PRIORITIES for INTEGRATION OF ENTREPRENEURIAL LEARNING AND ENTREPRENEURSHIP key COMPETENCE IN EDUCATION SYSTEMS IN BOSNIA AND HERZEGOVINA (2021 – 2030)

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Abbreviations

|  |  |
| --- | --- |
| **APOSO** | Agency for preschool, primary and secondary education of Bosnia and Herzegovina |
| **BiH** | Bosnia and Herzegovina |
| **CoM** | Council of Ministers |
| **CPD** | Continuing Professional Development |
| **DigComp** | The European Digital Competence Framework |
| **EBRD** | The European Bank for Reconstruction and Development |
| **EC** | European Commission |
| **ELES** | EU financed project «Entrepreneurial learning in education systems in Bosna and Herzegovina-phase II» |
| **EntreComp** | The Entrepreneurship Competence Framework |
| **ETF** | European Training Foundation |
| **FBiH** | Federation of Bosnia and Herzegovina |
| **HEA** | Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina |
| **ICT** | Information and communications technology |
| **IPA** | Instruments for Pre-Accession Aid |
| **ISCED** | The International Standard Classification of Education |
| **MoCA** | Ministry of Civil Affairs of Bosnia and Herzegovina |
| **NEET** | Not in Education, Employment, or Training |
| **OECD** | The Organisation for Economic Co-operation and Development |
| **PI** | Pedagogical institute |
| **QA** | Quality assurance |
| **RS** | Republika Srpska |
| **SAAP** | School annual action plan |
| **SBA** | Small Business Act |
| **SME** | Small and medium-sized enterprises |
| **TAIEX** | Technical Assistance and Information Exchange |
| **ToT** | Training of trainers |
| **VET** | Vocational Education and Training |

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# 1. INTRODUCTION

Knowledge society and the fourth Industrial-Digital Revolution set serious challenges of modernization in front of the education systems in order to educate present and future generations for life and work in the global economy. This implies the development of such human resources able to maintain and develop a competitive capability, to adapt quickly and efficiently to changes in market and new technology conditions in a way that is not destructive to the community and society and to achieve fundamental social goals such as productivity growth, social cohesion, sustainable development and democratic processes. Educational systems should include skills and competences that will focus on greater capacity for adaptation to fast-changing economies and more inclusive societies.

To address these challenges, the European Union has been developing **key competences for lifelong learning** since 2006. They represent a kind of change in educational doctrine that shifts the focus of education towards the acquisition of functional knowledge, interactive use of technology, knowledge and skills, the ability to communicate with heterogeneous groups and to undertake autonomous action. Key competencies are the foundation of employability and flexibility in a global economy that respond to the challenges of postmodern times and accelerating changes with enlargement of complexity and interdependence between local and global.

According to a European referencing framework for key competences in lifelong learning (revised version, 2018), **entrepreneurship competence** refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value. A slightly broader concept than entrepreneurship competence is **entrepreneurial learning**, a concept of education and training which supports an entrepreneurial way of thinking and is based on development of individuals, including basic principles of efficiency in everyday life, all of which leads to entrepreneurial literacy for the society as a whole. Both concepts are complementary and interdependent and this document develops priorities for both entrepreneurship competence and entrepreneurial learning in education systems in Bosnia and Herzegovina.

The work on defining the priorities for the integration of entrepreneurial learning and entrepreneurship key competence in education systems in BiH has required significant efforts to analyse the progress, opportunities and best European practices in this area. To this end, the European Training Foundation (ETF) [[1]](#footnote-2) in cooperation with the Ministry of Civil Affairs, supported a Focus Group comprising representatives from the education communities of BiH to determine how to move forward with development of the entrepreneurship and digital competences. In the the discussions of a wide range of stakeholders including the Ministry of Civil Affairs of Bosnia and Herzegovina, all competent education authorities, pedagogical institutes, the Agency for Preschool, Elementary and Secondary Education of Bosnia and Herzegovina, representatives of educational institutions and teachers, a policy document the *Priorities for Integration of Entrepreneurial and Digital Key Competences in Educational Systems in BiH (2019-2030)* was developed.

That document was a basis for the development of these Priorities for Integration of Entrepreneurial learning and Entrepreneurship Key Competence into Educational Systems in BiH (2021-2030), which were also developed with the support of the ETF *Strategic Project on Entrepreneurship and Enterprise Skills for Bosnia and Herzegovina in defining the following steps for promoting key competencies (entrepreneurial and digital).* The project was implemented by the ETF in cooperation with the Ministry of Civil Affairs and the competent educational authorities in Bosnia and Herzegovina in the period from February 2018 to September 2019.

**The aim** of the document is to align the priorities and the next steps in the development of entrepreneurial learning and entrepreneurship competences in accordance with the relevant key EU policies defined in the European Entrepreneurship Competence Framework (EntreComp) [1] Activities on document development have been done with the involvement of policy makers and educational experts - representatives of ministries, pedagogical institutes, educational institutions and teachers.

The document gives an overview of the relevant EU policies setting the basis for determining relevant learning outcomes and modernization of curricula in Bosnia and Herzegovina, an overview of the activities currently undertaken on the development of entrepreneurial learning and integration of entrepreneurship competence in education systems in BiH, and a list of short-term, mid-term and long-term priorities. The list of possible activities is developed for each priority. The implementation would have contented the purpose of this document – the full integration of the entrepreneurial learning and the entrepreneurship competences in the education system in BiH.

In this regard, the Priorities in Integration of Entrepreneurial Learning and Entrepreneurship Key Competencie into Educational Systems in Bosnia and Herzegovina are intended for competent educational authorities and other partners of the education sector in BiH to be used during development of their own action plans. Access to key competences is integral, and in the context of lifelong learning refers to all forms of learning - formal, non-formal and informal, as well as at all levels of formal education - preschool, primary, secondary and higher as well as adult education.

# 2. EU POLICIES CONTEXT

At the beginning of the millennium, the European Union adopted the Lisbon Strategy (2000) [2] in order to establish the necessary conditions for increasing competitiveness and economic growth by creation of more and better jobs in the other regions environment and conditions of ever-accelerated technological, especially IT development. The Lisbon process has, among other things, opened up the issues of linking between education, research and labour markets, lifelong learning and human capital development, so that education policies in this context are increasingly in EU focus. This trend has been particularly prominent in the second strategic ten-year period 2010-2020, as defined in the EU Strategy for Europe 2020 - A Smart, Sustainable and Inclusive Growth Strategy (2010) [3], and will undoubtedly be the in the focus of the next ten-year EU strategy that will set goals for 2030.

General EU's ten-year strategies are elaborated through work programs based on sectorial strategic frameworks. The current EU strategic framework on cooperation in the field of education and training ET 2020 [4] identified four key strategic objectives: (1) creating lifelong learning and mobility; (2) improving the quality and effectiveness of education and training, (3) promoting equality, social cohesion and active citizenship; and (4) **strengthening creativity and innovation, including entrepreneurship, at all levels of education and training**. Established ten-year goals present the foundation for EU policy making in the area of education and training. Numerous documents adopted by the European Commission, the Council of the European Union and the European Parliament, encourage Member States, as well as those who wish to become members, to improve education by increasing its relevance to the employment and the development of individuals.

Entrepreneurship competence entered the EU educational policy framework in 2006 by adopting **the European Reference Framework of Key Competences for lifelong learning** [5]. The Reference Framework has initiated educational reforms in European countries in order to focus education and lifelong learning on the development of competences needed for life and work in the 21st century. The EU Reference Framework identified eight key competences[[2]](#footnote-3), a combination of knowledge, skills and attitudes, for the education of all individuals with a view to professional development, active participation in the economy, social inclusion and employment. Key competencies represent the backbone and foundation of lifelong learning ideas and are set in the forefront at all levels of education. That is why they are important for every educational system.

The commitment of EU policies to key competences was further reaffirmed in May 2018 when the Revised Framework of Key Competences for Lifelong Learning was adopted [6]. The new framework emerged after an evaluation of the twelve-year implementation of key competency policies. He stresses, inter alia, the importance of the developed European Entrepreneurship Competence Framework (EntreComp).

Entrepreneurial learning and entrepreneurship competence are highlighted in particular by the Small Business Act (SBA) for Europe (2008) [7], which establishes a comprehensive SME support policy framework for member states, candidates and potential candidates should adopt and develop in order to enhance the growth and development of SMEs, strengthen the economy and increase employability. The SBA includes provisions for more developed competences and skills. BiH undergoes regular SBA assessment to determine progress on these areas. The EU policy interest on key competences had a special focus on the development of entrepreneurial key competence. This is particularly emphasized in the recent EU programme- New Skills Agenda (2016) [8] and the EU mid-term priorities in the field of vocational education and training 2015-2020 (Conclusions from Riga) [9].

These issues are also reflected in the South East Europe 2020 Strategy and the South East Europe action plan for a Regional Economic Area that give specific attention to promoting entrepreneurship. The European Commission Subcommittee held on 30 January 2018 highlighted the importance of key competences, including entrepreneurship competence, as more and more important in the context of education and training outcomes. That is why the development of priorities in the integration of entrepreneurship competencies is important for the integration of BiH into the EU. The European Commission's opinion on BiH membership application to the EU of 29 May 2019 concluded that "the quality of education is not adequate". Undoubtedly the development of key competences and their integration in all levels of education significantly contributes to the quality of education, in particular to the increasing relevance of education for employment. This is also a key reason for encouraging activities at all levels.

Finally, in its feedback to BiH on the 2018 Economic Reform Programme, the European Commission advised that ‘development of entrepreneurial skills needs strengthening, especially for young people, to improve their employability and competitiveness on the labour market.’

## 2.1. European Entrepreneurship Competence Framework

Development of entrepreneurial capacities of citizens and organizations is one of the key policy goals for EU members. EntreComp proposes a unique definition of entrepreneurship as a competence, aiming at development of the awareness of those who learn and connect the world of education to the world of work. EntreComp has become a reference document for initiatives aimed at developing the entrepreneurial capacity of European citizens. It is consisted out of 3 interrelated areas of competencies: Ideas and Opportunities, Resource and Action. Each of these areas consists of 5 competences, which together form an integral part of entrepreneurship as a competence:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competences** | **Advices** | * **Descriptors** |
| **1. Ideas and opportunities** | **1.1. Identifying opportunities** | Use your imagination and skills to discover opportunities to create value | * Identify and exploit opportunities for creating values by exploring the social, cultural and economic environment * Identify needs and opportunities * Establish new connections and collect dispersed environment elements in order to create new values |
| **1.2. Creativity** | Develop creative and useful ideas | * Develop ideas and take advantage of opportunities to create new value, find better solutions to existing and new challenges * Explore and apply innovative approaches * Combine knowledge and resources to achieve the best results |
| **1.3. Vision** | Work on accomplishing your vision | * Imagine what the future looks like * Think about how to turn your vision into a realistic idea * Make scenarios for future activities |
| **1.4. Validation of ideas** | Take advantage of ideas and opportunities offered in the best way | * Assess the value of the word from a social, cultural and economic point of view * Identify the potential that an idea has to create a new value and identify the appropriate ways in which that potential will best be utilized |
| **1.5. Ethics and sustainable development** | Assess consequences and impact of ideas, opportunities and activities | * Assess consequences of the idea that brings values and influence of entrepreneurial actions to a community, market and environment * Think about how sustainable long-term social, cultural and economic goals were selected * Act responsibly |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competences** | **Advices** | * **Descriptors** |
| **2. Resources** | **2.1. Self-consciousness and personal efficiency** | Believe in yourself and constantly refine yourself | * Think about needs, short-term, mid-term and long-term plans * Identify and evaluate individual and group strengths and weaknesses * Believe in the ability to influence the course of events, despite doubts, obstacles and temporary failures |
| **2.2. Motivation and persistence** | Focus on the goal and do not give up | * Be determined to turn your ideas into work * Be patient in your efforts to achieve long-term goals, whether they are individual or grouped * Be prepared for pressures, difficulties, and temporary failures |
| **2.3. Launching resources** | Collect and manage the resources you need | * Manage the material, immaterial and digital resources needed to turn your ideas into action * Use limited resources in the best possible way * Adopt the necessary competences at any stage, including technical, legal, tax and digital competencies |
| **2.4.**  **Financial and economic literacy** | Develop financial and economic knowledge and skills | * Calculate the costs of turning idea into activity * Plan, apply and evaluate financial decisions at time intervals * Manage finances so that value-creating activity can last longer |
| **2.5. Engagement of other participants** | Inspire, motivate, and engage others | * Motivate and involve relevant stakeholders in the process * Provide the support needed to achieve results * Show the skills of communication, persuasion, negotiation and management |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competences** | **Advices** | * **Descriptors** |
| **3. Activity** | **3.1. Taking initiative** | Go on! | * Initiate processes that generate new values * Face challenges * Work independently to achieve goals and plan tasks |
| **3.2 Planning and management** | Define organize, and track priorities | * Set long-term, mid-term and short-term goals * Define priorities and action plans * Adapt to unpredictable changes |
| **3.3. Resolving unclear and risky situations** | Make decisions that will solve unclear and risky situations | * Make a decision when the result of that decision is uncertain when the information is partial or ambiguous, or where there is a risk of unwanted results * In the value creation process, include a structured way of testing ideas and prototypes from the very beginning to reduce the risk of failure * Resolve dynamic situations efficiently and flexibly |
| **3.4. Working with others** | Join, cooperate, network | * Cooperate with others in order to transform ideas into activities * Create networks * Resolve conflicts and face competition in a positive way when needed |
| **3.5. Learning by doing** | Learn by doing | * Use any value creation initiative as a learning opportunity * Learn from others, including mentors and peers * Promise and learn from successful situations and mistakes (both of them and others) |

For each of these 15 competences, the framework is being developed along with a progressive model through 8 levels (according to Bloom's taxonomy) and provides a comprehensive list of 442 learning outcomes. The framework is not prescriptive but provides a reference for education authorities and schools for addressing the entrepreneurship competence within their own environments. For this reason, the Framework is extremely suitable as a basis for developing a curriculum and learning activities that develop entrepreneurship as a competence. Likewise, it can be used to define parameters to assess entrepreneurial competencies of students and citizens.

## 2.1. Entrepreneurial learning

The importance of the entrepreneurial learning (entrepreneurship education) to promote employability, self-employment as well as starting small businesses has been recognized in numerous EU policies. The EU policy paper Fostering entrepreneurial mind-sets through education and learning (2006) [10] has formulated more systematic approaches to entrepreneurship education in order to enhance the role of education in creating a more entrepreneurial culture in European societies. It recommended creation coherent frameworks in member states to support schools and teachers, but also to involve external actors and business. Particular recommendations were given to higher education institutions to integrate entrepreneurship across different subjects and courses, notably within scientific and technical studies, but also to public authorities of member states to support high-level training for university teachers, to develop networks that can share good practice, and to encourage teacher mobility between university and the business world should, including the involvement of business people in teaching.

The document Rethinking Education: Investing in skills for better socioeconomic outcomes (2012) [11] identified key actions in order to start with ambitious reforms needed call for a strong joint effort from both the EU and Member States. Entrepreneurship education actions were foreseen to include: publishing policy guidance on entrepreneurship education establishing a guidance framework for entrepreneurial education institutions and the development of tools to monitor progress and the acquisition of entrepreneurial competences.

Beside of SBA framework elaborated previously, a coherent framework for entrepreneurship education was presented in the Entrepreneurship 2020 Action Plan (2013) [12] that identifies three areas for immediate intervention. One of three areas in entrepreneurship education and training to support growth and business creation. It was particularly emphasised that young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will later start their own company. That is up to five times higher than in the general population. Businesses started by these students are also more ambitious.

That was a reason all EU initiatives pay specific attention to ‘learning by doing’ and given that the EU has specifically recommendation the practical concrete entrepreneurial experience for those before leaving compulsory education. Beside of the establishment the policy framework, EU also supports educational and other institutions in Member States and elsewhere in implementation entrepreneurial learning activities with appropriate budget line within the Erasmus + programme (under the responsibility of the Directorate-General Education and Culture), structural and investment funds and COSME programme[[3]](#footnote-4).

# 3. OVERVIEW AND ANALYSIS OF THE INVENTORY ACHIEVEMENTS

Bosnia and Herzegovina, as a potential candidate for EU accession[[4]](#footnote-5), has adopted the concept of lifelong learning in relation to the development of key competences. After the research conducted [13], the Agency for Preschool, Primary and Secondary Education defined ten key competences for BiH, that should be developing through all grades and subjects in elementary and secondary schools, adding two more to the eight competences identified by the European Referencing Framework (creativity and physical-health competencies). Based on the key competences, analysis of the existing curricula in BiH, as well as the analysis of the curricula in countries of the region, the EU and beyond, the Agency in closest cooperation with responsible education authorities developed the Common Core Curricula Defined on Learning Outcomes [14], composed of eight educational areas: Language and Communication Area, Mathematical Area, Natural Sciences, Social and Humanistic Area, Technics and IT, Arts, Physical training and health, and Cross-curricular area. A unique methodology was applied, which implies determining areas, components, learning outcomes, and indicators related to certain key competences (coded in different colour in the documents), depending on the specificity of the educational area and teaching subjects within a specific areas. Indicators were determined according to the developmental age of the child (learner) at the end of early education (end of the third year) at the end of pre-school education (age 5/6) at the end of the third grade (age 8/9) at the end of the sixth (age 11/12), at the end of nine years of education (age 14/15) and at the end of secondary education (age 18/19). Through all documents in defined indicators, entrepreneurship competence is also permeated. Special emphasis on the development of entrepreneurship competence is particularly emphasised in the CCC defined on learning outcomes for Cross-Curricular and Inter-Subjects Area [15] that has a featured component related to the entrepreneurship with learning outcomes and relevant indicators for a specific age..

Special progress has been made in both the development of entrepreneurial learning and integration of the entrepreneurship competence. It has particularly contributed by the Strategy for Entrepreneurial in Education Systems in Bosnia and Herzegovina for the period 2012-2015 with the Action Plan ("Official Gazette of Bosnia and Herzegovina", No 31/12) [16], prepared under IPA 2007 project “Entrepreneurial Learning in Educational Systems in BiH”. The strategy encompassed all levels of formal education - primary, secondary (including VET) and higher, as well as non-formal education. It has identified six strategic priorities:

1. Establishing partnership for entrepreneurial learning;
2. Raising awareness about entrepreneurial learning at all levels;
3. Promotion of entrepreneurial learning in elementary and secondary education (formal education – based on key competence approach);
4. Promotion of entrepreneurial learning in higher education;
5. Promotion of entrepreneurial learning in adult education and non-formal education;
6. Implementation and monitoring of the strategy

The EU-funded regional Southeast Europe Centre for Entrepreneurial Learning (SEECEL) has had activities from 2009 to 2018 among others in BiH, working with 8 primary and 4 secondary pilot schools and three universities. The concepts developed through this regional initiative have been endorsed by the competent education authorities in BiH.

Support for the implementation of the Strategy has been especially provided by the EU-funded project “Entrepreneurial Learning in Education Systems in BiH - Phase II”, under which the Integrated Entrepreneurial Key Competence Programs for Formal Education at ISCED Levels 2 and 3 have been developed with guidelines for program implementation and school partnership development [17]. The methodology of the program application was successfully introduced and tested in 22 schools, while the methodology of school partnerships has been established and tested by the guidelines in 21 schools in BiH. Therefore, entrepreneurship competence was introduced in a total of 42 schools. The focus of the implementation was to raise human resources and to strengthened mechanisms for capacity building of all pedagogical institutes in BiH and ministries of education: all advisors (117) in pedagogical institutes were trained to disseminate programs through teacher training and monitoring the integration of entrepreneurial key competences of schools in their area. A total of 483 teachers from 86 primary and secondary schools (representing 9.36% of all schools in BiH) are trained in how to integrate entrepreneurial key competences in teaching and learning [18]. Beside of these activities that were mostly related to entrepreneurship competence approach, a various activities related to entrepreneurial learning has been conducted. Partnership policies for entrepreneurial learning have been created in cantons, the Brcko District of BiH and Entities. Action plans for lifelong entrepreneurial learning for the period 2015-2018 were also developed, and progress was also made in the area of ​​non-formal entrepreneurial learning: comprehensive reports on training needs analysis (TNA) among small and medium-sized enterprises were created for 2015 for four economic sectors.

In addition, Entities, Cantons and the District have particularly emphasized both entrepreneurial learning and entrepreneurship competence in their strategic documents, according to competences and responsibilities for education and SME support. In the Republika Srpska, entrepreneurial learning is one of the pervading goals of the Education Development Strategy for the period 2016 - 2021 [19].. Beside of that, due to significant number of self-employees in Bosnia and Herzegovina (according to Labour force survey 2018 conducted by the Agency for Statistics BiH [20] 17.1% of all employees 2018 in BiH were self-employed, while in 2016 share of self-employed in total employment in BiH was 21.1%), more attention could be given in entrepreneurship promotion in employment strategies as well. This should also include access to entrepreneurship training for people with special needs.

The Implementation of the Strategies for Entrepreneurial Learning in Educational Systems in Bosnia and Herzegovina for the period 2012-2015 with the Action Plan has been evaluated, and the Council of Ministers of BiH adopted conclusions in October 2016, concluding that the progress has been made in the integration of entrepreneurship into BiH education systems but that further steps are needed in order to improve education in that regard. The evaluation of the Strategy states that the identified strategic priorities are further relevant.

Progress in the development of entrepreneurial learning and integration of entrepreneurship competence is also evident from the SBA assessment[[5]](#footnote-6), where BiH has progressed in each of the four cycles of external appraisal:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SBA principles: | 2009. | 2012. | 2015. | 2018. |
| Principle 1 – formal entrepreneurial learning | 1,75 | 1,50 | 2,16 | 3,2 |
| Principle 8a – non-formal entrepreneurial learning | 1,75 | 2,31 | 2,83 | 2,70 |

The last SBA assessment exercise (2018) collected significant number of entrepreneurial learning for self-employment initiatives organised at different levels (municipalities, cantonal and entities' employment public services, through authorities responsible for SME support, but also through private business, donor and NGO initiatives). Start-up eco system is particularly developed in ICT sector and it implies also strong components related to various entrepreneurial trainings. Although very often the public resources are used for support such initiatives (active labour measures, incentives, grants to companies and NGOs), activities are not fully recorded and lack of coordination with the education sector (fully responsible for both formal and non-formal adult education) is obvious. Beside of that, exchange of information at different levels to support better policy planning is still not in fully function.

From these brief reviews of the situation inventory in the integration of entrepreneurship competence in BiH, it is clear that additional efforts are needed in the future. The status analysis is presented in the following **SWOT matrix**:

|  |  |
| --- | --- |
| **S (strengths)** | **W (weaknesses)** |
| * There are teachers * There is a strategic commitment to the development of entrepreneurship competence * There is a Program for Integration of Entrepreneurial Key Competence in School Learning (ISCED Levels 2 and 3) and Training Program * Entrepreneurship competence is part of the Common Core Curriculum * Interest and motivation of pupils and students are high * There are many examples of good practice (ad-hock initiatives) | * Teachers are not qualified for key competencies * There is no system of continuous professional development of teachers * Difficulties in implementing education strategies * Awareness of the importance of entrepreneurship key competence within policy makers and educational professionals is low * The ministries and pedagogical institutes are understaffed * Low level of fundraising skills within policy makers and school principals * Key competences are not part of the curriculum of higher education * There is no system of pedagogical support (training) for teachers in higher education * Insufficient equipment of schools * Insufficient co-operation between educational institutions, companies and employment offices * There is no database on good practice examples of introducing / strengthening entrepreneurial key competences, on teacher training and other information related to entrepreneurial key competences, in order to monitor progress and to take the next steps |
| **O (opportunities)** | **T (threats)** |
| * Importance of entrepreneurship competence to building a more robust economy with SMEs that compete in the region and eventually within the EU single market * EU funds and EU readiness to support the development of key competences * Supporting student and teacher mobility can contribute to the development of key competencies * Business Start-up Support * IT industry is on the rise * Networking of schools, educational authorities, pedagogical institutes, etc. * Existence of interest in entrepreneurial learning | * Financial resources are insufficient * Schools have limited autonomy |

**To conclude**, the analysis of learning outcomes related to entrepreneurship competences in existing documents in Bosnia and Herzegovina[[6]](#footnote-7), primarily Programmes for integration of Entrepreneurial Key Competences in School Learning at ISCED levels 2 and 3 and the Common Core Curriculum shows a high degree of alignment with EntreComp. Certainly, existing documents, as well as the future ones, need to be aligned with the latest versions of EU policy, but the focus should be on the testing the model, monitoring and evaluation and scaling up to the system-level. To this end next-step initiatives should build on capacities and results already achieved. In particular, the efforts initiated through the IPA initiatives (ELES project, SEECEL) where the protocols for development of entrepreneurship competence have been developed, should be strengthened and resumed. In addition, the cooperation, consultation and coordination of the sectors of education, of employment sectors, and of the support for SMEs, as well as the exchange of information at different levels, needs to be further strengthened.

# 4. PRIORITIES

The basic idea of identifying and developing priorities is to achieve **full integration of both entrepreneurial learning and entrepreneurship competencies into education systems in Bosnia and Herzegovina by 2030, with particular reference to EntreComp framework**. Key competences are defined as lifelong, so priorities follow all levels of formal education (primary, secondary, high), including adult education.

Since the integration of entrepreneurial learning and integration of entrepreneurship competence in education systems are interlinked and interdependent, very often implies various crosscutting activities (such as trainings, promotion, etc.), they are developed and presented together. Generally speaking, entrepreneurial learning is more related to vocational education, higher education and particularly on non-formal learning, where the learners will require a more entrepreneurship skills attention – essentially early business skills, while entrepreneurship competence is related to all educational levels and all ways of learning. However, a greater commitment to entrepreneurship competence in lower levels of education (pre-school, primary, general secondary) is to be expected, since the overall concept of all key competences has a particular focus on these educational levels. This, of course, does not preclude commitment to key competences at other educational levels (VET, higher education, adult education).

Priorities are developed on the basis of the assumptions of planning, review and analysis of the existing situation and are presented as short-term, medium-term and long-term (priorities follow the SBA review cycles). Short-term priorities have been developed for the next three years, from 2021 to 2023. Mid-term priorities have been developed for the period between 2024 and 2026, while the long term from 2027 to 2030. Short-term priorities have been developed in detail, and as the planning scope goes away, the generality of priorities increases. Methodically, after each of these three periods, an evaluation of the activities implemented should be carried out to assess the impact of the implemented activities and to establish a system of planning based on the priorities set out herein.

In addition to each priority, activities have been developed, responsible institutions for their realization or coordination identified, as well as indicators of achievement and time frame. The priorities thus presented can serve to any competent authority when drafting strategic documents, action plans and planning in general.

Significant progress has been made in the integration of entrepreneurial key competencies in previous years. A model has been developed, carriers of key activities are identified, and there is a contingent of practice since entrepreneurial key competency has entered into formal education systems. The priorities for the integration of entrepreneurship competence are the continuation of the process started a decade ago.

The core of the integration model is the development of competences in school learning through an integrative approach, therefore through all subjects, and cross curricular and extracurricular (through school projects, partnerships, sections and the like). In order to achieve this, it is essential to create an appropriate learning environment for the educational institution, and have trained teachers to integrate key competencies. Therefore, the definition of priorities is focused on specific activities of a broad spectrum of stakeholders in order to gain entrepreneurship competence from the earliest lifecycle of students through formal education systems. However, teachers and educational institutions are at the core of the model and raising their capacity to meet the needs of learners (pupils, students, adult education students).

Most of the key competences are not learned by the traditional subject teaching, but they should be an integral part of **modern training methods.** The method for integrating one key competence in teaching and learning is also relevant to teaching most of other subjects. In addition, key competencies are interdependent and it is almost impossible to introduce only one competence into school learning, without entering the field of others. Communication and presentation skills are also partly of entrepreneurship competence, as well as critical thinking and problem solving, etc. In the teaching of each subject, in addition to achieving the relevant outcomes, the preparation of young people for challenges of competitiveness, the use of technologies, teamwork, community responsibilities, tolerance and diversity, the development of curiosity, analytical and logical conclusion, innovation and creativity, stimulation of communication, self-confidence, openness to changes, and so on should be included.

Therefore, the training of teachers on the introduction of one key competence will certainly include the others and the conception teaching and learning will be applied. In this sense it is possible **to integrate teacher training** for the integration of not only the entrepreneurship, but also other competences. At **the school level**, **joint planning** and joint activities can also be carried out (extracurricular activities, company visits, partnerships, etc.) that will encourage students to achieve the learning outcomes of more competences.

While the priorities within this paper focus particularly on formal education, given the high incidence of unemployment and inactivity, a more developed policy discussion on how both competences can be developed through continuous education and training requires a more developed strategic discussion. The paper, nonetheless, identifies a number of interim measures to support the development of entrepreneurship competence of adult learners.

### 4.1. Short-term priorities (2021 – 2023)

The following short-term priorities have been identified for the integration of entrepreneurial key competences in school learning:

**Teaching and learning: (curricula for primary and secondary education[[7]](#footnote-8) and comprehensive developmental programs for preschool upbringing and education)**: It is necessary to develop a methodology through this priority in order to have **learning outcomes** from the EntreComp Framework integrated into curricula for **primary and secondary schools.** First activities supported by a EU IPA Project, expected to start in the middle of 2019. Short term, Integration of entrepreneurship key competence in formal education programmes, for the ISCED levels 2 and 3 and accompanying guidelines should be revised. They should also be expanded to the ISCED level 1 (preschool and first years of primary education). Competent education authorities can adopt programmes and introduce them to formal learning as annexes to the primary and grammar schools curricula, as well as to preschool education. The methodology is based on cross-curricular, inter-subject and extra curricular activities and is relevant for all three mentioned levels: preschool, elementary and secondary education, including all types of secondary schools (general, vocational, artistic, religious, ect.). Guidelines shall be used as material for teachers and pedagogic advisors who shall implement the curricula. All these materials could be used by competent educational authorities whether during the regular revision of the curriculum of secondary education, or to be approved as changes within the 30% for which the school has autonomy.

**Development of human capacities included in the integration of entrepreneurship competences in teaching and learning** **(pedagogic advisor, members of school management, teachers in primary and secondary schools, and students at faculties of educational sciences)**: Developing capacities of teachers and pedagogic advisors is a basic pre-requirement for the implementation of amended curricula. It should include all teachers [21][[8]](#footnote-9), since the key competences should be integrated in all subjects, including class-based teaching and subject-based teaching. Developing capacities shall be done through continuous professional developments of teachers (training, professional working groups, networking), however, the outcomes of learning about key competences should be simultaneously integrated into initial training of teachers – study programmes at faculties of educational sciences. The implementation of this priority should be systematic throughout short-term, mid-term and long-term period, since it is an exceptionally big and heterogeneous focus group. Short-term priority is to initiate a dialogue with higher-education institutions that implement training of teachers programmes. The dialogue would be opened by the establishment of a working group on teacher training under the IPA 2016 Project, involving representatives of higher education institutions, the Agency for the Development of Higher Education and Quality Assurance, and the competent educational authorities. Furthermore, it is necessary to conduct an analysis of study programmes in order to determine whether and to which extent the key measures are included in the initial education of teachers. Based on this analysis, it is necessary to develop a model for introducing the key competences in teaching, in study programmes for education of teachers, in consultation with higher education institutions. As regards the CPD of teachers, a system of training should be established at the level of every competent education authority. The short-term goal is to conduct training for all pedagogic advisors (total of 10 pedagogic institutes), or pedagogical advisors at schools (for cantons without pedagogical institutes), 50% of members of school management, and 20% of teachers.

**Integration of key competence into primary and secondary schools:** School, as an educational institution with learning as focus of its activities represents a community of: students, teachers, parents, expert advisors, other experts and personnel. Through learning and teaching, knowledge, skills, competences and habits are acquired. Within the context of key competences, a school is regarded as a whole, as a place where everyone participates in school life, and contributes to the development of students’ competences. Entrepreneurship competence can be acquired through regular classes, within almost all subjects, as well as through extracurricular activities, through school projects and school partnerships. Through activities in the previous period, entrepreneurship competence has entered to a degree in 30 schools in Bosnia and Herzegovina, covering primary and both general and vocational secondary schools, and those activities should continue, based on the improvement of previous experiences. Since the school implements formal educational programmes, all activities are defined in the Annual School Work Plan (ASWP) which stems from the development school plan, as well as mid-term strategic document. Through ASWP, every school should show commitment to integration of the key competences and every school should plan activities – by operational planning, planning school activities including ensuring that all young people should have acquired a practical entrepreneurial experience before leaving compulsory education[[9]](#footnote-10). Extracurricular activities are also important: activities for active learning, activities conducted out of school premises, school projects, event planning, clubs, and establishing partnerships between schools and local companies, or organizations. In order for students to achieve outcomes of entrepreneurial learning, the focus of all listed activities should be active involvement of students. The activities of integrating key competences into school learning also include promotional activities as well as networking activities at school level, system level and beyond. That includes activities such as: establishing structured partnership between schools and local companies and organizations, where in this period 30% of primary schools and grammar schools and 50% of secondary vocational schools should be involved; establishing school cooperatives in 10% of primary schools and 30% of secondary schools in this period; implementation of extracurricular and project activities within at least 30% of primary schools and 50% of secondary schools in this period; Celebrating Entrepreneurship Day, or European Vocational Skills Week in 30% of primary schools, 30% of grammar schools, and 50% of secondary vocational and technical school; organizing school entrepreneurship fairs annually, every year, at the level of a competent education authority, promoting best teachers, students and schools, at the level of a competent education authority, information campaign, social networks, creating web platform for exchange of ideas and practices, organizing annual conference on entrepreneurial learning at the level of BiH (every year different competent education authority would organize it); exchange of experience on entrepreneurial learning at the level of professional working groups of schools, municipal and regional professional working groups, exchange of experience at international level; creating conditions for practical entrepreneurship experience of students for at least 10% students of primary schools, 20% students of grammar schools and 30% of students of secondary vocational and technical schools, etc. Web platforms where teachers and students can share experiences, applying their own examples of good practice from their schools, to inspire others, can be run by a non-governmental organization or a competent educational authority. The *CIVITAS* web platform for sharing practice on civil key competence can serve as an example. Practical entrepreneurial experience for young people at school is an EU recommendation in the key documents on European educational reforms, such as "Rethinking Education: Investing in skills for better socio-economic outcomes" and the Entrepreneurship Action Plan 2020 and it also featured in the 2019 SBA assessment. Since it is a rather new area, piloting at levels of primary and secondary education would be a possible way of implementation of these recommendations. Activities could be taken by schools in cooperation with their partners, but fostering should be provided by educational authorities. Beside of that, the system of carrier guidance of students established within primary and particularly secondary schools should be upgraded by advising on entrepreneurship as an employability option, including entrepreneurial trainings.

**Entrepreneurial learning in vocational education and training:** Although the integration of entrepreneurial competence into secondary schools (the previous priority) applies to vocational and technical secondary schools, this priority focuses on acquiring the business skills of vocational students. As regards the secondary vocational and technical education, outcomes of entrepreneurial learning should be included in the qualification standards (at the 2 to 5 levels of the Qualification Framework), i.e. occupational standards. Furthermore, although the complete atmosphere in a VET school should be in the spirit of entrepreneurship, the potential to acquire entrepreneurship competence, particularly related to certain vocation, is the subject *Introduction to Entrepreneurship*, studied in majority of vocational and technical schools. The Curriculum for that subject has been developed primarily through the EU VET reform, and has never been revised since (for 10 - 15 years). Firstly, it is necessary to conduct an analysis to determine within which programmes teaching this subject is included, who the teachers are, what the learning outcomes are. The analysis should provide clear guidelines and recommendations to competent educational authorities for the improvement of teaching within this subject, so the focus can be the development of concrete business plans based on students’ ideas, and related to the qualification acquired through the programme. Based on this analysis, a revised model of curricula would be developed, as well as accompanying training programme for teachers. The programme would be adopted by the competent authorities. In addition, entrepreneurial learning is particularly relevant to career guidance in vocational education and training, since entrepreneurship can be a very relevant employment option for vocational school graduates.

**Integration both entrepreneurship competence and entrepreneurial learning into higher education:** Similar to primary and secondary education, training of teachers on modern methods of learning which include both entrepreneurial learning and the key competences is the best methodology for the integration of entrepreneurship (and other) key competences into higher education. For that, it is necessary to create a system for continuous professional development of university professors and develop training programmes on entrepreneurship and other key competences. An example of good practice is the Train Project, which is being implemented at the University of Sarajevo, through which more than 200 young academic staffs have been trained in teaching and teaching methods. However, these programs did not contain modules on key competencies. Therefore, the challenge is to create a training system for university teachers and to include key competencies as an important part of those trainings. Training would be organized by higher education institutions as a pedagogic support to their teachers. Integration of the key competences into study programmes, through different subjects, as well as the introduction of learning about entrepreneurship to non-economics faculties (through the subject) shall also contribute to the integration of the entrepreneurship competence. Since the key competences have been included in the Standards and Guidelines to ensure quality in the European Higher Education Area, it is necessary to integrate them into the criteria for accreditation of study programmes. They should also be integrated into internal quality systems of higher education institutions, in order to ensure dedication of higher education institutions to their integration into study programmes. Connecting higher education institutions and companies shall allow students to gain practical entrepreneurship experience. Since careers guidance and counselling addresses entrepreneurship promotion, it also requires specific attention. Higher education institutions should also develop a career guidance system for students, and entrepreneurship should be one of the options. Support should be expanded to business start-up centres (or other similar centres or training programmes on business start-ups) at universities. It will involve development of the system for continuous professional development of university teachers and trainings. In this period it is realistic to develop the model and pilot it at least 2 public universities. Beside of that, Criteria for the accreditation of study programmes would be connected with key competences. Activities will also include; connecting higher education institutions with companies, with target for this period of 30% of study programmes at all higher education institutions include structured partnerships with relevant companies; introducing entrepreneurship as a career option for students at 30% of higher education institutions that will have develop career guidance system for students; support to business start-up centres at universities, with the target of 20% of universities have extracurricular training programmes on start-ups for students; introducing learning about entrepreneurship at non-economics faculties at 30% of higher education institutions, creating conditions for practical entrepreneurship experience for students for at least 20% of students, etc.

**Adult education and non-formal entrepreneurial learning:** Entrepreneurship competence is important in supporting young people who are neither employed nor educated, long-term unemployed and women as well as for people with disabilities, in order to increase self-confidence and self-sufficiency. In this regard, dialogue and forward planning on entrepreneurship in non-formal adult learning requires a dedicated discussion. The programmes will be planned in cooperation of competent educational authorities, which are responsible for adult education, and other responsible institutions at certain levels, like employment services, ministries responsible for SME support, NGOs, etc.[[10]](#footnote-11)

**Monitoring and evaluation** are currently the biggest challenge for the competent education authorities with regards to the integration of entrepreneurship key competence into the education systems. Particularly where entrepreneurship education reforms are supported by donors, it is important that monitoring and evaluation responsibilities are organized by the relevant education authorities. Also, particularly when entrepreneurship key competence developments are bring piloting, these should be systematically evaluated and lessons learned with respect to impact of implemented activities (measures, policies) on the system. Monitoring is a regular activity of collecting data and following activities. Short-term goal is as follows: in 2019 the ETF shall, in cooperation with the competent education authorities, conduct a research on the impact of existing activities on formal learning in primary and secondary schools. After that, it is necessary to assess the impact of conducted activities, which is a mid-term goal. The SBA reporting as a cyclic process is based on self-assessment and external assessment by the OECD-EU-EBRD-ETF consortium, which is also a form of external evaluation to compliment evaluations within the respective education systems of BiH. Sharing of experience between the BiH education systems as to what works well (e.g. annual good practice event) could be considered. Upcoming assessments of the Torino Process also provide a monitoring function. As regards monitoring, the pedagogic institutes and pedagogic services within schools should overview the integration of entrepreneurship competence into schools as a regular activity (observation lessons, professional supervision) as a developed monitoring protocol. Based on monitoring, it is necessary that pedagogic institutes and/or ministries of education prepare annual progress reports. Since adult education is supported, through informal trainings (predominantly on start-ups) by different institutions in cooperation with competent educational authorities, at different levels, and from different donors, it is necessary to create a data collecting systems on conducted trainings on entrepreneurial learning at the level of competent educational authorities, as a part of their responsibility for adult education policies, and the assessment of the impact of the support measures for informal entrepreneurial trainings. This shall create prerequisite for structured actions and policies. Educational institutions (secondary and higher education) in cooperation with employment services should establish a data collecting system on the course of careers of their former students (alumni

Activities within short-term priorities

| Priority | Activities | Competent institution | Indicators | Period |
| --- | --- | --- | --- | --- |
| Teaching and learning (curricula in primary and secondary schools) | Revision of the Programme and Guidelines for integration of entrepreneurship key competence into formal learning (ISCED 2 and 3) and their harmonization with the EntreComp | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Programmes revised and harmonized with the EntreComp – learning outcomes: 15 competences listed in three categories | Third and fourth quarter of 2021 |
| Adoption of the Programme through amendments of the curricula for primary and grammar schools | Competent education authority | Adopted curricula amendments by 12 competent education authorities | First and second quarter of 2022 |
| Development of the Methodological manual for teachers | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Methodological manual adopted | First and second quarter of 2022 |
| Development of human capacities included in entrepreneurship competences in teaching and learning (pedagogic advisors, members of school managements, teachers in primary and secondary schools, and students at faculties of educational sciences) | Establishing a Working Group of representatives of higher education institutions implementing study programmes for initial training of teachers[[11]](#footnote-12) and initiating dialogue on introducing key competences to study programme | Higher-education institutions in BiH, HEA, competent education authorities (possibly supported through the IPA 2016 Project Working Group). | Working Group is functional, regular meetings held | Third quarter of 2021 |
| Analysis of representation of entrepreneurship and other key competences in study programmes for training of teachers | Competent education authorities, HEA (possibly supported through the IPA 2016 Project Working Group). | Report on conducted analysis, recommendations by the Working Group formulated and adopted | Third and fourth quarter of 2021 |
| Developing a model for the integration of entrepreneurship and other key competences into study programmes for initial education of teachers | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Models and accompanying syllabuses developed | Third and fourth quarter of 2021,first and second quarter of 2022 |
| Adapting existing programmes for continuous professional development of advisors, members of school managements, and teachers in primary and secondary schools (grammar, technical and vocational schools) for the integration of entrepreneurship competence | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Three training programmes – for advisors (‘training of trainers’ module), members of school managements and teachers (different modules), scenario of trainings | Third and fourth quarter of 2021, first and second quarter of 2022 |
| Implementing training of pedagogic advisors (ToT) module | Pedagogic institutes/ministries (possibly supported through the IPA 2016 Project Working Group). | All pedagogic advisors trained | 2022, 2023 |
| Implementing training of members of school managements (primary, grammar, technical and vocational secondary schools) | Pedagogic institutes/ministries (possibly supported through the IPA 2016 Project Working Group). | Trained members of school managements in 50% of primary and secondary schools | 2022, 2023 |
| Implementing training of teachers for *Introduction of Entrepreneurship* subject in secondary vocational and technical schools | Pedagogic institutes/ministries, (possibly supported through the IPA 2016 Project Working Group). | Min. 15 pedagogic advisors/representatives of ministries and all teachers (320 teachers) trained | Third and fourth quarter of 2021, first and second quarter of 2022 |
| Implementation of training of teachers in primary and secondary schools | Pedagogic institutes/ministries, (possibly supported through the IPA 2016 Project Working Group) and trained pedagogic advisors | 20% of teachers in primary and secondary schools trained | 2022, 2023 |
| Integration of entrepreneurship competences into primary and secondary schools, networking and promotion | Identification of pilot schools for further development of entrepreneurship competence | Competent education authorities (possibly supported through the IPA 2016 Project Working Group). | 20 primary schools, 10 grammar schools 10 secondary vocational schools | Second quarter of 2022 |
| Introducing entrepreneurship competences in the ASWP and the development plans of schools | Schools, pedagogic institutes/ministries | 50% of schools | Continuously 2021 – 2023 |
| Establishing structured partnership between schools and local companies and organizations | Schools, pedagogic institutes/ministries | 30% of primary schools and grammar schools, 50% of secondary vocational schools | Continuously 2021 – 2023 |
| Establishing school cooperatives | Schools | 10% of primary schools, 30% of secondary schools | Continuously 2021 – 2023 |
| Implementation of extracurricular and project activities | Schools | 30% of primary schools, 50% of secondary schools | Continuously 2021 – 2023 |
| Celebrating Entrepreneurship Day, or European Vocational Skills Week in schools | Schools, pedagogic institutes/ministries | 30% of primary schools, 30% of grammar schools, and 50% of secondary vocational and technical schools | Continuously 2021 – 2023 |
| Organizing school entrepreneurship fairs | Competent education authorities | Annually, at the level of a competent education authority (12) | Continuously 2021 – 2023 |
| Promoting best teachers, students and schools | Competent education authorities and pedagogic institutes | Annually, at the level of a competent education authority (12) | Continuously 2021 - 2023 |
| Information campaign, social networks, creating web platform for exchange of ideas and practices | Competent education authorities (possibly supported through the IPA 2016 Project Working Group). | Promotional activities conducted, social networks, web platform created, 10% of teachers apply their contents | Continuously 2021 - 2023 |
| Organizing annual conference on entrepreneurial learning at the level of BiH | Competent education authorities | Annually – every year different competent education authority organize it | Continuously 2021 - 2023 |
| Exchange of experience on entrepreneurial learning at the level of professional working groups of schools, municipal and regional professional working groups | Schools, pedagogic institutes | 30% of professional working groups | Continuously 2021 - 2023 |
| Exchange of experience at international level | Schools, pedagogic institutes, competent education authorities | Participating at at least one event a year | Continuously 2021 – 2023 |
| Creating conditions for practical entrepreneurship experience of students | Schools | 10% students of primary schools, 20% students of grammar schools and30% of students of secondary vocational and technical schools | Continuously 2021 – 2023 |
| Entrepreneurial learning in vocational education and training | Inclusion of relevant outcomes of entrepreneurial learning in the qualification (and occupation) standards for the VET qualifications | Competent education authority, at the proposal of a pedagogic institute | Developed qualification (and occupation) standards with the entrepreneurial learning outcomes included for 25% of the VET qualifications | Continuously until the end of 2023 |
| Analysis of the *Introduction to Entrepreneurship* subject in secondary vocational and technical schools for developing recommendations for improvement (base it on the development of a concrete business plan) | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Evaluation Report, Working Group Recommendations adopted | Third and fourth quarter of 2022 |
| Development of the new curriculum for *Introduction to Entrepreneurship* subject in secondary vocational schools and accompanying training programme for teachers | Competent education authorities and pedagogic institutes (possibly supported through the IPA 2016 Project Working Group). | Curriculum model, training programme for teachers | First and second quarter of 2022 |
| Adoption of revised curriculum for the *Introduction to Entrepreneurship* subject in secondary vocational and technical schools | Competent education authorities, at the proposal of a pedagogic institutes | Adopted curriculum for secondary vocational and technical schools | First and second quarter of 2022 |
| Integration both entrepreneurship competence and entrepreneurial learning into higher education | Development of the system for continuous professional development of university teachers and trainings | Competent education authorities, higher education institutions, supported through Working Group within IPA 2016 Project | Model developed, piloted at least 2 public universities | 2021, first and second quarter of 2022 |
| Connecting the criteria for the accreditation of study programmes with key competences | HEA, HEA RS | Criteria for accreditation of study programmes revised | First and second quarter of 2022 |
| Connecting higher education institutions with companies | Higher education institutions | 30% of study programmes at all higher education institutions include structured partnerships with relevant companies | Continuously 2021 - 2023 |
| Introducing entrepreneurship as a career option for students | Higher education institution | 30% of higher education institutions have developed career guidance system for students | Continuously 2021 – 2023 |
| Support to business start-up centres at universities | Higher education institution | 20% of universities have extracurricular training programmes on start-ups for students | Continuously 2021 - 2023 |
| Introducing learning about entrepreneurship at non-economics faculties | Higher education institution | 30% of higher education institutions have learning in entrepreneurship included in non-economics study programmes | Continuously 2021 – 2023 |
| Creating conditions for practical entrepreneurship experience for students | Higher education institution | 20% of students have practical entrepreneurship experience | Continuously 2021 – 2023 |
| Adult education and non-formal entrepreneurial learning | Launching entrepreneurial training programmes for young unemployed persons (NEET) | Employment Offices, Ministries of Education (institutes), NGOs, Local Self-Government | At least one program of measures at entity level, 100 trained annually | Continuously 2021 - 2023 |
| Launching entrepreneurial training programmes for long-term unemployed | The competent employment institutes, the ministries of education, the NGOs, the local self-government, | At least one program of measures at entity level, 100 trained annually | Continuously 2021 – 2023 |
| Starting training programmes on female entrepreneurship | Ministries responsible for entrepreneurship, NGOs, local self-government | At least one program of measures at entity level, 100 trained annually | Continuously 2021 - 2023 |
| Monitoring and evaluation | Conducting research on assessment of students’ current activities related to integration of entrepreneurship competence into educational systems | ETF, MCA, competent education authorities | Report prepared and recommendations for improvement formulated | Continuously 2021 – 2023 |
| Support to the SBA reporting (2020/21 cycle) | SBA coordinators system in cooperation with competent educational authorities | All relevant data collected, self-assessment report prepared | Continuously 2021 – 2023 |
| Development of integration of entrepreneurship competence monitoring system | Pedagogic institutes/ministries | Min. 10% of monitoring in schools includes information on entrepreneurship competence | Continuously 2021 – 2023 |
| Preparing annual progress reports | Pedagogic institutes/ministries, competent education authorities | Min. 4 competent authorities analyse annual impact | Continuously 2021 – 2023 |
| Creating monitoring system for former students – grammar schools, secondary vocational and technical schools, higher education institutions | Schools, higher education institutions (possibly supported through the IPA 2016 Project Working Group). | 10% of grammar schools, 30 % of secondary vocational schools and 50% of higher education institutions follow careers of their former students | Continuously 2021 – 2023 |
| Assessment of impact of support measures for informal trainings on entrepreneurship | Entity ministries competent for the support to SMEs | Min. one annual report prepared in all entities | Continuously 2021 – 2023 |
| Development of data collecting system for implemented trainings on entrepreneurial learning | Entity ministries competent for the support to SMEs, Adult Education Institute | 30% of trainings recorded | Continuously 2021 – 2023 |

### 4.2. Mid-term priorities (2024 – 2026)

During the mid-term period it should be continued with activities under the same priorities:

**Teaching and learning: (curricula for preschool, primary and secondary education)**: A focusshould be on the implementation of documents adopted in pervious (short-term) period.

**Development of human capacities included in the integration of entrepreneurship competences in teaching and learning** **(pedagogic advisor, members of school management, teachers in primary and secondary schools, and students at faculties of educational sciences)**: In the mid-term it is necessary to continue with the trainings. Activities on introducing entrepreneurial learning and other key competences in the initial teacher training programs within higher education institutions will continue. It will include: modernization of study programmes for initial training of teachers to include learning about entrepreneurship and other key competences (amendment, revision or adoption of new study programmes) at at least 50% of study programmes for initial education of teachers; implementing training for members of school management (primary schools, grammar schools, secondary technical and vocational schools) in 50% of primary and secondary schools; implementing training for at least 30% teachers in primary and secondary schools.

**Integration of key competence into primary and secondary schools:** Activities continue in the mid-term, with the focus on increasing the scope of schools where entrepreneurial competence is integrated into school learning. As the central priority, it will include integration of entrepreneurship competence into further 40% of schools, introducing entrepreneurship competences in the ASWP and the School Development Plan within further 50% of schools; establishing partnerships of schools and local companies or organizations. Schools for further 50% of primary schools and grammar schools, and 50% of secondary vocational and technical schools; establishing school cooperatives for further 30% of primary, and 30% of secondary schools; implementation of extracurricular and project activities for further 30% of primary, and 50% of secondary schools; celebrating Entrepreneurship Day or European Vocational Skills Week in schools in further 30% of primary schools and grammar schools, and 50% of secondary vocational and technical schools; organizing school entrepreneurship fairs, annually, at the level of a competent education authority; promoting best teachers, student and schools, creating web platform for idea and practice exchange with the target of 20% of teachers apply their contents, continuing with organization of the annual conference on entrepreneurial learning at the level of BiH (annual – every year different competent education authority); exchange of experience on entrepreneurial learning at the level of professional working groups of schools, municipal and regional professional working groups, exchange of experience at international level; creating conditions for practical entrepreneurship experience for students for further 30% of students of primary schools, 30% of students of grammar schools and 40% of students of secondary vocational and technical schools.

**Integration of entrepreneurial learning into vocational education and training:** The on-going activities related to the development of standards continue, the subject of Entrepreneurship Fundamentals is carried out according to an advanced program. In mid-term, priority is to continue the integration of entrepreneurial learning into the qualification standards and vocational education and training. The focus of activities in this period will be including of relevant outcomes of entrepreneurial learning in qualification (and occupation) standards for the VET qualifications, thus qualification (and occupation) standards developed for 75% of the VET qualifications should include outcomes of entrepreneurial learning. In addition, the focus in the medium term should be on stronger engagement with the business sector, in order to offer entrepreneurship to students as a career option for self-employment or their further professional development.

**Integration of both entrepreneurship competence and entrepreneurial learning into higher educations:** Activities started in the short term will continue.

**Adult education and non-formal entrepreneurial learning:** Initial programs need to be continued and periodically evaluated to determine the impact on the target population. The activities will involve launching entrepreneurial training programmes for young unemployed persons (NEET), for long-term unemployed, for people with disabilities, and starting training programmes on female entrepreneurship. Each out four programmes should be organized annually (every year) in each entity, according to competences and responsibilities, and should have target of 500 participants trained annually.

**Monitoring and evaluation:** Activities continue in the mid-term. In this stage it would be good to have more specific information about evaluation. Therefore following activities are foreseen: assessment of impact of short-term goals through evaluation report with formulated recommendations for improvements – that will be done by competent educational authorities with coordination of the Ministry of Civil Affairs; support to the SBA reporting (2023/24 cycle); development of the monitoring system for the integration of entrepreneurship competence at the level of competent educational authority with target of min. 40% of monitoring in schools includes information on entrepreneurship competence; preparing annual progress reports assess annual impact regularly by the competent education authorities; creating monitoring system for former students in order to follow careers of their former students for at least 30% of grammar schools, 50% of secondary vocational and technical schools, and 50% of higher education institutions, assessment of impact of support measures for informal trainings on entrepreneurship; development of data collecting system for implemented trainings on entrepreneurial learning thus 70% of trainings are recorded.

Activities within mid-term priorities

| Priority | Activities | Competent institutions | Indicators | Period |
| --- | --- | --- | --- | --- |
| Development of human capacities included in integration of entrepreneurship competences into teaching and learning (pedagogic advisors, members of school managements, teachers in primary and secondary schools, and students at faculties of educational sciences) | Modernization of study programmes for initial training of teachers (amendment, revision or adoption of new study programmes) | Higher education institutions | 50% of study programmes for initial of teachers include learning about entrepreneurship and other key competences | Continuously 2024 – 2026 |
| Implementing training for members of school management (primary schools, grammar schools, secondary technical and vocational schools) | Pedagogic institutes/ministries, trained pedagogic advisors | Trained members of school management in 50% of primary and secondary schools | Continuously 2024 - 2026 |
| Implementing training for teachers in primary and secondary schools | Pedagogic institutes/ministries, trained pedagogic advisors | 30% of teachers in primary and secondary schools trained | Continuously 2024 – 2026 |
| Integration of entrepreneurship competence into primary and secondary schools, networking and promotion | Integration of entrepreneurship competence into schools | Competent education authorities (possibly) supported by IPA 2016 Project | 40% of schools | Continuously 2024 - 2026 |
| Introducing entrepreneurship competences in the ASWP and the School Development Plan | Schools, pedagogic institutes/ministries | 50% of schools | Continuously 2024 – 2026 |
| Establishing partnerships of schools and local companies or organizations | Schools, pedagogic institutes/ministries | 50% of primary schools and grammar schools, and 50% of secondary vocational and technical schools | Continuously 2024 - 2026 |
| Establishing school cooperatives | Schools | 30% of primary, and 30% of secondary schools | Continuously 2024 – 2026 |
| Implementation of extracurricular and project activities | Schools | 30% of primary, and 50% of secondary schools | Continuously 2024 - 2026 |
| Marking Entrepreneurship Day or European Vocational Skills Week in schools | Schools, pedagogic institutes/ministries | 30% of primary schools and grammar schools, and 50% of secondary vocational and technical schools | Continuously 2024 – 2026 |
| Organizing school entrepreneurship fairs | Competent education authorities | Annually, at the level of a competent education authority (12) | Continuously 2024 – 2026 |
| Promoting best teachers, student and schools | Competent education authorities and pedagogic institutes | Annually, at the level of a competent education authority (12) | Continuously 2024 – 2026 |
| Creating web platform for idea and practice exchange | Competent education authorities | Web platform created, 20% of teachers apply their contents | Continuously 2024 - 2026 |
| Organizing annual conference on entrepreneurial learning at the level of BiH | Competent education authorities | Annual – every year different competent education authority | Continuously 2024 – 2026 |
| Exchange of experience on entrepreneurial learning at the level of professional working groups of schools, municipal and regional professional working groups | Schools, pedagogic institutes | 40% of professional working groups | Continuously 2024 – 2026 |
| Exchange of experience at international level | Schools, pedagogic institutes, competent education authorities | All competent education authorities participate regularly | Continuously 2024 – 2026 |
| Creating conditions for practical entrepreneurship experience for students | Schools | 30% of students of primary schools, 30% of students of grammar schools and 40% of students of secondary vocational and technical schools | Continuously 2024 - 2026 |
| Integration of entrepreneurial learning into vocational education and training | Including relevant outcomes of entrepreneurial learning in qualification (and occupation) standards for the VET qualifications | Competent education authority, at a proposal of a pedagogic institute or APOSO | Qualification (and occupation) standards developed with included outcomes of entrepreneurial learning for 75% of the VET qualifications | Continuously 2024 – 2026 |
| Link hands-on training in specific areas of study with entrepreneurship and support students interested in starting a business. | Vocational education institutions | 30% of vocational schools support entrepreneurship as a carrier option | Continuously 2024 – 2026 |
| Organize talks and seminars by entrepreneurs to educate students and raise awareness of the potentials and implications of self-employment, promote partnerships between vocational schools and businesses, and act as mediators in finding jobs for students and teachers. | Vocational education institutions | 30% of vocational schools have solid developed cooperation with business sector | Continuously 2024 - 2026 |
| Encourage both young and experienced entrepreneurs to become involved in entrepreneurship education as a role model. | Vocational education institutions | 50% of vocational schools regularly organise events for students with young entrepreneurs guest speakers | Continuously 2024 – 2026 |
| Integration into higher education | Creating the system for continuous professional development of university teachers and developing trainings | Competent education authorities, higher education institutions | Teachers in 30% of higher education institutions trained on entrepreneurship competence | Continuously 2024 – 2026 |
| Including key competences in accredited study programmes | Higher education institutions, HEA, HEA RS | 30% of study programmes accredited under the criteria including key competences | Continuously 2024 - 2026 |
| Connecting higher education institutions with companies | Higher education institution | 40% of study programmes at all higher education institutions are in structured partnerships with relevant companies | Continuously 2024 – 2026 |
| Introducing entrepreneurship as a career option for students | Higher education institution | 40% of higher education institutions have developed system of career guidance for students | Continuously 2024 - 2026 |
| Support to business start-up centres at universities and ndorse successful mechanisms of university-driven business creation (spin-offs etc.) and university-business ecosystems supporting such creations | Higher education institution | 30% of universities have programmes for extracurricular training on start-ups for students | Continuously 2024 – 2026 |
| Introducing learning about entrepreneurship at non-economics faculties | Higher education institution | 40% of higher education institutions have learning about entrepreneurship at non-economics study programmes | Continuously 2024 - 2026 |
| Creating conditions for practical entrepreneurship experience for students | Higher education institution | 40% of students gain practical entrepreneurship experience | Continuously 2024 – 2026 |
| Adult education and non-formal entrepreneurial learning | Launching entrepreneurial training programmes for young unemployed persons (NEET) | Employment Offices, Ministries of Education (institutes), NGOs, Local Self-Government | At least one program of measures at entity level, 500 trained annually | Continuously 2024 - 2026 |
| Launching entrepreneurial training programmes for long-term unemployed | The competent employment institutes, the ministries of education (institutes), the NGOs, the local self-government, | At least two programmes of measures at entity level, 500 trained annually | Continuously 2024 – 2026 |
| Starting training programmes on female entrepreneurship | Ministries responsible for entrepreneurship, NGOs, local self-government | At least two programmes of measures at entity level, 500 trained annually | First and second quarter of 2024 |
| Monitoring and evaluation | Impact of short-term goals assessed | Competent education authorities in cooperation with MoCA | Report on Evaluation of the realization of short-term goals completed and recommendations for improvements formulated | Continuously 2024 - 2026 |
| Support to the SBA reporting (2024/25 cycle) | SBA coordinators in cooperation with competent educational authorities | All relevant data collected, self-assessment report prepared | 2025 |
| Development of the monitoring system for the integration of entrepreneurship competence | Pedagogic institutes/ministries | Min. 40% of monitoring in schools includes information on entrepreneurship competence | Continuously 2024 – 2026 |
| Preparing annual progress reports | Pedagogic institutes/ministries, competent education authorities | All competent education authorities assess annual impact regularly | Continuously 2024 - 2026 |
| Creating monitoring system for former students – grammar schools, secondary vocational and technical schools, higher education institutions | Schools, higher education institutions | 30% of grammar schools, 50% of secondary vocational and technical schools, and 50% of higher education institutions follow careers of their former students | Continuously 2024 - 2026 |
| Assessment of impact of support measures for informal trainings on entrepreneurship | Pedagogic institutes/ministries, competent education authorities, entity ministries competent for the support to SMEs | Annual reports prepared for all measure programmes at the level of each educational authority | Continuously 2024 – 2026 |
| Development of data collecting system for implemented trainings on entrepreneurial learning | Entity ministries competent for the support to SMEs, Adult Education Institute | 70% of trainings recorded | Continuously 2024 - 2026 |

### 4.3. Long-term priorities (2027 – 2030)

Identified priorities are also relevant for long-term period. Until 2030 entrepreneurship competence should be fully integrated in education systems at all levels:

**Teaching and learning: (curricula for preschool, primary and secondary education)**: Long-term priority would be, after evaluations have been conducted and the impact of the implementation of these programmes on learning is determined, to improve them. Apart from that, the EU EntreComp Framework may be revised based on experience from countries that are using he framework. BiH experience will be an important contribution alongside other European countries working with EntreComp.. Depending on the outcome of the evaluation at the end of the mid-term cycle, it shall be decided whether the programmes (new outcomes included) or just guidelines should be revised.

**Development of human capacities included in the integration of entrepreneurship competences in teaching and learning** **(pedagogic advisor, members of school management, teachers in primary and secondary schools, and students at faculties of educational sciences)**: Long-term goal is to continue with training so that all those in the system of the integration of the key competences in formal learning, by 2030, are able to integrate the outcomes of entrepreneurial learning in teaching and learning about regular basis. Furthermore, activities conducted on the introduction of learning of entrepreneurship and other key competences in study programmes for initial training of teachers in higher education institutions shall continue, so by 2030, all study programmes shall allow future teachers to achieve significant outcomes of learning about key competences. Furthermore, long-term goal is to use more intensively the EU instrument for technical support and the TAIEX exchange [22] which allows hiring the EU experts, organising workshops, as well as study visits to the EU member states.

**Integration of key competence into primary and secondary schools:** Activities continue in the long term, so that by 2030 entrepreneurship competence would be integrated into school learning in all schools in Bosnia and Herzegovina.

**Integration of entrepreneurial learning into vocational education and training**: Activities continue in the long term, so that by 2030 entrepreneurial learning would be integrated into school learning in almost all vocational schools in Bosnia and Herzegovina.

**Integration of both entrepreneurship competence and entrepreneurial learning into higher educations:** Activities commenced in the short and mid term period will continue, so that by 2030 Entrepreneurial Competence would be fully integrated into higher education (including all higher education institutions) in Bosnia and Herzegovina.

**Adult education and non-formal entrepreneurial learning:** Initial programs need to be continued, and by 2030 all competent institutions should have regular programs in the system, with periodic evaluations and improvements based on evaluation outcomes.

**Monitoring and evaluation:** Activities are continuing to become standard practice at the level of all relevant education authorities by the end of 2030.

Activities within long-term priorities

| Priority | Activities | Competent institutions | Indicators | Period |
| --- | --- | --- | --- | --- |
| Teaching and learning  (curricula for primary and secondary education) | Revision of the Programme for integration of entrepreneurship into teaching and learning and/or integration guidelines, based on the evaluation results and development of the EntreComp framework | Competent education authorities i pedagogic institutes | Programmes and/or guidelines revised | 2027 |
| Development of human capacities included in integration of entrepreneurship competences into teaching and learning (pedagogic advisors, members of school managements, teachers in primary and secondary schools, and students at faculties of educational sciences) | Modernisation of study programmes for initial training of teachers (amendment, revision, or adoption of new study programmes) | Higher education institution | 50% of study programmes for initial training of teachers include learning about entrepreneurship and other competences | 2027 – 2028 |
| Implementing training of teachers in primary and secondary schools | Pedagogic institutes/ministries, trained pedagogic advisors | 50% of teachers in primary and secondary schools trained | Continuously 2027 – 2030 |
| Initiating implementation of the EU TAIEX programme (study visits, participation at workshops, EU expert missions) | Ministry of Civil Affairs and competent education authorities | Min. 50 public officials (advisors/teachers participated in programmes | Continuously 2027 – 2030 |
| Integration of entrepreneurship competences into primary and secondary schools, networking and promotion | Integration of entrepreneurship competence into schools | Competent education authorities supported by IPA 2016 Project | Regularly, all schools | Continuously 2027 – 2030 |
| Establishing structured partnership between schools and local companies and organizations | Schools, pedagogic institutes/ministries | Regularly, all schools | Continuously 2027 – 2030 |
| Establishing school cooperatives | Schools | Regularly, all schools | Continuously 2027 – 2030 |
| Implementation of extracurricular and project activities | Schools | Regularly, all schools | Continuously 2027 – 2030 |
| Celebrating Entrepreneurship Day or European Vocational Skills Week in schools | Schools, pedagogic institutes/ministries | Regularly, all schools | Continuously 2027 – 2030 |
| Organizing school entrepreneurship fairs | Competent education authorities | Regularly, every year | Continuously 2027 – 2030 |
| Promoting best teachers, student and schools | Competent education authorities i pedagogic institutes | Regularly, every year | Continuously 2027 – 2030 |
| Creating web platform for idea and practice exchange | Competent education authorities | Web platform created, 50% of teachers apply their contents | Continuously 2027 – 2030 |
| Organizing annual conference on entrepreneurial learning at the level of BiH | Competent education authorities | Annually – every year different competent education authority organize it | Continuously 2027 – 2030 |
| Exchange of experience on entrepreneurial learning at the level of professional working groups of schools, municipal and regional professional working groups | Schools, pedagogic institutes | Regularly, all working groups | Continuously 2027 – 2030 |
| Exchange of experience at international level | Schools, pedagogic institutes, competent education authorities | Regularly | Continuously 2027 – 2030 |
| Inclusion to European mobility, applying for the EU projects (i.e. ERASMUS) | Schools | 5 applications prepared | Continuously 2027 – 2030 |
| Creating conditions for practical entrepreneurship experience for students | Schools | All students participate on regular basis | Continuously 2027 – 2030 |
| Integration of entrepreneurial learning into vocational education and training | Link hands-on training in specific areas of study with entrepreneurship and support students interested in starting a business. | Vocational education institutions | 50% of vocational schools support entrepreneurship as a carrier option | Continuously 2027 – 2030 |
| Organize talks and seminars by entrepreneurs to educate students and raise awareness of the potentials and implications of self-employment, promote partnerships between vocational schools and businesses, and act as mediators in finding jobs for students and teachers. | Vocational education institutions | 70% of vocational schools have solid developed cooperation with business sector | Continuously 2027 – 2030 |
| Encourage both young and experienced entrepreneurs to become involved in entrepreneurship education as a role model. | Vocational education institutions | 100% of vocational schools regularly organise events for students with young entrepreneurs guest speakers | Continuously 2027 – 2030 |
| Integration of both entrepreneurship competence and entrepreneurial learning into higher educations | Creating the system for continuous professional development of university teachers and developing trainings | Competent education authorities, higher education institutions supported through Working Grouzp within IPA 2016 Project | All university teachers trained on entrepreneurship competence | Continuously 2027 – 2030 |
| Including key competences in accredited study programmes | HEA, HEA RS | All study programmes include key competences and are accredited | Continuously 2027 – 2030 |
| Connecting higher education institutions with companies | Higher education Institution | 40% of study programmes at all higher education institutions are in structured partnerships with relevant companies | Continuously 2027 – 2030 |
| Introducing entrepreneurship as a career option for students | Higher education institution | All higher education institutions have developed system of career guidance for students | Continuously 2027 – 2030 |
| Support to business start-up centres at universities | Higher education institution | All universities have programmes for extracurricular training on start-ups for students | Continuously 2027 – 2030 |
| Introducing learning about entrepreneurship at non-economics faculties | Higher education institution | All higher education institutions have learning about entrepreneurship at non-economics study programmes | Continuously 2027 – 2030 |
| Creating conditions for practical entrepreneurship experience for students | Higher education institution | All students gain practical entrepreneurship experience | Continuously 2027 – 2030 |
| Adult education and non-formal entrepreneurial learning | Launching entrepreneurial training programmes for young unemployed persons (NEET) | Employment institutes, Ministries of Education (institutes), NGOs, Local Self-Government | All the authorities regularly launch and evaluate programmes, at least 1,000 trained annually | Continuously 2027 – 2030 |
| Launching entrepreneurial training programmes for long-term unemployed | The competent employment institutes, the ministries of education (institutes), the NGOs, the local self-government, | All the authorities regularly launch and evaluate programmes, at least 1,000 trained annually | Continuously 2027 – 2030 |
| Starting training programmes on female entrepreneurship | Ministries responsible for entrepreneurship, NGOs, local self-government | All the authorities regularly launch and evaluate programmes, at least 1,000 trained annually | Continuously 2027 – 2030 |
| Monitoring and evaluation | Impact of mid-term goals assessed | MCA, competent education authorities | Report completed and recommendations for improvements formulated | First and second quarter of 2028 |
| Support to the SBA reporting (cycles 2027/28 and 2030/31) | SBA coordinators in cooperation with competent educational authorities | All relevant data collected, self-assessment evaluation report completed | 2027, 2030 |
| Development of the system for monitoring integration of entrepreneurship competence into schools | Pedagogic institutes/ministries | Monitoring in schools includes information on entrepreneurship competence | Continuously 2027 – 2030 |
| Preparing annual progress reports | Pedagogic institutes/ministries, competent education authorities | All competent education authorities analyse annual impact on regular basis | Continuously 2027 – 2030 |
| Creating a system for following careers of former students – grammar school, secondary vocational and technical school, higher education institutions | Schools, higher education institutions | All schools and higher education institutions follow careers of their former students regularly | Continuously 2027 – 2030 |
| Support measures impact assessment for informal entrepreneurship trainings | Pedagogical Institutes, competent ministries of education, entity ministries responsible for supporting SMEs | All programmes are evaluated regularly | Continuously 2027 – 2030 |
| Ta collecting system for implemented trainings on entrepreneurial learning | Pedagogical Institutes, competent ministries of education, entity ministries responsible for supporting SMEs | All educations recorded | Continuously 2027 – 2030 |

### 4.4. Non-formal entrepreneurial learning as SME support

Analysing the need for relevant training by conducting the research among SMEs on missing skills and the need for training shall create prerequisite for planning the support to SMEs in order for them to have access to work force, which would allow them to grow and develop. Support systems for SMEs can be indirect, by providing support to business training providers (training centres, adult education providers), as well as direct by planning financial incentives for SMEs training on entrepreneurship based on the identified needs. It could include training for business start-ups, training focused on SMEs growth, strengthening their export potential, training for ‘green SMEs’, as well as training on digital economy. In this regard, it wood be good to plan the following short-term, medium-term and long-term activities, which are aligned with the SBA framework according to dimension 8a:

| Short-term activities | Responsible institutions | Indicators | Timeframe |
| --- | --- | --- | --- |
| Conducting research on missing skills and the need for training | Chambers of commerce, entity ministries, competent for the support to SMEs, competent educational authorities | TNA cycle completed | 2021 |
| Support to business training providers/digital entrepreneurship | Chambers of commerce, entity ministries competent for the support to SMEs, competent educational authorities | Adopted Annual Programme of Measures | Continuously 2021 – 2023 |
| Planning financial incentives for SMEs trainings on entrepreneurship based on identified needs | Entity ministries competent for the support to SMEs, competent educational authorities | Adopted Annual Incentive Programme | Continuously 2021 - 2023 |
| Planning financial incentives for business start-up trainings | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 100 start-ups supported | Continuously 2021 – 2023 |
| Support to SMEs focused on their growth and export | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 10 workshops held every year, 250 SMEs supported | Continuously 2021 - 2023 |
| Support to ‘green SMEs’ training on digital economy | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 5 workshops held every year, 120 SMEs supported | Continuously 2021 - 2023 |

| Mid-term activities | Responsible institutions | Indicators | Timeframe |
| --- | --- | --- | --- |
| Conducting research on missing skills and the need for training | Chambers of commerce, entity ministries competent for the support to SMEs, competent educational authorities | One TNA cycle completed | 2024 |
| Support to business training providers | Chambers of commerce, entity ministries competent for the support to SMEs, competent educational authorities | Annual Programme of Measures adopted | Continuously 2024 – 2026 |
| Planning financial incentives for SMEs trainings on entrepreneurship based on identified needs | Entity ministries competent for the support to SMEs, competent educational authorities | Annual Incentive Programme adopted | Continuously 2024 - 2026 |
| Planning financial incentives for business start-up trainings | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 200 start-ups supported annually | Continuously 2024 – 2026 |
| Support to SMEs focused on their growth and export | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 20 workshops held annually, 100 SMEs supported | Continuously 2024 – 2026 |
| Support to ‘green SMEs’ training on digital economy | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 10 workshops held annually, 250 SMEs supported | Continuously 2024 – 2026 |

| Long-term activities | Responsible institutions | Indicators | Timeframe |
| --- | --- | --- | --- |
| Conducting research on missing skills and the need for training | Chambers of commerce, entity ministries competent for the support to SMEs, competent educational authorities | Two TNA cycles completed | 2026 and 2029 |
| Support to business training providers | Chambers of commerce, entity ministries competent for the support to SMEs, competent educational authorities | Annual programmes for measures adopted, implemented and evaluated | Continuously 2027 – 2030 |
| Planning financial incentives for SMEs trainings on entrepreneurship based on identified needs | Entity ministries competent for the support to SMEs, competent educational authorities | Annual Incentive Programmes adopted, implemented and evaluated | Continuously 2027 – 2030 |
| Planning financial incentives for business start-up trainings | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 1,000 start-ups supported | Continuously 2027 – 2030 |
| Support to SMEs focused on their growth and export | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 20 workshops held annually, 500 SMEs supported | Continuously 2027 – 2030 |
| Support to ‘green SMEs’ training on digital economy | Entity ministries competent for the support to SMEs, competent educational authorities | Min. 10 r workshops held annually, 250 SMEs supported | Continuously 2027 – 2030 |

# 5. CONCLUSIONS AND next STEPs

At the outset of the paper, argument was presented as to why more strategic developments for entrepreneurship competence will be necessary across BiH as part of the wider effort to prepare joining the EU internal market, These arguments also reflect the interest of BiH in building a more entrepreneurial and digitally competent workforce. The priorities of integrating entrepreneuriship competence into education systems in Bosnia and Herzegovina presented in this document can be guidelines for the competent educational authorities to undertake comprehensive activities to increase the quality of education by introducing key competencies in teaching and learning in formal education systems and lifelong learning. Activities related to each of the priorities are listed flexibly as one of the possible ways of their realization.

Document provides short-term, mid-term and long-term priorities for the integration of the entrepreneurship competence through transposing the learning outcomes of the EU EnterComp framework in teaching and learning. Since integration of entrepreneurship competence started in 2010, there is a contingent of practice and evident progress, the priorities are elaborated in detail.

Undoubtedly, the integration of key competencies represents a complex and long-term job that needs to be well planned, and focused **on co-operation and capacity building** for all involved in the process, primarily teachers, pedagogic services within schools and pedagogical advisers. Therefore, it is necessary **to further empower pedagogical institutions and pedagogues in the schools as "technologists in the teaching and learning process"** so that they can coordinate processes, through trainings of teachers and school teams, regular monitoring and reporting on progress. In this regard, the responsible educational authorities need to perform medium and long-term planning additional material and human resources.

In the short term, key steps are foreseen for the development of key competencies - model development, awareness-raising activities and empowerment of competent educational authorities to integrate entrepreneurial and digital competencies into education systems in a self-sustaining manner. The competent educational authorities and the Ministry of Civil Affairs of BiH should identify a model of further cooperation in order to continue the activities that generate the development of key competences even after the completion of the technical assistance project. This can be done through the creation of an effective policy partnership or other structured form of cooperation between the competent educational authorities in monitoring and evaluating the results of the undertaken activities, developing further priorities and exchanging good practices.

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## Annex: The list of Focus Group members

|  |  |  |
| --- | --- | --- |
| **No** | **Name and surname** | **Institution** |
| 1. | Daria Duilović | Ministry of Civil Affairs of BiH |
| 3. | Aida Džaferović | Ministry of Civil Affairs of BiH |
| 4. | Marija Naletilić | Agency for Pre-school, Primary and Secondary Education BiH |
| 5. | Zorica Garača | Ministry of Education and Culture of Republika Srpska |
| 6. | Đurđica Dabić | Ministry of Education and Culture of Republika Srpska |
| 7. | Goran Zmijanjac | Institute for Adult Education of Republika Srpska |
| 8. | Milovan Topolović | Republic Pedagogical Institute of the Republika Srpska |
| 9. | Đenana Gološ | Federal Ministry of Education and Science |
| 10. | Slavoljub Bašić | Government of the Brčko District of BiH - Department of Education |
| 11. | Sead Pašić | Pedagogical Institution of the Brčko District of BiH |
| 12. | Haris Omanović | Pedagogical Institute of the Una-Sana Canton |
| 13. | Edin Strukan | Pedagogical Institute of the Una-Sana Canton |
| 14. | Dijana Pejić | Ministry of Education, Science, Culture and Sports of the Canton of Posavina |
| 15. | Josip Vojnić | Pedagogical Institute of the Tuzla Canton |
| 16. | Zlatko Ibrišimović | Pedagogical Institute of the Tuzla Canton |
| 17. | Aida Salkić | Pedagogical Institute of the Zenica-Doboj Canton |
| 18. | Almir Sivro | Pedagogical Institute of the Zenica-Doboj Canton |
| 19. | Hilzema Tabaković | Ministry of Education, Science, Culture and Sports of Herzegovina-Neretva Canton |
| 20. | Boris Krešić | School Institute Mostar |
| 21. | Enisa Gološ | Pedagogic Institute of Herzegovina-Neretva Canton |
| 22. | Amira Borovac | Ministry of Education, Youth, Science, Culture and Sports of the Bosnian-Podrinje Canton of Goražde |
| 23. | Dika Makota | Pedagogic Institute of the Bosnian-Podrinje Canton of Goražde |
| 24. | Lamija Husić | Ministry of Education, Science and Youth of Canton Sarajevo |
| 25. | Alija Grabovica | Pedagogical Institute of Canton Sarajevo |
| 26. | Hatidža Jahić | Entrepreneurship and Knowledge Management Centre of the faculty of Economics at the University of Sarajevo |
| 27. | Haris Idriz | Gymnasium Mostar |
| 28. | Zinajda Hrvat | Primary School «Georgi Stojkov Rakovski» Banja Luka |

1. The European Training Foundation is a specialised agency of the European Union based in Turin, Italy. The ETF provides advice and assistance to the European Commission and 29 partner countries for the reform of human capital development policies under the European Union’s external relations instruments. The ETF helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU’s external relations policy. [↑](#footnote-ref-2)
2. Eight key competencies are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, **digital competence**, learning to learn, social and civic competences,**sense of initiative and entrepreneurship** and cultural expression. [↑](#footnote-ref-3)
3. BiH has access to almost all Erasmus + actions, as well as to the COSME Programme. [↑](#footnote-ref-4)
4. BiH submited the application for candidate status in the EU on 15 February 2016 and recived EC Opinion on application in May 2019. [↑](#footnote-ref-5)
5. SBA principles are analyzed through policy indicators, each of which has five levels (ratings) - from 1 to 5, where 1 is the lowest and the 5 highest grade. [↑](#footnote-ref-6)
6. Comparative overview presented in the Annex 5. [↑](#footnote-ref-7)
7. New Law on Secondary Education and the Law on Secondary Vocational Education and Training, has never been adopted in the Herzegovina Neretva canton. [↑](#footnote-ref-8)
8. According to the Agency for statistics BiH data preschool institutions employ 1,895 teachers, primary schools employ 23,969 teachers, and secondary schools employ 12,615 teachers. [↑](#footnote-ref-9)
9. See, EU Entrepreneurship Action Plan (2020), p.7, avaliable at : <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0795> [↑](#footnote-ref-10)
10. Beside of these activities, since the non-formal entrepreneurial learning could support SME developments and growth, particular activities for SME support for short, mid and long term are developed and presented in Annex 2. [↑](#footnote-ref-11)
11. This can be a sub-group for entrepreneurship key competence within the IPA 2016 Project, depending on the design of a project assignment and proposed methodology [↑](#footnote-ref-12)