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**MINISTRY OF EDUCATION,
SCIENCE & TECHNOLOGY**

**MINISTARSTVO ZA OBRAZOVANJE,
NAUKU I TEKNOLOGIJU**

“See opportunities and make them work!”

**A national Strategy for Entrepreneurship
Education and Training.**

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LIST OF ABBREVIATIONS

| | |
|-----------------|---|
| BSP | Business Service Provider |
| EAR | European Agency for Reconstruction |
| EE&T | Entrepreneurship Education and Training |
| EU | European Union |
| KOSVET | Kosovo Vocational Education and Training |
| KQA | Kosovo Qualifications Authority |
| MEST | Ministry of Education, Science and Technology |
| MLSW | Ministry of Labour and Social Welfare |
| MTI | Ministry of Trade and Industry |
| NGO | Non Governmental Organisation |
| NQAF | National Qualifications Assurance Framework |
| NQF | National Qualifications Framework |
| SME | Small and Medium sized Enterprises |
| UP | University of Pristina |
| VET | Vocational Education and Training |
| VTC | Vocational Training Centre |

1. Introduction

This development will take place within the general framework of the European Charter for Small Enterprises and the Kosovo Development Plan

The vision for Kosovo:

“In line with the EU Charter for Small Enterprises, Kosovo will further develop Entrepreneurship Education and Training for pupils, students and adults in formal as well as non-formal settings and ensure that training institutions and business service providers, make available skills and knowledge adapted to the needs of small enterprises.”

“See opportunities and make them work” has been developed in collaboration with the Ministry of Trade and Industry, the Ministry of Labour and Social Welfare, and the Ministry of Education, Science and Technology and other stakeholders as listed in the annexe. The plan comprises the entire education and training programme from primary school to university and non-formal learning including teacher and trainer training. The development of the strategy was supported and facilitated by the EU funded and EAR managed KOSVET 3 project.

2. Entrepreneurship in the education and training system

- There is a general recognition that all economies benefit from the youth of the country being exposed to information about the way in which industry and commerce work and the creative culture necessary in an entrepreneurial society to enhance employment possibilities. The promotion of entrepreneurial skills is also a benefit within the community in addition to the economic benefits that they can bring.
- Entrepreneurship Education and Training is about the development of personal skills and qualities so that people of all ages gain knowledge and understanding of the way in which the economy works and reacts to market forces. This involves approaches to the development of creativity, problem solving, team working, taking calculated risks, communication skills, leadership, decision taking, time management, taking responsibility and other individual skills which can lead to improved employment prospects. Entrepreneurship Education and Training also identifies the role of the entrepreneur in society and identifies the various requirements of self employment. The methodology for delivering such an educational and training package is through “learning by doing”.
- There is a need for the development of Entrepreneurship Education and Training to be extended beyond the school framework to take account of the need for life long learning and to provide additional personal skills as well as to support the growth of business start up and business incubator initiatives. The provision of support for the SME sector and the development of handicrafts, especially for women, in the rural communities are also central to the development.
- In order to achieve developments in Entrepreneurship Education and Training it will be necessary to significantly enhance the capacity of all the institutions involved. A major part of this enhancement will be through the creation of appropriate national courses for teachers and trainers involved in Entrepreneurship Education and Training together with an increase in their number.
- The development of the Kosovan National Qualifications Framework (NQF) will be the benchmark for developments in Entrepreneurship Education and Training which

will provide certification to meet the criteria of the NQF and hence the KQA. This will require further coherence of the existing provision and the creation of new approaches to the development of programmes.

- Standards for Entrepreneurship Education and Training have been developed which relate to international criteria. These will form the basis of the development of Entrepreneurship Education and Training and will relate to the levels identified in the European Qualifications Framework in order to make the provision in Kosovo meet future requirements.

3. Actors

The MEST, MLSW, MTI, Chamber of Commerce, Association of Businesswomen, Alliance of Kosovan Businesses, Union of Independent Trade Unions, the municipalities, the major donors, private owners of training organisations, Business Advisory Services, and the Society of Adult Education.

The public and the private actors generally have common goals, but there is little interaction between them. To accomplish a uniform and long- term focus in this area, the various actors must work together and coordinate their efforts.

4. Status of entrepreneurship in education

4.1 Primary and Secondary education

4.1.1 Primary Education. Currently the situation of Entrepreneurship Education is difficult to identify. There are some pockets of good practice but most of this occurs as extra-curricula activity but there is a need to create something more sustainable. The primary school curriculum is very overloaded but there is the possibility of the inclusion of some Entrepreneurship Education within the Citizenship module.

In the framework of the new curriculum compiled by MEST in 2001, the introduction of Entrepreneurship was foreseen (years 1-5) but was not approved by the ADnr.39/2004 MEST

4.1.2 Lower Secondary. The overloaded curriculum is being revised and where it exists Entrepreneurship Education is often part of another syllabus. Pristina REA undertook a pilot scheme in 24 schools for which 44 teachers received training to deliver 6 short programmes. This pilot provided a starting point for some schools using the Young Enterprise scheme but is not longer funded and will be replaced by new Entrepreneurship Education programmes .

4.1.3 Upper Secondary. A similar picture – there is a need to embed Entrepreneurship Education within the Citizenship and other programmes. The Pristina REA scheme was also operational in the Upper Secondary sector, but is to be replaced with new Entrepreneurship Education programmes as funding is no longer available.

4.1.4 VET Schools. The picture is brighter in the EU-funded and EAR managed KOSVET 1 pilot schools which have been using the Entrepreneurship module developed for Year 12. There are also examples where VET schools have used the On the Job Training module of the same curriculum as time when learners can have experience in a school practice firm. The practice firms have been developed by Swiss Contact and Eco Net and are currently operating in some VET and Economic schools. They have had significant success in making local industry and commerce aware of the school activities and have also aided employment of young persons completing the school programme.

The European Business Driving Licence was introduced and funded by donors, particularly Swiss Contact and GTZ. The introduction of this internationally recognised qualification has been made available for all schools, but initially the approach has been to ensure a regional distribution with schools that meet the technical specifications although it is also possible for individual students to access the system.

4.2 Higher education

Universities and the undergraduates. To date little appears to have been provided as direct Entrepreneurship Education and Training for students, although those pursuing courses in the Economics and Business Faculties have some background.

Currently the TEMPUS programme at the UP is in the first phase of development which has identified the way in which business incubation units for graduates and recently qualified graduates might be arranged. The programme has a link with Austria and the Universities of Leoben and Gottingen. The TEMPUS programme second phase is supposed to start in 2007 and will train 60 students (4 x 15) in Business Start-up. They will all present Business Plans and the best 5-10 will be chosen for the incubation unit, which will be on one site. The course will consist of 10 modules, each of 1-3 days duration, and 5 or 6 of which will be core modules.

4.3 Teacher and Trainer Training

This is the critical activity for without a supply of trained teachers and trainers to implement the strategy the end product will be less satisfactory. Currently here is no activity apart from direction from the Rektorat to the Faculty of Education to develop Entrepreneurship Education and Training curricula for teachers. There is a need to develop a short module for those already in the teaching force and a separate module for inclusion in the initial teacher training programme. The development should take into account the approach to training for Entrepreneurship already introduced by Swiss Contact and Eco-Net.

A number of school staff have been trained in the development of Practice Firms by EcoNet and Swiss Contact as well as by a number of commercial organisations in the use of materials useful for this area of activity. Training of staff to implement the ECBL was financed by GTZ.

4.4 Non-formal learning

The MLSW has 8 Vocational Training Centres which undertook training for 3000 persons in 2005 out of a total registered unemployed of 320,000, slightly less than 1%. Training was provided in 25 different professions, with 10% of learners following the Self Employment module. The problem is that there is no support for those who follow this route as the banks do not wish to be involved and there is no credit system in place. There is a need to introduce change to the Vocational Training Centres as the provision includes training for professions for which there is no longer a demand while it has not been possible to provide training for new jobs for which there is a demand.

There are 80 trainers in post but currently a moratorium on the employment of new trainers is having a damaging effect upon development in new, and needed fields.

The MTI has an incubation unit project. They are building 3 separate incubators at Shtimje, Decan and Gjilane, which will have a capacity of 15 business start-ups in each. These to become active mid 2007

NGO's and other private training organisations provide training but because there is no regulatory or licensing body it is difficult to estimate the number of providers or clients involved.

4.5 Training for business service providers

The MTI has 176 Accredited Business Service Providers(BSP). Accreditation is obtained through application which is then placed before a Selection Panel which scores the application according to qualifications and experience. Application may be made by individuals or by NGO's and private companies. The latter are accredited to work in particular fields whereas the individual is more likely to operate in either an economic or legal situation. Training for these trainers has been offered (32 days) in the areas of Project Management (9 days), Quality Management (12 days), and E-learning (11 days).

4.6 Training for existing enterprises

The MTI through the Voucher system provides training and consultancy for existing enterprises. Application for counselling is made to a Regional Office of the MTI which will also provide a list of accredited trainers. The enterprise then chooses the accredited BSP they require and cash the voucher with that individual. A report dated December 2006

shows that there had been 349 requests for vouchers and that 136 had been granted for a total of 1776 training days.

Apart from the existing provision for assisting SME management through the MTI Voucher Scheme, the Chamber of Commerce and other organisations, there is currently variable provision of training programmes for SME managers, which needs formalising together with the development of certification.

4.7 Entrepreneurship in education in an EU perspective

Each European country has a national approach to the development of Entrepreneurship Education and Training. The documentation available for comparison is varied in approach and there are clear differences in emphasis of content and in the way in which implementation is planned. Perhaps the most useful documentation is that of the following countries: Austria, Denmark, Norway, France, etc, but the concept remains the same – a greater knowledge and awareness of business is of benefit to us all as individuals as well as to the community as a whole. For the individual it provides an insight into the world of business and stepping stones to the development of self employment; for the community it develops persons with a greater understanding of role and of the demands of that role as well as giving them skills which would be particularly useful in voluntary organisations and the family

5. Challenges

Without doubt the greatest challenges to the success of the National Strategy for Entrepreneurship Education and Training are the limited existing human and financial resources necessary for implementation. The need to maximise the limited available resources is a major challenge which will require all the actors to work together for the achievement of the best possible result for Kosovo.

With such a diverse approach to Entrepreneurship Education and Training already being undertaken a major challenge is to bring some coherence to the development so that it is easy for the individual to identify the way ahead.

A major challenge is to create a teacher training and trainer training programme which reflects the need to provide professional development modules for in-service and initial teacher training which use material and approaches already successfully implemented. The new modules should be available for the first training session programmed to take place in summer 2007.

Another challenge is to provide curriculum time in primary and general secondary education to accommodate Entrepreneurship Education as a result of a curriculum review.

There is a need for greater liaison and cooperation between education and training organisations and local industry and commerce in order to provide a significant increase in the work placement and on the job training opportunities.

There may be a requirement for the development to be supported by the appropriate administrative orders to legalise activity.

6. Goals and Implementation Plan

The major objective is to create a system which provides the people of Kosovo with a provision of Entrepreneurial Education and Training which allows for the enhancement of knowledge and skills for all age groups and has the effect of stimulating the growth of business activity and an entrepreneurial culture.

This will require the development of a greater awareness of the benefits of Entrepreneurship Education and Training to be promoted by the main beneficiaries and a provision of opportunity for all ages to gain from the various routes by which such knowledge and skills may be gained.

Major goals by sector are spelled out below, while details are spelled out in the Implementation Plan

6.1. Goals for all education and training levels

The National Strategy for Entrepreneurship Education and Training and the National Standards for Entrepreneurship Education and Training shall be developed in 2007.

New modules for Entrepreneurship Education and Training shall be developed and provision shall be made for the inclusion of Entrepreneurship Education and Training at all levels.

6.2 Goals for primary and secondary levels (Responsibility MEST)

Entrepreneurship Education shall be included in the primary and secondary Curriculum.

6.3 Goals for Higher Education (Responsibility UP and MEST)

Modules to introduce Entrepreneurship Education and Training to students of all faculties in all post secondary education institutions shall be developed.

Extra-curricular training to support developments in industry and commerce which are related to business development shall be created.

6.4 Goals for Teacher Training and Trainer Training

In-service course for teachers and trainers to increase their skills in delivering Entrepreneurship Education and Training activities shall be developed.

Entrepreneurship Education and Training modules to be part of the initial teacher training provision shall be developed.

6.5 Goals for non-formal learning.

The enhancement of the provision of Entrepreneurship Education and Training through outsourcing and small local initiatives, e.g. mobile training centres shall take place

The 3 incubation units of the MTI shall be operational and commence work as soon as possible.

Entrepreneurship and/or self employment shall be recognised for all VET activity, including Adult Re-Training which shall be delivered to NQF standards

Discussion shall take place to integrate and publicise the provision of training programmes for SME managers by December 2007.

6.6 Implementation Plan

| Area | 2007 | 2008 | 2009 | 2010 | Funding |
|---|----------------------------------|-------------------|----------|----------|---|
| Administrative | | | | | |
| National Entrepreneurship Education and Training (EE&T) Strategic plan to be completed by: Responsibility: MLSW, MTI, MEST in cooperation with KOSVET | O4.07. | | | | EAR |
| National standards for EE&T will be completed by: Responsibility: MLSW, MEST in cooperation with KOSVET | 06.07 | | | | EAR |
| New modular learning programmes in EE&T (ISCED level 1 to 5 for various target groups) will be developed by: Responsibility: KOSVET | 08.07 | | | | EAR |
| Institutions (schools, training centres and business service providers) to pilot new programmes will be identified by: Responsibility: MEST, MLSW and MTI in cooperation with KOSVET | 02.07 | | | | Not needed |
| Pilot programmes will be supported, monitored and evaluated: Responsibility: KOSVET | Continues support starting 03.07 | Continues support | | | EAR |
| EE&T activities will be promoted: Responsibility: MEST, MLSW and MTI supported by KOSVET | Sept. 07 | Sept. 08 | Sept. 09 | Sept. 10 | Ministries (2007 & 2008 supported by EAR) |
| EE&T programmes shall be provided within the NQAF requirements of standards by Responsibility: MEST, MLSW and MTI | | End 2008 | | | Ministries |

| Area | 2007 | 2008 | 2009 | 2010 | Funding |
|--|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|------------|
| Continuation Administrative | | | | | |
| Data collection and monitoring according to EU Charter for Small Enterprises Responsible: MTI in cooperation with MEST and MLSW | 07.2007 | 07.2008 | 07.2009 | 07.2010 | Ministries |
| Teacher Training | | | | | |
| A national EE&T module for inclusion in pre-service teacher training shall be developed by: Responsibility: UP – Faculty of Education | 06.07 | | | | MEST |
| A national EE&T module for in-service training shall be developed by: Responsibility: MEST, MLSW | 06.07 | | | | MEST, MLSW |
| Staff development with in-service EE&T courses shall be provided for X teachers and trainers by: Responsibility: MEST, MLSW | 09.07 80 teachers 10 trainers | 09.08 95 teachers 10 trainers | 09.09 120 teachers 10 trainers | 09.10 130 teachers 10 trainers | MEST, MLSW |
| Materials Development | | | | | |
| Teaching/learning materials to support new EE&T pilot programmes are developed by: Responsibility: KOSVET | | 10.08 | | | EAR |
| Primary Schools & Lower Secondary Schools | | | | | |
| New modular learning programmes in EE&T will be implemented at X primary schools & lower secondary schools Responsibility; MEST | 10 | 20 | 30 | 40 | MEST |

| Area | 2007 | 2008 | 2009 | 2010 | Funding |
|--|------|------|------|------|--|
| Upper Secondary Schools (Gymnasium and Vocational Schools) | | | | | |
| EBDL Licences are purchased and teachers trained for X schools Responsibility: MEST | 52 | N.N | N.N | N.N | MEST,GTZ |
| EBDL programmes will be started (additionally) at X schools Responsibility: MEST | N.N | N.N | N.N | N.N | MEST, (GTZ.?) |
| Practice firms programmes will be continued at X schools Responsibility: MEST | 5 | 6 | 6 | 6 | MEST supported by SwissContact and EcoNet |
| Practice firms programmes will be started (additionally) at X schools Responsibility: MEST | N.N | N.N | N.N | N.N | MEST supported by SwissContact and EcoNet |
| Entrepreneurship module (developed under KOSVET 1) is implemented at X schools Responsibility: MEST | 8 | 8 | 8 | 8 | MEST |
| New modular learning programmes in EE&T will be implemented at X secondary schools Responsibility: MEST | 19 | 29 | 39 | 50 | MEST |

| Area | 2007 | 2008 | 2009 | 2010 | Funding |
|---|---------------|-----------|------|------|---|
| Higher Education (post-secondary) | | | | | |
| Business start-up centre will continue to support up to X students Responsibility: UP | 60 by June 07 | continued | ? | ? | EU / Tempus |
| New modular learning programmes in EE&T will be included and implemented in post-secondary education Responsibility: MEST | 0 | 2 | 2 | 2 | MEST |
| Adult Education | | | | | |
| Entrepreneurship and/or self-employment courses will be continued at X VTC's Responsibility: MLSW | 8 | 8 | 8 | 8 | MLSW |
| New modular learning programmes in EE&T will be implemented at X VTC's Responsibility: MLSW | | 3 | 5 | 8 | MLSW |
| New modular learning programmes in EE&T for handicraft occupations in rural areas will be implemented in cooperation with X BSP's and VTC's Responsibility: MTI and MLSW | 2 | 5 | 10 | 15 | MLSW, MTI, Participants and Donors |
| New modular learning programmes in EE&T for SME managers will be implemented in cooperation with X BSP's Responsibility: MTI | 2 | 4 | 6 | 10 | MTI, Participants and Donors |
| Voucher system for SME will be continued for up to X beneficiaries (entrepreneurs; established businesses, etc.). Responsibility: MTI | 40 | 60 | 80 | 100 | MTI, and Donors |

7. Measures and Initiatives

7.1 Measures and initiatives that apply to all education levels

A high level coordinating group for Entrepreneurial Education and Training shall be established representing the MEST, MLSW, MTI, Chamber of Commerce and other stakeholders.

7.2 Measures and initiatives in primary and secondary education.

ADnr.39/2004MEST shall be revoked and Entrepreneurship Education shall be permitted in the primary sector.

Measures in both the primary and secondary sector shall be taken to review the existing curriculum to allow for the introduction of Entrepreneurship Education.

7.3 Measures and initiatives in Higher Education.

MEST shall relate teacher training requirements to the Faculty of Education as soon as possible to allow for the development of curriculum for training in-service teachers to introduce Entrepreneurship Education and Training in 2007.

The development of an initial training unit in EE&T shall be made available as well as an in-service teacher and trainer training module.

7.4 Measures and initiatives in non-formal education

That a means of flexibility shall be found in order to overcome the current moratorium on the employment of trainers in MLSW, which might include retraining existing redundant or semi redundant trainers.

8. Evaluation and Follow-up

8.1 Follow-up

To ensure the full implementation of the strategy all actors will make an annual report which will be coordinated by the MTI and sent to the Office of the Prime Minister.

8.2 Financing

Calculations and financing for the measures in the plan are not yet complete. The annual budgets in the three ministries will finance the work as far as possible. The last three years the three ministries have set aside considerable funds for the work with entrepreneurship education in schools and there is a need to study what cost benefits might occur from a cross curricula approach. The work undertaken on competence based activities within the curriculum in the last four years can be built on with entrepreneurship education, and the stimulation which this area of activity has received, particularly from donors, will continue in the period covered by this project

8.3 Evaluation

Shall be undertaken by an independent group appointed by and reporting to the Office of the Prime Minister.

Annex

Stakeholders participating in the development of the entrepreneurship education and training strategy:

Alliance of Kosova Businesses, AKB

EcoNet

Employment Promotion Agency Kosovo, APPK

German Technical Corporation, GTZ

Kosovo Chamber of Commerce, OEK

Kosovo Independent Union, BSPK

Millenium Primary School

REA Prishtina

Smarts Bits

SwissContact

University of Prishtina - Economic Faculty

Women Business Association, SHE-ERA

Women for Women