



# ENTREPRENEURIAL LEARNING STRATEGY OF THE REPUBLIC OF MACEDONIA 2014-2020

Prepared with the assistance  
of the European Training Foundation



Skopje, November 2014





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**Entrepreneurial Learning Strategy of the Republic of Macedonia is prepared with the assistance of the European Training Foundation. The ETF - European Training Foundation is an EU agency that 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.**

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## Acknowledgement

Creation of any national level strategy document is very challenging activity. Moreover, this document addresses a wide range of challenges: processes of changing the population mindset (especially among youth), the severe unemployment issues, and enhancement of lifelong learning. Summing-up, this strategy has the potential to contribute to prosperity and sustainable economic development of the country. These expectations require a high quality, coherent and realistic strategy.

The national strategy for entrepreneurial learning 2014-2020 is the roadmap for achievement of above mentioned premises.

The team who developed this document national entrepreneurial learning strategy is expresses sincere gratitude to vision of the Ministry of Education and Science of the Republic of Macedonia for initiating this endeavour and for leadership and guidance through whole process in the last 18 months.

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Entrepreneurial Learning is crossing many disciplines. Therefore full involvement of number of stakeholders was necessity in order to have insight in all aspects of entrepreneurial learning. During the entire process (that includes 4 workshops and more then hundred direct contacts with different stakeholders and feedbacks on Facebook and twitter community) significant input including different views and often opposite opinions were received and that enriched preparation of the strategy. List of all involved parties is too long to be included in this section, therefore, here, we are expressing great appreciation to all of them.

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## Abbreviations

AEC	Adult Education Center
APERM	Agency for Promotion of Entrepreneurship
BDE	Bureau for Development of Education
BSC	Business Start-up Center
CIRA	Center for Institutional Development
EE	Entrepreneurship Education
EL	Entrepreneurial Learning
ESA	Employment Service Agency of Republic of Macedonia
ETF	European Training Foundation
EU	European Union
KVPEP	Cabinet of Vice-premier for Economic Affairs
MASSUM	The Youth Association of Technical High Schools in Macedonia
MEDF	Macedonia Enterprise Development Foundation
MK	Macedonia
MoE	Ministry of Economy
MoES	Ministry of Education and Science
MoF	Ministry of Finance
MoLSA	Ministry of Labour and Social Affairs
NCDIEL	National Centre for Development of Innovation and Entrepreneurial Learning
NCIE	National Committee for Innovation and Entrepreneurships
NECC	National Entrepreneurship and Competitiveness Council
NEEN	National Entrepreneurship Educators Network
NGO	Non-governmental Organisation
NPAA	National Programme for Adoption of Acquis Communitare
SEECCEL	South East European Center for Entrepreneurial Learning
VET	Vocational Education and Training
ZELS	The Association of the Units of Local Self Government of the Republic of Macedonia

# 1. INTRODUCTION

In late 2012 the **Ministry of Education and Science** (MoES) expressed an interest to cooperate with the European Training Foundation (ETF) to develop the first Entrepreneurial Learning strategy for the country. In response to this request, ETF provided guidance, shared knowledge and good practice, technical expertise and quality assurance throughout the strategy build-up process. In December 2012 ETF supported the organization of a first workshop with a wide group of stakeholders, including young entrepreneurs. The workshop led to the identification of a number of pillars that will feature in next-phase planning discussions, which will ultimately result in a national entrepreneurial learning strategy. The workshop also underscored a number of pre-conditions to the delivery on strategic priorities. These included a) leadership of the reform effort by the education authorities, b) partnership with other actors in the entrepreneurship eco-system, in particular the world of business and c) ensuring that the entrepreneurial learning drive supports both necessity and opportunity driven entrepreneurship.

A second workshop was organized in April 2013. Its main objective was to present the proposed starting activities in preparation of the Entrepreneurial Learning Strategy for the Republic of Macedonia. During the workshop expert teams introduced themselves and their roles, then described the overall project concept, and planned deliverables. The experts also presented the methodology, approach and milestones that will be used to track the development of the EL strategy. The workshop received excellent feedback from the participants and ideas that can be included in the development of this strategy were well received.

In the period between April – June 2013, a wide range of networking e-tools were developed in order to gain additional input. These complimented the on-site visit that experts conducted.

After collecting different ideas via the networking tools and on-site visits during this period, we drafted the stocktaking report of good practices that we presented to the third workshop in July 2013. The final stocktaking document was then updated with the recommendations and ideas from the participants at the third workshop, and served as a basis in the creation of this entrepreneurial learning strategy.

The participants of the workshops that actively participated in the creation of this strategy included representatives from leading state institutions, chambers of commerce, employers representative organizations, business support organizations, primary and secondary schools, universities, Biro for Development in Education, Centre for Adult Education, VET Centre, young entrepreneurs, ETF, donor representatives,, municipalities and other relevant institutions.

Entrepreneurship is acknowledged to be one of the most important topics in a modern economy; however, at the same time it is also known to be one of the most complex of subjects. The Entrepreneurial Learning<sup>1</sup> (EL) strategy aims to boost everyone's confidence about entrepreneurial ventures in a way that will enable them to have a full and effective part in the future development of the economy and community. Entrepreneurship is a way of thinking and

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<sup>1</sup> Definition of Entrepreneurial Learning and distinction between EL and entrepreneurship education is provided in section 3 of this document

behaving, it is about identifying opportunities, assembling a team, gathering resources, being positive, being resilient, taking risk, and building for the future.

Having the skills and aspirations to drive a successful economy that contains highly competitive and innovative businesses that generate good quality jobs and sustainable prosperity for all, is a high priority in every country. In practical terms, entrepreneurship can be applied in many different economic contexts such as social entrepreneurship, public sector entrepreneurship, intrapreneurship, entrepreneurship in the creative industries, and many other contexts.

Most EU countries still do not have an entrepreneurial learning strategy, despite the many calls and evidence-based reports from the European Commission. These highlight the substantial benefits of entrepreneurship education to a nation's economy and to its young people. Some countries (such as Norway, Finland, Denmark, Wales, etc.) have already recognized the benefits of an entrepreneurial learning strategy and have successfully implemented policies to ensure that all students receive some form of entrepreneurship education during their formal schooling years. While these countries have clear strategies in terms of entrepreneurship education, other countries possess a wide variety of separate initiatives taking place across secondary and third levels of education, however they have no coherent overall strategy. It should be pointed out that some of these countries are also in the process of addressing the shortfall, for example in England an All Party Parliamentary Group<sup>2</sup> has been convened to make policy proposals and the Department of Business Innovation and Skills has already started work based on its early findings.

According to professor Thomas Cooney “*The primary goal of entrepreneurship education is not simply to get everyone to start their own business but to give our young people the ability to think positively, to look for opportunities to make things happen, to have the self-confidence to achieve their goals, and to use their talents to build a better society (economically and socially). It also recognizes that pupils and students of all academic abilities can be part of this process and that success is not dependent upon academic results but on how people will live their life.*”<sup>3</sup>

More detailed overview of the entrepreneurial learning activities in the international context are presented in section 1.2.

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<sup>2</sup> Westminster Government All Party Parliamentary Group for Micro Enterprises, Education sub-group.

<sup>3</sup> Thomas Cooney: The Need for Countries to Adopt an Entrepreneurship Education Strategy ([http://sponsor.ja-ye.org/pls/apex31mb/f?p=17000:1003:477605035115808:::1003:P1003\\_HID\\_ID,P1016\\_HID\\_INSTITUTION\\_ID:12417,31743](http://sponsor.ja-ye.org/pls/apex31mb/f?p=17000:1003:477605035115808:::1003:P1003_HID_ID,P1016_HID_INSTITUTION_ID:12417,31743))

## 1.1 Country context and purpose

The business working environment has substantially improved over the past few years, especially in areas such as tax administration, business registration and simplifying regulations and customs procedures; it was once again awarded a high ranking in the latest World Bank Doing Business poll of 2014 (25th out of 189 economies). However, there is still very high unemployment rate to consider.

The Republic of Macedonia is a country with an unemployment rate that is around 30%. This is particularly prevalent among youth, the rural population, ethnic minorities and less educated people, hence one of the main challenges for the Republic of Macedonia is to create employment. These challenges can only be addressed by new jobs creation, and increased entrepreneurial activities of the people will have significant impact.

Regarding this high unemployment rate in the country, we must also take into account the many actors in policy formulation related to entrepreneurship, innovation, increasing competitiveness and developing human capital that was formed in order to answer the challenges for the future (see point 4: Actors and responsibilities).

From the SME Policy Index 2012<sup>4</sup> it is evident that there are still room for improvements in dimension 1 “Entrepreneurial Learning and Women Entrepreneurship” and dimension 8a „Enterprise Skills”. In particular, there is an identified need for improvements in the entrepreneurial learning process. Implementation of this strategy should close the gaps from the latest SME Policy Index 2012 report especially with creation of systematic links between formal education and businesses and much deeper integration of the regional experience and best practices (through SEECCEL) into the reforms of formal educational system. On the other side the cooperation between formal, non-formal/in-formal education and business sector will enable embedding the real needs of enterprise skills into the educational system.

The main principles of this strategic document are therefore based on extensive research, underpinned by authoritative literature related to EL. These are:

- **Building strong awareness between the all citizens in the country, regardless their age, religion or nationality that entrepreneurship can be learned, and entrepreneurs can be made.** It is important to build greater awareness on all levels, so that everyone will be able to employ lifelong education related to entrepreneurial learning - not only related to formal, but also informal and non-formal education. On the other side, current entrepreneurs and potential entrepreneurs regardless their age will need to be aware that they can achieve their entrepreneurial success and they will have available knowledge to achieve that success. Policy makers and educational workers also need to be aware about the importance of entrepreneurial learning in creating welfare for the benefit of society in general.
- **Support the creation of innovative society with highly creative and knowledgeable people.** Innovation is a process highly related to entrepreneurship as Peter Drucker<sup>5</sup> said “innovation is the specific instrument of entrepreneurship... the act that endows resources

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<sup>4</sup> <http://www.oecd.org/globalrelations/psd/SMEWBalkansTurkey.pdf>

<sup>5</sup> Peter Drucker: Innovation and Entrepreneurship, 1985

with a new capacity to create wealth”. Development of a highly innovative society is another issue that this strategic documents aim to address.

- **Practically oriented programs to ease the entrepreneurial learning in formal education - because learning about entrepreneurship and innovation in formal education is more complex than other subjects.** The process of entrepreneurial learning requires the implementation of significant changes to many established / traditional education techniques and methods. The programs related to entrepreneurial learning will need to be more practically oriented with more participative methods, based on real working life and methods modeling or imitating real entrepreneurial experiences as closely as possible.
- **Successful implementation of this strategy will ensure environment for cooperation between the main stakeholders.**<sup>6</sup> Networking and sharing different experiences or best practices are one of the best possible ways to implement the process of continuous improvement of entrepreneurial learning. “What will be important or relevant for entrepreneurial learning today will be obsolete tomorrow”.
- **Implementation of the best entrepreneurial learning practices require development of appropriate/aligned monitoring, measurement and feedback tools** in order to ensure that measurement of the results are covered through relevant activities related to entrepreneurial learning. Monitoring systems will need to answer questions such as how many small business were started; how many of them survive their first years of operating; how many new employment opportunities are created and so on. In addition to measuring these quantifiable “hard” results, it is also important to capture and map “soft” skills development. Carefully designed and appropriate systems of evaluation are required that will enable staged / developmental alignment of the entire learning process, so that incremental learning can be captured and evaluated.
- **Entrepreneurial teachers are the key for the effective entrepreneurial learning strategy.** The focus will need to be on improving competencies, ensuring the development of sustainable networks of teacher trainers who will be responsible for developing and sharing new teaching techniques related to entrepreneurial learning, and enabling continuous entrepreneurial learning (*educators need significant training and guidance - they are no longer the guardians of knowledge - they need to empower ‘harvesters of knowledge’*)<sup>7</sup>.

The entrepreneurial learning strategy will ensure systematic support from all stakeholders in a collaborative environment, which will include high level of awareness from all stakeholders (kids, parents, teachers, local community...). On the other side, through this strategic document and related action plan there will be clearer picture about required finances and financial resources that will be required in the next period of time implementing the strategy. Better teacher education and lifelong training with appropriate more flexible curriculum will additionally improve the overall entrepreneurial learning ecosystem in the Republic of Macedonia.

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<sup>6</sup> One of the biggest successes in the UK is education of the parents and the local community, who in turn come back into the learning environments to assist developments (see: <http://www.readyunlimited.com>)

<sup>7</sup> Michael Barber, Katelyn Donnelly, Saad Rizvi: An Avalanche is Coming – Higher Education and the Revolution Ahead, Institute for Public Policy Research, March 2013

This strategic document is based on the extensive research conducted during the period between March and September 2013. The research includes desk research (analysis of EL strategy best practices and number of articles related to entrepreneurial learning issues), interviews with all relevant stakeholders, questionnaires, online forum and social media community. These details are presented in the stocktaking report.

## 1.2 Relations with other relevant strategies and documents

### Relations with main national strategies and documents

In the Republic of Macedonia there are already many strategies and documents related in some parts with entrepreneurial learning and this strategic document. In the interests of clarity, only the most pertinent will be noted:

- **Government's Working Programme for the period 2011-2015.** Two of the five strategic objectives of this working programme are increased economic growth and employment, as a precondition for increased citizens' standard of living and improved quality of life as a first strategic objective and investment in education, science and information technology as elements of a knowledge-based society as a fifth strategic objective. The entrepreneurial learning strategy will also support future implementation of these strategic objectives.
- **Multi-Annual Operational Programme for Human Resources Development 2007-2013** (programming documents and its two revisions). One of the strategic priorities of this document is education and training – investing in human capital through better education and skills. EL strategy will have direct contribution through modernization of the educational and training system of the Republic of Macedonia and promoting lifelong entrepreneurial learning.
- **National Strategy for Sustainable Development of the Republic of Macedonia.** One of the strategic thrusts in this strategy is streamlining private sector and building awareness for sustainable development in the Republic Macedonia. EL strategy can additionally improve the implementation of these strategic objectives.
- **Action Plan for Youth Employment 2015** also contain reform in education and training system addressing lifelong learning and employability needs of the young people who are outside the formal education system. On the other side, this plan also has another one priority objective to promote youth employment through private sector development. Entrepreneurial learning strategy will become supporting force for the implementation of this plan.
- **National Strategy for Alleviation of Poverty and Social Inclusion 2010-2020.** This strategy as a main strategic objective has to reduce poverty and social exclusion in the Republic of Macedonia through a better use of disposable human and material resources, improve conditions for living, working and social conditions for all citizens, system and institutional co-activity in the function of accelerated development, higher standard and better quality life. There are 14 key areas in the strategy where employment as the first one, informal economy and strengthening entrepreneurship is a second and labor market is a third key area. Entrepreneurial learning strategy will have an active role in supporting of all these three key areas.
- **National Strategy for Development of Education 2005 – 2015.** The entrepreneurial learning strategy can help in promotion of the culture of living as one key area for intervention in the National strategy for development of education in the Republic of Macedonia especially

in linking formal and informal education, promotion of lifelong learning and adult education. Other key areas where EI strategy will strongly influence is increasing social participation, improving the competitiveness of Macedonian society and promoting international cooperation.

- **Strategy for Innovations of Republic of Macedonia 2012 – 2020.** This strategy takes into account the current state of development in the Republic of Macedonia to ensure that policies to promote innovation are both focused and relevant for the country. According to the strategy, by 2020, the Republic of Macedonia will have an effective national innovation system, co-created by all stakeholders and open to the world. In order to fulfill this vision, in the strategy four strategic objectives were defined: 1. Enhancing the business sector's propensity to innovate; 2. Strengthening human resources for innovation; 3. Creating a regulatory environment in support of innovation; and 4. Increasing knowledge flows and interactions between innovation actors. This strategy and entrepreneurial learning strategy have many things in common and complementarity especially for the second strategic objective for strengthening human resources in the country for innovation. Because innovation is generally part of entrepreneurship, reforms in formal education related to entrepreneurial learning, stimulation of entrepreneurship at all levels of formal, non-formal and informal education and promotion of lifelong entrepreneurial learning as a part of entrepreneurial learning strategy will help in building effective national innovation system.
- **Strategy for Vocational Education and Training of Republic of Macedonia and Action Plan 2013 – 2020.** The main goals covered in VET strategy are: 1. To enhance the attractiveness, relevance and quality of VET and enable it to play a key role in the improvement of professional performance, competitiveness and innovation; 2. To offer more diversified and flexible learning opportunities to young people and adults to acquire the skills that are necessary for their career development and that stimulate entrepreneurial spirit, whilst fostering participation in further education and training, and contributing to active citizenship and personal fulfilment and 3. To promote excellence and social inclusion, contribute to greater employability, mobility and job security enhance anticipation and management of labour market changes and encourage business competitiveness. Entrepreneurial learning strategy as a document that have objective for stimulation of entrepreneurial spirit among people on all levels in the country will also play an important role in achieving these goals.
- **Industrial Policy of Republic of Macedonia 2009 – 2020.** The main objectives of the Industrial Policy 2009-2020 are to contribute to the increased competitiveness of the domestic industry based on knowledge, innovation and research, the creation of a stimulating business and investment climate, and to support companies in their efforts to increase the competitive advantages by acquiring more knowledge, new technologies and markets. This strategy focused measures on the following areas: international cooperation of key economic development stakeholders, applied research, development and innovation, eco-friendly technologies, products and services for sustainable development, SMEs and entrepreneurship development and collaboration in clusters and networks. Entrepreneurial learning strategy with their own measures will help in creating society with high skills for applied research, development and innovation in addition to development of SMEs sector and entrepreneurship in the country.

- **Action Plan for Improvement of Competitiveness.** Building entrepreneurial skills and more entrepreneurial ventures in the country will increase competitiveness of the companies in the country.
- **National Development Strategy for SMEs.** Even though this strategy expires at the end of 2013, the new strategy is under preparation and will have influence on the implementation of the EL strategy.

## Relations with EU documents

Entrepreneurship in education was addressed by many initiatives at EU level, but one of the most important in addition to different reports and research become The **Oslo Agenda for Entrepreneurship Education in Europe**<sup>8</sup> that aims to step up progress in promoting entrepreneurial mindset in society, systematically and with effective actions. Important part of the agenda is providing concrete proposals that can be adapted by stakeholders according to the local context.

In the **EU Entrepreneurship 2020 Action Plan**<sup>9</sup> (Reigniting the entrepreneurial spirit in Europe) entrepreneurial learning is part of the first action pillar: Entrepreneurial education and training to support growth and business creation where main focus is on increasing the prevalence and quality of entrepreneurial learning, recognition and validation of entrepreneurial learning in an informal and non-formal learning environment, mechanisms of university-driven business creation and emerging university-business ecosystem around key societal challenges.

**Rethinking Education:** Investing in skills for better socio-economic outcomes<sup>10</sup> is another key document where one of the challenges in member states that need to be addressed is building skills for the 21<sup>st</sup> century; and again, this challenge cover entrepreneurial learning:

*Attention should be particularly focused on the development of entrepreneurial skills, because they not only contribute to new business creation but also to the employability of young people.*

In addition, **the EU Small Business Act**<sup>11</sup> is recognized as one of the main policy drivers for this entrepreneurial learning strategy - from which all strategic entrepreneurial learning developments in the pre-accession region have evolved. Additionally, SBA is an integral part of Europe 2020<sup>12</sup> strategy for smart, sustainable and inclusive growth and SEE2020<sup>13</sup> – a target-driven strategy for the pre-accession region reflecting the EU's 2020 growth and employment. SBA represent one plank of the EU (and pre-accession region's) efforts to meet the objectives of EU competitiveness and employment (growth and jobs).

This entrepreneurial learning strategy is therefore part of the country's wider effort for EU integration. Enabling small and medium businesses to compete in the wider EU market will support country to realize these accession criteria (Copenhagen criteria).

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<sup>8</sup> [http://ec.europa.eu/enterprise/policies/sme/files/support\\_measures/training\\_education/doc/oslo\\_agenda\\_final\\_en.pdf](http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/oslo_agenda_final_en.pdf)

<sup>9</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0795:FIN:EN:PDF>

<sup>10</sup> [http://ec.europa.eu/education/news/rethinking/com669\\_en.pdf](http://ec.europa.eu/education/news/rethinking/com669_en.pdf)

<sup>11</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0394:FIN:EN:PDF>

<sup>12</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

<sup>13</sup> <http://ow.ly/mRuod>

Republic of Macedonia as an acting member of **South-East European Centre for Entrepreneurial Learning (SEECEL)** is sharing the SEECEL mission in the alignment of policies and practice in lifelong entrepreneurial learning with those of the European Union. This strategy will utilize already developed SEECEL outcomes in four main strategic pillars:

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

Therefore, the Macedonian entrepreneurial learning strategy is based on the key EU recommendations for developing of entrepreneurial spirit amongst the whole population.

Republic of Macedonia, also, is one of the countries that signed SEE2020 strategy where entrepreneurial learning is stated as one of the key competence<sup>14</sup>. This strategic document will contribute in the implementation of the SEE2020 strategy in the Republic of Macedonia.

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<sup>14</sup> <http://www.rcc.int/files/user/docs/reports/SEE2020-Strategy.pdf>

## 2. VISION, MISSION AND MAIN GOALS

### 2.1 Entrepreneurial learning vision

**Macedonia - country with highly developed entrepreneurial culture and spirit that inspires everyone.**

**The Republic of Macedonia aspires to become country with a highly developed entrepreneurial culture and spirit, one that transcends age and inspires everyone in society through creativity, innovation, initiative taking and a competitive attitude towards learning to succeed.**

Implementation of the entrepreneurial learning strategy requires a strong commitment from policy makers and educators - so that we can appropriately equip our young people. However all of society needs to be involved and anyone with the knowledge, skills, attitudes, confidence, and experience to want to create opportunities for themselves should be encouraged to do so. Being entrepreneurial also means to be prepared for the jobs of the future.

One of the things that this strategy wants to be clear is that entrepreneurship is not something that can't be learned, or practiced in order to develop entrepreneurial spirit in line with supporting entrepreneurial society with entrepreneurial literate citizens. On the contrary, it is something that can be learned and practiced. It is also not only suited to those who want to create new businesses, but it also creates better-equipped people to help them. Better competences for all existing and future working requirements are an alternative way of looking at this essential societal need.

### 2.2 Entrepreneurial learning mission

The Entrepreneurial learning strategy will:

- Improve employability skills of young people in the country that will lead to the increased possibilities for youth employment. This in addition will help productivity growth and competitiveness of Macedonian enterprises.
- Create possibilities for everyone in the country to be equipped with necessary entrepreneurial competence. It will not be something only for the individuals with "inborn entrepreneurial talent". On the contrary, the strategy will help to minimize income inequality and provides more opportunities for a broader spectrum of the society.
- Create a lifelong entrepreneurial learning system - through strong entrepreneurial school, strong entrepreneurial learning awareness with state of the art technology, institutional innovation in school, reforms in the curriculum on all levels and continuous teachers' development and dissemination of the best practices amongst all parties.
- Strengthen entrepreneurial spirit, entrepreneurial way of thinking and acting, innovative thinking, creativity, risk-taking attitudes and flexibility towards change - through the long-life learning principles implemented at all segments of education system (formal, non-formal, informal, etc.), notably:

- Develop a more entrepreneurially literate society that will lead to sustainable economic development and prosperity of the Republic of Macedonia
- Develop an entrepreneurial way of thinking and acting.
- Facilitate the development of free-minded, independent, creative and proactive young generations that can explore and express their entrepreneurial potential
- Facilitate the development of successful generations of entrepreneurs that will be able to rely on their own competences.
- Build innovative / creative networks of entrepreneurs who are supported by local resources and institutions to promote Macedonian products and services on international markets and actively support entrepreneurial learning activities in education.

## 2.3 Main Goals<sup>15</sup>

### Long Term Goals (from 4 to 6 years)

This EL strategy will contribute in the long-term to increase the number of SMEs (including young and women entrepreneurs) with a strong ability to compete in the wider EU market, increase the number of start-up businesses, increase the number of new innovative companies with registered patents that have large rate of commercialization, and to subsequently decrease unemployment rates to less than 25%. To meet this goal, this entrepreneurial learning strategy will:

1. Increase the level of awareness among all citizens about the meaning and importance of entrepreneurial learning at all levels in the country.
2. Increase teachers' entrepreneurial learning competences for all levels of education - to enable every teacher to be entrepreneurially literate with EL as a key competence.
3. Create supportive and collaborative environment between all entrepreneurial educational institutions, local community, businesses and families for the entrepreneurial learning activities on all levels in the country.
4. Equip all educational institutions with the state of the art technologies in entrepreneurial learning activities at all educational levels throughout the country.

### Medium Term Goals (from 2 to 4 years)

In order to support achievement of long term goals, the Republic of Macedonia will need to:

1. Develop and implement education curriculum that better prepare entrepreneurs to create SMEs able to compete in the wider EU market.
2. Create more real life companies through educational institutions everywhere in the country.
3. Ensure strong networks are developed to support young entrepreneurs.

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<sup>15</sup> Detailed explanation of the strategy goals are presented in the Section 7. Goals and Roadmap, of this document

### **Short Term Goals (from now to 2 years)**

Initial activities that can bring results as quickly as possible for the Republic of Macedonia include:

1. To integrate entrepreneurial learning outcomes - as a key competence into national curriculum at all educational levels.
2. To develop awareness about the importance of entrepreneurial learning among the whole population.

### 3. ENTREPRENEURIAL LEARNING AS A KEY COMPETENCE

The theory and practice shows us that entrepreneurs can be made. But, an important question is how they can be made on a strategic basis, and how formal, non-formal and informal education can help in creating great entrepreneurs in the Republic of Macedonia, in order to ensure long-term sustainable economic development and prosperity of the country.

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives<sup>16</sup>. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and it provides a foundation for entrepreneurs to establish a social or commercial activity.

Entrepreneurship is more complex process than it can be described in different curricula, because different situations based on the industry, market, country culture and other factors will require different approaches in practicing entrepreneurship. Currently, many educational subjects at all educational levels use a simple task environment of the training laboratory where all students can test the same problems at once. But, the typical problem-solving situation faced by entrepreneurs is characterized with high level of uncertainty, poorly defined goals, many more unknowns, much greater pressure, and a much higher information overload.

We cannot guarantee that the classical educational process that was previously defined will bring the right output for creation of new generation of entrepreneurs, in fact all the evidence suggests that it will not. Therefore, traditional pedagogical and psychology research related to former styles of teaching and learning processes is not directly applicable to entrepreneurial learning.

Because of the strong connections between the "science" and "art, of entrepreneurship" and because the success of any businesses is in large part is reliant on the art side where new, unique or innovative ideas in the form of new products and services on the market, many countries are working on implementing important changes in their education systems. Helping students to build more skills related to the "art" side will complement the science side of knowing how businesses function and sustain themselves.

As per the Recommendation of the European Parliament and of the Council of 18 December 2006<sup>17</sup> regarding **key competences**<sup>18</sup> for lifelong learning, a sense of initiative and entrepreneurship is one of the eight key competences.

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<sup>16</sup> [http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/index_en.htm)

<sup>17</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

<sup>18</sup> Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

This sense of initiative and entrepreneurship is defined by the European Parliament and the Council as:

*An individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.*

In the same document there are also definitions of essential knowledge, skills and attitudes related to this competence<sup>19</sup>:

- Necessary **knowledge** includes the ability to identify available opportunities for personal, professional and/or business activities, including "bigger picture" issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.
- **Skills** relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.
- An entrepreneurial **attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

Nurturing entrepreneurial spirit and ensuring positive environments that support entrepreneurship therefore becomes a main responsibility is on the overall educational system. The latest findings from research conducted by the European Commission suggested that those who went through entrepreneurial programmes and activities display more entrepreneurial attitudes and intentions, get a job earlier after finishing their studies, can innovate more even as employees in a firm, and start more companies<sup>20</sup>. Therefore the Republic of Macedonia needs to embed creativity, innovation and entrepreneurship into education. There is a need to stimulate the entrepreneurial mindsets of young people and to create a more favourable societal climate for entrepreneurship. Education has an important role to play in improving the entrepreneurial key competence<sup>21</sup> of Macedonian citizens.

Entrepreneurial learning can be defined as a process in which the society will create entrepreneurial persons, not only new business owners, but persons with knowledge and working

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<sup>19</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

<sup>20</sup> "Effects and impact of entrepreneurship programmes in higher education", for EC – DG Enterprise and Industry, report was prepared by EIM Business & Policy Research, Netherlands, 2012

<sup>21</sup> 'Entrepreneurship and a sense of initiative' is one of eight key competences for lifelong learning which citizens require for their personal fulfilment, social inclusion, active citizenship and employability in a knowledge-based society.

habits for the future, persons willing to change the world for the better, persons that will contribute to society and bring back to the society that enables them to become what they become.

The Republic of Macedonia is a member of SEECEL and embraces the definition of entrepreneurial learning. This was formally accepted through the signing SEECEL Entrepreneurial Learning Regional Charter: “Key stones for growth and jobs”. According to this document SEECEL member states define entrepreneurial learning as a<sup>22</sup>:

“Concept of education and training which supports an entrepreneurial way of thinking and is based on the development of individuals, including basic principles of efficiency in everyday life without a particular focus on business start-up – all of which leads to entrepreneurial literacy for the society as a whole”.

Additionally, experts from the SEECEL member states took a step further and introduced the term entrepreneurial literacy that leads to entrepreneurial literate society as a whole where every citizen needs to be entrepreneurial literate. SEECEL define entrepreneurial literacy as a:

“Concept of education and training which supports an entrepreneurial way of thinking (and acting) and is based on the development of individuals, including basic principles of efficiency in everyday life without a particular focus on business start-up”.

However, for the purpose of this strategic document we are using ETF's definition of entrepreneurial learning: ***‘All forms of education and training (formal, informal and non-formal) which contribute to an entrepreneurial spirit and behaviour with or without a commercial objective.’***

The demand for entrepreneurial learning has been, and is still, steadily increasing. However, there are a number of obstacles hindering the uptake of entrepreneurship learning. For example it is recognised that there is a shortage of human resources and funding for this type of education, low levels of awareness about the importance of entrepreneurship for economic development, etc. In addition, there has been a tendency in academic/teaching communities to perceive entrepreneurship education exclusively with learning how to start and run a business, whereas finding sustainable ideas for new business relies is probably the bigger challenge, as is developing learners who can proactively support and enhance these types of new businesses.

The key role of entrepreneurship learning is to equip young people (but not only young people) with the competences needed for the 21st century. In addition entrepreneurship education is a means to increase social inclusion; it can increase the number of entrepreneurs – social and commercial, and it can be a gateway for a greater integration of the framework for key competences for lifelong learning.

In general, there are two main terminologies used on this subject: entrepreneurship education and entrepreneurial learning. Many experts do not make a clear difference between these two terms. It is more evident that they are using term entrepreneurship education and cover things that are part of entrepreneurial learning. The biggest difference between two terms is the second part of them: **education vs. learning**. Education is the process of gaining competences through

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<sup>22</sup> <http://www.seecel.hr/UserDocsImages/Documents/Documents%20Section/SEECEL%20-%20Entrepreneurial%20Learning%20ISCED%20Level%202.pdf>

teaching, which simply mean passing the knowledge from the society to individuals. On the other hand, learning is the process of gaining competences also through teaching but with addition of experience and much larger self-initiatives of the person who will want to learn something new.

Because of that, entrepreneurial learning is a much broader term; it considers wide-ranging activities that will boost entrepreneurial thinking in society.

In addition, in the last several years the focus on “employability” of students and “employability” skills as an outcome from the overall educational system is increasing. In that direction Enterprise, Entrepreneurship and Employability are moving closer together, but enterprising people need to be able to spot opportunities – it is a key requirement. “There is unquestionably an overlap... Enterprise Education can enhance careers education and student employability by enabling students to be more opportunity focussed, self-aware and more tuned to the business environment”<sup>23</sup>

In that direction - “Now more than ever we need innovation, new solutions, creative approaches and new ways of operating. We are in uncharted territory and need people in all sectors and at all ages who can “think out of the box” to identify and pursue opportunities in new and paradigm-changing ways.”<sup>24</sup>

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<sup>23</sup> <http://www.gaa.ac.uk/Publications/InformationAndGuidance/Documents/enterprise-guidance.pdf>

<sup>24</sup> <http://www.weforum.org/reports/educating-next-wave-entrepreneurs>

## 4. ACTORS AND RESPONSIBILITIES

The main responsibility for adoption and implementation of Entrepreneurial Learning Strategy and action plan will be the Ministry of Education and Science of the Republic of Macedonia. From the organizational (operational) point of view, the EL strategy will be run by the EL Steering Committee composed of representatives of relevant stakeholders. They will also need to monitor and evaluate the implementation of the strategy.

The responsibilities for initiating and implementing the specific action steps are described in corresponding action plans in the annex in this strategy.

An indicative stakeholders list is represented below; however, this list is not final and will be continuously updated.

### 4.1. The EL Steering Committee

- **Ministry of Education and Science (MoES)** is in charge of issues such as education, science, technology, and R&D. Also, MoES through its Department for Science, Technical, and Technological Development is the main ministry involved in science and R&D on the operational level. It provides funds necessary for the development of science and scientific education, national research and technology development projects, and development of research and technology infrastructure. Also, as a part of the recently adopted National Innovation Strategy, MoES is planning to develop Department for Innovation, Competitiveness and Entrepreneurship within the Ministry. This Department will submit proposals to the government on policy in the area of innovation, monitor and analyze the European and global trends and standards in innovation activity and proposal of measures for implementation in the Republic of Macedonia. The Department will also monitor the implementation of existing operations in terms of innovation activity and propose measures in accordance with the development potential of the Republic of Macedonia, offer opinions, suggestions, and guidelines for international cooperation, realize international cooperation, and ensure inclusion of those involved in innovation activity in the European and international innovation space. Main sectors that will be involved in the EL strategy are the sectors for primary and secondary education and sector for higher education.
- **Ministry of economy (MoE)** has overall responsibility for the national strategies for SME development, foreign direct investment (FDI), and industrial policy, particularly through its Department for Entrepreneurship and Competitiveness of SMEs, which develops legislative acts for SMEs, provides funds for start-up centers and business incubators, supports women entrepreneurship, support of business angel network, business incubators and regional business support organizations, support to SMEs in implementation of ISO and HASSP standards etc. The Department for Industrial Policy is in charge of developing industrial policy, selecting key areas for development, providing measures for increasing competitiveness of industry, clustering, etc. MoE has been the main driver for development of the National Innovation Strategy 2012-2020 and MoE will have responsibility in enabling supportive environment for the EL strategy, especially with the help of ensuring support from business sector.
- **Ministry of Labor and Social Affairs (MoLSA)** beside other standard activities, has responsibility for implementing all programs for decreasing the degree of unemployment on the national level. In cooperation with Employment State Agency and Agency for Promotion of Entrepreneurship in the

Republic of Macedonia, MoLSA is implementing several active measures for employment (support to the employment of young people, long-term unemployed, vulnerable group, women, etc.)

- **Cabinet of the Vice-president of the Government of the Republic of Macedonia responsible for Economic affairs** is leading the innovation policy agenda and the coordination of the National Innovation Strategy. The Deputy Prime Minister for Economic Policy has overall responsibility for economic policy reform, including business environment, SMEs, FDI and regulatory reform, as well as its coordination and implementation.
- **Bureau for Development in Education (BDE)** is an agency, separate legal entity, within the MoES responsible for development of study programs (aims, content, methodology, etc.) for pre-school education, primary education and secondary education (gymnasiums). BDE developed programs for Innovation and Entrepreneurship for secondary schools (1st, 2nd and 3rd study year) and Business and Entrepreneurship for 4th year (in 2012); also for implementation of contents of Innovation and Entrepreneurship in courses mathematics, chemistry, biology, physics, informatics and art in 8th grade of primary schools (2013); and developed program for Innovation in 9<sup>th</sup> grade of primary education. BDE is also responsible for development and training of teaching and administrative staff in primary and secondary education.
- **Adult Education Center (AEC)** is a public institution for adult education in the Republic of Macedonia, as a separate legal entity established by the Government of the Republic of Macedonia in November 2008. The mission of the Centre is to promote a system of adult education that will be functional, modern and in line with EU standards, a system that will provide high-quality learning opportunities for gaining qualifications in accordance with the needs of the population, will increase employment and develop entrepreneurship, will meet the needs of the labor market and contribute to economic, social and personal development.
- **The Vocational and educational (VET) center** is established in accordance with the Government of Republic of Macedonia, as a public institution for accordance and integration of public interests and the interests of the social partners in the vocational education and training. Center performs specialized supervisions, evaluation, studying, promotion, and research and development if the vocational training and education, and other tasks in accordance with the Law, and the Statute. Among other activities VET centre is responsible for development of national framework for vocational qualifications; development of education standards (education profiles, plans and programs), supporting the social partnership in all levels and phases of planning, development and realization of vocational education, etc.
- **Agency for Promotion of Entrepreneurship of the Republic Macedonia - APERM** as a state-owned institution that was established to conduct the program on measures, activities for promotion of entrepreneurship and creation of small businesses, and other programs adopted by the government concerning entrepreneurship and small businesses is one of the major national player for implementation and coordination of national and international support for the SME sector.
- **Employment service agency (ESA)** of the Republic of Macedonia is another relevant public organization that through many active measures for employment is supporting creation of number of start-up companies. In the frame of program for self-employment that is jointly implemented with MoLSP, UNDP and APERM, more than 4900 start-up businesses were created in the last 5 years.

- **Business sector**, with one representative from:
  - Macedonian Chambers of Commerce
  - Economic Chamber of North-West Macedonia
  - Economic Chamber of Macedonia
  - Association of Employers
  - Business Confederation of Macedonia
  - Entrepreneur
- Representative from the universities

## 4.2. Other national stakeholders

- **Ministry of Finance (MoF)** is the main responsible institution for ensuring national budget and required finances. Representatives from MoF will ensure coordination of the state budget within different institutions involved in implementation of the EL strategy.
- **The National Committee for Innovation and Entrepreneurships - NCIE** was created in 2011 by the Prime Minister. The government nominated the members from key ministries, academia, and the business sector. Commercialization of innovation and increasing the level of innovation activities in the business community and in society as a whole is the main focus of this body. NCIE is responsible for coordination of governmental policies and measures for boosting innovation and competitiveness; coordination of budget allocation in accordance with government priorities, monitoring the work of the Fund for Innovation and Technological Development, review and approval of programs to support development projects and programs of the Fund, before resulting in government procedure, provision of recommendations to the government in terms of programs and projects by international organizations to support and develop innovation activities, regular monitoring of policies and measures of the European Union and the countries with best practices in the field of innovation, and assessment of their impact, making recommendations and proposals to the ministries for their innovation-related activities, and making recommendations and suggestions to the government related to the business environment, intellectual property rights, and support for innovation activities.
- **National Agency for European Educational Programmes and Mobility.** By implementing the programs, the National agency for European educational programs and mobility contributes to development of knowledge-based society, with sustainable economic development, more and better jobs and bigger social cohesion, at the same time providing environmental protection and especially exchange, collaboration and mobility into the areas of education and training. Strong focus will be on increasing entrepreneurial skills (both domestically and internationally).
- **National Entrepreneurship Educators Network.** In November 2011, by the National Centre for Development of Innovation and Entrepreneurial Learning, and under the auspices of the President of the Republic of Macedonia, in the presence of Minister of Education and Science, and Minister of Economy the National Entrepreneurship Educators Network (NEEN) was established. In NEEN participate professors and assistants from the universities and teachers who teach the subject "Business and Entrepreneurship" and other economy related subjects in high school in the country. The main purpose of the network is enabling networking tools between educators to

share their best practices related to entrepreneurial learning, enabling teachers' development and continuous improvement of the curriculum on all educational levels.

- **Students' organisations.** Almost all faculties/universities have student organisations that are main drivers of different non-formal (political, educational, economic, or social) activities at the university campus. In addition to other activities student societies usually organise job fairs, entrepreneurship related trainings, workshops focused on self-employability etc. In that direction, students organisations are among main drivers of implementation of Macedonian EL strategy and action plan.

### 4.3. International partners and experts

- ETF, EU Delegation in the Republic of Macedonia, EU main bodies in Brussels, SEECEL, USAID, GIZ, ADA, SDC, SIDA, UK Embassy, Norwegian Embassy, Turkey Embassy, and other countries that have bilateral agreements with Republic of Macedonia, etc., will contribute with support of the separate activities in EL strategy that are in line with international institutions priorities for support to Macedonia.

The implementation of the strategy will require **leadership and coordination by MoES**, and it is important to include all other stakeholders to ensure an effective implementation process. One of the main roles of the Entrepreneurial Learning Steering Committee will be to ensure that there is an effective and well managed environment that closes the gaps between different stakeholders, creating strong synergies and co-working conditions between them.

The Steering Committee, in order to ensure more effective implementation of the strategy, will establish working sub-groups on the different topics as required – in order to ensure a seamless communication process (*Figure 1*). In the working sub-groups (according to the topic and objectives) there will be also representatives and experts from different institutions, such as: State statistical office, Inter-university conference (at least 2-3 representatives from different universities), Business start-up centre Bitola, YES incubator Skopje, Business Start-up Centre Skopje, International experts, etc.

The Entrepreneurial Learning Steering Committee will develop detailed statute and procedures of the Committee, including responsibilities and plans of action.

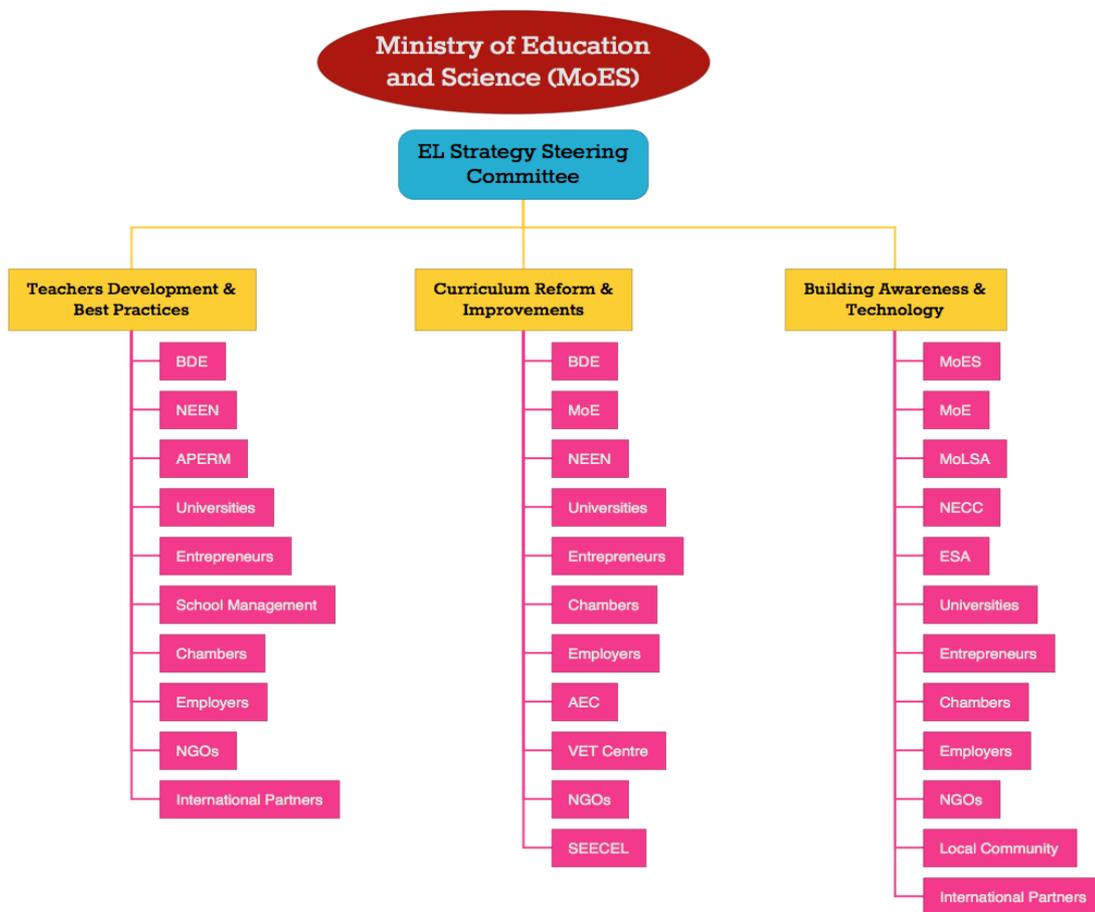


Figure 1: Three proposed sub-groups of the Entrepreneurial Learning Steering Committee and their composition

## 5. CHALLENGES

All types of transformations are covered with different types of challenges that often can be very limiting factors in ensuring successful implementation of strategic documents. So, the same is the case with this strategic document. Because of that it is important to build strong ability to face challenges with a constructive approach from the start to ensure successful implementation of the entrepreneurial learning strategy.

The biggest challenges to the success of this strategic document for entrepreneurial learning in the Republic Macedonia will be the following, presented in descending priority order:

- **Ensuring support from all stakeholders responsible in the implementation of entrepreneurial learning strategy in the Republic of Macedonia.** Important challenge that this strategy will also need to address is ensuring enough support from everyone in the process of implementation. It is not only about the formal and in-formal/non-formal educational institutions and policy makers, but there will be high need for building collaborative environment, in which all parts from formal, non-formal and informal education will collaborate in creating better future. Also, involvement and commitment of enterprises to participate in relevant activities of the EL strategy will be one of the most important factors for the successful implementation.
- **Limited financial resources, human resources and time.** As always limited financial resources, but also human resources can become one of the biggest obstacles in successful implementation of the strategy. Other challenge is the persons that will be on the first line in the implementing this strategy (teachers and school managers) that also will need to exert more efforts that will ask additional time from them.
- **Creating flexible curriculum especially in the fields related to entrepreneurial learning with the connection of other learning subjects in formal, non-formal and informal education.** This is one important challenge because the main purpose of the curriculum will have to succeed in preparing students for the jobs that not yet exist on the market. Flexible curriculum will avoid high level of current generalization of educational system in their span creating knowledge about everything for everyone, so it will contribute in the creation of the skilled people prepared for the future jobs that even not exist today.
- **Building high level awareness from students, parents to teachers and all parties in the process of entrepreneurial learning in the Republic of Macedonia.** Students and teachers are important part of entrepreneurial learning process, but there are also many other influencers that can really be impactful on the implementation of the strategy. Because of that one of the challenges of this strategy is to build really high level of awareness from students, parents, teachers and local and national community that will have supportive role in the entrepreneurial learning process.
- **Creating teacher training programs that will reflect the real needs of today's and future markets.** Teacher development is one of the most important pillars of the strategy, and as something like that creating teachers training program that will ensure successful implementation of the strategy is additional challenge.
- **Involvement and commitment of enterprises to participate in relevant activities of the EL strategy.** Direct involvement of the companies in the educational process is the key for successful implementation of the strategy.

## 6. PRIORITY AREAS

The high priority areas for the entrepreneurial learning strategy in the Republic of Macedonia are located in five main pillars elaborated below, while technology and good practices are the drivers of the strategy that will increase overall EL awareness and will result in reforms and continuous teachers' (service providers) development. All of these are the preconditions for achieving an EL strategy vision - to ensure sustainable economic development and prosperity of the Republic of Macedonia and Macedonia to become a country with highly developed entrepreneurial culture and spirit that inspires everyone.

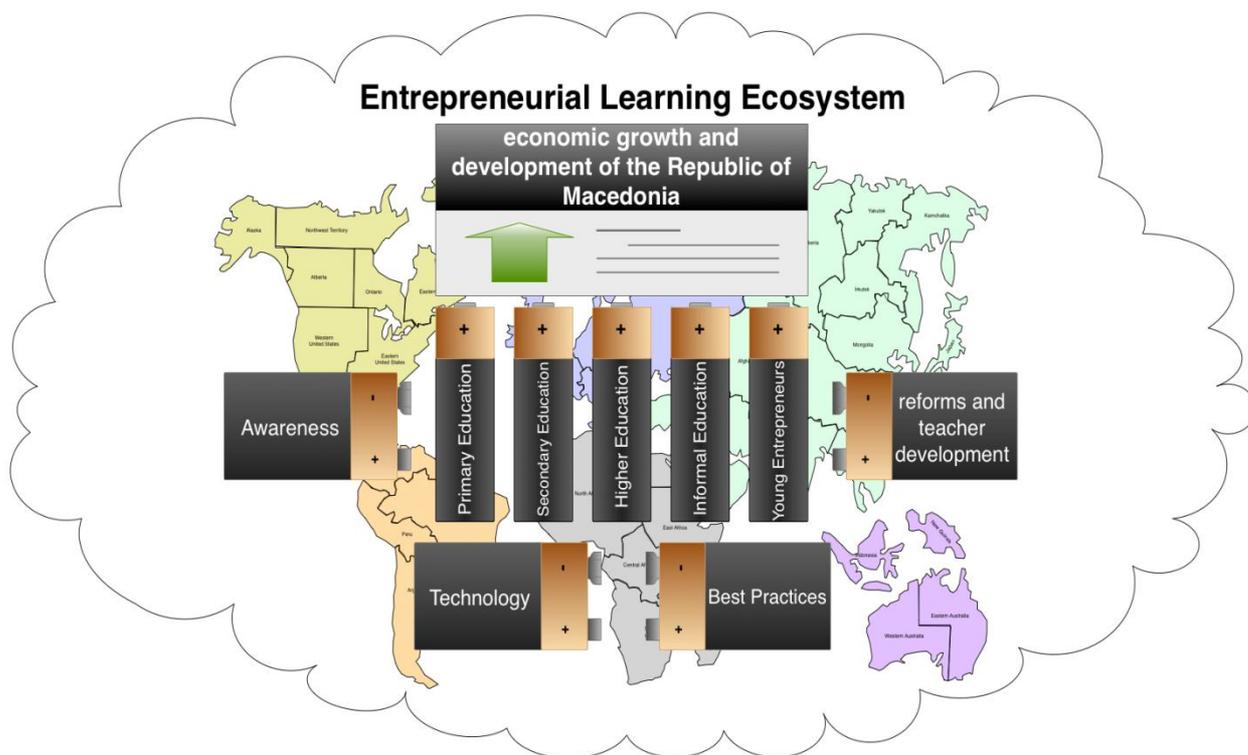


Figure 2: Entrepreneurial Learning Ecosystem

As can be seen from the figure above, there are five pillars as a central part of the entrepreneurial learning ecosystem in the Republic of Macedonia, and these are explained below. They are the basic foundation that will directly frame the implementation of Entrepreneurial Learning activities - in order to support economic growth and development of the Republic of Macedonia. Importantly, there are also five energizers that will support the implementation and continuous improvement of the entrepreneurial learning process in the country.

The first energizer is **creating strong awareness** in the whole environment about the true meaning and importance of entrepreneurial learning. Only with strong awareness there will be enough support of all activities related with this strategy. In the creation of a successful entrepreneurial learning ecosystem there really foundational **reforms** will be required, including regulations related to entrepreneurial learning and education in general, and **continuous teachers development** in the

field. This is the second important energizer in the entrepreneurial learning ecosystem that will be developed with this strategy. The third energizer is **technology** that means using the state-of-the-art technology in implementing entrepreneurial learning activities that will bring better competences of everyone in the process. As a fourth energizer there are **good practice** which means implementation of systematic approach in developing, implementing and sharing best practices related to the implementation of entrepreneurial learning activities inside and outside country. And at the end this ecosystem is based on building strong **international cooperation** among all educational institutions in the country in order to share and learn entrepreneurial learning new information.

Generally, on all formal educational levels, EL strategy will require strengthening the systematic approach in building entrepreneurial education institution through strengthening managerial systems and building strategic alliances on formal and informal way with business and local community. Regardless the location of the formal educational institutions, or size and previous history, all of them will have the same goals and will use unified working processes.

EL strategy will not require some big changes into the legislation, but in order to ensure that this strategy will be fully implemented without improvisation it will require deeper analysis of the current legislation especially in the fields of enabling solid conditions for strategic alliances and cooperation between entrepreneurial education institutions and local and business community, and practical work of the students and implementation of entrepreneurial projects right on the market regarding the level of education.

EL strategy will require to be created and implemented specific entrepreneurial learning outcomes for all formal educational levels that will support better integration of entrepreneurial learning into the curriculum and more focused teachers development and equipment with tools and materials that will enable sharing best practice. Collaboration on institutional level and outside the borders of institutions through strengthening entrepreneurship educators network will additionally support implementation of the goals of the EL strategy and will bring continuous improvement of curriculum and teachers development in entrepreneurial schools.

Some of the skills that will need to be developed through formal education are already part of the curriculum, but there is still lack of more systematic approach in developing teachers, implementation of the best practice and strong awareness that will enable long-term improvement of entrepreneurial practice in educational institutions.

In the following paragraph are covered all main pillars of entrepreneurial learning eco-system. Based on theoretical research, practical research and best practices from other countries<sup>25</sup>, here are presented basic principles of the requirements that will need to be developed or created with the implementation of EL strategy.

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<sup>25</sup> The mentioned research and analysis is conducted as a part of the development of the “Stocktaking of Good Practice” report for EL strategy

## 6.1 Primary and pre-school education

Primary education as the first stage of formal education in a range of basic subjects is one of the priority areas of this strategy because will create much higher awareness between pupils from their early age. Learning to be creative, learning to work in teams, solving practical problems and presenting different solutions, exploring and experimenting with new approaches is something that can be learned from the earliest age and as a part of primary education in large will contribute in creating entrepreneurial spirit in youngest people in the country. There are those who claim that at this age young people already have it, but that later 'teaching to the test' styles of education slowly drain it out.

Earliest age means that pupils do not fear to start something new, to experiment with different things, to try different activities and primary education can play a large part in helping these personal features to be developed and encouraged as useful in everyday life.

Primary education ensures many possibilities through different teaching subjects in which can be injected entrepreneurial learning process. Students can be easily encouraged to learn about their local community, the needs of the community and practical problems that can be and should be solved. Knowing the local community will require young people to be introduced to the world of grown people, where they work and create. The primary school is the ideal place where kids can be introduced to the world of work where they can meet and talk with people from wide range of occupations where also can be included people who have already started their own business. This can of course be playful and fun for the young learners.

In the later grades in primary school students can start to learn about the skills that they will need in the future, like idea generation process, decision making and problem solving. One of the goals of primary education is to introduce responsibilities that students have to the community and starting with the activities that will improve different parts of the primary school live and will come directly from the students will be very useful not only for them, but also to their community in general.

Entrepreneurial learning at this stage will develop pupil's:

- Self-confidence,
- Creativity,
- Team work skills,
- Responsibility,
- Resilience and flexibility,
- Courage to explore and experiment with different things,
- Decision making and problems solving skills,
- Social skills,
- Collaboration and communication skills,
- Awareness about local community,
- Skills to use different type of technology.

## 6.2 Secondary education

Secondary education as an secondary stage of educational process is another primary area for entrepreneurial learning strategy in the Republic of Macedonia. Secondary education here will cover VET Schools and gymnasiums.

In this part of their educational development students will need to continue to grow their entrepreneurial skills and should start working on practical projects from idea generation to implementation of entrepreneurial processes. They can implement their entrepreneurial projects with the help of their school or of existing relevant associations and NGOs (international, national) or alternatively through direct engagement with the local community - where the project will be designed to solve specific problem or need for the specific environment.

Secondary education has the goal to provide students with a first-hand experience related to different career opportunities. Entrepreneurial skills can be promoted through all curriculum areas and learning subjects, as well as through specific subjects related to entrepreneurship and innovation.

Entrepreneurial learning at this stage will need to equip students with skills related to:

- Concept development,
- Problem solving,
- Decision making,
- Network building,
- Discovering opportunities,
- Practical work and simulation of the innovation process or real-life working conditions,
- Knowledge of founding start-up,
- Economics knowledge,
- Financial literacy,
- Marketing and selling knowledge,
- Importance of planning,
- Importance of flexibility

## 6.3 Universities

Higher education is the third main priority area for this document because the universities have an important role in the research and development field and in large part can become the most valuable support for the first entrepreneurial ventures of their students.

At the university level students should have the possibilities to learn more entrepreneurial skills related to their area of study.

Through the implementation of EL strategy, Universities will give the possibility for each student to build entrepreneurial skills and will have the role as a catalizator for innovation and practical transformation of the most innovative ideas into the entrepreneurial ventures. Building supportive conditions for students as a possible entrepreneurs at universities will be made through creation and overall support of start-up/business accelerators and incubators that will ensure high-level know-how for the students (nascent entrepreneurs), prepare them for investments and help them access to

financial grants and seed/venture capital. This will be partially supported from one side, and will directly support from the other side the innovation strategy, planned activities that will be implemented and Innovation Fund as a part of that strategy.

Additionally, universities will need to work on strengthening students organizations in order to incorporate entrepreneurial culture and skills in them to support the overall entrepreneurial learning eco-system in the country.

Entrepreneurial learning at this stage will need to build on existing skills and abilities<sup>26</sup> in order to support the development of skills related to:

- Knowledge about national and global changes and trends
- Industry knowledge,
- Environmental theory,
- Resources utilisation,
- Productivity,
- Identification and evaluation of business opportunities,
- Developing business models and preparing business plans.
- Implementation of developed business plans and starting real-life company.

## 6.4 Informal and non-formal education

Another priority area in this strategy is informal and non-formal education. Here we find types of education and training that rest outside of formal education, but can bring more learning possibilities for people of the Republic of Macedonia regardless their age – this is an integral part of the overall eco structure strategy.

“Formal learning is always organised and structured, and has learning objectives. From the learner’s standpoint, it is always intentional: i.e. the learner’s explicit objective is to gain knowledge, skills and/or competences. Informal learning is rarely as structured, has no set objective in terms of learning outcomes and is often never intentional from the learner’s standpoint. Often it is referred to as learning by experience or just simply as experience. Mid-way between the first two, non-formal learning is the concept on which there is the least consensus, which is not to say that there is consensus on the other two, simply that the wide variety of approaches in this case makes consensus even more difficult. Nevertheless, for the majority of authors, it seems clear that non-formal learning is rather organised and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non-formal learning; in others, most adult learning is formal. Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational, by being mutually exclusive, and avoid overlap.”<sup>27</sup>

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<sup>26</sup> Note that until these skills are developed through earlier stages of entrepreneurial learning, some infilling may be required to ensure that the missing skillsets are not overlooked

<sup>27</sup> <http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

Informal and non-formal education is the best way to build opportunities for adult people to join in the process of entrepreneurial learning such as those who lose their jobs, and also persons that have a beneficial pension. Also, here are the individuals who are expanding their views learning by themselves, for example on the job or during their free time.

Informal and non-formal education should support development of number of competences that will allow individuals to increase:

- Life-long learning capacities,
- Specific competences related to type of industry/sector or hobby,
- Networking opportunities,
- Resources utilization,
- New technology utilization,
- Novel opportunities and new career options,
- Follow-up activities to increase the implementation of what is learned,
- Encourage proactive approach regarding self-employment and economic independence.

## 6.5 Entrepreneurs

Entrepreneurs, current and potential entrepreneurs are important components of this entrepreneurial learning strategy. The success of entrepreneurs will mean the success of the implementation of the strategy. The main focus of the strategy is on young entrepreneurs and on the conditions and environment needed for their successful growth.

This pillar of strategy should ensure entrepreneurs to strength their capacities for:

- Expanding current developed hard skills
- Opportunity-seeking and initiative taking
- Utilizing technologies, innovation and new products development
- Persistence
- Demand for quality and efficiency
- Calculated risk-taking
- Systematic planning, goal-setting and monitoring
- Persuasion and networking
- Independence and self-confidence
- Fund-raising
- Internationalization of their work

## 7. GOALS AND ROADMAP

### 7.1 Long-term Goals: 2018 - 2020

1. Increase the level of awareness among all citizens about the meaning and importance of entrepreneurial learning at all levels in the country

ISCED 0-1-2	ISCED 3-4	ISCED 5-6	In-formal/Non-Formal	Entrepreneurs
<b>Priorities/Actions</b>	<b>Responsibilities</b>	<b>Time frame</b>	<b>Impact</b>	
To build entrepreneurial aware society	All stakeholders	Long-term	Environment in which exist clear understanding of the real meaning of entrepreneurial learning with right understanding of importance of entrepreneurial learning.	
To include all stakeholders to become active part of EL process at all educational processes in the country	MoS, Local Government, Educational Institutions	Long-Term	More stakeholders around educational organizations will become active part of entrepreneurial learning process.	

2. Increase teacher's entrepreneurial learning competences for all levels of education to enable every teacher to be entrepreneurially literate with EL as a key competence

ISCED 0-1-2	ISCED 3-4		ISCED 5-6
<b>Priorities/Actions</b>	<b>Responsibilities</b>	<b>Time frame</b>	<b>Impacts</b>
To ensure continuous teachers development process in full compliance with learning outcomes defined according the level of education	MoS, NEEN	Long-term	Teachers with high entrepreneurial learning competences, willing to work continuously on increasing their entrepreneurial learning competences

**3. Create supportive and collaborative environment between all educational institutions, local community, businesses and families for the entrepreneurial learning activities at all levels in the country**

ISCED 0-1-2	ISCED 3-4	ISCED 5-6	In-formal/Non-Formal	Entrepreneurs
<b>Priorities/Actions</b>	<b>Responsibilities</b>	<b>Time frame</b>	<b>Impact</b>	
To develop and implement mechanism for larger involvement of educational institutions in the activities of local communities and municipalities	MoS, Local Government, Educational Institutions	Long-term	Educational institutions as a pool of innovative ideas about the improvements in the local community in the same time ensuring student's practical work.	
To build and implement continuous learning environment in order to increase the level of sharing best practices related to entrepreneurial learning activities.	MoS, Local Government, Educational Institutions, NEEN	Long-Term	Continuous improvement of entrepreneurial learning process based on best practices from all stakeholders.	
To strength National Entrepreneurship Education Network and other NGO's dealing with entrepreneurship, innovation and employability, and their networks	Government, Local Government, Donor community, NGO and civil sector, NEEN	Long-Term	Building strong networks with domestic and international partners that works on the same issues and exchange best practices	

**4. Equip all educational institutions with the state-of-the-art technologies in entrepreneurial learning activities at all educational levels in the country**

ISCED 0-1-2	ISCED 3-4	ISCED 5-6	In-formal/Non-Formal	Entrepreneurs
<b>Priorities/Actions</b>	<b>Responsibilities</b>	<b>Time frame</b>	<b>Impact</b>	
To continue equipping and support on a systematic way all educational institutions that will enable better teaching materials and toolboxes for students and teachers.	Government, MoS, Local Government, Educational Institutions	Long-term	Students and teachers equipped with the right tools to use in entrepreneurial learning activities to enable students to achieve learning outcomes and build entrepreneurial learning competences.	
To ensure the effective use of the technology to increase entrepreneurial learning competence of teachers and students.	MoS, Local Government, Educational Institutions	Long-Term	More teachers and students equipped with entrepreneurial learning competences as a result of entrepreneurial learning process.	

## 7.2. Medium-Term Goals: 2016 - 2018

### 1. Develop and implement education curriculum that better prepare entrepreneurs to create SMEs able to compete in the wider EU market

ISCED 0-1-2	ISCED 3-4		ISCED 5-6
Priorities/Actions	Responsibilities	Time frame	Impact
Create and implement curriculum based on SEECEL's full key competence approach – integrated approach	MoS	Medium-term	This reform in curriculum will enable to be defined entrepreneurial learning outcomes, teachers training program will be developed in full compliance with learning outcomes, school management trained, environment conditions for structured education – business cooperation at all levels created

### 2. Create more virtual and support creation of real-life<sup>28</sup> companies through educational institutions everywhere in the country

ISCED 3-4	ISCED 5-6		
Priorities/Actions	Responsibilities	Time frame	Impacts
Enable supportive mechanism for educational institutions to encourage students in creation of virtual and real-life companies through their entrepreneurial learning activities.	MoS, MoF, MoE, Local Governments, Local Community	Medium-term	More small business start-ups with high potential will be created as a part of entrepreneurial learning process.

### 3. Ensure strong network to support young entrepreneurs

In-formal/Non-Formal	Entrepreneurs		
Priorities/Actions	Responsibilities	Time frame	Impact
Create mechanism that will enable strong support of young entrepreneurs especially through networking and mentoring processes.	Government, Local Government, Educational Institutions	Medium-term	Young entrepreneur that will have easy access to mentors and networks of mentors and other entrepreneurs for possible collaboration.

<sup>28</sup> Real-life companies are companies that will be real companies that operates outside schools and universities at the real market conditions

### 7.3. Short-Term Goals: 2014 - 2016

#### 1. Integrate entrepreneurial learning outcomes as a key competence into national curriculum at all educational levels

ISCED 0-1-2	ISCED 3-4	ISCED 5-6	In-formal/Non-Formal	Entrepreneurs
<b>Priorities/Actions</b>	<b>Responsibilities</b>	<b>Time frame</b>	<b>Impact</b>	
Integrate already developed best practices related to entrepreneurial learning outcomes into national curriculum (SEECCEL's, BSC's, YES incubator, Kulturkontakt, USAID, Junior Achievement and other best practices)	All stakeholders	Short-term	The basis for quick enabling entrepreneurial learning competences for students and teachers and future development of other tools/toolboxes.	
To continue with already proven best practices like competitions, case shows, EL related events, promotions, etc.	All stakeholders	Short-term	Building stronger awareness related to entrepreneurial learning among whole population	

## 8. BUILDING A SUSTAINABLE ENTREPRENEURIAL LEARNING ENVIRONMENT

There is not yet enough evidence about what type of system, or approach to entrepreneurial learning is the most effective, nor how it satisfies the set of progress indicators. Because of that, developing sustainable entrepreneurial learning environment will be based on concrete success indicators (or key indicators) that will be measured during and after the implementation of Entrepreneurial Learning Strategy - and accordingly the ongoing findings will be helpful in terms of the implementation of any improvements deemed necessary. These may also impact on the original success indicators as the process evolves.

We anticipate that the first impact of the entrepreneurial learning strategy will be seen within the student population, as they increase their knowledge, skills and entrepreneurial attitude because of increased entrepreneurial activities from their early age. It is logical that any evaluation or measuring of progression starts with them, because ultimately their behaviour is one of the most important indicators as to whether or not the implementation of this strategy is successful or not.

However, it is not the only important measure when it comes to the students' entrepreneurial learning process and associated outcomes. The evaluation of students' learning needs to be carefully aligned with better-informed teachers' practices, as they are both crucial for the success of this strategy. Regardless as to whether or not the teachers are from formal or non-formal/in-formal education, they are the ones that will make the journey of entrepreneurial learning possible. Their entrepreneurial activities and approaches will increase entrepreneurial activity on all levels in the country - through enhanced forms of teaching and the development of appropriate learning outcomes. Because of this of course, the development of entrepreneurial learning is closely tied to the teacher's own learning process, and it must also be integral to the measuring process.

As a third important entity in the measuring process is the market, entrepreneurs, self-employed persons, employers and employees. All of them have needs for entrepreneurial competences.

Development of key indicators that will be as a reference point for measuring the success of implementation of this strategy is one of the crucial things in order to success in building of sustainable entrepreneurial learning environment in the country.

## 8.1 Impact key indicators and key targets (expected results, outputs and outcomes)<sup>29</sup>

The following indicators are developed to support effective and efficient measurement of the implementation progress of EL strategy. The indicators are based on the research conducted as a part of stock-taking report for EL strategy, GEM<sup>30</sup> research, Global Competitiveness Report 2013<sup>31</sup>, and objective prediction from the working group of the strategy. Additionally the steering committee will need to follow indicators based on EU's Education and Training Monitor<sup>32</sup> and future developed indicators based on SEE2020 strategy to enable that the progress of the EL strategy will be in line with already set targets.

Indicator	Methodology	2014			2015			2016			2017			2018			2019			2020		
		P	S	H	P	S	H	P	S	H	P	S	H	P	S	H	P	S	H	P	S	H
% of students have a true understanding of the meaning of innovation and entrepreneurship	Students Survey	20%	30%	40%	25%	35%	50%	40%	50%	60%	55%	65%	75%	60%	70%	80%	65%	75%	85%	70%	80%	90%
% of young people considering self-employment and entrepreneurship as a career option	Students Survey	10%	20%	30%	15%	25%	30%	20%	30%	40%	25%	35%	45%	30%	40%	50%	35%	45%	55%	40%	50%	60%
% of students in particular educational level engaging in entrepreneurial activities	School and teachers survey	10%	20%	30%	15%	25%	30%	20%	30%	40%	25%	35%	45%	30%	40%	50%	35%	45%	55%	40%	50%	60%
% of school leavers school who believe they have the competences required to start up a business	Students Survey	30%	35%	40%	35%	45%	55%	40%	50%	60%	45%	55%	65%	50%	60%	70%	55%	65%	75%	60%	70%	80%
% of student who become interested in becoming an entrepreneur due to school studies	Students Survey	10%	20%	30%	15%	25%	30%	20%	30%	40%	25%	35%	45%	30%	40%	50%	35%	45%	55%	40%	50%	60%
% of students considering self-employment and entrepreneurship as a career option	Students Survey	10%	20%	30%	15%	25%	30%	20%	30%	40%	25%	35%	45%	30%	40%	50%	35%	45%	55%	40%	50%	60%
% of students who start a business after 5 years of entrepreneurial learning education	Databases from Central Register, APERM																5%	10%	15%	8%	12%	15%
Quality of primary education	4th Pillar: Health and primary education Global	3.9			4.3			4.5			4.8			5.0			5.2			5.5		

<sup>29</sup> Outcome indicators are covered in 8: Goals and Measures

<sup>30</sup> <http://www.mrfp.mk/images/docs/publikacii/pretpriemnistvo-vo-makedonija-gem2012.pdf>

<sup>31</sup> [http://www3.weforum.org/docs/WEF\\_GlobalCompetitivenessReport\\_2013-14.pdf](http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2013-14.pdf)

<sup>32</sup> [http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks\\_en.htm](http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks_en.htm)

Indicator	Methodology	2015	2016	2017	2018	2019	2020
Quality of educational system	5th Pillar: Higher education and training Global Competitiveness Report (Value)	4.0	4.3	4.5	4.8	5.0	5.5
Quality of math and science education	5th Pillar: Higher education and training Competitiveness Report (Value)	4.5	4.8	5.0	5.3	5.5	5.8
Quality of management schools	5th Pillar: Higher education and training Global Competitiveness Report (Value)	4.0	4.3	4.5	4.8	5.0	5.5
Availability of research and training services	5th Pillar: Higher education and training Global Competitiveness Report (Value)	4.3	4.5	4.8	5.0	5.3	5.5
Extent of staff training	5th Pillar: Higher education and training Global Competitiveness Report (Value)	4.0	4.3	4.5	4.8	5.0	5.3
Quality of scientific research institutions	12th Pillar: Innovation Global Competitiveness Report (Value)	3.8	4.0	4.3	4.5	4.8	5.0
University-industry collaboration in R&D	12th Pillar: Innovation Global Competitiveness Report (Value)	3.5	3.8	4.0	4.3	4.5	4.8
% of young people under age of 30 started their own business	Databases from Employment Service Agency, Central Register, Agency for Promotion of Entrepreneurship	12%	15%	18%	20%	23%	25%
% of unemployed persons started their own business	Databases from Employment Service Agency, Central Register, Agency for Promotion of Entrepreneurship	8%	10%	13%	15%	18%	20%
% of educational institutions who engage with local businesses	School management survey, teachers survey, students survey, in-formal education survey	55%	60%	65%	70%	75%	80%
% of non-entrepreneurs that have the required knowledge and skills to start a business (Perceived Capabilities)	GEM report	58%	60%	63%	65%	68%	70%
% of non-entrepreneurs sees good opportunities for starting a business in the next 6 months	GEM report	40%	45%	50%	55%	60%	65%
% of non-entrepreneurs sees fear of failure would prevent them to start a business	GEM report	35%	32%	30%	28%	25%	20%
% of non-entrepreneur people expects to start a business in the next 3 years	GEM report	30%	33%	35%	38%	40%	45%

Indicator	Methodology	2015	2016	2017	2018	2019	2020
% of non-entrepreneur people that see entrepreneurship as a desirable career choice	GEM report	72%	75%	78%	80%	82%	85%
% of nascent entrepreneurial activities (business ventures in initial phase)	GEM report	4%	5%	8%	10%	12%	15%
% of new business owners	GEM report	4%	5%	6%	7%	8%	9%
% of early stage entrepreneurial activity	GEM report	8%	9%	10%	11%	12%	13%
% of established business owners	GEM report	7%	8%	9%	10%	11%	12%
% of business discontinuation rate	GEM report	4%	3%	3%	2%	2%	1%
% of teachers conducted Teacher's Measurement Tool for Entrepreneurial Learning developed as a part of implementation of this strategy	Teacher's Measurement Tool for Entrepreneurial Learning	50%	60%	70%	80%	90%	100%
% improvements year of year of teachers activities in general entrepreneurial learning process	Teacher's Measurement Tool for Entrepreneurial Learning	20%	30%	40%	50%	60%	70%
% improvements year of year of teachers activities in implementation of different pedagogical solutions related to entrepreneurial learning	Teacher's Measurement Tool for Entrepreneurial Learning	25%	35%	45%	55%	65%	75%
% improvements year of year of teachers activities in implementation of different learning environments related to entrepreneurial learning	Teacher's Measurement Tool for Entrepreneurial Learning	25%	35%	45%	55%	65%	75%
% improvements year of year of teachers activities in implementation of networking related to entrepreneurial learning	Teacher's Measurement Tool for Entrepreneurial Learning	25%	35%	45%	55%	65%	75%

## 8.2 Progression

The progression of the implementation of the strategy will be measured annually, starting from the first year after the start of the action plan's implementation. The progression will be measured according to the key indicators that are part of this strategic document.

The Entrepreneurial Learning Steering Committee is the body responsible for the development and implementation of this strategy, and MoES is one of the main ministries responsible for the implementation; they will take the responsibility to coordinate data gathering and analysis related to key indicators and for monitoring and reviewing the overall progression of the implementation process.

## 8.3 Evaluation

As a dynamic document, this strategy will undergo evaluation and reviews. Performance measurement and analysis of challenges and good practise will inform the reviews and contribute to systematic and continuous improvement within the entrepreneurial learning process.

Again, the Entrepreneurial Learning Steering Committee and MoES will take joint responsibility for these evaluations and associated recommendations for possible improvements.

## 9. FINANCING

Provision of reliable funding for implementation of activities in entrepreneurial learning efforts must come from:

- National budget (ministries and agencies),
- Local municipalities budget,
- Own funds of schools, universities,
- Donors community,
- Local Businesses,
- NGOs.

The budget for the implementation of the Entrepreneurial Learning Strategy aligns with all the planned activities that are described in the action plan - as an integral part of this strategy. Steering Committee will coordinate all activities related to the implementation of the strategy including budget planning and spending. The leading position in the Steering Committee is with the State Secretary for the Ministry of Education and Science.

## 10. FOLLOW-UP

Entrepreneurial learning is a field that covers many different subjects and disciplines, hence there is a broad range of interested parties. All of them have, and will have, important roles in the implementation of the strategy. For the successful implementation of this strategic document it is important to have in place stable framework for the stakeholders engaged in the Entrepreneurial Learning Strategy; ones that will enable adequate and appropriate follow-up. The task force, or steering group created on an inter-ministerial level has a central role in following up the implementation of this strategic document and its corresponding action plan.

The primary purpose of this steering group is to implement the overall entrepreneurial learning strategy. It will be achieved by regular discussion of objectives and means, and the involvement of stakeholders in the implementation process. The steering group will meet quarterly with relevant stakeholders in order to discuss how the implementation work related to entrepreneurial learning is progressing and what can be improved. The starting point for the discussion will be an annual report that will cover current numbers related to key indicators from part 10.1 of this strategy. This report will be the basis for the further measurement of the progression and will feed into the two-yearly reviews.

Annual surveys of students, teachers, entrepreneurs and different non-formal and informal educational institution will need to be developed by the steering group, and linked to the key indicators from part 10.1 in this strategy. Additionally statistical data from Central Register, State Statistical Office, Employment Service Agency of the Republic of Macedonia, Agency for Promotion of Entrepreneurship of the Republic of Macedonia and other relevant institutions that maintain databases with the data related to key performance indicators within this strategy will be helpful in terms of informing progress.

Annual surveys and research will be conducted and coordinated from the steering committee and specific working groups that will be created for that purpose as is shown in figure 1. The responsibility

of each working group will be to prepare reports based on research with conclusions and proposed future measures that will be sent to the specific policy makers and stakeholders responsible for the implementation of the specific actions related to EL strategy.

Additionally, to ensure a robust and reliable picture of the progression is maintained and that follow-up measures are appropriate, the steering group will need to have an ongoing research-informed strategy evaluation by an external organization. This research will need to give objective answers as to whether the progress from implementation of the strategy is moving on the right direction, are stakeholders reaching their goals, and are targets set by the strategy appropriate to the needs of an improved provision.

Regular reviews and improvements to the Entrepreneurial Learning Strategy and its corresponding action plan will be made every two years as noted, and these will also inform the overall improvement time frames on which the evolving strategy is based.

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