued teacher training</li> </ul> <p>Activity 2 - Promote entrepreneurship at third level education in non-business subjects</p> <ul style="list-style-type: none"> <li>-Identify at least two higher education establishments (universities, polytechnics, institutes) per Beneficiary, offering ISCED 5/6 (undergraduate and post-graduate level) studies. Each pilot university will involve two (non-business, non-economics) faculties</li> <li>-Support two faculties within each of the participating pilot universities<sup>17</sup> in the development of entrepreneurial learning curriculum and teaching practice, enterprise</li> </ul>	<p>authorities or specialised bodies in Beneficiaries</p>		<p>projects and dedicate experts to it</p> <p>Existence of enterprise training needs analysts in each Beneficiary</p>
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<p>cooperation</p> <ul style="list-style-type: none"> <li>-Develop teacher network</li> <li>-Carry out a feasibility study for the development of a regional masters degree for university teaching staff on entrepreneurship education based on the model of the UK Masters programme administered by the Graduate Council for Entrepreneurship Education</li> <li>-Create a student entrepreneurial club</li> </ul> <p>Activity 3 - Develop training services for the enterprise community to boost entrepreneurial skills within enterprises</p> <ul style="list-style-type: none"> <li>-Establish a Development and Advisory Network for Enterprise Training (DANET)</li> <li>-DANET to elaborate a professional training programme for enterprise training needs analysts to be delivered to a core group of regional TNA experts (four per Beneficiary)</li> <li>-DANET to develop a set of validated TNA instruments to be employed by enterprise training needs analysts from the region</li> </ul>			
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**ANNEX II: Amounts (in EUR) contracted and disbursed per quarter over the full duration of project**

<b>Contracted</b>	<b>Q4 2009</b>	<b>Q1 2010</b>	<b>Q2 2010</b>	<b>Q3 2010</b>	<b>Q4 2010</b>	<b>Q1 2011</b>	<b>Q2 2011</b>	<b>Q3 2011</b>	<b>Q4 2011</b>	<b>Q1 2012</b>	<b>Q2 2010</b>	<b>Q3 2012</b>	<b>Q4 2012</b>
Contract 1	1 700 000												
<b>Cumulated</b>	<b>1 700 000</b>												
<b>Disbursed</b>													
Contract 1		1 020 000				510 000							<b>170 000</b>
<b>Cumulated</b>		<b>1 020 000</b>				<b>1 530 000</b>							<b>1 700 000</b>

### **ANNEX III: Description of Institutional Framework**

The institutions involved in entrepreneurship education at a national level are the ministries of education and the ministries of economy. The SME charter co-ordinator is typically part of the structures of the ministry of economy.

#### **ANNEX IV: Reference to laws, regulations and strategic documents**

- Entrepreneurship Education in Europe: Fostering entrepreneurial mindsets through education and learning. European Commission (DG Enterprise). October 2006.
- Recommendation of the European Parliament and of the Council of Ministers on key competences for lifelong learning. European Commission, 2005.
- Entrepreneurship in Higher Education in Europe. Main Report. Econ/Niras. Report prepared for European Commission (DG Enterprise & Industry). October 2008.
- Final report of EU expert group for "Entrepreneurship within higher Education, especially within non - business studies". European Commission, DG Enterprise and Industry. March 2008.
- New Skills for New Jobs: anticipating and matching labour market and skills needs. Communication from the Commission to the European Parliament, the Council, the European economic and Social Committee and the Committee of the Regions. COM (2008) 868/3.
- SME Policy Index 2007: report on the implementation of the European Charter for Small Enterprises in the Western Balkans. European Commission, DG Enterprise and Industry. 2007.

## **ANNEX V: Details per EC funded contract (where applicable)**

The European Commission will sign a Grant Agreement with the Regional Entrepreneurship Learning Centre to be located in Zagreb. The total estimated costs are EUR 2 000 000 including the office set up and running costs for 3 years and the above indicated actions to be implemented by the Centre. The Croatian government is co-financing the Centre with approximately EUR 300 000 in 2009. This financing is used to cover the set up costs for the office and its core staff.

The Regional Entrepreneurship Learning Centre is in operation as a self-standing Directorate of the Ministry of Economic, Labour and Entrepreneurship and on the basis of an agreement between the Ministry and the Croatian Chamber of Commerce since January 19, 2009.

It was critical to initiate the Centre's operations early so as to allow the Centre to develop the necessary capacities to absorb the EC funds to be made available in autumn 2009 to implement the 3-year work programme. The legal process to register the Centre as an independent non profit institution under Croatian law is ongoing; the process should be completed in autumn 2009. This would allow the Centre to sign the agreement with the European Commission. At a later stage, it is planned to set up the Centre as an international organisation<sup>18</sup>.

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<sup>18</sup> In order to avoid delays for the Centre to become operational and sign an agreement with the EC, it was decided to go for the registration of the Centre as an organisation under Croatian Law as the negotiations and approvals required between all Beneficiaries concerning the set up of an international organisation could have delayed the project substantially.