

Project Identification fiche – IPA Multi-beneficiary programme / Component I

1 IDENTIFICATION

Project Title	Support to the South East European Centre for Entrepreneurial Learning (SEECEL)
MIPD Sector Code	3. Private Sector Development
Indicative total cost (VAT excluded)¹	EUR 3 000 000
Indicative contribution	EU EUR 2 550 000
Management mode	Centralised
Responsible Unit	Unit D3, Regional Programmes, DG Enlargement of the European Commission
Implementation management	Unit D3, Regional Programmes, DG Enlargement of the European Commission
Implementing modality	Stand alone project”
Zone benefiting from the action(s)	Western Balkans: Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro, Serbia, as well as Kosovo* Turkey

2 RATIONALE

2.1 SUMMARY

This project aims to support the needs of South East European (SEE) countries for structured strategic regional cooperation in the development of a lifelong entrepreneurial learning (LLEL) system as a part of their implementation of the Small Business Act for Europe (SBA) human capital dimension (principle 1 and 8), their pre-accession process and the overall Europe 2020 strategy.

2.2 LINK WITH MIPD AND NATIONAL SECTOR STRATEGIES

In line with the priorities of the Private Sector Development area of the IPA Multi-beneficiary MIPD 2011-13, SEECEL will aim to further develop the competence of human capital and improve the business environment for SMEs through the development of a LLEL system. All beneficiaries are in the process of implementing the SBA as part of their national priorities.

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

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

Furthermore, the beneficiaries are developing a national qualifications' framework which contains entrepreneurship as a key competence as defined in the European Reference Framework for Key Competences for Lifelong Learning.

2.3 LINK WITH ACCESSION PARTNERSHIP (AP) / EUROPEAN PARTNERSHIP (EP) / STABILISATION AND ASSOCIATION AGREEMENTS (SAA) / ANNUAL PROGRESS REPORT

SEECCEL will address relevant chapters from annual progress report priorities (related to competitiveness, employment, human capital development, innovations and SMEs) which are directly linked with SBA and EU documents specifically related to principle 1 and 8 of the SBA². National SBA coordinators, relevant reference persons for the European Commission, have an active role in the governance of the centre as well as in implementation and evaluation of all SEECCEL activities.

2.4 PROBLEM ANALYSIS

The “Think small first” principle is highlighted in the Europe 2020 strategy which prioritizes supporting SME-centric economies that will contribute to increased competitiveness and sustainability of economic development. As defined in the SBA, SMEs require: a mobile workforce supported by systems which facilitate the continued upgrading of skills, an entrepreneurship friendly environment and an entrepreneurially literate society. Systems which facilitate introduction of entrepreneurship as a key competence³ and the upgrading of skills are both actions within a larger LLEL system. The beneficiaries of SEE recognize that structured regional cooperation can also create benefits for development of their national LLEL system.

2.5 COMPLEMENTARITY OF THE PROJECT

This project is building on the existing project activities and results financed through the same instrument IPA Multi-beneficiary programme with the implementation period 2009-2012. It is also complementary with other national, regional, EU, and other donor-supported initiatives (Annex 3). Complementarity is ensured through SEECCEL's governance modalities: Each country is represented in the governing board of the Centre by nationally nominated representatives: one from ministry of economy (also SBA coordinator) and one from ministry of education. Furthermore, the European Commission has two representatives: one from DG Enterprise and Industry and one from DG Enlargement. Finally, the European Training Foundation (ETF), the Regional Cooperation Council (RCC) and the Organisation for Economic Cooperation and Development (OECD) are present as observers.

SEECCEL will further cooperate with the ETF, OECD and RCC in the following areas: SBA assessment process, Regional Competitiveness Initiative, supporting women entrepreneurs. As added value of SEECCEL activities in the 2009-2012 period, SEECCEL has also been listed as direct action under the 8th priority area of the Danube Strategy Action Plan – supporting the competitiveness of enterprises, including cluster development.

2.6 LESSONS LEARNED

The following are lessons learned during previous SEECCEL activities:

- Established successful structured regional cooperation has resulted in high level commitment of countries and a strong sense of ownership with wide inclusion of innovative solutions in national developments.

² See Annex 2

- The regionally applied and accepted evidence based policy process and open method of coordination based on a peer learning approach yielded good results.
- Expert work groups developed an innovative instrument⁴ recognized by the EU member States (Budapest and Istanbul symposium, and reference materials for DG Education and Culture EU member states Thematic Working Group). This approach will be used for future activities as well.
- Regional development of instruments increased the efficiency and quality of invested resources, facilitated the continued development of national priorities and serves as a basis for future planning and programming on national levels.
- Implementation of entrepreneurial learning as a key competence necessitates a systematic approach and targeted educational institutions as a unit of change. Implementation is only possible if it encompasses three key elements: curriculum through definition of learning outcomes, teacher training and school management for an entrepreneurial environment.
- Systematic approach towards Training Needs Analysis (TNA) has shown a clear need for establishing a Quality Assurance mechanism for training on a regional level as most SMEs from the region expand regionally rather than globally.
- Strategic piloting ensured relevant results for further national dissemination and provides the basis for future SEECEL activities.
- Cooperation between pilot institutions using a knowledge sharing platform (Community of Practice) led to modalities of peer learning, has generated momentum for structured cooperation in the development of LLEL and forms a solid basis for continued SEECEL operations.
- National education institutions have recognized SEECEL as a think tank for development of entrepreneurial literacy.
- The publication 'Entrepreneurial Learning – a Key Competence Approach (ELKCA), for level 5/6 of the International Standard Classification of Education (ISCED) has been translated into Russian and presented to the Eastern Partnership countries.
- European Union member states and Eastern Partnership countries recognize SEECEL as a reference point for entrepreneurial learning.

The above lessons learned constitute the sound foundation on which to build and expand all future SEECEL activities.

2.7 STAKEHOLDERS ANALYSIS

The following stakeholders remain important for SEECEL activities: national line ministries for economy and education, business associations, chambers of commerce, pilot institutions (ISCED 2, ISCED 5/6 level and business associations), NIPAC offices in the Region, DG Enlargement, DG Enterprise and Industry, DG Education and Culture, ETF, RCC and the OECD.

³ Entrepreneurship as a key competence in all levels of education is a prerequisite for entrepreneurial literacy in society

⁴ Entrepreneurial Learning a Key Competence Approach (ELKCA) – ISCED 2:

<http://www.seecel.hr/default.aspx?id=15> and ISCED 5/6: <http://www.seecel.hr/default.aspx?id=16>

For the purpose of appraising this project proposal, a Task Force consisting of Ministry of Entrepreneurship and Crafts, Ministry of Science, Education and Sports, Croatian Chamber of Economy, Croatian NIPAC office, European Commission, RCC and ETF was established to discuss the proposal.

3 DESCRIPTION

3.1 OVERALL OBJECTIVE OF THE PROJECT

To further work on systematic approach to development of the entrepreneurially literate societies across the region and to support alignment of national policies with EU recommendations and policy essentials related to lifelong entrepreneurial learning.

3.2 SPECIFIC OBJECTIVE(S) OF THE PROJECT

Building on existing activities and results from the 2009 – 2012 implementation period and developments achieved, to further develop the lifelong entrepreneurial learning system through identified set of strategic goals in line with Human Capital Dimension of the SBA for Europe.

3.3 RESULTS

Expected results:

- 1) Existing entrepreneurial learning instrument further developed, strategically piloted and disseminated for ISCED 1 - 4 schools per beneficiary, those who already participated in strategic piloting in 2011/2012 further involved, in total 32 schools included in the project and strategic piloting; ISCED 2 – 4 schools per beneficiary who already participated in the strategic piloting in 2011/2012, in total 32 schools to disseminate information and share knowledge and experience with at least 1 new school (in total 32 new schools involved); and ISCED 5/6 level institutions (focusing on curriculum through learning outcomes, teacher training and school management) – up to 16 newly nominated higher education institutions (HEI) involved in strategic piloting and information dissemination (2 new HEI's per beneficiary with keeping 16 “old” HEI's active).
- 2) In-service teacher training modules further developed (at least 2 training modules), strategically piloted and disseminated to agencies and institutions for teacher training – up to 8 teacher training institutions or departments dealing with teacher training involved (1 per beneficiary) in strategic piloting and dissemination.
- 3) Second generation of TNA questionnaire deployed at regional level; first set of criteria for quality assurance system for training, according to TNA results defined at regional level – both actions which support development of a TNA System – 1 regional Working Group established with the task to develop the first set of criteria for quality assurance system and 8 business associations (1 per beneficiary) engaged to deploy the second generation of the TNA questionnaire
- 4) Countries actively participate in the SBA assessment using peer learning/peer review methodology and show progress in relation to implementation of Principles 1 and 8 – all 8 SEECEL countries government/line ministries involved in active participation in the SBA assessment using peer learning/peer review methodology.
- 5) Knowledge sharing platform (Community of Practice -CoP) expanded and developed as a reference source for all entrepreneurial learning developments for increased participation of experts and institutions – up to date 170 active members of the CoP regularly participate in information dissemination and sharing knowledge; it is expected that the number of active users will be increased for approx. 20% by the end of the implementation of the new project.

* For achieving the results Working Groups will be established wherever applicable.

3.4 MAIN ACTIVITIES

1. Develop, strategically pilot and disseminate ELKCA for ISCED 1, further disseminate and strategically pilot ELKCA for ISCED 2 and 5/6 by expanding the existing networks with new pilot schools / HEI's.
2. Develop and strategically pilot in-service teacher training modules at teacher training institutions.
3. Further develop Training Needs Analysis System through improved TNA toolbox/questionnaire and develop first set of criteria for QA system for training and to pilot it at SEE level/all 8 beneficiaries.
4. Establish a peer-learning methodology for SBA assessment, run first regional SBA peer-learning exercise and report on it.
5. Further develop the knowledge sharing platform (Community of Practice) and promote knowledge sharing within the region and with relevant international partners.

3.5 SUSTAINABILITY

Continued sustainability of SEECEL actions is ensured through full participation of all SEECEL members in governance and development of activities. In order to transfer ownership of developments to national stakeholders, SEECEL relies on the network of pilot institutions⁵ established during SEECEL activities 2009-12. Croatia, as SEECEL host country, offered to finance SEECEL premises by listing the project as a priority under Structural funds and through a loan from the European Investment Bank. All participating beneficiaries fully supported this development during governing board meetings.

SEECEL is actively involved in actions on EU-level: Danube Strategy, SBA assessment for pre-accession countries (with ETF) and knowledge sharing with European Partner countries. Through cooperation with the Swedish International Development Cooperation Agency, SEECEL has placed a specific focus on Women Entrepreneurs as a job creation engine for South East Europe. In particular, the focus is on the development of a Women Entrepreneurs Training Needs Analysis System (WETNAS).

⁵ Network of pilot institutions consists of: "Entrepreneurial School"(32), „Entrepreneurial Faculty“ (16) and business associations.

3.6 ASSUMPTIONS AND PRECONDITIONS⁶

Assumptions	Probability	Impact of Occurrence	Mitigation Measures
Full participation of all relevant stakeholders and institutions	L	H	Communication with governing board members ensures that all stakeholders support and take ownership of the process
Changes in SEECEL governance	H	L	SEECEL and national stakeholders ensure that any changes in SEECEL governing board composition does not impact SEECEL activities
Obstacles in implementation	M	M	SEECEL and governing board members actively assist in resolving all possible obstacles in implementation of activities
Level of English proficiency amongst participating representatives and institutions	M	L	National stakeholders ensure that representatives are either well versed in English or have access to translators and language assistance
Delays in making payments by the EC or Croatian Government	M	H	Communication ensures there are no unexpected delays in payment – in case of delays, revisions of SEECEL budget and reallocation of funds

3.7 BUDGET

EUR 3 000 000 (EU Contribution: EUR 2 550 000 (85%) with national participation of the Republic of Croatia EUR 300.000,00 (10%) and with the possibility of including other countries to participate with their national funding contributions in total of 150.000,00 (5 %))

4 DOCUMENTS TO BE ANNEXED TO THE PROJECT IDENTIFICATION FICHE

- *Annex 1: Preliminary Log frame*
- *Annex 2: EU Reference Documents*
- *Annex 3: Complementary Actions*

⁶ Assumptions are external *factors* that have the potential to influence (or even determine) the success of a project but lie outside the control of the implementation managers. Such factors are sometimes referred to as risks or assumptions but the Commission requires that all risks shall be expressed as assumptions. Pre-conditions are requirements that must be met before the sector support can start.

ANNEX 1: Logical framework matrix in standard format – to be completed to the extent possible at the project identification stage

LOGFRAME PLANNING MATRIX FOR Project Fiche		Project title and number: Support to the South East European Centre for Entrepreneurial Learning (SEECEL)		
		Contracting period expires 30/11/2014		Execution period expires 30/11/2016
		Total budget:	EUR 3 000 000	
		IPA budget:	EUR 2 550 000	
Overall objective	Objectively verifiable indicators (OVI)	Sources of Verification		
To further work on systematic approach development of the entrepreneurially literate societies across the region and to and support alignment of national policies with E recommendations and policy essentials related lifelong entrepreneurial learning.	Increased number of national institutions systematically introducing and promoting national LLEL system in all 8 countries Knowledge sharing platform widely used and recognized as a reference database for expert work in EL	EC Progress Reports ETF reports OECD reports National strategic documents Other relevant documents		
Specific objective	Objectively verifiable indicators (OVI)	Sources of Verification		Assumptions
Building on existing activities and results from the 2009 – 2012 implementation period and developments achieved, to further develop the lifelong entrepreneurial learning system through identified set of strategic goals in line with Human Capital Dimension of the SBA for Europe.	SBA assessment in all countries shows progress (principles 1 and 8) Increased number of national government institution Increased number of EL schools and faculties Active participation of working groups TNA toolbox/questionnaire	EC Progress Reports ETF reports OECD reports National strategic documents SEECEL internal reports Tentative reports from strategic piloting institutions Other relevant documents		Readiness for cooperation amongst different governmental bodies policy makers, educational institutions, business association and other relevant stakeholders Structured coordination established

	developed and deployed at regional level		
Results	Objectively verifiable indicators (OVI)	Sources of Verification	Assumptions
<p>Existing entrepreneurial learning instrument further developed, strategically piloted and disseminated for ISCED 1, 2 and 5/6 level institutions (focusing on curriculum through learning outcomes, teacher training and school management).</p> <p>In-service teacher training modules further developed, strategically piloted and disseminated to agencies and institutions for teacher training.</p> <p>Second generation of TNA questionnaire deployed at regional level; first set of criteria for quality assurance system for training, according to TNA results defined at regional level – both actions which support development of a Training Needs Analysis System.</p>	<p>EL instruments developed by WG, further piloted and disseminated for ISCED 1, 2 and 5/6 level in all 8 countries: ISCED 1 – 32 schools who already participated in strategic piloting in 2011/2012 further involved (4 per country), ISCED 2 – 32 new schools informed on the results of strategic piloting held in 32 “old” schools which participated in strategic piloting in 2011/2012 (1 new school per school), ISCED 5&6 – 16 newly appointed HEI’s participate in strategic piloting (2 new HEI’s per country with keeping 16 “old” HEI’s active by sharing knowledge).</p> <p>Teaching training modules developed (at least 2 training modules) by working group, further piloted and disseminated in all 8 countries – up to 8 teacher training institutions or departments dealing with teacher training involved (1 per country) in strategic piloting and dissemination.</p> <p>Working group for TNA develops second generation of questionnaire to be deployed at regional level. First set of criteria for QA system defined according to TNA results in all 8 countries - 1 regional Working Group established with the task to develop the first set of criteria for quality assurance system and 8 business associations (1 per country) engaged to deploy</p>	<p>EC Progress Reports</p> <p>ETF reports</p> <p>OECD reports</p> <p>National strategic documents</p> <p>SEECCEL internal reports</p> <p>Tentative reports from strategic piloting institutions</p> <p>Working group reports</p> <p>Different national publications</p> <p>CoP reports</p> <p>Other relevant documents</p>	<p>Active participation of all nominated reference persons in the working groups; willingness of governmental bodies and line ministries to support the process and to actively follow the strategic piloting; nominated educational institutions ready to support and implement strategic piloting</p> <p>Willingness of national agencies and institutions for teacher training to accommodate strategic piloting of developed in-service teacher training modules in all 8 countries; willingness and readiness of national line ministries to support the process.</p> <p>Readiness of business community to regionally deploy TNA toolbox; working group defines first set of criteria for quality assurance system for training according to TNA results at regional level.</p> <p>Eight SEE countries are committed to support the overall SBA process, with special focus on Principles 1 and 8 and hence take additional steps to support peer learning and peer review methodology.</p> <p>Active participation of national experts and regional institutions; CoP provides a user friendly environment.</p>

<p>Countries actively participate in the SBA assessment using peer learning/peer review methodology and show progress in relation to implementation of Principles 1 and 8</p> <p>Knowledge sharing platform (Community of Practice) expanded and developed as a reference source for all entrepreneurial learning developments for increased participation of experts and institutions.</p>	<p>the second generation of the TNA questionnaire.</p> <p>Reports show better performance according to SBA policy indicators in each country, countries actively participate in peer learning exercise at regional level - all 8 SEECEL countries government / line ministries involved in active participation in the SBA assessment using peer learning/peer review methodology.</p> <p>Increased number of active CoP users as well as information dissemination and support of promotion of knowledge sharing at regional level - up to date 170 active members of the CoP regularly participate in information dissemination and sharing knowledge; it is expected that the number of active users will be increased for approx. 20% by the end of the implementation of the new project.</p> <p>* For achieving the results Working Groups will be established wherever applicable.</p>		
Activities to achieve results	Means / contracts	Costs	Assumptions
<ol style="list-style-type: none"> 1. Develop, strategically pilot and disseminate ELKCA for ISCED 1, further disseminate and strategically pilot ELKCA for ISCED 2 and 5/6. 2. Develop and strategically pilot in-service teacher training modules at teacher training institutions. 3. Further develop Training Needs Analysis System through improved TNA toolbox/questionnaire and develop first set of criteria for QA system for training. 4. Establish a peer-learning methodology for SBA assessment, run first regional SBA peer-learning exercise and report on it. 5. Further develop the knowledge sharing platform (Community of Practice) and promote knowledge sharing within the region and with relevant international partners. 	<p>Grant contract</p> <p>SEECEL staff</p> <p>Pool of experts</p>	<p>Detailed budget breakdown will be developed in accordance to the budget template at later stage.</p>	<p>Communication with governing board members ensures that all stakeholders support and take ownership of the process</p> <p>SEECEL and national stakeholders ensure that any changes in SEECEL governing board composition does not impact SEECEL activities</p> <p>SEECEL and governing board members actively assist in resolving all possible obstacles in implementation of activities</p> <p>National stakeholders ensure that representatives are either well versed in English or have access to translators and language assistance</p> <p>Communication ensures there are no unexpected delays in payment – in case of delays, revisions of SEECEL budget and reallocation of funds</p>

ANNEX 2: Key reference documents for SEECCEL planning and activities:

EU:

- “EU SME Charter” (2003)
- Green Paper – Entrepreneurship in EU (2003)
 - Enhancing entrepreneurial way of thinking and skills (2003)
- EU Reference Framework for Key Competences for Lifelong Learning (2005)
- EU Oslo agenda (2006)
- EU schools for 21st century (2007)
- Entrepreneurship in higher education, especially within non-business studies (2008)
- New Skills for New Jobs (2008)
- EU Economic Recovery Plan (2008)
- SBA - Small Business Act for Europe (2008)
 - Implementation of SBA for EU (2010)
 - Review of the Small Business Act for Europe (2011)
 - SBA Assessment 2011 report (2011)
- Europe 2020 strategy (2009)
 - Innovation Union (2010)
 - Annual Growth Survey (2011)
- Education and Training 2020 (2009)
 - Priorities for Education and Training 2010 – 2020 (2010)
- “Wise man report” – Europa 2030 (2010)
- EU Employment Guidelines 2010 – 2014 (2010)
- EU VET strategy 2011 – 2020 – Bruges Communique (2010)
- Entrepreneurship Education: Enabling Teachers as a Critical Success Factor (2011)
- Teacher Education for Entrepreneurship: Towards a Development Agenda (2011)

Others:

- GEM: 2011 Global Report (2011)
- World Economic Forum: Global Education Initiative (2011)
- World Bank: Doing Business in South East Europe (2011)
- OECD: Towards an OECD Skills Strategy (2011)

ANNEX 3: Complementary of SEECCEL actions with relevant national developments

REGION:

EBRD TAM BAS program exist in the region.

Albania:

EU:

Supported by IPA 2007, as project components, support was given to developing of national SME training which includes development of TNA and accreditation.

Others:

There is a great variety of different donors partially supporting separate segments of entrepreneurial learning (Swisscontact, Besa, British Council, Inwent (GIZ), K-education) such as student practicing firms/mini companies, VET teacher training.

Variety of ad-hoc provisions of TNA that did not reach systematic phase.

UNDP-EU trade liberalization project support currently in preparation where the main targets are trainers and consultant associations for SMEs.

Bosnia and Herzegovina:

EU:

Supported by IPA 2007, as project components, development of a draft strategy for entrepreneurial learning.

Supported by IPA 2010 and Norway donor support, as project components, teaching which promoted entrepreneurial learning in VET.

Support to Institutional Capacity Building for Regional and Local Economic and SME Development through the EURELSMED project.

Others:

World Bank, USAID, Norway, SIDA support to skills development and growth of SMEs.

Croatia

EU:

Supported by IPA 2009, as project components, entrepreneurial learning in VET.

Several projects supported by Cross-Border Cooperation instrument aimed at promoting entrepreneurship education in VET.

Entrepreneurial learning is included in the list to be supported through EU structural funds based on Croatian "Strategy on Entrepreneurial Learning 2010-2014" and national coordination for Education for Entrepreneurship – E4E.

Croatian Chamber of Economy, with support from Ministry of Economy, Labour and Entrepreneurship (now Ministry of Entrepreneurship and Crafts), working on systematic development of TNA in cooperation with SEECCEL.

Kosovo (under UNSCR 1244/99)

EU:

EU KOSVET I Programme: development of an Entrepreneurship Strategy; Liking SMEs, employment and research and development.

EU KOSVET IV Programme: supporting teacher and school management training; curriculum development.

TEMPUS - funded linking of academia with the business world.

EU support for development of SME Development Strategy for Kosovo (2012-2016)

Others:

Greaty variety of donor initiatives (World Bank, USAID, ILO, GIZ, Swisscontact, etc.) but the system has not yet responded with implementation.

Implementation of entrepreneurship strategy through iinternational donors: Austrian Development Cooperation, GIZ (previously GTZ), USAID, Swiss Contact, etc.

Macedonia (the Former Yugoslav Republic)

EU:

Promoting entrepreneurship: twining Project IPA 4th component

Others:

Promoting entrepreneurship: British Council, Junior Achievement; KulturKontakt; PEP USAID; Readiness for work USAID, Operative program for human resource development 2007 – 2013, Priority axis 2, Measure 2.1 Modernization of VET).

Montenegro

EU:

Supported by IPA 2008, as project components, strategy for entrepreneurial learning is developed, but not in full implementation. With its activities, SEECEL might help continue on these results.

Others:

A variety of donor supported initiatives have not yet resulted in system implementation for entrepreneurial learning.

Serbia

EU:

Supported by IPA 2008, as project components, focus was on improved SME competitiveness and innovation; special goal is establishing a national quality framework for consultancy services.

EU-funded Regional Socio-Economic Development Programme.

Others:

A variety of donor supported initiatives mainly VET focused.

Turkey

EU:

IPA funds focused on VET.