

SEECEL has identified a set of **strategic goals** that will determine the success of its work programme during the first years of its operational activities. These are reinforced by a number of specific **objectives**.

### strategic goal 1

To support participating countries in their efforts to accommodate the EU's recommendations for promotion of entrepreneurship as a key competence by specifically addressing entrepreneurship in early education (ISCED 2 level).

To meet Strategic Goal I, specific objectives for the period 2009 – 2011 are:

#### SPECIFIC OBJECTIVE 1

To promote a more concerted approach to evidence-based policy-making amongst the countries concerned as well as to encourage innovation in the area of entrepreneurship key competence development.

#### SPECIFIC OBJECTIVE 2

To determine learning outcomes, curriculum adjustment and implications for the teaching and learning process for the entrepreneurship key competence with particular reference to the EU's 'Oslo' recommendations for entrepreneurship in early education and the EU education ministers' recommendations for entrepreneurship promotion within national learning systems (Education and Training, 2010 – 2020).

#### SPECIFIC OBJECTIVE 3

To build a system for piloting innovative solutions for entrepreneurship as a key competence in the participating countries, concentrating on curricula, teacher training, learning processes, school management and education-economy cooperation.

### strategic goal 2

To enhance the contribution of third-level education to the competitiveness drive by way of increased awareness and understanding among higher education establishments of entrepreneurial learning particularly in non-business disciplines.

To fulfil Strategic Goal II, the following specific objectives are foreseen for the period 2009 – 2011:

#### SPECIFIC OBJECTIVE 1

In cooperation with the European Training Foundation, to foster policy benchmarking on entrepreneurship in higher education clearly linked to a framework of indicators developed by the countries of South Eastern Europe with counterparts from the Southern Mediterranean area.

#### SPECIFIC OBJECTIVE 2

To define curriculum and teaching arrangements necessary for promotion of entrepreneurship in a selection of non-business subjects.

#### SPECIFIC OBJECTIVE 3

To determine feasibility for the development of an international MSc degree in Applied Entrepreneurship Education addressing all levels of formal education.

### strategic goal 3

To reinforce more sustainable development of enterprise-driven training needs analysis (TNA) frameworks in participating countries.

To meet this goal, the following specific objectives have been defined for the period 2009 – 2011:

#### SPECIFIC OBJECTIVE 1

To build an advisory framework for systemic TNA frameworks for small business communities in all participating countries and to determine options for regional knowledge sharing.

#### SPECIFIC OBJECTIVE 2

To promote development of quality-assured TNA and future skills' identification methodologies for the small business communities in participating countries drawing on EU policy as well as good-practice examples from EU Member States.

### SEECEL'S 2009 – 2011 WORK PROGRAMME IS FINANCIALLY SUPPORTED BY:



THE EUROPEAN UNION  
IPA MULTI-BENEFICIARY  
PROGRAMME

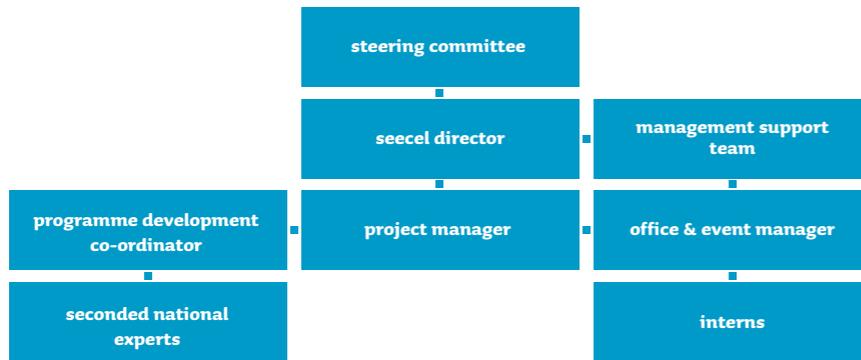
'The European Union (EU) is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms.

The EU is committed to sharing its achievements and its values with countries and peoples beyond its borders'.

The European Commission is the EU's executive body.



THE MINISTRY OF ECONOMY,  
LABOUR AND ENTREPRENEURSHIP  
OF THE REPUBLIC OF CROATIA



## organisational structure

SEECEL structure is based on a matrix organization concept.

## SEECEL governing and management bodies

SEECEL is governed by a **Steering Committee**. The composition of the Committee is as follows:

- National Co-ordinators from South East Europe of the European Charter for Small Enterprises, including an official representative of Turkey responsible for relevant activities;
- Representatives of national line ministries responsible for the human capital dimensions of the European Charter for Small Enterprises;
- European Commission (Directorate General for Enlargement and Directorate General Enterprise and Industry);
- A representative of the European Training Foundation;
- A representative of the Regional Cooperation Council.

A **Management Support Team** provides advice and support to the SEECEL Director on management and technical issues. It comprises 3 national co-ordinators of the European Charter for Small Enterprises (rotating).

vision, mission and values

SEECEL's **vision** is to become an internationally recognised, trustworthy and efficient institution in the field of lifelong entrepreneurial learning with particular reference to policy and practice, data, knowledge and know-how.

The **mission** of SEECEL is to support all participating countries in the alignment of policies and practice in lifelong entrepreneurial learning with those of the European Union.

At the heart of SEECEL's **values** is partnership: a) promoting alliances and networks within countries participating in the Centre's activities; b) reinforcing cooperation between countries in the EU pre-accession region; c) building partnerships with organisations, governments and the world of enterprise in the European Union, and beyond.

SEECEL will primarily function as a **policy broker and facilitator for the countries of the EU pre-accession region**. It will ensure high-quality outputs through its regional activities in policy guidance, advice and assistance to stakeholders (government, private sector, civic-interest groups). In the long term, SEECEL aims to make its achievements, knowledge and expertise networks available to a more global community of entrepreneurial learning policy makers and specialists.

## — vision

## — mission

## — a policy broker and facilitator for the countries of the EU pre-accession region

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about us

## background

Keen on ensuring a more definite contribution of education to their competitive standing, the countries of South Eastern Europe have signed up to a number of benchmarks which aim to promote more developed learning economies. Enshrined within the European Charter for Small Enterprise and the European Small Business Act, lifelong entrepreneurial learning stands apart as a specific area for development.

In 2007 the **Ministry of Economy, Labour and Entrepreneurship of the Republic of Croatia** took an initiative to establish structured co-operation amongst the countries of South Eastern Europe on lifelong entrepreneurial learning. At a meeting on 15 October 2008, governments of the region, with Turkey, agreed on the establishment the **South East European Centre for Entrepreneurial Learning** (SEECEL), with the Republic of Croatia as the host country.

With initial finance from the Croat government, SEECEL launched its activities in January 2009 with organisational support of the Croatian Chamber of Economy. As of July 2009, SEECEL functions as an independent body under the national legislation of the host country (Public Institution Act of the Republic of Croatia).

## countries involved

- Albania
- Bosnia and Herzegovina
- Croatia
- Kosovo (under UNSCR 1244 / 99)
- Macedonia (the Former Yugoslav Republic)
- Montenegro
- Serbia
- Turkey

## key pillars

SEECEL's activities centre on a number of common areas identified through the 2008 assessment of each countries performance on the human capital areas of the European Charter for Small Enterprise. Four pillars will be addressed:

- Development of the entrepreneurship key competence (ISCED 2 level);
- Promotion of entrepreneurship at the third level education (ISCED 5/6 level) within non-business disciplines;
- Enterprise-driven training needs analysis;
- Dissemination and promotion of good policy and good practice.