



south east european
centre for entrepreneurial
learning

regionalni centar za razvoj
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Entrepreneurial teaching in the Western Balkans and Turkey: SEECEL frameworks and tools

Entrepreneurship as a key competence

Entrepreneurship is one of the eight key competences for lifelong learning defined by the European Parliament and Council. Key competences are the set of knowledge, skills and attitudes that are fundamental for each individual in a knowledge-based society and that should be acquired at the end of compulsory education and through lifelong learning. Entrepreneurship education now features as a priority in the EU's key policy documents on education and training and in the field of entrepreneurship. The *European Entrepreneurship Competence Framework* will be soon be published by the European Commission to provide support in achieving this goal.

Clearly, including the entrepreneurship key competence into national curricula is a crucial, and necessary step. But it may not be sufficient for ensuring that entrepreneurship education actually “works” in the classroom. Namely, teachers and school management today must *themselves* be entrepreneurially literate and act entrepreneurially in order to teach entrepreneurship as a key competence. Teachers must also be able to teach using active teaching/learning methods and a student-centred approach. Despite the availability of materials on how to teach entrepreneurship, teachers (and schools) often lack an understanding of entrepreneurial learning as a key competence (instead perceiving it as being business related). Many teachers also lack the confidence to use such materials without having first-hand experience of entrepreneurship or of student-centred and competence-based approaches to teaching. The question is therefore: how to train and support schools and teachers in delivering entrepreneurial learning?

SEECEL framework for supporting entrepreneurial teaching

To address this question in the context of the Western Balkans and Turkey, SEECEL has established a comprehensive framework to support schools and teachers in primary and secondary education (ISCED levels 1, 2 and 3) to develop the ability to teach entrepreneurship as a key competence (and as a cross-curricular topic). The basis of the framework is a strategic interaction of the following key players:

Inside schools	Outside schools
1. Teachers	1. National teacher training authorities (TTAs)
2. School management	2. Businesses
3. Students	3. Mentor schools
4. Parents	4. Higher education institutions
	5. SEECEL

These players interact in the scope of the following core activities

1. In-service teacher training
2. Piloting entrepreneurial learning
3. Mentoring
4. Peer-learning



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SEECEL framework in action

Based on the SEECEL Teachers and Schools Professionals Competence Framework for EL, the sequence of activities in the framework is the following:

- **In-service teacher training:** To ensure a holistic and sustainable approach to entrepreneurial learning, a framework for in-service training is developed SEECEL, further adapted/elaborated by TTAs and delivered to both to teachers and to school management. The teacher training modules include an introductory training for both school management and teachers to clarify the meaning and relevance of entrepreneurship as a key competence, while the core training modules also present the basics of student-centred learning and how it affects entrepreneurial learning. The whole training is practice-oriented ('learning by doing') and is supported by mentor schools who provide guidance based on first-hand experiences, as well as by SEECEL.
- **Piloting entrepreneurial learning:** Subsequently, each participating school develops an action plan for incorporating entrepreneurial learning into their own teaching practices. The first step is for teachers to draft an individual teacher development plan, based on which they apply and 'piloting' entrepreneurial learning in their classrooms. Pilot schools are particularly encouraged to engage in practical entrepreneurial experiences, which involve cooperation with businesses. In the piloting process, teachers and schools make continual use of the following SEECEL resources and guidelines:
 - The SEECEL EL Package (defining learning outcomes and teaching/assessment methods)
 - The SEECEL Teacher Knowledge Base (a lesson plan database, shared by each pilot school)
 - The SEECEL School Professional Toolkit (a framework for evaluating the progress in developing teachers' entrepreneurial competences)
- **Mentoring:** Throughout the entire process, newly participating schools and teachers are assigned a mentor school (within the same country) that provides them with continual support.
- **Peer-learning:** International peer-learning is ensured through structured peer visits between schools in the region of the Western Balkans and Turkey implementing entrepreneurial learning. Finally, SEECEL's online Community of Practice acts as a platform for participating schools and teachers throughout the region to share good practices, thus acting both as a networking and learning tool.

Results so far

SEECEL is currently working with 93 primary and secondary schools who have produced 250 teacher development plans and 750 lesson plans in which entrepreneurial learning has been incorporated. A total of 2,408 teachers and school management participated in-service training session, and 28,092 students have experienced entrepreneurial learning in their classrooms. In addition to these activities, SEECEL also works separately with higher education institutions (ISCED level 5/6) on piloting entrepreneurial learning for future teachers (through pre-service teacher training).

The significance of this approach is that, despite emerging from a regional initiative, the development and ownership of the training is national and the development and ownership of the entrepreneurial learning provided is local (at the school level).

The network of entrepreneurial schools and teachers that is emerging as a result of the SEECEL initiative can play a crucial role in further supporting national policy initiatives for entrepreneurial learning.



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