

Project Fiche – IPA Multi-beneficiary programmes

1 IDENTIFICATION

Project Title	Support to the South East European Centre for Entrepreneurial Learning (SEECCEL)
CRIS Decision number	2013/024091
Project no.	05
MIPD Sector Code	3. Private Sector Development
ELARG Statistical code	02.20 – Enterprise and industrial policy
DAC Sector code	43081
Total cost (VAT excluded)¹	EUR 4 000 000
EU contribution	EUR 3 400 000
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
Project implementation type	Action Grant
Zone benefiting from the action(s)	Western Balkans: Albania, Bosnia and Herzegovina, Croatia, Kosovo*, the former Yugoslav Republic of Macedonia, Montenegro, and Serbia. Turkey

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.

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

2 PROJECT CONTEXT: RATIONALE

2.1 ISSUES TO BE TACKLED AND NEEDS ADDRESSED

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, SEECCEL 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. 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 AGREEMENT (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. More information on the link between EU 2020 and this project can be found under 2.4, problem analysis.

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 LINKED ACTIVITIES AND DONOR COORDINATION

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. The

² See Annex 2

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

project is complementary with other national, regional, EU, and other donor-supported initiatives (Annex 6). This is ensured through SEECCEL 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.
- 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 SEECCEL 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 SEECCEL operations.

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>

- National education institutions have recognized SEECCEL as a think tank for development of entrepreneurial literacy.
- The publication 'Entrepreneurial Learning – a Key Competence Approach (ELKCA), for level 2 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 SEECCEL as a reference point for entrepreneurial learning.

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

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 are:

- 1) Existing entrepreneurial learning instruments further developed, strategically piloted and disseminated for ISCED 1 - 4 schools per country 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 country 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 country while keeping 16 “old” HEI's active).
- 2) New entrepreneurial learning instruments developed, strategically piloted and disseminated for ISCED 3 (general part of secondary education) - 4 general secondary schools per country proposed by national levels for piloting process, in total 32 schools included in the project and strategic piloting and linked to teacher training institutions/agencies for that specific level. This will be implemented by a new action grant to SEECCEL in accordance with Article 190 (1) (f) of Commission Delegated Regulation (EU) No 1268/2012 of 29 October 2012 on the rules of application of

Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the Union⁵ (hereinafter referred to as "the Rules of Application") on account of its technical competence.

- 3) 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 country) in strategic piloting and dissemination.
- 4) 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 country) engaged to deploy the second generation of the TNA questionnaire.
- 5) 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 SEECCEL countries government/line ministries involved in active participation in the SBA assessment using peer learning/peer review methodology.
- 6) 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 the entrepreneurial learning instrument for ISCED 1, further disseminate and strategically pilot the entrepreneurial learning instrument for ISCED 2 and 5/6 by expanding the existing networks with new pilot schools / HEI's.
- 2) Develop, strategically pilot and disseminate the entrepreneurial learning instrument for ISCED 3 level (general part of secondary education) and link them to teacher training institutions/agencies for that specific level. Special focus will be put on analytics and the assessment that will lead to the development of the instrument for introducing the learning outcomes, concrete proposal for teacher training and school management training at that specific level. This will help the general part of secondary education to establish a direct cooperation with the business world, what will further lead to promotion of a comprehensive approach to LLEL in the whole vertical of the educational system. This additional activity will be subject to anew action grant of EUR 850 000 (Total Budget EUR 1 million). 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 countries.

⁵ OJ L 362 of 31.12.2012, p. 1.

- 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 ASSESSMENT OF PROJECT IMPACT, CATALYTIC EFFECT AND CROSS BORDER IMPACT (WHERE APPLICABLE)

In the programming period 2009-2012 and in line with EU policy essentials, SEECEL developed an instrument for the inclusion of entrepreneurial literacy and entrepreneurship as a key competence in ISCED 2 (primary) and ISCED 5/6 (higher) education as well as for Training Needs Analysis. Based on the principles of Evidence Based Policy Making, the instrument was strategically piloted and further developed in 56 institutions in SEECEL member states. This process ensures the quality of the instrument for full scale implementation in SEECEL member states. SEECEL instrument was successfully implemented in 56 institutions in the region, resulting in an increased level of entrepreneurial literacy in society. These institutions will continue to act not only as best practices for developing lifelong entrepreneurial learning and entrepreneurship as a key competence in line with EU policy essentials but as mentoring/nucleus institutions for further national development and knowledge sharing.

Through the SEECEL work programme, national stakeholders were able to strengthen national coordination for entrepreneurial learning in all SEECEL member states. Furthermore, participation in the SEECEL work programme strengthened the capacities of institutions for further development in line with key national and EU policy priorities and EU 2020 strategy. Furthermore, the SEECEL instrument has been recognized by EU member states, Eastern Partnership countries and broader international community engaged in entrepreneurial learning. The SEECEL instrument is used as a reference point for EU 27 Thematic Working Group and best practice example, and has also been translated into Russian.

Therefore the anticipated project impact for the continuation of SEECEL activities will continue to build on the impact and effects achieved so far, with further expansion of activities ensuring the same strong impact in wider areas and in wider stakeholders.

3.6 SUSTAINABILITY

Continued sustainability of SEECEL actions is ensured through full participation of all SEECEL countries in governance and development of activities. In order to transfer ownership of developments to national stakeholders, SEECEL relies on the network of pilot institutions⁶ established during SEECEL activities 2009-12. In order to secure the sustainability and further development of SEECEL's activities in the area of capacity building in entrepreneurship through entrepreneurial learning in the South East European (SEE) countries, there is a need for the physical development of a unique centre. 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 countries fully supported this development during governing board meetings. However, one of the first steps towards having constructed future SEECEL premises was applying for the Technical Assistance project to SEECEL for developing the technical documentation for building the future building through Western Balkans Investment

⁶ Network of pilot institutions consists of: "Entrepreneurial School"(32), „Entrepreneurial Faculty“ (16) and business associations.

Framework (WBIF) instrument what resulted with the approval of a grant in total amount of 1 584 000 00 euro. SEECCEL 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, SEECCEL 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).

3.7 ASSUMPTIONS AND PRE-CONDITIONS⁷

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 SEECCEL governance	H	L	SEECCEL and national stakeholders ensure that any changes in SEECCEL governing board composition does not impact SEECCEL activities
Obstacles in implementation	M	M	SEECCEL 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 SEECCEL budget and reallocation of funds

4 IMPLEMENTATION ISSUES

The project will be implemented in centralised management by way of direct grant to the South East European Centre for Entrepreneurial Learning (SEECCEL) based on Article 168 (1) (c) of the Implementing Rules of the Financial Regulation on account of its de facto or de jure monopoly. While implementing various activities since 2009, SEECCEL, which is located in Croatia, has developed into a unique reference point in the area of capacity building in entrepreneurship and entrepreneurial learning in the region. The first contract is planned to be signed in quarter 1, 2013. A second contract for new activities is planned to be signed in quarter 4, 2013 based on Article 190 1(f) of the Rules of application.

Under the supervision of the SC, the overall management of SEECCEL is fully delegated to the SEECCEL Director and core management team. The SEECCEL Director has total responsibility,

⁷ 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.

accountability and, thus, substantial discretion in the implementation of SEECEL's comprehensive mandate / in the conduct of envisaged actions (including the day-to-day management of SEECEL in the areas of finance, administration and human resources).

In compliance with the "project-driven" approach of SEECEL as well as the limited human resources, the management of SEECEL is based on the matrix organization concept, i.e. an endeavour to create internal synergism through shared responsibility between functional and project management.

The key management approach that will be used is a "Result-based Management" (RBM), which refers to a life-cycle approach to management that integrates strategy, people, resources, processes and measurement to improve decision-making, transparency and accountability. By deploying the RBM approach, SEECEL focuses on achieving outcomes, implementing performance measurement, learning and changing and reporting performance.

4.1 INDICATIVE BUDGET

Total cost of the action: EUR 4 000 000; EU Contribution: EUR 3 400 000 (85%) with national participation of the Republic of Croatia EUR 600 000 (15%) and with the possibility of including other countries to participate with their national funding contributions in total of EUR 150 000.

Indicative Project budget (amounts in EUR) (for centralised management)

PROJECT TITLE			TOTAL EXPENDITURE	SOURCES OF FUNDING								
				IPA CONTRIBUTION			NATIONAL CONTRIBUTION					
	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		4 000 000	3 400 000	85	600 000	15		600 000			
contract 1.1	-	-	3 000 000	2 550 000	85	450 000	15		450 000			-
Contract 1.2			1 000 000	850 000	85	150 000	15		150 000			
TOTAL IB			4 000 000	3 400 000	85	600 000	15		600 000			
TOTAL INV												
TOTAL PROJECT			4 000 000	3 400 000	85	600 000	15		600 000			

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))

INDICATIVE IMPLEMENTATION SCHEDULE (PERIODS BROKEN DOWN BY QUARTER)

Contracts	Start of Tendering/ Call for proposals	Signature of contract	Project Completion
Contract 1.1	N/A	Q1/2013	Q1/2016
Contract 1.2	N/A	Q4/2013	Q2/2016

4.2 CROSS CUTTING ISSUES

4.2.1 *Equal Opportunities and non discrimination*

The SEECCEL will encourage an equal participation of men and women in the different project activities implemented by the SEECCEL.

4.2.2 *Environment and climate change*

Not applicable

4.2.3 *Minorities and vulnerable groups*

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

4.2.4 *Civil Society/Stakeholders involvement*

The following stakeholders remain important for SEECCEL activities: national line ministries for economy, entrepreneurship and education, business associations, chambers of commerce, pilot institutions at different levels such as 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.

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

The project identification fiche was also shared with SEECCEL Steering Committee members, as well as with the RCI Steering Committee.

ANNEXES

Documents to be annexed to the Project fiche

- 1. Log frame**
- 2. Amounts (EUR) contracted and disbursed per quarter over the full duration of the project**
- 3. Description of Institutional Framework**
- 4. Reference list of relevant laws and regulations only where relevant**
- 5. Details per EU funded contract where applicable**
- 6. Project visibility activities**
- 7. Complementarity of SEECCEL Actions**

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Project title and number South East European Centre for Entrepreneurial Learning (SEECCEL)		04
		Contracting period expires 30/11/2014		Execution period expires 30/11/2017
		Total budget:	4 000 000	
		IPA budget:	3 400 000	
Overall objective	Objectively verifiable indicators (OVI)	Sources of Verification		
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.	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 developed and deployed at regional level	EC Progress Reports ETF reports OECD reports National strategic documents SEECCEL 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

Results	Objectively verifiable indicators (OVI)	Sources of Verification	Assumptions
<p>1) 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>2) Newly developed entrepreneurial learning instrument for ISCED 3 level (general part of secondary education) strategically piloted, disseminated and linked with teacher training institutions/agencies for that specific level. This additional objective is subject for a new action grant to SEECCEL.</p> <p>3) In-service teacher training modules further developed, strategically piloted and disseminated to agencies and institutions for teacher training.</p> <p>4) 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>1) 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>2) EL instruments developed by WG, further piloted and disseminated for ISCED 3 level – 32 general secondary schools proposed by national levels and involved in strategic piloting; supported by the WG consisted of representatives of national teacher training agencies (for ISCED 3 level)</p> <p>3) 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>4) 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</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>5) 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>6) 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>quality assurance system and 8 business associations (1 per country) engaged to deploy the second generation of the TNA questionnaire.</p> <p>5) 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>6) 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.* For achieving the results Working Groups will be established wherever applicable.</p>		
Activities to achieve results	Means / contracts	Costs	Assumptions
<p>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 / HEIs.</p> <p>2. Develop and strategically pilot and disseminate entrepreneurial learning instrument for ISCED 3 level (general part of secondary education) and link them with teacher training institutions/agencies for that specific level.. This additional activity is subject for a new grant to SEECEL.</p> <p>3. Develop and strategically pilot in-service teacher training modules at teacher training institutions.</p> <p>4. Further develop Training Needs Analysis System through improved TNA toolbox/questionnaire and develop first set of criteria for QA system for training training and to pilot it at SEE level/all 8 countries.</p> <p>5. Establish a peer-learning methodology for SBA assessment, run first regional SBA peer-learning exercise and report on it.</p>	<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>

6. Further develop the knowledge sharing platform (Community of Practice) and promote knowledge sharing within the region and with relevant international partners.			
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ANNEX 2: Amounts (in EUR) contracted and disbursed per quarter over the full duration of project

Contracted	Q1 2013	Q2 2013	Q3 2013	Q4 2013	Q1 2014	Q2 2014	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016	Q2 2016
Contract 1		2 550 000												
Contract 2				850 000										
Cumulated		2 550 000		3 400 000										
Disbursed	Q1 2013	Q2 2013	Q3 2013	Q4 2013	Q1 2014	Q2 2014	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016	Q2 2016
Contract 1		612 000				1 000 000				683 000				255 000
Contract 2						390 000				375 000				85 000
Cumulated		612 000				2 002 000				3 060 000				3 400 000

ANNEX 3: Description of Institutional Framework

The institutions involved in project activities and actions at a national level are the ministries of education and the ministries of economy and/or entrepreneurship, as well as other relevant ministries in SEECEL countries. The national SBA coordinator is typically part of the structures of the ministry of economy and/or entrepreneurship.

All SEECEL member states support and participate equally in SEECEL through the Governing Board. Each country is represented by two members: one from the ministry of economy and/or entrepreneurship and one from the ministry of education; thus ensuring a constant dialogue and cooperation between economy and education which is crucial to successful development of a lifelong entrepreneurial learning system. The European Commission is represented in the SEECEL Governing Board by DG Enlargement and DG Enterprise and Industry as well as the European Training Foundation.

ANNEX 4: Reference list of relevant laws and regulations only where relevant

Strategic documents of a relevance to be in line with are as follows:

- Recommendation of the European Parliament and of the Council of Ministers on key competences for lifelong learning. European Commission, 2005.
- Entrepreneurship Education in Europe: Fostering entrepreneurial mind sets through education and learning, European Commission (DG Enterprise and Industry), October 2006.
- Financial education, European Commission, COM (2007) 808
- 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.
- EU Economic Recovery Plan, 2008.
- SBA - Small Business Act for Europe, 2008.
- SME Policy Index 2009: Progress in the Implementation of the European Charter for Small Enterprises in the Western Balkans, European Commission, DG Enterprise and Industry, OECD, ETF and EBRD, 2009.
- Europe 2020 strategy, 2009.
- Education and Training 2020, 2009.
- "Wise man report" – Europe 2030, 2010.
- EU Employment Guidelines 2010 – 2014, 2010.
- EU VET strategy 2011 – 2020 – Bruges Communiqué, Dec 2010.
- Implementation of SBA for EU, Dec 2010.
- European Union Strategy for Danube Region, Dec 2010.

- Supporting growth and jobs – an agenda for the modernisation of Europe’s higher education systems, European Commission, COM (2011) 567
- Social Business Initiative, European Commission, COM (2011) 682
- Entrepreneurship Education: Enabling Teachers as a Critical Success Factor - “A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education.”, European Commission, DG Enterprise and Industry, November 2011
- Skills, Not Just Diplomas - Managing Education for Results in Eastern Europe and Central Asia, WB, 2012.
- Entrepreneurship Education at School in Europe, National Strategies, Curricula and Learning Outcomes, Eurydice, March 2012.

ANNEX 5: Details per EU funded contract where applicable:

The South East European Centre for Entrepreneurial Learning, located in Zagreb, Croatia is in operation as an institution since July 2009.

It is expected that a first Grant Agreement of EUR 2 550 000 is signed in the first quarter of 2013, complemented by a new Grant Agreement of EUR 850 000 in the fourth quarter of 2013 for further implementation of the actions of the South East European Centre for Entrepreneurial Learning to be implemented in eight (8) SEE countries. The total estimated costs are EUR 4 000 000. EUR 3 400 000 will be provided by the EC for the implementation of the three and a half year work programme and the above indicated actions to be implemented by SEECEL. The Croatian government shall participate in the co-financing the actions of the SEECEL with EUR 600 000 with the possibility of including other SEECEL countries to participate with their national funding contributions in total of 150 000. In any case, the ratio in financial contribution from regional/local level shall not exceed 15%.

ANNEX 6: Project visibility activities

For the programming period 2013-2016, SEECEL will ensure visibility of all actions through the following mechanisms:

- By following the EU guidelines and regulations for visibility mechanics in all relevant publications and events
- By regular information sharing on a developed website on which to promote project activities as well as knowledge and good practice sharing
- By using the established Community of Practice which serves not only as a developmental tool but also raises awareness of project activities in national stakeholders

SEECEL will continue to develop existing mechanisms for visibility and actively seek to develop new ones.

ANNEX 7: Complementarity 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:

EU:

EU KOSVET I Programme: development of an Entrepreneurship Strategy; Linking 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:

Great 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 international donors: Austrian Development Cooperation, GIZ (previously GTZ), USAID, Swiss Contact, etc.

Macedonia (the Former Yugoslav Republic of):

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, SEECCEL 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.