

SEE CEL

strategic plan 2009 – 2012

south east european centre
for entrepreneurial learning
zagreb, october 2009



south east european centre
for entrepreneurial learning
zagreb, october 2009

Content

- List of abbreviations [page 5](#)
- 01.** Foreword [page 7](#)
- 02.** Wider strategic context at European level [page 8](#)
- 03.** Rationale for regional centre on entrepreneurial learning [page 13](#)
- 04.** Establishment of South East European Centre for Entrepreneurial Learning [page 16](#)
- 05.** Strategic framework of SEECEL [page 18](#)
 - 05.1. Mission [page 18](#)
 - 05.2. Vision [page 18](#)
 - 05.3. Values [page 19](#)
 - 05.4. SEECEL'S strategic goals 2009-2011 [page 20](#)
 - 05.4.1. Strategic goal I [page 21](#)
 - 05.4.2. Strategic goal II [page 24](#)
 - 05.4.3. Strategic goal III [page 25](#)
- 06.** SEECEL's Governance [page 28](#)
- 07.** Management [page 30](#)
- 08.** Human resources / staffing [page 32](#)
- 09.** Strategic co-operation, partnership and networking with stakeholders at see / eu level [page 37](#)
- 10.** Monitoring and Evaluation [page 41](#)
- 11.** Finances [page 42](#)
- 12.** Notes [page 45](#)

List of abbreviations

CCE	Croatian Chamber of Economy
CEDEFOP	European Centre for the Development of Vocational Training
CIP	Competitiveness and Innovation Programme
DANET	Development and Advisory Network for Enterprise Training
DG	Directorate General
DG EAC	Directorate General for Education and Culture of the European Commission
DG ELARG	Directorate General for Enlargement of the European Commission
DG ENTR	Directorate General for Enterprise and Industry of the European Commission
EC	European Commission
EC PCM	EC Project Cycle Management
EEA	European Economic Area
EU	European Union
ETF	European Training Foundation
E4E	Education for Entrepreneurship
GEM	Global Entrepreneurship Monitor
IPA	Instrument for Pre-accession Assistance
ISCED	International Standard Classification of Education
MoELE	Ministry of Economy, Labour and Entrepreneurship of the Republic of Croatia
MST	Management Support Team
NCGE	National Council for Graduate Entrepreneurship
OECD	Organisation for Economic Co-operation and Development
OMC	Open Method of Coordination
PRAG	Practical Guide to contract procedures for EC external actions
RBA	Result-based Management
RCC	Regional Cooperation Council
RCI	Regional Competitiveness Initiative
SBA	Small Business Act for Europe
SC	Steering Committee
SEE	South-East Europe
SEECCEL	South East European Centre for Entrepreneurial Learning
SME	Small and Medium-sized Enterprises
SNE	Seconded National Experts
TNA	Training Needs Analysis

Foreword

01.

„When right people gather around the table, problems become opportunities” and societies which THINK ENTREPRENEURIAL can compete in global economy/market.



We are presenting you the Strategy of South East European Centre for Entrepreneurial Learning – SEECEL, the first international centre in the field of entrepreneurial learning that specifically reinforces co-operation between South East European countries supporting developments of life long entrepreneurial learning and entrepreneurial literacy.

Recognizing **necessity** of entrepreneurial literate societies for competitive economies, countries of South Eastern Europe have expressed their desire to increase **opportunities** for lifelong entrepreneurial learning as part of their commitment to the EU accession process and Lisbon Agenda.

SEECEL is a pioneer institution, in the full sense of the word, established on the initiative of the eight pre-accession countries of South East Europe to bring forward developments in entrepreneurial learning in line with EU recommendations for entrepreneurial learning, more specific Oslo Agenda. This initiative highlights a commitment of the countries to foster a cross-regional co-operation.

This regional resource centre financed by the Croatian government and the European Union will support practitioners in developing entrepreneurial learning with specific reference to the objectives and targets of the EU Enterprise Charter and Small Business Act.

We, in SEECEL, see life long entrepreneurial learning (LLEL) as a crucial element for the promotion of knowledge based, competitive and socially cohesive societies in Europe, and respond to the chances and challenges of globalization which play the key role in sustainable development and prosperity. Entrepreneurial literacy is the key for the new coming period.

In doing so, SEECEL's key intention will be to bring forward:

- fresh ideas,
- new expertise and,
- forward-looking strategies

in developing life long entrepreneurial learning systems in the South East Europe.

We are welcoming all entrepreneurial thinkers around the globe to join us in thinking and acting entrepreneurially respecting the SEECEL core values.

Erika Heder

director

Wider strategic context at European level

02.

At this time when the European Union (EU) and other European countries involved in the EU enlargement process are seeking to minimise the impact of the current economic downturn and set the course for renewed growth, it is vital that the momentum in favour of diverse investments that are both efficient and equitable is maintained. Good policies will simultaneously aid recovery from recent shocks and build the basis for meeting future challenges with confidence.

Entrepreneurship is a major driver of innovation, competitiveness and growth at the European level. Due to their strong presence in key sectors such as services

and knowledge-based activities, small and medium-sized enterprises (SMEs) today play a central role in the EU economy. In a globally changing landscape characterised by continuous structural changes (including the recent economic crisis at the global level) as well as the enhanced competitive pressures, the role of entrepreneurship / SMEs in the society has become even more important as providers of employment opportunities and key players for the wellbeing of local and regional communities. Hence, entrepreneurs are particularly well placed to efficiently reap diverse opportunities from “smart” investments and from the acceleration of technological change, including relevant social

and economic levers that will be put in place by the European countries within the framework of a European Economic Recovery Plan¹.

Given the circumstances, a capacity to build on the growth and innovation potential of entrepreneurship / SMEs will be decisive for the future prosperity of Europe. In that respect, it is also worth stressing the importance of an economy’s capacity to balance the stock of enterprises through encouraging more start-ups and managing business transfer. Sustainable growth based on innovation and excellence requires an increasing number of start-ups, which are likely to provide more and better jobs.

The EU has firmly placed its entrepreneurial potential and the needs of SMEs at the heart of the Lisbon Growth and Jobs Strategy, notably since 2005 with the use of the partnership approach². The role of entrepreneurship in the European economy has been repeatedly acknowledged at the highest political level.

Subsequently, the EU Member States made considerable progress on the entrepreneurship agenda and substantially improved the business environment for SMEs, taking inspiration from best practice exchanged in the context of the European Charter for Small Enterprises, endorsed in Feira in 2000 and by implementing the 2006 Spring European Council conclusions. The March 2008 European Council expressed strong support for an initiative further to strengthen SME sustainable growth and competitiveness named the “Small Business Act for Europe” (SBA) and requested its swift adoption. The SBA builds on Commission and Member States policy achievements, creates a new policy framework that integrates the existing enterprise policy instruments, and builds in particular on the European Charter for Small

Enterprises and the Modern SME policy aims to promote SMEs to grow by helping them tackle the remaining problems which hamper their development.

Despite this encouraging progress, European countries still need to take further significant measures to release the full potential of entrepreneurship. There is a need to create a more favourable social climate for entrepreneurship, based on an integrated policy with a view not only to improving the skills but also to changing the mindset of Europeans. By endorsing the European Charter for Small Enterprises and the SBA respectively, the EU committed itself to develop a wide array of actions that take due consideration of the relevant needs, including actions related to the enlarged entrepreneurial learning³ field:

- education and training for entrepreneurship
- Entrepreneurial spirit and new skills will be nurtured from an earlier age;
- General knowledge about business and entrepreneurship needs to be taught at all school levels;

¹ A European Economic Recovery Plan (Communication from the Commission to the European Council), European Commission, COM(2008) 800 final, 2008

² “Implementing the Community Lisbon Programme – Modern SME policy for Growth and Employment”, European Commission, COM(2005) 551 final, 2005

³ For the purposes of this strategic plan, entrepreneurship learning is defined as all forms and levels of education and training, both formal and non-formal, including work-based learning which contributes to the entrepreneurial spirit and activity with or without a commercial objective. (Anthony Gribben, Entrepreneurship Learning: Challenges and Opportunities, European Training Foundation, 2006)

- Specific business-related modules will made an essential ingredient of education schemes at secondary level and at colleges and universities;
- Youngsters' entrepreneurial endeavours will be promoted and appropriate training schemes for managers in SMEs will be ensured;
- availability of skills
- The EU will endeavour to ensure that training institutions, complemented by in-house training schemes, deliver an adequate supply of skills adapted to the needs of small business, and provide lifetime training and consultancy.

Central to these actions is the role and contribution of education systems in promoting productivity and sustainable economic growth, and in particular the quality of education through-put, increasingly considered essential to equip economies to head off the challenges in the global market place. The EU Member States, the European Commission (EC) and the pre-accession countries have been cooperating closely to support national reforms of education and training systems through the "Education & Training 2010" work programme. While taking into account Member States' very different starting points, the EU Open Method of Coordination (OMC) has supported progress towards a set of shared objectives measured against common indicators and benchmarks and in line with the integrated guidelines for growth and jobs, aimed at increasing investment in human capital through better education and skills, facilitating innovation, and promoting a more entrepreneurial culture.

Traditionally, formal education in Europe has not been conducive to entrepreneurship and

self-employment. However, as attitudes and cultural references take shape at an early age, education systems can greatly contribute to addressing the entrepreneurial challenge and increasing the overall entrepreneurial capacity within the EU. A set of recommendations to bring forward developments in lifelong entrepreneurial learning lays particular emphasis on early education by the EC (Oslo Agenda, 2006)⁴ and reinforces entrepreneurship as a key competence, already identified as one of the 8 key competences for lifelong learning adopted in the EC's Communication in 2006.⁵ In that respect, the EC stresses the need to combine entrepreneurial with digital competence, the latter involving the confident and critical use of ICT for employment, learning, self-development and participation in society.

In 2006, the relevant Directorates General (DG) of the EC also made a number of recommendations on entrepreneurship promotion within tertiary 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.⁶ Finally, the re-launched Lisbon strategy gives particular emphasis to the member countries being more able to anticipate evolving skills culminating in a 2007 Education Council resolution on New Skills for New Jobs. The accent in this document is on skills gaps, weaknesses and evolving skills requirements.⁷

Although various initiatives / measures are in place in a number of European countries, this has not yet led to transforming policy commitment into concrete wider-scale measures, i.e. to making entrepreneurship a common feature or a widespread subject in European education systems, nor has the training of teachers on how to bring

the concept of entrepreneurship into the classroom been sufficiently developed. Also, the establishment of indicators and the collection of quantitative data in this field are still very limited: this makes it difficult to monitor the progress achieved.

On the basis of its consultations, the EC proposed that European cooperation in education and training should address four strategic challenges in the years to 2020, one of which is to enhance innovation and creativity, including entrepreneurship, at all levels of education and training⁸. These challenges reflect the contribution of education and training to the Lisbon Strategy and the renewed Social Agenda and should be addressed in a joined-up policy across the systems as a whole (schools, higher education, vocational education and training and adult learning). In that respect, a sense of initiative and entrepreneurship should be, *inter alia*, considered transversal key competences that must be reflected in curricula, teaching methods and qualifications in a more comprehensive fashion. A second challenge is to ensure a fully functioning knowledge triangle of education-research-innovation⁹. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being.

Furthermore, the EC has launched a pilot initiative that includes a series of high level reflection panels on entrepreneurship education to be organised as a part of the Entrepreneurship Education Implementation under the Competitiveness and Innovation Programme (CIP). The aim of these panels is to investigate how EU and the European Economic Area (EEA) countries can build on existing good practice in the field of entrepreneurship education to bring about effective and forward-looking strategies at all levels of learning. Increasing co-operation between different departments of the national administration is considered to be crucial for the successful introduction of more coherent and systematic strategies to enhance entrepreneurship education.

When it comes to the global level, the Global Entrepreneurship Monitor (GEM) has reported a number of increasing trends with regards to the conditions for entrepreneurship within different clusters of countries (factor-driven economies, efficiency driven-economies and

4 Entrepreneurship Education in Europe: Fostering entrepreneurial mindsets through education and learning. European Commission (DG Enterprise and Industry), COM(2006) 33 final, 2006.

5 Recommendation of the European Parliament and of the Council of Ministers on Key Competences for Lifelong Learning, European Commission, 2006.

6 Final report of EU expert group for "Entrepreneurship within Higher Education, especially within Non-business Studies", European Commission, DG Enterprise and Industry, 2008.

7 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), European Commission, COM (2008) 868/3, 2008.

8 An updated strategic framework for European cooperation in education and training (Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions), European Commission, COM(2008) 865 final, 2008.

9 Council Conclusions of the European Union on a strategic framework for European cooperation in education and training (the "ET 2020") - 2941th Education, Youth and Culture Council, Council of the European Union, May 2009.

— 12 innovation driven economies), including the increasing trend from 2004 to 2008 in the ratio of opportunity-driven to necessity-driven start-ups. All things being equal, opportunity-driven start-ups are to be preferred to necessity-driven start-ups in a developed economy. The likelihood for businesses to be innovative, and oriented towards growth and export is higher when people recognise and take advantage of an opportunity rather than start an enterprise because there is no better option. Hence, the GEM emphasises a need for entrepreneurial learning equally to address the three main components of entrepreneurship that are interlinked in a complex set of feedforward and feedback loops¹⁰:

- Entrepreneurial attitudes;
- Entrepreneurial activity – considered to be multi-faceted, but one important aspect is the extent to which people in a population are creating new business activity, both in absolute terms and relative to other economic activities, such as business closure;
- Entrepreneurial aspiration - reflects the qualitative nature of entrepreneurial activity, e.g., entrepreneurs differ in their aspirations to introduce new products, innovative production processes, to engage with foreign markets, to develop a significant organization, to fund growth with external capital, etc.

To conclude, increased competitiveness associated with more open trade systems and the growing uncertainty of economic markets are having a knock-on effect on enterprise performance and employment. Education is increasingly seen as an opportunity to support enterprises and workers in meeting

the challenges that more open competition and economic downturns have for prosperity, growth and jobs. The new paradigm is one of lifelong entrepreneurial learning which involves a much wider set of policy partners and target groups.

Rationale for regional centre on entrepreneurial learning

03.

Small enterprises are the backbone of the economies the South-East Europe (SEE) region. They make a major contribution to job creation and economic development and are behind the expansion of the services, construction and transport sectors that drive economic growth in the region. Clusters of small enterprises moving into higher value added operations are emerging, spreading innovation. Until a few years ago, small enterprise policy received relatively little attention in the region. The focus of governments was on consolidating macro-economic stabilisation, and on managing the restructuring and privatisation of

large companies. Only limited support was available for small enterprises. The adoption in 2003 of the European Charter for Small Enterprises by the SEE countries contributed to a change in policy perspective. Under the auspices of the European Charter for Small Enterprises, the assessment of where the SEE countries stand with respect to enterprise policy development is carried out using a common evaluation framework: the SME Policy Index, which is structured around the Charter's ten policy dimensions.

The Charter has generated considerable interest in the SEE countries in bringing

¹⁰ Niels Bosma et al, Global Entrepreneurship Monitor – 2008 Executive Report, Babson College (US), Universidad del Desarrollo (Chile), London Business School (UK), 2009.

forward developments in entrepreneurial learning. Several countries have already initiated small but strategic actions which follow the logic of Charter indicators whose aim is to guide partner countries in their reform efforts in this area. However, recent scores in the two dimensions related to human capital development and entrepreneurial learning, i.e. Dimension 1 “Education and training for entrepreneurship” and Dimension 4 “Availability of skills”, clearly indicate that the relevant progress has been rather slow¹¹. More effort is required to ensure that education and training are strategically knitted into the wider competitiveness drive within each country.

Better recognition of EU recommendations for promotion of entrepreneurship at all levels of education is required, with particular emphasis on entrepreneurship promotion in early education. There is a poor policy understanding of entrepreneurship as a key competence particularly within the formal education system, including the way of curriculum adjustment and teacher training (i.e. entrepreneurial way of teaching) at the primary and secondary school level respectively.

The Charter 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. Furthermore, the most recent Charter assessment underlines poor engagement by enterprises in defining training requirements and a lack of systematic intelligence on training within the business environment, thus resulting in the overall inability of the relevant SEE institutions to respond to market requirements in terms of quality and timing.

Such slow progress is a consequence of a number of constraints in the field of entrepreneurial learning at the SEE level¹²:

- An under-developed body of policy knowledge;
- No common vocabulary; poorly defined concepts;
- A complex and multi-dimensional area, little researched or reported;
- No readily accessible resources for best case practice (e.g. curriculum, teacher training, assessment, accreditation, school management for “opening up the learning environment”);
- No common data sets or indicators for performance monitoring and development;
- At the national level, responsibilities for the range of entrepreneurship learning activities have been scattered across a number of public authorities, business support organisations and service providers (e.g. universities, foundations and private training companies);
- Few established networks for policy/practice information exchange (apart from third level business education programmes) with limited efficiency.

¹¹ 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, European Training Foundation, European Bank for Reconstruction and Development, 2009.

¹² Anthony Gribben, Entrepreneurship Learning: Challenges and Opportunities, European Training Foundation, 2006

In compliance with the aforementioned approach at the EU level, the SEE countries are also urged to consider adopting a broader paradigm of entrepreneurship learning which incorporates all parts of the learning system and where investment into the early parts of the education system, in which the potential for promoting the mindset and values of an entrepreneurship society is at its best, will be paramount. In adopting such a broader paradigm in their countries, the SEE institutions responsible for different parts of the entrepreneurial learning system must be ready to consider more structured and efficient forms of regional co-operation, involving a range of stakeholders, with “one vision” in line with the needs of the regional economies / SME sectors.

Further institutionalisation of the regional dialogue and targeted co-operation in the field of entrepreneurial learning has firm potential in terms of:

Allowing relevant policy-makers and practitioners of the region to let the issue of entrepreneurial learning policies climb the regional / national political agenda;

Reinforcing a more comprehensive and co-ordinated collection of relevant data at the regional level, and thus allowing a more thorough comparative analysis of / in-depth reporting on the specific segments of entrepreneurial learning as compared to the existing types of analysis / regional reporting, e.g. reports on the progress of the European Charter for Small Enterprises;

Ensuring regular peer-pressure mechanisms, i.e. the success / best-practice example from one country in the region spurs on the others to accomplish similar results;

Allowing the development of a more systematic and co-ordinated approach to policy-making and planning as opposed to a piecemeal approach often encouraged by relevant project ideas and initiatives of the donors / international institutions that are present in the region.

In addition to the regional cooperation objective of such forms of co-operation, relevant joint-actions should be also considered as catalytic in that they allow for identification of common issues to which national governments could consider their own specific responses, including engaging the support of the national Instrument for Pre-Accession (IPA).

Establishment of a South East European Centre for Entrepreneurial Learning

04.

Given the commonality of the challenges related to the field of entrepreneurial learning as well as the EU accession process, all the SEE countries participating in the European Charter for Small Enterprises expressed a firm interest in relevant co-operation and more comprehensive exchange of experiences.

In 2006, the National Charter Co-ordinators from the SEE countries launched discussions on fresh ideas and forward-looking strategies as to how the education and training systems can deliver more entrepreneurial potential in the SEE / pre-accession region and, in parallel, to align them with the policies and practice at the EU level, most notably with

the Oslo Agenda. The results of the long discussions showed the strong support of the National Charter Co-ordinators for the idea of setting up a regional centre where issues of policy, common to all governments in the areas of entrepreneurial learning and enterprise skills, could be addressed in a more co-ordinated fashion and where best practices could be systematically exchanged between countries of the region and the rest of Europe.

Following the initial agreement and firm commitment of the National Charter Co-ordinators to move forward with the establishment of the regional centre,

the Ministry of Economy, Labour and Entrepreneurship of the Republic of Croatia (MoELE) 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 MoELE, was a recommendation to establish a South East European Centre for Entrepreneurial Learning (SEECEL). The recommendations from the study, which include the establishment of regional policy and practitioner networks, were subsequently shared amongst all governments and with other key stakeholders / initiatives at the SEE and EU level, most notably the Regional Cooperation Council¹³ (RCC) and European Training Foundation¹⁴ (ETF). At the meeting of the National Charter Coordinators on 15 October 2008 in Zagreb, the MoELE presented a final proposal for SEECEL (with the Republic of Croatia as a host country). The final discussions on the matter also concluded that Turkey, in the capacity of the EU candidate country, should join the activities of SEECEL.

Subsequently, the following countries will be involved in SEECEL's activities (in alphabetical order):

- Albania;
- Bosnia and Herzegovina;
- Croatia;
- Kosovo¹⁵;
- Macedonia¹⁶;
- Montenegro;
- Serbia;
- Turkey¹⁷.

Following the appointment of Ms Efka Heder as the SEECEL Director, SEECEL launched its official activities in January 2009 as an organisational unit of the Croatian Chamber of Economy (CCE)¹⁸. As of July 2009, SEECEL

will function as an independent organisation with legal registration under the national legislation of the host country (Public Institution Act of the Republic of Croatia). In compliance with the main findings of consultations with the key stakeholders, most notably the RCC Secretariat in Sarajevo, SEECEL's management will explore steps necessary for SEECEL to achieve a legal personality as an international institution with a view to:

- Ensuring the institutional / financial sustainability of SEECEL;
- Accommodating an initial interest for participation in SEECEL's activities that has been expressed by some of the "non-IPA" countries as well as potential interest of other interested countries in the long run.

¹³ The RCC was officially launched in February 2008, as the successor of the Stability Pact for South Eastern Europe, and is intended to sustain focused regional cooperation in the SEE through a regionally owned and led framework that also supports European and Euro-Atlantic integration. The work of the RCC focuses on six priority areas: economic and social development, energy and infrastructure, justice and home affairs, security cooperation, building human capital, and parliamentary cooperation as an overarching theme.

¹⁴ The ETF is an agency of the EU based in Turin, Italy, established with the aim of contributing to the development of the education and training systems of the EU partner countries in the context of the EU's external relations policy.

¹⁵ Under UNSCR 1244 / 99

¹⁶ The Former Yugoslav Republic

¹⁷ Turkey is currently not involved in the implementation of the European Charter for Small Enterprises and has joined the process of the entrepreneurial learning development in the framework of the Regional IPA Programme.

¹⁸ The CCE is an independent professional and business organisation of all legal entities engaging in business. It is organised in the European tradition and on the so-called continental model of Austrian and German chambers with compulsory membership.

Strategic framework of SEECEL

05.

Mission

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 as well as to identify other global models that may enhance the role of entrepreneurial learning in the context of knowledge-driven, small enterprise-dominated and highly competitive economies.

Vision

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.

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.

Values

A set of core values informs the approach of SEECEL in achieving its mission. These are:

- **Mutual Support, Cooperation, Networking and Sharing:** encouraging a spirit of cooperation, sharing and a partnership-based approach with an emphasis on ownership and full commitment of all countries at the SEE level as a way of maximising the efficient use of relevant resources / know-how and, eventually, building more entrepreneurial societies;
 - **Development and Quality:** encouraging initiative / innovation, embracing changes and facilitating best-practice in the field of entrepreneurial learning at the SEE level so as to enhance policy making and policy delivery;
 - **Integrity, Accountability and Transparency:** being accountable, open and impartial to all stakeholders at the SEE and EU level;
 - **EU Policy:** setting SEECEL's work against clearly defined EU policies in the area of enterprise and education with a view to improving the awareness, understanding and potential that these policies have in promoting more economy-responsive education systems in the SEE countries;
 - **Evidence-based Policy Measurement and Assessment:** building on pre-defined policy performance indicators and rigorous reviews according to which further developments in the field of entrepreneurial learning may be planned,
- most notably the EC's assessments of each country's performance with respect to the enterprise Charter and relevant activities of the European Training Foundation;
- **Lifelong Learning:** promoting development of citizens' knowledge, skills and competence as well as relevant access to and participation in lifelong learning for all, crucial for the development of individuals, competitiveness and employment at the SEE / EU level;
 - **Diversity, Equality and European Active Citizenship:** recognising and learning from differences as well as promoting social cohesion, equal opportunities (most notably gender equality), social economy / socially responsible entrepreneurship, intercultural environment and EU values among the individuals and organisations / bodies involved in the work of SEECEL and in the overall dissemination of relevant accomplishments.

SEECEL STRATEGIC GOALS 2009-2012

SEECEL has identified a set of **strategic goals** that will determine the success of its activities during the first years of its operational activities and that are supplemented and refined by respective **specific objectives, key actions and key performance indicators**. These strategic goals will be further translated into practical annual work programmes, which will outline in more details the specific working components of SEECEL and respective implementing mechanisms and tools.

strategic goal I

The Strategic Goal I is:

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

To meet this strategic goal, the specific objectives for the period 2009-2012 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 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.



Key actions:

- Establish SEE expert groups on the entrepreneurship key competence development at the ISCED 2 level;
- Carry out comprehensive stock-taking exercise in all SEE countries on policies and actions in the area of entrepreneurship key competence development;
- Set up criteria and identify relevant good-practice examples from the SEE countries and EU member states related to: curriculum development; teaching and learning materials, assessment tools; teacher training (pre-service and in-service); school-enterprise cooperation; school governance and management contributing to entrepreneurial education;
- Define learning outcomes for entrepreneurial learning at the ISCED 2 level and develop framework curriculum and basic teaching / learning materials for application in a pilot network at the SEE level;
- Design model for teacher training and school management training for application in a pilot network at the SEE level;
- Set up a network of pilot schools, followed by the introduction of an agreed framework curriculum, teacher training and school management / governance development conducive to the entrepreneurial school;
- Launch virtual networking and organise face-to-face events for pilot school

teachers for pooling experience and improvement of materials, teaching practice and school management / governance techniques;

- Establish an on-line, multi-lingual resource for curriculum and teaching / learning materials for entrepreneurship key competence with open access by SEE education communities;
- Based on the outcomes of other key actions, deliver concrete policy proposals and recommendations for further development of the entrepreneurship key competence at three levels: national, municipal and school level;
- Undertake independent assessment of each country's performance on the Charter's ISCED 2 indicators (with reference to the relevant methodology to be developed within the framework of the "SBA").

Key performance indicators:

- At least 3 SEE expert groups established (e.g. learning outcomes/curriculum; teacher training; school management / governance) comprising respective key stakeholders (representatives of line institutions, curriculum / teacher training specialist, school managers, teachers);
- The SEE stock-taking report on policies and actions in the area of entrepreneurship key competence development delivered by mid-2010
- A portfolio of good-practice examples from the SEE countries / the EU member states delivered by mid-2010;

- Learning outcomes for the entrepreneurial learning at the ISCED 2 level, pilot framework curriculum and pilot teaching / learning materials developed by the end of 2010;
- The SEE network of pilot schools (up to 4 schools per country) established and pilot implementation launched by March 2011;
- A series of networking activities for pilot school teachers organised in 2011;
- Multi-lingual web portal launched by the end of 2009;
- 3 sets of policy proposals and recommendations for the further development of entrepreneurship key competence by the end of 2011;
- A report on each country's performance on the Charter's ISCED 2 indicators delivered by the end of 2011.



strategic goal II

Strategic Goal II is:

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 meet this strategic goal, the specific objectives for the period 2009-2012 are:

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.

Key actions:

- Provide structured inputs to the ETF as to the further development and promotion of the pilot indicators for entrepreneurial learning within tertiary level education;
 - Set up criteria and form a network of higher education establishments (universities, polytechnics, institutes) offering ISCED 5/6 (undergraduate and post-graduate level) committed to developing more coherent strategy and quality assessment frameworks as well as piloting an “across campus” promotion of entrepreneurship education and relevant learning environment;
 - Support the selected pilot institutions (faculties) within the established network of universities in the development of an entrepreneurial learning curriculum and teaching practice as well as the enterprise cooperation;
 - Develop a network of teaching staff supported within the network / pilot institutions;
 - Create a regional student entrepreneurial club for those students from the participating faculties, including incentives for students to develop extra-curricula entrepreneurial activities;
 - Deliver a feasibility study for development of a regional master’s degree for university teaching staff on entrepreneurship education at ISCED 5/6 level, borrowing on the model of the UK Master’s programme administered by the Graduate Council for Entrepreneurship Education;
 - Undertake independent assessment of each country’s performance with respect to the Charter’s indicators for entrepreneurship in higher education (ISCED 5 and 6).
- ## Key performance indicators:
- Joint organisation (with the ETF) of at least 2 high-level events on the pilot application / further development of entrepreneurial learning indicators within tertiary level education by 2011;
 - A network of at least 2 higher education establishments per SEE country committed to developing a more coherent strategy and piloting of various activities established by end 2010;
 - Development of entrepreneurial learning curriculum and teaching practice as well as enterprise cooperation being supported within at least 2 faculties per participating higher education pilot institution ;
 - A network of teaching staff supported within the network / pilot institutions is established by end 2010;
 - Various entrepreneurship competitions, cross-institutional projects, student fairs, regional student entrepreneurship web-site / communication forums and/ or a regional entrepreneurship student newsletter launched and promoted by mid-2012.
 - A feasibility study for development of a regional master’s degree for university teaching staff on entrepreneurship education at ISCED 5/6 level is delivered by mid-2011;
 - A report on each country’s performance at ISCED 5/6 indicators delivered by the end of 2011.

strategic goal III

Strategic Goal III is:

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

To meet this strategic goal, the specific objectives for the period 2009-2012 are:

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.

Key actions

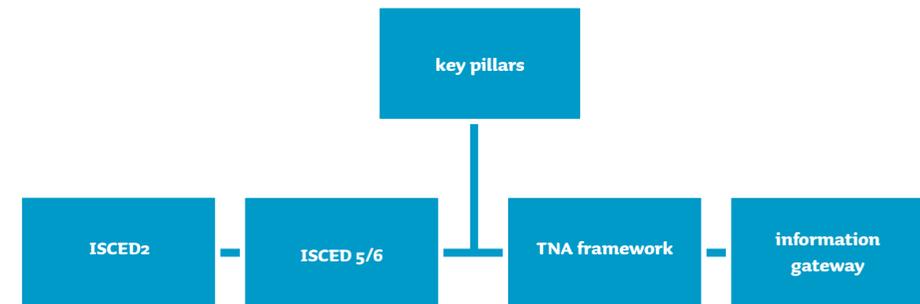
- Establish Development and Advisory Network for Enterprise Training (DANET) comprised of human resource experts from national employers' organisations or their appointees;

- Undertake a critical appraisal of all existing TNA tools and methodologies based on the TNA stock-taking activity supported by the ETF / the EU Member State TNA intelligence developed by CEDEFOP;
- Design and deliver a professional training programme for enterprise training needs analysts;
- Carry out comprehensive TNA at the SEE level;
- Carry out interim evaluations on TNA system building achievements by country, including independent interim assessments on all indicators within the Charter's Chapter 4 (enterprise skills).

Key performance indicators

- The DANET established by end 2010;
- TNA toolbox - a set of validated TNA instruments developed by 06/2011;
- A core group of regional TNA experts (4 per country) which will become the nucleus of a more professional enterprise-driven TNA, trained by end 2011,
- Pilot TNA at the SEE level conducted by 06/2012;
- At least 2 progress reports, based on interim evaluations of the TNA system for the small business community in SEE countries, delivered to the EC and Regional Charter as a basis for a formal agreement on TNA-related quality-assurance mechanisms.

Figure 1: seecel's key pillars in line with strategic goals (including horizontal activities related to the SECCEL's "Information Gateway" function)



SEECEL Governance

06.

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

- National Co-ordinators of the European Charter for Small Enterprises, including the official representative of Turkey responsible for relevant activities;
- Representatives of national line institutions responsible for Chapter 1 and Chapter 4 of the European Charter for Small Enterprises;
- Representative of relevant DGs of the EC – DG Enlargement (DG ELARG) and DG Enterprise and Industry (DG ENTR);

- Representative of the ETF;
- Representative of the RCC.

The representative of the EC – DG Education and Culture (DG EAC) participates in the work of the SC in the capacity of an observer. Where applicable, the representatives of other institutions at the EU / international level will be invited to observe the specific meetings of the SC.

The SC meets twice a year. Its main functions are the following:

- To oversee the overall governance of SEECEL at the strategic and the operational level;

- To assist in identifying and analysing / interpreting data relevant for policy and decision-making;
 - To approve SEECEL's strategic plan (3 year cycle) and annual work programmes, including annual budgets;
 - To comment on and approve SEECEL's annual progress reports;
 - To discuss any critical points / major bottlenecks with respect to the implementation of the annual work programmes and (where applicable) to propose and discuss remedial actions to be taken in order to tackle problems;
 - To align the decision-making process and key deliverables of SEECEL's work programmes with the EU *Acquis* / process of the EU OMC in relevant fields as well as to ensure an adequate level of synergy with other initiatives and funds at the EU level (including diverse bilateral / multilateral initiatives and funds) and/or international level;
 - To provide other specific contributions relevant to the strategic development and execution of annual work programmes (e.g. raising awareness on SEECEL activities, lobbying / ensuring political support at various levels, mobilising resources of national authorities responsible for enforcement of relevant measures, etc.);
 - To evaluate the performance of the SEECEL's Director and other management bodies (see below Section "Management" of this strategic plan for further details).
- Given its initiative in terms of SEECEL's establishment as well as its bi-lateral contribution to the SEECEL start-up phase and a three-year work programme, the SC is chaired by the Ministry of Economy, Labour and Entrepreneurship of the Republic of Croatia (State Secretary for Entrepreneurship). Rules of Procedures of the SEECEL's SC will detail the composition and roles / responsibilities of SC members as well as the overall decision-making process that is pursued in close communication with SEECEL's management.

Management

07.

Under the supervision of the SC, the overall management of SEECEL is fully delegated to the SEECEL Director. On the basis of the approved strategic plan as well as other specific parameters set by the SC, the SEECEL Director has total responsibility, 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.

Figure 2: result-based management cycle¹⁹

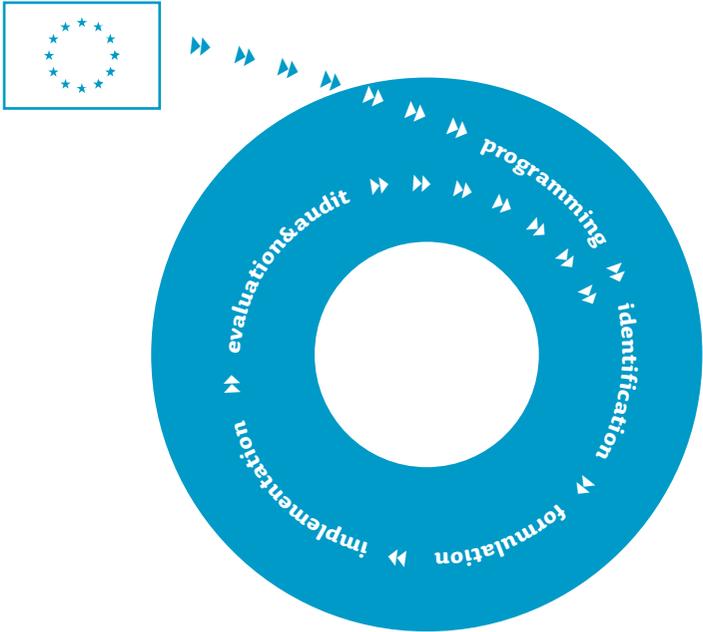


In managing the financial support awarded by the EU within the framework of the Multi-Beneficiary envelope of the IPA Programme and (if applicable) other IPA envelopes/ other programmes (e.g. Community Programmes), SEECEL will make use of the **“EC Project Cycle Management”** (EC PCM) - a set of project design and management tools based on the Logical Framework method of analysis, covering not only the traditional project approach, but also sector programmes to which its principles are equally applicable.

Upon the specific request of the SEECEL Director, a **Management Support Team** (MST) will provide advice and support on diverse management and technical issues. The MST is composed of 3 national co-ordinators of the European Charter for Small Enterprises (the Croatian co-ordinator as permanent MST member and two other national co-ordinators on six-monthly rotation applying the “EU troika” rotation principle).

¹³ <http://www.tbs-sct.gc.ca/rma/rbm-gar.e.asp>

Figure 3: EC project cycle management



Human resources / staffing

08.

In line with the best-practice examples at the EU level, human resource policies and actions / staffing of SEECEL will be based on a number of distinctive elements, which contribute to making SEECEL a modern administration:

- **Efficiency** - strategic planning, annual work programming and reporting cycle as a basis for the resource allocation process;
- **Knowledge sharing** – building a collaborative, innovative, and knowledge-sharing culture within SEECEL that is always engaged in the activity of learning in line with the basic elements of the knowledge management cycle: find/create, organize, share, and use/reuse;
- **Transparency** – institutional and individual transparency necessary to achieve a participative democracy and to ensure the legitimacy and accountability of SEECEL;
- **Ethics and conduct** – formal rules and regulations as well as non-formal, largely common-sense standards of conduct of SEECEL staff and associates with respect to overall public responsibility;
- **Equal opportunities** - any discrimination based on grounds such as sex, race, colour, ethnic or social origin, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation is strictly prohibited;

- **Application of modern Information and Communication Technologies** – with a view to delivering better, more cost-effective, transparent and secure services;
- **Environmental friendliness** – the drive towards better environmental management of resources and processes in agreement with the principles of sustainable development, including issues such as mobility and transport and saving natural resources.
- **Multilingualism** – the majority of documents, communications or any other kind of information coming from SEECEL will be translated into the relevant languages in order to ensure the widest possible access to information by different stakeholders at the national levels.

SEECEL will comprise a core team of 4 professionals:

- **SEECEL Director**, with the following key responsibilities:
 - On the basis of the SEECEL Director's extensive knowledge and international professional experience / know-how in the field of entrepreneurial learning, designing the overall SEECEL strategy in compliance with the specific needs at the SEE level and with the EU Acquis / the EU OMC in relevant fields;
 - Overseeing the execution of annual work programmes, financial management and human resource management;
 - Overall development of SEECEL as a centre of expertise by promoting the sharing of expertise with an emphasis

on translating EU policies into new approaches in entrepreneurial learning at the SEE level;

- Promotion of multi-stakeholder dialogue at the strategic level to enhance awareness and knowledge in the field of entrepreneurial learning, including the creation of sustainable SEE networks and communities of practice;

- **Programme Development Co-ordinator**, with the following key responsibilities:

- Policy analysis through provision of knowledge, instruments, and methodologies relevant to entrepreneurial learning;
- Identification of sources of information related to policy-driven issues;
- Identification and synthesis of best practices and lessons learned at the SEE / EU level directly linked to the SEECEL's strategic goals;
- Other operational, research, statistical and specific analytical support to the SEECEL Director;
- Sound contributions to knowledge networks and communities of practice;
- Expertise support to the Project Manager at different stages of the project cycle: programming, identification, implementation & monitoring, evaluation and impact assessment;

- **Project Manager**, with the following key responsibilities:

- Monitor and evaluate the overall implementation of the SEECEL programme / projects through

introduction of diverse performance indicators / milestones / success criteria, monitoring specific contractual obligations, general / targeted reporting, carrying out ex-ante / interim / ex-post evaluation, co-ordinating external evaluation of SEECEL's activities, etc., in line with the RBM and the EC PCM approaches;

- Execution of different stages of the EU IPA Multi-Beneficiary project cycle: programming, identification, implementation & monitoring (including technical and financial responsibility for the project implementation), evaluation and impact assessment in line with the EC PCM approach and the “Practical Guide to contract procedures for EC external actions”;
- Analysis of and research into information on donors and potential implementing partners (the government institutions, EC bodies, bi-lateral and multi-lateral donors, public institutions in the field of education / entrepreneurship), the private sector, civil society organisations, etc.) and overall co-ordination of respective communication (preparation of substantive briefs on possible areas of cooperation, identification of opportunities for initiation of new projects / development of project pipeline, partnership proposals, project proposals, etc.) within the specific thematic areas based on the strategic goals of SEECEL, the SEE countries' needs and donors' priorities related to the field of entrepreneurial learning;
- Targeted assistance to the SEECEL Director / Programme Development

Co-ordinator in implementation of horizontal activities and networking aspects of SEECEL as well as other analytical / operational support related to one or more strategic goals of SEECEL;

- **Office & Event Manager**, with the following key responsibilities:
 - Ensuring sound implementation of procurement, administrative and financial procedures, in line with the legal and financial regulations applied at the national and EU level (i.e. PRAG) respectively;
 - Co-ordinating activities related to the organisation of diverse events (conferences, seminars, workshops, presentations, meetings of working groups / other targeted meetings, etc.);
 - Providing other targeted assistance to staff members with respect to the implementation of horizontal activities and networking aspects;
 - Co-ordinating the activities of an internship scheme (see below for further details).

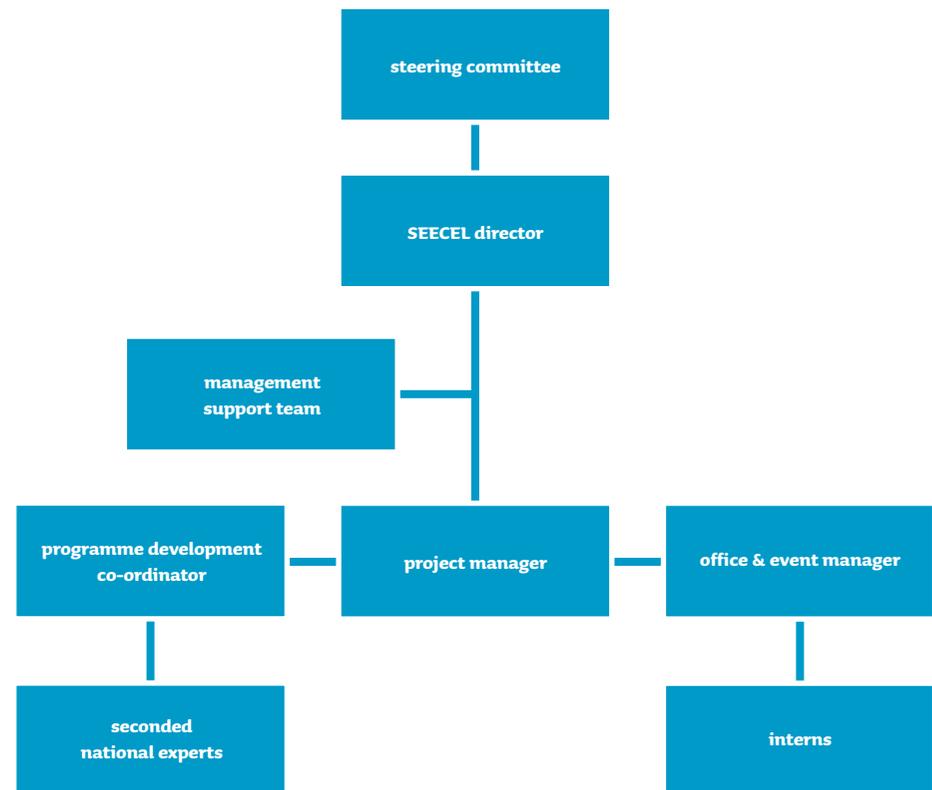
All the key actions envisaged by this strategic plan are human resource intensive. On one hand, they require considerable expertise and know-how and, on the other, efficient utilisation of all resources that are / might be at the disposal of SEECEL's Director. In order to ensure high quality services in achieving SEECEL's strategic goal as well as to underpin quality standards with respect to the effective sharing of expertise / development of sustainable networks at the SEE level, additional human resources will be engaged by means of:

- **Secondment** - Seconded National Experts (SNE) from the SEE countries, EU Member States and (where applicable) other countries;
- **Internship scheme** - young interns.

In compliance with the best-practice examples at the EU level, SNEs will have a dual role: they will bring their professional knowledge and experience / know-how related to the specific aspects of the entrepreneurial learning to SEECEL, and will take back to their home administration the knowledge of EU issues / best-practice examples at

the SEE level acquired during their period of secondment. SNEs will work alongside the SEECEL core team and provide the expertise necessary for the achievement of specific strategic objectives. Under the overall guidance of SEECEL's Director, each SNE will work according to a detailed job description and will be governed by rules that help avoid the risk of any conflicts of interest. The secondment will be formalised by a bilateral agreement between SEECEL and the national civil service or organisation from which the SNE will be seconded. The agreement will stipulate the specific responsibilities of both sides throughout the period of secondment.

Figure 4: seecel organisation chart



Pursuant to relevant standards developed by the EC bodies and other international institutions with a representative office in the SEE countries (e.g. UNDP), the internship scheme is envisaged as an opportunity for young individuals with no or with limited professional experience to gain certain professional skills which would enable them to enrich their curriculum vitae and become more marketable on the employment market. Hence, the internship scheme will address (i) senior year university students in the fields related to one or more strategic goals of SEECEL and (ii) young people who have recently obtained a university degree in fields related to one or more strategic goals of SEECEL and are at the beginning of their professional career. The key tasks of the interns will be as follows:

- To contribute to the work of SEECEL by applying their specific skills linked to their educational and university backgrounds;
- To assist with high-level administrative and logistical tasks, such as organising working groups, meetings and other events, compiling information and documentation, preparing reports and answering queries, etc.;
- To acquire specialised knowledge and practical experience of EU policies and best-practice examples at the SEE level in the field of entrepreneurial learning;

Having in mind the budgetary constraints as well as the annual financial contribution from the budget of the Republic of Croatia (the MoELE), the interns will be selected from Croatian nationals. However, a limited number of nationals of other SEE countries

will be accepted according to available resources (also subject to the specific needs at the SEE level which require the engagement of interns with particular skills).

Strategic co-operation, partnership and networking with stakeholders at SEE / EU level

09.

Pursuant to its Mission and Vision, SEECEL intends to deliver the strategic goals / specific objectives contained in this plan in close co-operation and (where applicable) partnership with other institutions at the SEE level and the EU level respectively. There are many potential synergies at both levels which can be harnessed for mutual benefit in the long-term.

In 2009-2012, SEECEL will strive to develop its strategic co-operation mechanisms with the following institutions:

European Commission

High priority will be given to developing close working relations and regular sectoral / EU accession-oriented dialogue with the ECDGs so that use can be made of their highly-qualified policy-making and technical resources. Capitalising on the communication channels already established within the framework of the IPA Multi-Beneficiary Programme as well as the SC of the SEECEL, the SEECEL Director will further develop and streamline strategic co-operation with the heads / task managers of the following DGs:

- DG EAC;
- DG ELARG;
- DG ENTR;
- DG Employment, Social Affairs and Equal Opportunities.

European Training Foundation

The ETF, in the capacity of an EU agency, and SEECEL have complementary expertise and although both organisations work at the SEE level in the field of entrepreneurial learning, there will be no functional overlap between respective activities / projects.

SEECEL will primarily use the ETF as an additional source of relevant information and know-how, including the identification and transfer of good-practice examples from the EU Member States. Furthermore, SEECEL will in the long term benefit from the ETF's experience and networks of experts developed in other countries in Eastern Europe and the South Mediterranean region that participate in the European Neighbourhood Policy, i.e. relevant ETF's experience related to the EU-driven reforms in the following countries: Algeria, Armenia, Azerbaijan, Belarus, Egypt, Georgia, Israel, Jordan, Lebanon, Libya, Moldova, Morocco, Occupied Palestinian Territory, Syria, Tunisia and Ukraine.

In the course of 2009-2012, the two organisations will define more detailed and concrete priorities and modalities with regards to their general and thematic cooperation at the SEE level, i.e. helping to organise the input and update of relevant national policy initiatives / strategies in the SEE countries. Given the fact that the

lion's share of ETF work in the period 2006-2009 has concentrated on the development of indicators for entrepreneurial learning, co-operation aimed at reinforcing the piloting, extensive promotion and further development of those indicators will be of the utmost importance to both sides, including the aforementioned independent assessments of each country's performance on the European Charter for Small Enterprises' indicators envisaged under each Strategic Goal of SEECEL.

Regional Cooperation Council

Following the initial contacts between the representatives on the RCC and SEECEL in the period January-March 2009 and subsequent discussions on the venturing channels of communication and co-operation, the RCC Secretariat strongly supported the establishment of SEECEL as a perfect example of a multi-beneficiary institution that brings an added value in terms of developing the entrepreneurial learning in a non-business environment and, thus, of strengthening the ties of education and economy.

In the upcoming period, the scope of co-operation between the two sides will reflect the new reality at the SEE level marked by the outcomes of the EU enlargement process as well as outcomes of specific sectoral measures at the SEE / EU level targeting, *inter alia*, competitiveness, building human capital and life-long learning. Hence, the co-operation will be primarily focused on:

- Holding regular experience-sharing meetings between the experts;

- Involving the other side's experts in the respective thematic development activities / networks;
- Associating the other side's experts in the dissemination of relevant policy developments at the SEE level.

Furthermore, both sides will explore how to ensure adequate positioning of SEECEL with respect to other complementary initiatives at the SEE level, i.e. regional taskforces and initiatives which operate under RCC auspices or have regulated appropriate relationship and coordination of activities through specific arrangements with the RCC Secretariat.

Organisation for Economic Co-operation and Development (OECD)

Co-operation with the OECD will be primarily guided by the requirements of the IPA Multi-Beneficiary Programme, i.e. the EC's requirements with respect to ensuring synergy between OECD and the SEECEL activities that encompass a high degree of compatibility (both in terms of the methodologies and the contents).

Under the IPA Multi-Beneficiary Programme 2009, the Regional Competitiveness Initiative (RCI), Activity 5 of the Project N° Crisis Response Package, will support, among others, human capital development with the aim of reducing the skills mismatch in the region. Work will be undertaken to establish inter-ministerial units to drive forward reforms in this area. The work of those units, which goes beyond SMEs, will be fed by the results of the work of SEECEL, whose activities, *inter alia*, tackle the issue of boosting entrepreneurial skills in SMEs. In terms of project co-ordination, the

OECD Investment Compact, implementing the RCI, will participate in the SEECEL's SC, whereas the SEECEL will participate in the SC of the RCI.

Other European co-operation / networking

Where applicable, SEECEL will initiate exchanges and information flows to Brussels-based stakeholders, non-governmental organisations, lobbying and advocacy bodies and the European and international press corps so as to promote its work and thus raise its profile not only within the EU institutions. Relevant examples are as follows:

- BusinessEurope;
- European Association of Craft and Small and Medium-sized enterprises (UEAPME);
- Eurochambers;
- European Trade Union Confederation (ETUC);
- Euronews;
- Etc.

With respect to other relevant institutions from the EU Member States, SEECEL will pursue the development of targeted strategic co-operation with the UK-based National Council for Graduate Entrepreneurship (NCGE), which will be focused on the specific objectives and key activities envisaged under the SEECEL's Strategic Goal II, i.e. understanding and promoting a culture of entrepreneurship within Higher Education through research, education and facilitation.

In line with the mutual recognition that the role of educators in developing relevant entrepreneurial capacities for the future has never been so important, SEECEL will use the outcomes of relevant NCGE's core activities as a benchmark (most notably "International Entrepreneurship Educators Programme" aimed at building the professional capability and wide-ranging approaches of entrepreneurship educators operating within an education environment).

Croatian Chamber of Economy

Following the completion of the SEECEL's start-up phase during which the CCE acted as one of SEECEL's founders and the host institutions, a close communication and working relationship will be maintained with the the following organisational units / initiatives of the CCE:

- Human Resource Development Centre;
- Enterprise Europe Network Croatia;
- National Co-ordination – E4E (Education for Entrepreneurship).

Social partners from other SEE countries

With a view of developing the awareness on the importance of key issues in the field of entrepreneurial learning, SEECEL will give specific attention to the potential means for establishing strategic co-operation with the social partners from other SEE countries, particularly within the activities related to SEECEL's Strategic Goal III. Such targeted co-operation will be marked by the following assumptions²⁰:

- Encourage individual lifelong learning at every age, at every level of professional development and in a wide variety of settings;
- Enterprises recognise the value of investment in the development of human resources;
- Training and qualifications are conceived to be key aspects for the employability of individuals and, ultimately, the overall competitiveness of human resources and enterprises;
- The enterprise is a place that can offer opportunities for promoting links between work and learning;
- The social partners are increasingly called upon to play an important "interface" facilitating role for translating the constant changes in the world of work into adequate training content and methods.

Monitoring and Evaluation

10.

SEECEL recognises the importance of on-going monitoring activities and periodic evaluation in the achievement of its strategic goals / specific objectives, and, likewise, in the overall organisational development of the organisation / in a day-to-day delivery of quality services.

In developing its internal monitoring and evaluation focus and, thus, in improving the relevance, efficiency, effectiveness and impact of its work, SEECEL, under the guidance and leadership of the SC and the SEECEL Director, will primarily make use of the aforementioned RBM and the EC PCM approaches (including the Evaluation Methods for the EU's External Assistance). Where applicable, the individual requirements of other donors / SEE institutions will be met and duly incorporated into internal monitoring and evaluation framework.

In the course of 2012, a comprehensive external evaluation of SEECEL's activities

will be conducted at the SEE level. Lessons learned from that exercise and targeted recommendations made by external evaluators will be taken into consideration by the SC and the SEECEL Director in their planning and management of operations relevant to the next three-year strategic period (2013-2015), including:

- The planning of SEECEL's work within the framework of new financial instrument from 2013 onwards, most notably the new EU pre-accession funds (pending on the EU accession progress of the SEE countries) and the new generation of relevant EU Community Programmes;
- Opportunities in terms of enlarging the sectoral (entrepreneurial learning) and/or geographical scope of the SEECEL's activities in accordance with the aforementioned Mission and Vision of the organisation.

²⁰ Niels Haderup Kristensen, Peer Learning to Support VET Reform Process 2008 – Social Dialogue: Thematic Concept Paper, European Training Foundation, 2008

Finances

11.

The Strategic Plan outlines a challenging programme for the period of 2009-2012. The current projected funding level is outlined below:

Figure 5: seecel's revenue 2009-2012

Sources of funding	Period	Amount (in EUR)
The Republic of Croatia (state budget - MoELE)	January - September 2009	97.500
EC / IPA Multi-Beneficiary Programme ²¹ (grant for IPA project)	October 2009 – September 2012	1.7 M
The Republic of Croatia (state budget - MoELE)	October 2009 – September 2012	300.000
TOTAL		2.0975 M

²¹ The bulk of the EU support to the IPA (Pre-accession) countries is/will be delivered through the IPA National Programmes. However, a certain percentage of available funds is allocated through the Multi-Beneficiary IPA Programmes to assist potential candidate and candidate countries' efforts to cooperate with each other pragmatically in fields of common interest as they strive towards membership of the EU. This is to say, the Multi-Beneficiary IPA Programme is designed to build regional networks of experts and concrete institutional links among national authorities so as to facilitate the direct sharing of best practices / lessons learned and bring an added value to the support given separately under the National Programmes for each IPA country.

The above listed funding provided by the Republic of Croatia – the MoELE includes a mandatory national contribution to the EC funding (grant) awarded under the IPA Multi-Beneficiary Programme in the amount of 300,000 EUR.

This funding level will be sufficient to implement the strategic elements described above. As indicated in the Figure 5, the funding for the period October 2009 – September 2012 will be provided within the framework of the IPA Multi-Beneficiary Programme (including the Republic of Croatia's mandatory co-financing) for SEECEL's IPA project entitled "Regional Entrepreneurial Learning Centre".

The estimated expenditure is as follows:

Figure 6: estimated seecel expenditure january 2009 - september 2009

Budget items	Total Costs (in EUR)
Human Resources	24.992,00
Travel & per diems	9.306,00
Equipment and supplies	9.945,00
Local office	18.075,00
External services / Other costs	34.876,00
TOTAL JANUARY 2009 - SEPTEMBER 2009	97.194,00

Figure 7: estimated seecel expenditure october 2009 - september 2012 (in line with the requirements of the ipa project / grant contract)

Budget items	Total Costs (in EUR)
Human Resources	454.727,00
Travel & per diems	724.700,00
Equipment and supplies	10.800,00
Local office	160.956,00
External services / Other costs	649.100,00
TOTAL OCTOBER 2009 - SEPTEMBER 2012	2.000.283,00



south east european centre
for entrepreneurial learning
zagreb, october 2009

Selska cesta 217 / iv
hr - 10 000 Zagreb, Croatia
tel +385 (0)1 3040 260
seecel@seecel.hr
www.seecel.hr