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VETpreneur



# NEW MOMENTUM

## OF THE EntreComp IN THE WESTERN BALKANS



Zavod za školstvo  
Crne Gore



Dostignuća Mladih  
u Crnoj Gori  
JA Montenegro



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## Conference basics

The Introduction conference on the integration of EntreComp into VET systems in Montenegro, Albania and Bosnia and Herzegovina was held on April 28, 2023 at the University Donja Gorica in Podgorica. The conference was organized in the form of a participatory event, aiming to consult with the professional public from the Western Balkans region about the upcoming project task related to the integration of the EntreComp framework, and to obtain their opinions and recommendations. We thought that the conference would be a good opportunity to ask people with practical experience in VET **how they see** and **what they think about our setting of the process** of creating a toolkit for teachers and an instrument for recognition of entrepreneurial competencies.

The conference was participative and participants in the group work commented on the following:

- **THE PROCESS** - is it a good idea, is it the best way to achieve the projected results, and can something be done differently and in a better way?
- **THE PRODUCTS** of such a process - how relevant can they be for the development of entrepreneurial skills from the perspective of teachers and course organizers, as well as from the point of view of learners? What else should these products provide for teachers and learners - for the development of entrepreneurial competence?

When commenting and providing an expert opinion, we asked the participants to:

- **be open and honest**, to approach this task professionally as experts in this field, but also as colleagues on the same mission of improving VET in their country.
- **give us constructive feedback**, and **to comment with good intentions** on what they think is not relevant enough, and what they think could and should be done differently and in a better way concerning the process and products.

- **be ambitious**, and have confidence that together we can do great things and create great products!

More than 80 participants took part in the conference, half of which were teachers and principals of secondary vocational schools and gymnasiums. The conference was highly rated by the participants as highly relevant and innovative, and they also liked the participative way of working, the involvement in this regional process through the conference, and the opportunity to provide expert opinion and comment.

## About EntreComp Framework

In 2006 the European Union proposed 8 key competences for lifelong learning necessary for a knowledge-based society, one of which was a "sense of initiative and entrepreneurship". The *Entrepreneurship Competence Framework*, also known as EntreComp framework defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures including cultural, social or commercial ones (JRC, 2016). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It encompasses different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship.

The EntreComp was developed to build consensus around a common understanding of entrepreneurship competence, but also to establish a bridge between the fields of education and work. It defines 3 interrelated and interconnected competence areas ("Ideas and opportunities", "Resources" and "Into action"), 15 competences (5 for each area) along an 8-level progression model, 442 learning outcomes and proficiency levels. 15 competences together make up the building blocks of the entrepreneurship as a competence (for all citizens). Thus, the EntreComp implies that entrepreneurship as a competence is made up of 15 building blocks.



Figure 3: Areas and competences of the EntreComp conceptual model  
 (Source: EntreComp: The Entrepreneurship Competence Framework, JRC, 2016)

Such a framework was developed to be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence, but also for the definition of parameters to assess learners' and citizens' entrepreneurial competences. *"The EntreComp was created as a common reference framework for entrepreneurship as a competence to help citizens develop their ability to actively participate in society, manage their own lives and careers and start value-creating initiatives"* (Joint Research Centre - JRC, 2016).

The EntreComp framework should also be seen as a flexible source of inspiration, to be used or adapted to support different contexts. For instance, it could be used as a resource for the reform of curricula in the formal education and training sector, or as a resource for designing practical entrepreneurial experiences in non-formal learning contexts, or as a resource for the development of tools for citizens to self-assess their entrepreneurial proficiency.

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	<b>1.1 Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</li> <li>Identify needs and challenges that need to be met</li> <li>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</li> </ul>
	<b>1.2 Creativity</b>	Develop creative and purposeful ideas	<ul style="list-style-type: none"> <li>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</li> <li>Explore and experiment with innovative approaches</li> <li>Combine knowledge and resources to achieve valuable effects</li> </ul>
	<b>1.3. Vision</b>	Work towards your vision of the future	<ul style="list-style-type: none"> <li>Imagine the future</li> <li>Develop a vision to turn ideas into action</li> <li>Visualise future scenarios to help guide effort and action</li> </ul>
	<b>1.4 Valuing ideas</b>	Make the most of ideas and opportunities	<ul style="list-style-type: none"> <li>Think about what value is in social, cultural and economic terms</li> <li>Recognise the potential that an idea has for creating value and identify suitable ways of making the most out of it</li> </ul>

2. Resources	<b>1.5 Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> <li>Assess the consequences of ideas that bring value and the effects of entrepreneurial action on the target community, the market, society and the environment</li> <li>Reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen</li> <li>Act responsibly</li> </ul>
	<b>2.1 Self-awareness and self-efficacy</b>	Believe in yourself and keep growing	<ul style="list-style-type: none"> <li>Reflect on your needs, aspirations and wants in the short, medium and long run</li> <li>Identify and assess your individual and group strengths and weaknesses</li> <li>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> </ul>
	<b>2.2 Motivation and perseverance</b>	Stay focused and don't give up	<ul style="list-style-type: none"> <li>Be determined to turn ideas into action and satisfy your need to achieve</li> <li>Be prepared to be patient and keep trying to achieve your long-term individual or group aims</li> <li>Be resilient under pressure, adversity, and temporary failure</li> </ul>
	<b>2.3 Mobilizing resources</b>	Gather and manage the resources you need	<ul style="list-style-type: none"> <li>Obtain and manage the material, non-material and digital resources needed to turn ideas into action</li> <li>Make the most of limited resources</li> <li>Acquire and manage the competences needed at any stage, including technical, legal, tax and digital competences</li> </ul>
	<b>2.4 Financial and economic literacy</b>	Develop the financial and economic know-how	<ul style="list-style-type: none"> <li>Estimate the cost of turning an idea into a value-creating activity</li> <li>Plan, put in place and evaluate financial decisions over time</li> <li>Manage financing to make sure your value-creating activity can last in the long run</li> </ul>
	<b>2.5. Mobilizing others</b>	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> <li>Inspire and enthuse relevant stakeholders</li> <li>Get the support needed to achieve valuable outcomes</li> <li>Demonstrate effective communication, persuasion, negotiation and leadership</li> </ul>
3. Into action	<b>3.1 Taking the initiative</b>	Go for it	<ul style="list-style-type: none"> <li>Initiate processes that create value</li> <li>Take up challenges</li> <li>Act and work independently to achieve goals, stick to intentions and carry out planned tasks</li> </ul>
	<b>3.2 Planning and management</b>	Prioritize, organize and follow up	<ul style="list-style-type: none"> <li>Set long-, medium- and short-term goals</li> <li>Define priorities and action plans</li> <li>Adapt to unforeseen changes</li> </ul>
	<b>3.3 Coping with uncertainty, ambiguity and risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> <li>Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</li> <li>Within the value-creating process, include</li> </ul>



			structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing <ul style="list-style-type: none"> <li>• Handle fast-moving situations promptly and flexibly</li> </ul>
	<b>3.4 Working with others</b>	Team up, collaborate and network	<ul style="list-style-type: none"> <li>• Work together and co-operate with others to develop ideas and turn them into action</li> <li>• Network</li> <li>• Solve conflicts and face up to competition positively when necessary</li> </ul>
	<b>3.5. Learning through experience</b>	Learn by doing	<ul style="list-style-type: none"> <li>• Use any initiative for value creation as a learning opportunity</li> <li>• Learn with others, including peers and mentors</li> <li>• Reflect and learn from both success and failure (your own and other people's)</li> </ul>

**Table 4:** Conceptual model

(Source: EntreComp: Framework of Entrepreneurial competences, JRC 2016)

The EntreComp progression model of entrepreneurial learning shows the level of mastery of entrepreneurship competences. The progression focuses on 2 aspects:

- Developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value;
- Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.

The progression model consists of 4 main levels: Basic, Intermediate, Advanced and Expert, whereby each level is further divided into two sub-levels. The Basic (level is the competence-mastery level on the basis of which the entrepreneurial value is created with external support. The Intermediate level indicates that the entrepreneurial value is created with increasing autonomy. Once responsibility to transform ideas into action is developed, our entrepreneurship competence has reached the Advanced level. At the Expert level of entrepreneurship competence mastery, the new value we create has a sound impact.

Entrepreneurial value creation and entrepreneurial learning can take place in any sphere of life, it does not refer to any specific setting, but it is transversal to formal, non-formal and informal learning contexts.

# **ENTRECOMP**

## **in Montenegro**

## EntreComp in Montenegro

The Montenegrin education system has recognised the requirements of lifelong learning through the strengthening of key competencies by adapting its education system to the European one. Key competencies have been introduced to the most important strategic documents, laws, educational and study programmes. The basis for adaptation and harmonisation was the European framework of key competences, which defined eight key competences for lifelong learning.

The development of transferable key competences was realised through cross-curricular topics/key competences at all levels of education, while language competences and STEM were realised as part of subject programmes. The integration of key competencies within professional education was achieved by reforming the curriculum based on professional and qualification standards (2016).

The modernisation of the Montenegrin education system in order to meet the needs for lifelong learning, i.e. the acquisition of professional knowledge and transferable skills necessary for the labour market, required introduction of a general, integrative approach that would connect the existing fragmented efforts aimed at the development of key competencies. In this sense, through the project "Integration of key competencies into the educational system of Montenegro" in cooperation with the European Union in 2019 (PA 2 programme), the Montenegrin Framework of Key Competencies was developed, which, based on the EU reference framework, identifies eight key competencies relevant to the educational system of Montenegro, determining for each key competence the outcomes at five typical educational levels (preschool education, class teaching in primary school - ISCED 1, subject teaching in primary school - ISCED 2, secondary school - ISCED 3, and higher education).

Competence, the sense of initiative and entrepreneurship, is one of them and it refers to the individual's ability to turn ideas into action. It includes creativity, innovation, risk taking, and planning and project management to meet the set goals.

Continuous professional development of teachers is included in all educational strategic documents and takes place in a very organised and well thought-out way. In the previous period, teachers underwent a significant number of training programmes related to the integration of cross-curricular topics/key competencies into the curriculum. Great support for teacher training was provided by guides for the implementation of entrepreneurial learning, which were developed for all levels of education. External evaluation of the quality of work in educational institutions is an integral part of the support that the educational system provides to educational institutions in the teaching process, and consequently in the process of integration of key competencies.

### **Entrepreneurial learning**

Entrepreneurship and entrepreneurs are important sources of innovation, economic growth and employment. Entrepreneurship increases productivity and adaptability and ensures that opportunities are fully seized. Entrepreneurship can and must be learned, to enable society to benefit from the full potential of its citizens. It provides a tangible contribution to the development of knowledge, skills and attitudes important for employment, active citizenship and the creation of new jobs.

In order to provide an integrative approach to the implementation of key competencies, cross-curricular topics have been developed which are mandatory for all students and teachers are obliged to implement them through their teaching subjects.

The integration of entrepreneurial learning into the educational system of Montenegro is carried out in accordance with international strategic documents in this area, national educational legislation and the Strategy for Lifelong Entrepreneurial Learning through the cross-curricular topic Entrepreneurial Learning.

The National strategy of lifelong entrepreneurial learning for the period 2015-2019 states that children, pupils and students should be given the opportunity to develop entrepreneurial competence at all levels of education. It is also said that entrepreneurial learning must be introduced as a key competence at all levels of education and that it is necessary to ensure that all students acquire and improve

entrepreneurial skills. The lifelong entrepreneurial learning strategy for the period 2020-2024 further expands and improves this area at all levels of education.

Entrepreneurial learning cannot be viewed as a separate field of study or as a separate programme. An integrative approach in education is one of the most important preconditions for the realisation of entrepreneurial learning. It is based on the development of children's creativity and willingness to successfully communicate with peers and adults within the community, to gradually notice opportunities to which they can apply their ideas in different situations, and to gradually become independent and act accordingly.

The document of the joint research center of the European Commission, EntreComp: A framework of competences for entrepreneurship, contributed significantly to providing a common conceptual approach and encouraging the development of entrepreneurial competence at all levels of education, especially in the part of improving teacher training programmes and entrepreneurial learning outcomes.

## **Curriculum**

Key competences are by nature generic and transversal - they are based on goals that are incorporated into all subjects and all teachers are required to master them. The outcomes of cross-curricular topics/key competencies must be carefully planned in order to achieve student progress. The basic prerequisite for their successful implementation in educational institutions is the inclusion of the developed outcomes in the complete school curriculum. It should be possible to include cross-curricular topics/key competences in all key areas of learning, through different subjects or groups of subjects (compulsory and elective subjects), through compulsory/elective content and extracurricular activities (field trips, excursions, schools in nature, school projects), teacher training (Zoran, L., Nevena, Č., Danijela, Đ., 2015). Cross-curricular topics/key competencies are planned in the institution's annual work plan, the teachers' annual planning, as well as when creating scenarios/immediate preparations for teaching and extracurricular activities.

## **Regular education and upbringing**

The key competence sense of initiative and entrepreneurship in primary education is developed interdisciplinary through the cross-curricular topic Entrepreneurial learning, the elective course Entrepreneurship and through extracurricular activities. At the level of primary education, the cross-curricular theme Entrepreneurial learning is aimed at developing individual qualities of students - creativity, taking initiative and independence, which contribute to the development of an entrepreneurial attitude. Students are encouraged to use their creativity and to explore and experiment. In this phase, students should develop independence and proactivity, as well as acquire first knowledge and establish contact with the world of work. Activities that encourage active learning at this age are project work, learning through play, presentations of simple case studies and visits to local businesses and institutions. Outcomes related to knowledge about opportunities relating to professional orientation and knowledge of the business environment allow students to gain a general impression of entrepreneurship and find their future place on the labour market with certain prior knowledge of the advantages and obstacles that await them. At the primary school level, all outcomes are adapted to the age and prior knowledge of students, and introduced in such a way that students learn about them by applying general concepts to their familiar environment. The contents of this cross-curricular topic are aligned with the existing plan and programme for primary school.

Entrepreneurship - an optional subject for the VII, VIII or IX grade of primary school - preparing students for the world of work and independent entrepreneurial activity, as well as the development of an entrepreneurial culture, awareness of self-employment and the acquisition of certain general, technical, economic and financial knowledge (general, technical, economic and financial literacy). Through practical activities, students develop individual entrepreneurial skills, e.g. preparation of budgets, CVs, plans, projects, methods of presentation, leadership and the like, as well as the development of general entrepreneurial skills and abilities. The main goal of the subject programme Entrepreneurship is to utilize three areas of activity, ideas and opportunities, resources and action, to be able to turn opportunities and ideas into actions, while initiating the necessary resources. These resources can be personal

(awareness, efficiency, motivation and perseverance), material (production and financial resources) or intangible (for example, specific knowledge, skills and attitudes).

Extracurricular activities usually refer to entrepreneurship clubs where students work throughout the year, and then organise entrepreneurship fairs at the school level several times a year or apply to participate in local and national fairs. In 2008, entrepreneurial learning included all primary school students.

### **Secondary general education**

Entrepreneurial learning in secondary general education is carried out cross-curricularly according to the programme: Cross-curricular entrepreneurial learning in subject programmes for general secondary education, which was adopted by the National Council for Education. Since the school year 2015/16, entrepreneurial learning has been implemented as a cross-curricular area in all high schools, so that all students in high schools in all grades are included in entrepreneurial education. In secondary vocational schools, this programme is applied to the general education group of subjects. In high schools, the optional subject Entrepreneurship is implemented for the first or second year of high school. Entrepreneurship is a one-year elective course provided within one class a week in the first or second grade of a general high school.

Teaching entrepreneurship in students develops entrepreneurial spirit, entrepreneurial way of thinking, independence, self-confidence, leadership, creativity, ability to solve problems, initiative, teamwork, responsibility and communication skills.

Studying this subject provides basic business knowledge and skills for the development of entrepreneurial traits and abilities in students, using information and communication technology. Acquiring entrepreneurial knowledge enables students to develop and improve significant skills that help them develop ideas, recognise opportunities, research resources, and also try their hand at entrepreneurial management.

In high schools, they teach elective subject Business Informatics (for the III or IV grade of secondary schools), the aim of which is for students to master the use of computers in a business environment. High school students have the opportunity to choose the subject Programme Economics and Financial Mathematics, which is realised within one lesson per week in the III or IV grade, depending on the student's decision, that is, on the school's plan for the implementation of elective classes.

In addition to the elective subject, entrepreneurial learning is implemented in high schools through the work of entrepreneurial clubs and the implementation of workshops, forums and round tables in the field of entrepreneurship. The integration of key competencies within vocational education was achieved through the reform of the curriculum based on professional and qualification standards, through the Methodology for the development of professional and qualification standards and Guidelines for qualifications (2016), and the Methodology for the development of educational programmes with instructions (2017). Coordinators have been appointed at the school level in all high schools and mixed secondary vocational schools.

### **Continuous professional development of teachers**

The implementation of reform solutions and new educational programmes in Montenegro, starting in 2004, included a process of intensive training of primary and secondary school teachers.

The goal was for teachers to improve their knowledge (theoretical and methodological) and skills in practice, to understand the expectations of the new role of teachers, but also their new position in education in general and in the teaching process.

The implementation of entrepreneurial learning as a cross-curricular area is carried out in a specific, and in many ways different, way from that of compulsory teaching subjects. In this sense, a training programme was created to enable teachers to integrate entrepreneurship learning into regular teaching activities. 2700 teachers passed the programme, which is more than 50% of employees in primary schools. All principals of elementary schools, as well as school administrations, passed the one-day seminars.



During 2015, the Institute of Education implemented a training programme for coordinators for entrepreneurial learning in all primary schools with the aim of improving the activities implemented at the school level. During 2015, teacher training was implemented in all high schools, while in 2016, teachers of the general education group of subjects in secondary vocational schools were included. Through the project Integration of key competences in the educational system of Montenegro, key competences were introduced to all primary and secondary schools in Montenegro, 1,870 teachers (which is approximately 24% of the total population of teachers in primary and secondary schools in Montenegro) and 300 representatives of school management teams were trained. More than 300 examples of annual school workplans and 500 examples of scenarios for teaching have been published on the platform <https://www.ikces.me/>.

The Institute of Education held seminars for teachers of all pre-school institutions under the title Entrepreneurial learning - Cross-curricular area in the curriculum.

Guidebooks were drafted to provide support for teachers for the integration of cross-curricular topics/key competences, as well as Methodological instructions for the implementation of the cross-curricular field of entrepreneurial learning, which provide clear instructions with concrete examples and the EntreComp: The Entrepreneurship Competence Framework publication was translated and distributed to teachers during the training. It is also published on the website of the Bureau for education.

The publication Key Competencies - A Guide for Primary and Secondary School Teachers with Guidelines for Formative Assessment was produced through the project Integration of Key Competencies in the Education System of Montenegro and serves as support for primary and secondary school teachers to improve the education and upbringing of students through the integration of key competencies in teaching and learning.

### **Quality Assessment**

Constant monitoring and evaluation of educational work in institutions is carried out in order to improve the quality of education. It can be external and carried out by the

supervisors of the Bureau for Education and the Center for Vocational Education, as well as internal and carried out by the educational institution itself (self-evaluation). External provision and improvement of the quality of educational work is defined by the provisions of the General Law on education and training, the Rulebook on the content, forms and ways of Quality Assessment of educational work in institutions and the Methodology for ensuring and improving the quality of educational work in preschool institutions, schools, educational centres, resource centres, adult education organisers and students' homes. In accordance with the Methodology for ensuring and improving the quality of education and training, quality assessment is carried out at the level of the educational institution and in all segments of its work. The evaluation system, which includes external evaluation, contributes to improving the quality of the school's work because it includes the assessment of all segments of the school's life and work that affect learning and learning outcomes.

Quality assessment is carried out within five defined key areas of quality (teaching and learning, management and leadership of the institution, ethos of the institution, student achievements and student support) in accordance with the adopted standards. To describe the standards, indicators are used that represent the definitions by means of which the achievement of the standards is measured. The following standards and indicators have been introduced for the achievement of learning outcomes for the key area of teaching and learning related to the verification of learning outcomes:

Standard A1.1 Planning is in accordance with the requirements of the curriculum and the standard:

- A.1.1.2. The teacher plans cross-curricular topics and the open part of the subject programme/module

Standard A1.2 Teaching is adapted to the developmental characteristics, needs and capabilities of students and is aimed at achieving learning outcomes in the key area of teaching and learning and it is defined by indicator:

- A.1.2.11. The institution focuses its activities on the development of key competencies

Through the Project "Integration of key competences in the educational system of Montenegro", based on the "Framework for the integration of key competences", a Guide for quality assurance, self-evaluation and improvement of educational institutions was created. The guide aims to ensure not only an improvement in the quality of teaching that integrates key competencies, which is the most important part of the project within which it was created, but also to influence the overall teaching and learning and result in better student achievements. Indicators for monitoring the integration of key competencies in the curriculum are described in the Guide, which will help supervisors and quality assurance consultants to monitor the development of key competencies.

As previously described, assessment of the achievement of educational goals and subject outcomes is carried out through internal (school) and external assessment of student achievement. The goal of the national examination, which is carried out by the Examination Center of Montenegro, is primarily to verify the achievement of the outcomes prescribed by the national plan and programme. For cross-curricular topics and the development of key competencies, however, there is no explicit way of checking student achievement anywhere.

## **Conclusion**

Entrepreneurial learning is considered a key competence for the development of creativity, independence and innovation in students at all levels of education, which creates opportunities for success in the business world and contributes to the economic growth of society.

An integrative approach to education is necessary for the realisation of entrepreneurial learning, and international strategic documents, national educational legislation and lifelong entrepreneurial learning strategies, as well as the EntreComp document, contribute significantly to this process. Entrepreneurial learning is a generic and transversal competence, which means that it is based on goals that are incorporated into all subjects and all teachers are required to achieve them.

The outcomes of the cross-curricular topic Entrepreneurial learning are necessary for successful implementation of the afore-mentioned subject in educational institutions, which requires the inclusion of the developed outcomes in the complete school curriculum. The application of cross-curricular topics included the training of primary and secondary school teachers in order to improve their knowledge and skills, and to understand the expectations of the new role of teachers in the process of developing the key competence of entrepreneurial learning, which resulted in training programmes for more than 50% of employees in primary schools, 25 % of teachers in preschool institutions, seminars for school directors and school administration, as well as training for coordinators for entrepreneurial learning in all primary schools, gymnasiums and vocational secondary schools. Constant monitoring and evaluation of educational work in institutions is necessary in order to improve the quality of the implementation of entrepreneurial learning.

# **ENTRECOMP**

**in Albania**

## EntreComp in Albania

According to SME Policy Index for Western Balkans and Turkey (OECD, 2022) entrepreneurship is included as a key competence in the curriculum, but this is not yet fully implemented and it is not aligned with EntreComp. In primary and lower secondary education, entrepreneurship is included in the Citizenship subject from grades I-VII, and at the upper secondary level, they teach the Economy subject in the XII grade.

The Junior Achievement programme is widespread in the upper secondary school and integrated into the curriculum as a practical entrepreneurial experience. In VET, there is a compulsory Basics of Entrepreneurship module. In higher education, there are no systemic measures to integrate entrepreneurship key competence into the curriculum. The National Education Strategy (2021-2026) has included a commitment to increase interdisciplinary STEM programmes.

Entrepreneurship is defined as a cross-cutting key competence, and it is expected to be a part of the learning objectives of all subjects, but ensuring its development as a key competence within wider curriculum areas remains a key task. Where it has already been included in specific subjects, the materials used demonstrate a strong focus on the economic perspective of entrepreneurship. Practical entrepreneurial experiences are not yet accessible to all students via the core curriculum.

In VET, it is compulsory for students to parttake in long-term apprenticeship in a business environment, but the development of entrepreneurial competences from this experience is not explicit, and there is a mismatch with labour market needs (European Commission, 2021[3]). Likewise, recent reports indicate non-compliance of competence development with EntreComp, which has not yet been used at the system level, though there is limited evidence of its inclusion within training approaches delivered as a part of masterclasses in the EU for Innovation programme (OECD, 2022).

While there is provision of in-service teacher training for schools and VET educators through Junior Achievement, there is no training on the entrepreneurship key competence at the level of pre-service teacher training.

The new National Education Strategy (2021-2026) focused on initial teacher training, calling for the harmonization of initial teacher training with the requirements of the curriculum and programs of pre-university education.

The recommended way forward for Albania is to create national guidelines for teachers on how to integrate entrepreneurship development as a cross-curricular key skill in all areas of the curriculum. This should be aligned with EntreComp and relevant to all levels of compulsory education. It could also form part of wider guidelines for key skills for teachers.

# **ENTRECOMP**

## **in Bosnia and Herzegovina**



## EntreComp in Bosnia and Herzegovina

There is very little evidence of activities taken in Bosnia and Herzegovina towards integration of EntreComp in VET.

Taking into account an overall context of entrepreneurial learning in Bosnia and Herzegovina, the OCDE SME Policy Index for Western Balkans and Turkey (OECD, 2022) indicates significant progress with the launch of the strategy Priorities for the Integration of Entrepreneurial Learning and Entrepreneurship Key Competence into Education Systems in Bosnia and Herzegovina (2021-2030). The progress is visible in strategy actions at the state level, while implementation at the entity level varies, with evidence of policy co-ordination and integration within the education and training system in the Federation of Bosnia and Herzegovina. The 2021-2030 strategy offers a comprehensive and detailed development pathway for lifelong entrepreneurial and key competence development at the state level, but there is a lack of insight into how this will be implemented at the entity level, and a budget has not been allocated to the actions. To support the strategy implementation, 7 working groups were launched in 2021, including the Working Group on Digital and Entrepreneurship Learning (WGDEL), the Career Guidance Working Group, the Teacher Training Competence Expert Working Group and the Working Group for Continuous Professional Development.

In Federation of Bosnia and Herzegovina, there is evidence of learning outcomes relating to the entrepreneurship key competence at all levels of education and training except higher education (OECD, 2022), in line with the state-level common core curriculum where entrepreneurship is included as a cross-curricular competence. In Republika Srpska, integration of entrepreneurship key competence in the curriculum is still developing, while entrepreneurship has been an element of the secondary school curriculum since 2006. The Education Development Strategy of Republika Srpska places a priority on actions to embed entrepreneurship key competence into the education system, with a particular focus on VET and higher education in the Education

Development Strategy Action Plan until 2020 (OECD, 2022).

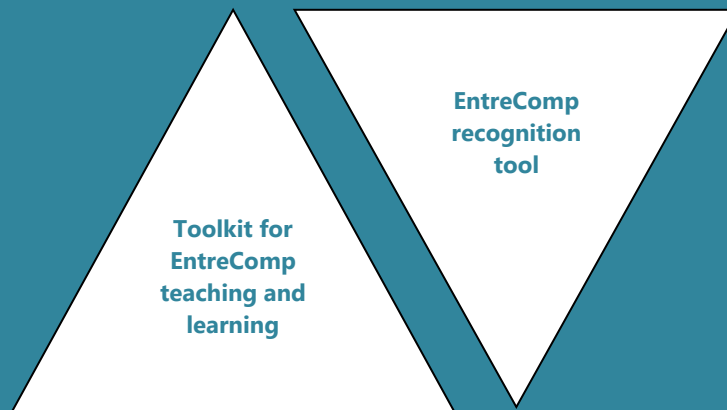
In relation to VET, the Central government in Bosnia and Herzegovina holds overall responsibility for formulating, enforcing, and reviewing policies related to initial and continuing vocational education and training (IVET & CVET). The ministries are supported by state executive VET agencies, which are tasked with implementing the policies and related measures, playing a significant role in governance. The coordination of both state and non-state actors in VET is facilitated through the activities of VET councils. These councils serve as platforms for collaboration and coordination among various VET stakeholders.

Overall, it has been noted that Bosnia and Herzegovina has undertaken various efforts and initiatives to enhance VET, including the involvement of employers, coordination among stakeholders, and the alignment of qualifications framework with the European one (ETF, 2017). Recent advances in the VET sector include further efforts to develop the dual education model alongside guidelines to support business-education co-operation, developed in collaboration with regional chambers of commerce and businesses. Integration of the entrepreneurship key competence within pre-service teacher training provision to support entrepreneurial learning is still developing.

**COMMENTS AND  
RECOMMENDATIONS OF  
REGIONAL EXPERTS**

## About the project assignment

The project task presented at the conference in Podgorica is about the creation of practical educational tools that will enable teachers and managers of educational institutions in Montenegro, Albania and Bosnia and Herzegovina to incorporate entrepreneurial competencies from the EntreComp framework into the teaching and learning processes. The project assignment is focused on the following 2 educational tools:



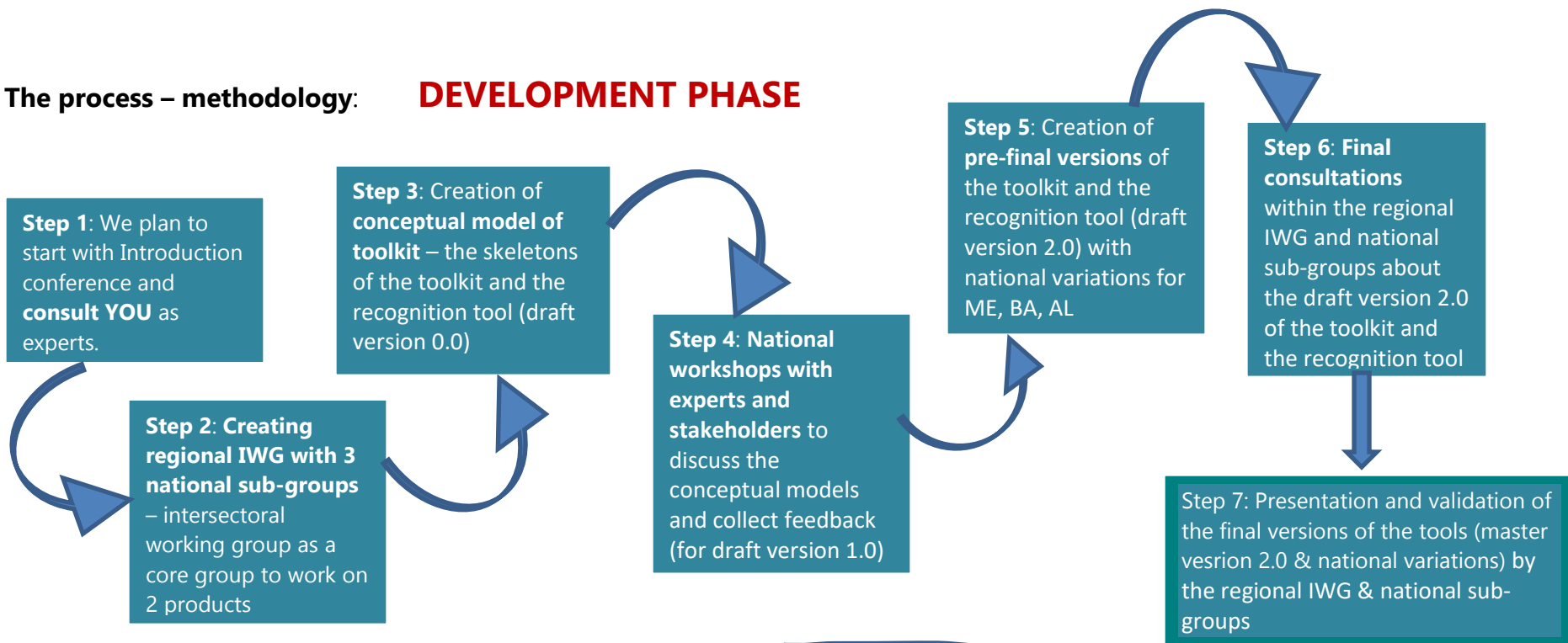
**Toolkit for EntreComp teaching and learning:** a handbook containing guidelines and practical advice for teachers and school management how to integrate selected EntreComp competences into VET programmes and practices and how to create encouraging teaching and learning environment in schools conducive to developing entrepreneurial skills; guidelines for learners about the models for mastering entrepreneurial competences.

**Recognition tool:** a document testifying that a learner has developed selected entrepreneurial competence, or participated in an activity leading to the development of the selected entrepreneurial competence.

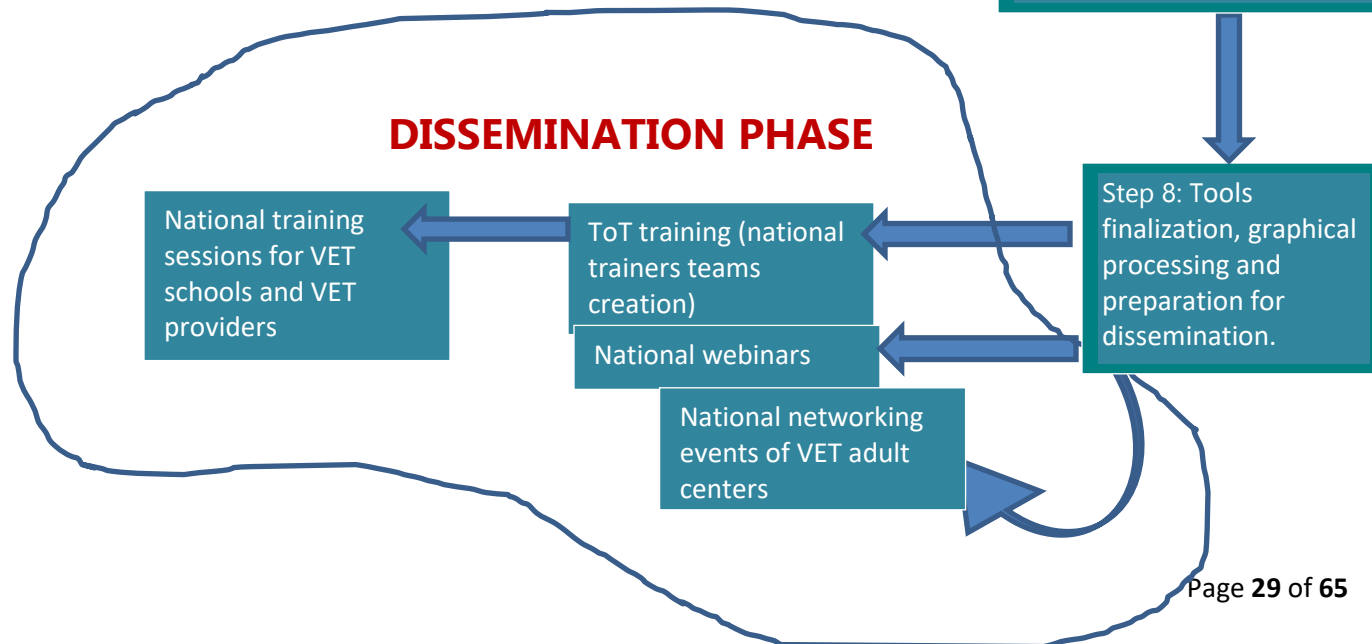
The project task should be realised during the next 18 months in 8 steps, with the participation of key stakeholders in the process of development and validation of educational tools. The methodology and process are presented in the following diagram:

The process – methodology:

**DEVELOPMENT PHASE**



**DISSEMINATION PHASE**



## Comments and recommendations of regional experts

Experts who participated live or online at the conference in Podgorica mostly commented on the expected outcome (product) of the process. Everyone expressed interest in being part of the next stages of the process. They also expressed their satisfaction with the fact that they are involved in the process from its beginning and the planning phase, and that they have the opportunity to share their comments and thus influence the process flow and its final outcome.

When it comes to the outcome and products of the process, the following is a summary of the discussions that the experts conducted in groups, i.e. virtually, with synthesized comments and recommendations grouped into six units that are recognized as the most relevant for the implementation of the EntreComp framework in teaching and learning.

### *Education - EntreComp teacher trainings*

1. The EntreComp framework is a new and unfamiliar subject for teachers. They are not familiar with the ways in which the framework can be applied in teaching and learning. In this regard, training teachers in the field of EntreComp as a part of entrepreneurship training can be of great importance for the introduction of EntreComp in teaching and learning. The training programme for teachers should be innovated and supplemented with appropriate contents about EntreComp (eg. from the set of materials of the so-called "toolkit"), aspects and skills, as well as ways, methods and practices of using EntreComp in teaching and learning. In this way, the quality of entrepreneurial learning will be improved.

## *Integration of EntreComp competences into the traditional education system*

2. Related to the previous one is the measure to design a set of materials in such a way as to enable or encourage the development of entrepreneurial competencies and entrepreneurial culture through cross-subject correlation. This would mean that entrepreneurial competences from the EntreComp framework are developed through joint student activities that connect or are realized within at least 2 subjects (eg. mathematics and physics, or chemistry and biology). In this regard, it is recommended that the set of materials guide teachers towards mutual cooperation in planning and carrying out curricular and extracurricular activities that lead to the development of entrepreneurial competence in students. Through the subject programmes, in addition to entrepreneurship planning, it is necessary to devise tools for monitoring its application and effects, which corresponds to the plan to develop a tool for recognizing entrepreneurial competences acquired in this way.

## *Networking of educational institutions with all relevant partners on the labour market and creation of entrepreneurial learning ecosystem*

3. Both products (a set of materials and a tool for recognizing acquired competencies) should be designed to include partners outside the education sector, and that their activities with students be methodologically covered, and the outcomes recognised in competencies. It should be emphasized that such partners can be important transmitters of professional knowledge and practice, or organisers of learning programmes, mentoring, and the acquisition of practical entrepreneurial experiences, and as such are a valuable complement to formal learning activities organised by the teachers in the school as part of regular classes. In this regard, the set of materials should contain methodological instructions for teachers and students regarding the realisation of partnerships and cooperation with such partners, as well as instructions regarding the promotion of such cooperation, the development of joint activities and projects, and the creation of entrepreneurial innovations through work with students.

4. Design the tool set so that it is user-friendly and contains an optimal combination of text, graphics and images. Parts of the material that serve as guides or instructions should be clear and concise, and well illustrated. It is also desirable that the content is based on examples from practice and that all aspects are contextualised so that teachers can understand them and apply them in the appropriate context.

### *Innovative approach and reform of entrepreneurial education*

5. It is necessary to be aware that entrepreneurial competence is a transversal competence permeating all spheres of an individual's life (not only in commercial ventures, but also in social, cultural and others), and that it is reflected in the individual's ability to encourage and create changes in his environment, for quality organization of the educational process, teaching and improvement of entrepreneurial competences requires the constant implementation of innovative methods in teaching, a significant share of practical teaching and the application of what has been learned in concrete social, cultural and market-business contexts, as well as the adoption of practical skills, in accordance with the 4 levels of entrepreneurial progression in the EntreComp framework. Innovative methods in education should rely on information technology and solutions, digital literacy, handling digital technologies and the process of creating digital content, language competence, as well as mathematical competence in mastering entrepreneurial competences. When it comes to the teaching process, the recommendations refer to the inclusion of the following activities in the teaching process:

- Project-based teaching and learning - teaching that encourages interdisciplinarity, develops students' communication skills as well as the development of their organisational abilities;
- Inquiry-based and problem-based teaching and learning (case study);
- Involvement of partners from the business sector and familiarization with the market ways and conditions of work (mentoring support) and with the skills and competencies that are applied in market conditions;



- Organizing a team of teacher mentors at the school level, who will monitor the achievements of students and teachers and directly involve them and provide them with information about opportunities and current activities in the field of entrepreneurial learning (fairs, camps, summits, etc.) with the recognition of mentoring work through a recognition instrument;
- Acquisition of professional knowledge and experience through international exchanges of students and teachers with the aim of developing intercultural competences, because the education system at the national level must be intercultural (integration of individual/national systems into one global system);
- Workshops within the school and cooperation with other schools, which develop the skills of critical thinking, taking initiatives, creativity and financial literacy.
- Make it possible to study at a random place with the employer in the 3rd and 4th grade of high school, with appropriate compensation and an instrument for recognizing acquired competencies.

6. Create a special application for student project tasks, which will be available to all students and teachers and contain sets of materials and an instrument for recognizing acquired entrepreneurial competencies. The application should also be user-friendly and adjusted to the devices that young people use the most today, e.g. smart phones. The application should be aimed at mastering entrepreneurial attitudes rather than skills, using simple and customized methods.

The set of materials should also include sections on inter-subject cooperation of teachers, in the planning, design, creation of content and materials, selection of methods, and assessment and evaluation, informal learning, in order to encourage correlational teaching between subjects. To provide children with a "space" to explore concepts and phenomena that are dealt with cross-curricularly, or at least to research in a cross-curricular way, and thus to apply knowledge and creativity.

### *Ensuring support from educational institutions for teachers implementing innovative forms of entrepreneurial learning*

7. The process development seems very interesting and all steps are organized and well-structured. Prepare well for workshops with regard to the experts and stakeholders and find people who are willing to participate in this process. There is general agreement with all eight steps.

8. Make sure that the set of materials and the recognition tool can be used as additions to the existing manuals from the Entrepreneurship module, but also to other modules in which teachers want to incorporate elements of entrepreneurial learning and the acquisition of EntreComp competencies, so that the materials contain guidelines with instructions for teachers and a recommended set of activities for students in all learning outcomes with the aim of practical training of students.

9. A segment of the set of materials can be materials for checking students' knowledge, and various assessment tools. They can be a mandatory part of the external evaluation by external evaluators. The material and knowledge tests must be available to all teachers on the virtual platform designated for this purpose.

### *Matching of the learning outcomes with the needs of the labour market*

10. It is mandatory to ensure that at the school or teaching center, there is an entrepreneurial club with programmes of extracurricular activities, activities to support starting a business or starting a social enterprise. Clubs should also act as a link between school and activities outside school at the employer or in a social group/organization.

11. The development process is interesting and the steps are well defined and structured. Good preparation was done for the group work of experts and stakeholders in the workshops, and people were well selected to participate in the process. There is agreement with all steps.

The image features a solid teal background. A large, white, circular shape is positioned in the upper-left quadrant, partially overlapping the teal area. The text is centered within the white circle.

**Western Balkans ISWG in a mission  
of a mainstreaming EntreComp  
into teaching and learning**

## **About ISWG**

The Intersectoral working group is an international team of experts on VET on a mission to mainstream the EntreComp competencies in teaching and learning practices in the Western Balkans countries, with a focus on Montenegro, Bosnia and Herzegovina and Albania. The team has been created and works with the support of the VETpreneur project.

# TERMS OF REFERENCE

for a

## MEMBER OF THE ISWG

### 1. ABOUT INTERSECTORAL WORKING GROUP

The Intersectoral working group (hereinafter: ISWG) is formed to provide professional support and contribution to the development of tools on EntreComp framework integration into VET programs and practices which are implemented in secondary and adult education systems in the Western Balkans countries, with a focus on Montenegro, Bosnia and Herzegovina and Albania. The work of ISWG is focused on the development of 2 key products which will be presented to education institutions in the VET system:

- **Toolkit for EntreComp framework integration into VET programs and practices**
- **Recognition Tool for entrepreneurial competencies acquired through the VET program**

ISWG consists of members from the Western Balkans countries and the EU partner countries, who are involved in vocational education and training (hereinafter: VET) through their professional engagements in education, economy, public governance or civil society and who can contribute to the improvement of relevance, quality and outcome of the tools creation process.

ISWG members are to be nominated by the project consortium partner institutions, based on a nominee's CV, whereas project Steering Committee is to approve the nominations.

ISWG is formed within "Vocational Education and Training Provision with Entrepreneurial Education Uptake the Region" project (acronym: VETpreneur) which is funded by European Commission through the Erasmus+ program: Capacity Building in the field of Vocational Education and Training.

## 2. INVOLVEMENT OF ISWG MEMBER

The role of ISWG is to set direction of the tools creation process through attendance at meetings, providing expert opinion and constructive feedback on the presented content, creating part of the content and promoting the tools in the VET professional community.

Professionals from project partner institutions are responsible for creating and modifying the content, based on ISWG expert's opinion, feedback and parts of the content they have prepared.

An ISWG member participates in ISWG meetings that will be held virtually and live. The costs of meetings are covered by the organizer.

The work of the ISWG is governed by the Cooperation principles of the ISWG.

No financial remuneration is available for the member's participation in the work of ISWG.

## 3. COOPERATION PRINCIPLES OF THE ISWG

**Volunteering** - members of ISWG participate voluntarily in the work of ISWG based on their professional interest, work orientation and personal ambition to be an integral part of this process and to incorporate their professional contribution into the creation of tools.

**Collaborative work** - engagement of ISWG members is based on teamwork and collaboration and include sharing of responsibility and joint contribution.

**Complementarity and intersectoral approach** - joint work of ISWG members is based on complementary knowledge and insights of members from different sectors (education, economy, public governance and civil society), which should ensure high relevance and quality of products.

**Openness** - the engagement of ISWG is open to the public and professional opinion. The administrator of ISWG and experts from project partner institutions ensure the availability of information about the ISWG's work to the expert and general public, as well as information on ways of providing comments and expert opinions on the ISWG's work.

#### 4. DURATION OF INVOLVEMENT

The expected duration of ISWG is from July 1, 2023 to December 31, 2024. During this period, the progress in the creation of the tools will be achieved through the following stages:

<b>July – September 2023</b>	In this period, it is planned that experts from project partner institutions create a conceptual model of a toolkit and a recognition tool (draft version 0.0) and present it to ISWG in order to receive their opinions and feedback.
<b>October – December 2023</b>	During these months, experts from project partner institutions with the support of national ISWG sub-groups will adapt draft version 0.0 to the specifics of the VET systems in ME, BA and AL and create national variations of toolkit and tool (master version 1.0).
<b>January – February 2023</b>	<p>During this period, it is expected to have organized national workshops with stakeholders and ISWG members in order to present the master version 1.0 and receive constructive feedback that will be incorporated into it.</p> <p>After the integration of the collected comments, experts from project partner institutions will prepare the master version 2.0.</p> <p>At the same time, experts from project partner institutions will develop training design for VET educators about EntreComp framework integration into VET programs and practices.</p>
<b>March 2024</b>	In this period it is expected that ISWG approve final versions (master version 2.0 of toolkit and tool + national variations). At the same time, training design will be presented to the ISWG for approval.
<b>April – December 2024</b>	During these months, it is planned that ISWG monitor, direct and support toolkit and tool dissemination into VET systems in ME, BA and AL, as well monitor the process of trainings implementation for teachers, educators and management staff of VET institutions.

## 5. COMPETENCES OF ISWG MEMBER

**5.1 At least 3 years of experience participating in activities in the VET system** as a representative of the education sector, economy, public governance or civil society, or

**Experience in managing a start-up company** in the period of constitution and the first three years of development,

**5.2 Familiar with the VET system in his/her country** (normative and strategic framework, VET system reform programs and projects, key challenges and problems, key actors and decision makers, available support and measures), or

**Familiar with the entrepreneurial ecosystem in his/her country** (normative and strategic framework, key challenges and problems in entrepreneurship and business, key actors and decision makers),

**5.3 Open for collaborative work** in order to create a joint team result,

**5.4 Experience in creating documents** such as: normative acts, strategic documents, public policy instruments, process management instruments (matrix), work materials and similar forms,

**5.5 Demonstrates qualities such as determination, result orientation and organization.**

## 6. REPORTING

Reports on ISWG work and meetings should be provided. The ISWG administrator is responsible for reporting on work and meetings of the regional ISWG. Experts from project partner institutions are responsible for reporting on work and meeting of national ISWG sub-groups.





# **ISWG MEMBERS**

## **BULI Ina – Ministry of Finance and Economy in Albania**



Ina Buli is advisor in the Ministry of Finance and Economy in Albania. She graduated from University of Tirana with major in finances. As advisor she is responsible for leading policy development, providing innovative ideas and supporting ministerial plans and projects, particularly in areas such as public and international institutions, foreign relations, the Chamber of Commerce and business affairs.

Ina is currently studying for an Executive MBA in Marketing, but she has 15 years of experience in the field of communications. As Clients and Market Manager at Deloitte she was responsible for consulting services in strategic and digital marketing, developed and delivered strategic PR and communication plans, and managed marketing budgets. Through the position of CEO she gained experience in developing and leading business model and develop new business, as well as creating new value through corporate partnerships and alliances.

**CEGLAR VIDMAR Aleksandra – Education Center GEOSS**



Aleksandra is expert for VET and adult projects. She is also an educator in the Social Activation program, responsible for group and individual counseling. As a expert associate, she is also involved in EU and national projects that develop different training materials for GEOSS formal and informal education programs.

Menagerial competences Aleksandra was improving serving as acting director at the Public Institution Mekinje Monastery. In this position, she was responsible for planning and coordinating programs and events, establishing connections with local, national, and international stakeholders, as well as collaborating with business partners. Experience of managing the processes Aleksandra gained acting as a Project Manager for Sustainable Development and an Expert for Tourism Development at the regiional development agency "Development Centre of the Heart of Slovenia Ltd". Her responsibilities included developing EU and national project proposals, managing projects implementation and financies, monitoring project implementation, and disseminating knowledge and good practices of the Heart of Slovenia to external stakeholders and beneficiaries.

**DEMIRAJ Elira – Ministry of Finance and Economy in Albania**



Elira is Director of Economic Development and Employment Policies in the Ministry of Finance and Economy in Albania. She leads her department in a mission that guarantees constitutional rights to professional training and education, dignified employment, social insurance and strengthens cooperation with social partners. She is also responsible for the effective management of all programs and projects funded by the IPA program and other donors, by scheduling, implementing and monitoring their progress.

As General Director of National Employment Service in the same Ministry, Elira was in charge of organizing, monitoring and controlling the overall activity of National Employment Services in line with the legal and strategic framework policies. She also monitored and reported on the performance indicators of the Profesional Education Schools and Vocational Training Centers in all regions in accordance with the procedures of the Ministry. Elira also worked on projects of UNDP, UNICEF and the municipality of Tirana.

## **DHAMO Alda – VET trainer**



Alda is CEFE Trainer on Startup support. She has experience with training and coaching for startup enterprises or micro, small and medium enterprises - mainly to Technical and Vocational Education and Training, tourism, agriculture, agrotourism, digital sector, manufacturing. Alda worked with vulnerable/marginalised groups, such as youth, women, Roma and returnee entrepreneurs under the collaboration with GIZ, Terre des hommes, World Vision, and UN Women.

As Expert of Business Innovation sector in Albanian Investment Development Agency she was responsible for implementing the National Business Innovation and Technology Strategy (BITS) 2011 - 2016 including as main pillars business innovation, cluster and incubation programmes, as well as initiatives related to knowledge and technology transfer for businesses. She has worked on several projects financed by various donors, including European University of Tirana and Polis University, while she has lectured on project management, business related courses for Master level students.

## **EVGENIOU Maria – Center for Social Innovation Cyprus**



Maria Evgeniou is an EU project manager at the Center for Social Innovation in Cyprus. She manages several projects within the organization, while providing research and scientific support. Her engagement also involves conducting a literature review and preparing reports and analyses. As a member of the CSI team, she is currently head of entrepreneurship unit, while she parallel working on Erasmus plus projects. Maria has been involved in youth programs and projects for years, initially as a volunteer and subsequently as a full-time project manager focusing on social entrepreneurship, integration, sustainability, training methodologies, vocation and adult education.

She holds a bachelor's degree in Economic Sciences from the Democritus University of Thrace, Greece and a Diploma in Marketing Studies from the Cyprus Institute of Marketing (CIM), Cyprus. When she first came to Cyprus from Greece, she was part of the Cyprus Youth Clubs Organization within European Voluntary Service (EVS) program where she supported the management, coordination and financial planning and participated at the Youth Clubs, events and seminars.

**KOVAČEVIĆ Dijana – University Donja Gorica**



Dijana Kovačević is a lecturer at the University of Donja Gorica in Podgorica, on subjects in the fields of entrepreneurship, management and marketing.

She is an author of a specialized course on e-commerce and e-business tools for women entrepreneurs. She coordinated several research projects. Notably, her work focused on the importance of gender responsiveness and inclusion, particularly in relation to gender differences in internet usage.

These endeavors resulted in several papers, including the notable contribution to the paper "Women's Entrepreneurship in Terms of Information Economy," which was presented in prestigious science conferences and the SCI Journal list.


## **LALOVIĆ Zoran – Bureau for Educational Services Montenegro**



Zoran Lalović has a master's degree in psychological sciences and is an independent advisor at the Institute of Education of Montenegro. During his professional development, he worked as a psychologist, assistant director of the Elementary School "Stefan M. Ljubiša" in Budva, as well as head of the department for research and development of the educational system at the Bureau for Educational Services. He is the author of a large number of educational programs and co-author of several textbooks for primary education and general secondary education. He has published a large number of scientific and professional works and publications in domestic and foreign journals.

He has also been a reviewer of the textbooks, manuals, professional books and publications. Independently or in cooperation with others, he carried out a large number of researches in the field of education. He participated in the conception of educational policy and was a member of the editorial board of the magazine for pedagogical theory and practice "Education and Learning". Lalović is a member of the National Council for Curriculum Development in Montenegro, as well as a member of the Council for General Education of Montenegro.



**MAKAŠ Emil – Secondary technical school of graphic technologies,  
design and multimedia** 

For 20 years, Emil Makaš has been a professor in a secondary VET school teaching professional theoretical subjects related to web design, databases, graphic technology and graphic materials.

Emil has significant experience in the development of VET curricula in secondary education in Bosnia and Herzegovina. He participated in the development of EUVET-based modules for secondary VET schools in Canton Sarajevo and Banja Luka. He is also responsible for the development of curricula for the Graphics School.

He is an associate of the Ministry of Finance of Sarajevo Canton and the Bosnian Cultural Center for printed material and design. As a graphical design expert, he participated in numerous projects implemented by the Canton of Sarajevo and various non-governmental organizations.

**MALAGIĆ Adisa – Gimnasium „Tanasije Pajatović“, Pljevlja**



Adisa Malagić is a professor of sociology at Gimnasium "Tanasije Pejatović" and Secondary VET School in Pljevlja, with 15 years experience. Adisa completed teacher education at the Faculty of Philosophy in Nikšić. Apart from teaching, Adisa is also in charge of coordinating the student companies.

Adisa has a long experience as a mentor to students and student companies who participated in business challenge competitions . She was a mentor to a student who won first place at the national competition "Business Challenge of Montenegro", for mentoring students who won first and third place at the National Competition of Student Companies, and to students in "Business challenge of the Western Balkans".

She is the author of several scientific papers, and is also a reviewer and external associate of the Bureau for Educational Services in Montenegro.

**MARIJANOVIĆ Gracijela – Bureau for Educational Services, Mostar** 

Gracijela Marijanović is an expert advisor for the economic group of courses, the legal profession and hospitality courses. She graduated from the Faculty of Economics of the University of Mostar. During her decennial career at the Bureau for Educational Services Mostar, she participated in the development of the qualification framework for lifelong learning and setting standards for quality assurance in the field of VET. Since 2022, she has been the acting head of the vocational department of the Bureau, where she is responsible for proposing the curriculum and monitoring its implementation, for pedagogical supervision of the work of teachers and schools, as well as for professional training of teachers and adoption of the methodology for the development and implementation of annual school work programs.

At the Joza Martinović High School of Economics in Mostar, she worked as a teacher of the economic group of subjects such as accounting, statistics and entrepreneurship. She was appointed to the Committee for Amendments and Supplements to the Pedagogical Standard and Norms of Secondary Education in the Herzegovina-Neretva County, and is also a member of the Employment Council where she participates in drafting the Local Employment Action Plan for the City of Mostar.

**MESIHOVIĆ Sanela – Secondary School of Construction, Mostar** 

Since 2016, Sanela Mesihović has been the director of the Secondary School of Construction in Mostar, and previously worked in the same school as a professor of the construction group of courses. She graduated from the Faculty of Civil Engineering in Mostar.

Her continuous professional education included capacity building seminars and training in the development and writing of project proposals and strengthening the competences of principals of VET schools.

She actively worked on improving and strengthening cooperation between the school and the businesses, as well as on strengthening public-private sector cooperation through the role of practical training coordinator.

**MILAČIĆ Marko – Junior Achievement Montenegro**



Marko Milačić is the program manager at Junior Achievement in Montenegro, as well as the coordinator of the Student Business Center at the University of Donja Gorica in Podgorica.

He graduated from the department of applied psychology at the same university, and is currently an intern at the Institute for Strategic Studies and Projections in Podgorica.

He trained at seminars on psychoanalysis, and is also a member of the PLK Center as an educator in psychotherapy of personal constructs.

## **NIZIĆ Azra – Pre-university Education Institute of Sarajevo Canton**

Azra is Senior Associate for curriculum development at the Pre-university Education Institute of Sarajevo Canton. Her main responsibilities include active contribution to the implementation of pre-university reform and participating in the creation of the catalog of expected learning outcomes. She also plays a key role in coordination and development of curriculum innovations across all levels of pre-university education.

Azra has the lead in coordinating revisions to curricula for specific courses and areas. She is responsible for professional-pedagogical supervision in pre-university educational institutions. This supervision encompasses various aspects, such as classroom teaching, exams, and other forms of educational work.

She's been Biology teacher in secondary VET schools and gimnasium.

**MIHAJLOVIĆ BIJEIĆ Aleksandra – Chamber of Commerce of Republic of Srpska** 

Aleksandra Mihajlović Bijelić is the head of the Center for Dual Education and Educational Policy at the Chamber of Commerce of the Republic of Srpska. During her twenty-year career at the Chamber, she participated in several projects for the improvement of dual education, the encouragement of professional education in BiH higher education, as well as in projects for the development of the qualification framework for lifelong learning. No less important is participation in the Network of VET Centers of Southeast Europe and the promotion of learning through work and the development of common occupational standards in cooperation with vocational education centers and chambers of commerce from the region.

She graduated from the Faculty of Economics of the University of Banja Luka, and professional development she carried out through GIZ, KFW and KulturKontakt projects. She is a member of the Tripartite Advisory Council, and she also participated in the work of the Commission on enrollment policy development, the Working group for drafting the Rulebook on the education of students at employers, as well as in the process of revising occupations in the Republic of Srpska and creating occupational profiles.

## **OBRADOVIĆ Srđan - VET Centre in Montenegro**



Srđan Obradović holds the position of Coordinator in the Department for Research and Qualification Development at The VET Centre in Montenegro. His primary responsibilities include coordinating the development of occupational standards, qualification standards, and educational programs. He also oversees the training of teachers for the implementation of these programs. Additionally, Srđan is responsible for organizing competitions, as well as coordinating, monitoring, and controlling the work of advisors involved in developing occupational standards, qualification standards, and educational programs. He actively participates in the development of methodologies for secondary vocational education and the enhancement of entrepreneurial learning.

Previously, Srđan served as an advisor in the Department for Standards and Curricula Development. In this role, he was responsible for developing occupational standards, qualification standards, curricula, and examination catalogs in accordance with the national qualification framework. He also organized teacher training programs for curriculum implementation and coordinated national and international competitions related to entrepreneurship.



**QOSJA Ermira - Faculty of Economics and IT, Tirana**



Ermira Qosja is lecturer at Faculty of Economics and IT European University of Tirana. As a specialist in marketing and management, she teaches undergraduate and postgraduate courses in business management sciences, supervise and conduct research studies in various business environments, and supervise and guide PhD students in their studies.

She was executive director at a Secondary VET school and Community College in Tirana with a role of leading, managing and supervising the educational and administrative activities of the schools. Ermira has experience in launching and implementation of the first one-year VET programs in Design, Network Administrator, Automobile Servicing, as well as implementing of various VET crash-courses.

She also teaches at the Faculty of Mechanical Engineering and Faculty of Applied Sciences & Economy in Tirana.

## **RADIČANIN Darko - Junior Achievement Serbia**



Darko Radičanin is a CEO of Junior Achievement Serbia. In this role, he establishes monitoring and evaluation systems to accurately measure the success of Junior Achievement-Young Enterprise programs in Serbia. Prior to his current position, Darko worked as a Program Unit Coordinator/Officer. In this capacity, he organized workshops and training sessions for community members and entrepreneurs, focusing on programmatic areas. He also conducted activities such as focus groups and design work.

Darko has extensive experience in the nonprofit sector, specifically in working with the younger generation since 2010 through his involvement with JAS. As a former director of operations, he ensured effective and efficient management of relationships with students, teachers, private sector partners, and other stakeholders.

## **STOJANOVIĆ Marko – Western Balkans Institute**

Marko is an educator, manager, project cycle specialist and social entrepreneur from Belgrade. As a manager, Marko is chairing the Board of regional organization WEBIN. As an educator, he does training in fields including ToT, project development, advocacy and policy making. As a project cycle specialist, Marko was leading the development of 30+ large-scale research and capacity building projects. A social entrepreneur, Marko is a founder and manager of a Belgrade-based research and consultancy company supporting research and project development endeavours.

Throughout his 15-year long carrier, Marko carried out consultancies for various international and national bodies such as European Training Foundation, International Organizations for Migrations, European University Association and other. As a stakeholder and working group member, he also participated in policy-making processes on Entrepreneurial Learning Council, Law on Youth, Law on Volunteering and Law on Adult Education. Published papers and publications authored by Marko refer to project cycle and non-formal education, youth policy, entrepreneurial learning, monitoring and evaluation.

## **ŠALETIĆ Tatjana – Gymnasium „Petar I Petrović Njegoš“, Danilovgrad**



Tatjana Šaletić is a professor of history and geography at the Gymnasium "Petar I Petrović Njegoš". She earned the title of mentor teacher during her thirty years of carrier in teaching. She carried out professional development through training courses on lifelong entrepreneurial learning and its implementation in teaching, as well as teacher education for key and professional competencies in primary and secondary education.

She was actively involved in the development of history competitions at the municipal, regional and national levels, either as a member of the team for drafting questions, or as a member of the jury or a mentor to students. As a member of the working group, she participated in the creation of the exam catalog in history for the final elementary exam, and is one of the authors of the lesson scenarios in the Collection of scenarios for "Improving the quality of inclusive education in a digital environment".

## **TROQE Ines – VET Specialist and Education Development Expert**



Ines Troqe is a skilled professional with over 7 years of experience in the education sector, specializing in vocational education and training, capacity building, and labor market integration for adults and youth. As a VET Expert in the SREPVET, IPA funded project and a Regional Account Manager for the Skills for Jobs, funded by the Swiss Agency for Development and Cooperation in Albania, Ines excelled in supporting the education reform supporting the development of public VET providers.

She contributed to implementing innovative apprenticeship schemes and blended learning approaches, combining traditional teaching methods with virtual platforms to enhance learning outcomes. Currently she is engaged as a Project Coordinator for Junior Achievement Albania and is responsible for organizing and facilitating teacher trainings and students' extracurricular activities. Her commitment to enhancing education quality makes her a valuable asset in driving sustainable growth in Albania's educational landscape.

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## List of regional experts participants of Podgorica conference

We are grateful to all the experts who, by participating in the conference and with their comments, contributed to the change and improvement of the process of integrating the EntreComp framework into teaching and learning and the improvement of the expected outcomes of this process. We look forward to continuation of cooperation.

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