



Western Balkans Policy Brief

November 2021

Youth Entrepreneurship (Education) Landscape in the Western Balkans and Turkey – Moving the Ecosystem

Towards 2030

Drafting of CSOs and student companies' joint regional policy brief on entrepreneurial learning beyond 2020 should enable policy making from the ground up with inputs directly provided from the formal and non-formal educators involved. The document states CSOs and student company actors' commitment to partake in creating an educational environment more prone to youth entrepreneurship initiatives (as per SBA dimension 1 - calling regional governments to act upon it).

The document is developed in the framework of the Balkans Youth: Linking Education, Abilities and Partnership Potential in Regional Employment Practice (BY LEAP) project funded by the European Union Civil Society Facility and Media Program 2018-2019 meant to support regional thematic networks of civil society organizations' in creating innovative solutions to promote youth employment. The brief taps into further potential for moving the youth entrepreneurship ecosystem in the region forward by investing in and promoting of the entrepreneurial education and initiatives, including with the views on COVID19 impact.

This brief presents the gathering of views, opinions, insights, and conclusions on understanding of the regional youth entrepreneurship prospects for the period until 2030 in the Western Balkans region with contribution from the local NGOs and key stakeholders (i.e. VET schools' teachers and students) and is focused on entrepreneurial learning (herein referred to after EL), entailing all forms and methods of entrepreneurship promotion through education and training.

The brief offers deliberation on some key policy relevant questions:

- *What are the key EL challenges for 2020-2030 period in the Western Balkans?*
- *Is there a need for improving the existing and testing new business models?*
- *What are the core demands for EL promotion and support through formal and non-formal education?*
- *Are young entrepreneurs sufficiently equipped with the entrepreneurial competences received*

- *through education and training and which new skills might be required for building up human capital in the region?*
- *What is viable untapped youth and EL potentials in the regional contexts?*
- *Has the COVID19 shifted the importance of entrepreneurship as the key competence to digital competences?*

Context & scale

Ever since the World Economic Crises in 2008 regional economies in the Western Balkans have been focusing on promotion of entrepreneurship as a mitigation tool to solving long-term unemployment in youth (15-30-year-old) population. The policy effort focused on creation of new jobs has been widely supported by the donor community across the region. Nevertheless, more than a decade after, the region still lags behind in obtaining entrepreneurship, self-employment and youth employment levels close to EU member states. As a result, the region remains largely focused on production of raw materials and low manufacturing levels across economic sectors, while innovation-based final products still do not entail for much more significant portion of the GDP. On the positive side, start-up landscape in the countries is growing, with the new products being developed, technology innovations slowly being applied and fierce workforce being ever more engaged.

While countries still experience some of the highest youth unemployment rates in Europe (26-30% on average), the COVID19 pandemic exacerbated the figures further. The region remains with limited social enterprise (SE) business development (infra)structures and services including incubators, accelerators, hubs, impact investors, and ecosystem operators. This alongside with economic and business environment challenges (i.e. political instability, corruption, poor access to finance and high informal economy rates) and entrepreneurship negative connotations and perceptions and skills deficiencies in general population, have been recognized as key barriers to the development of youth (and social) entrepreneurship.

Even though the pandemic reduced self-employment and start-up numbers across the region, youth entrepreneurship in the aftermath of COVID19 crises will more than ever before depend on the **quality of entrepreneurial learning provided in different educational settings and levels** and with a single goal – creation of entrepreneurial minds and environments. Investing in EL programs and environments prone to EL, will be a corner stone for ensuring regional large-scale youth integration in local labour markets and sustainable future of work and jobs including for youth in vulnerable position.

As the regional EL relevant policy frameworks in place for the period until 2020 expired, new strategies have been devised in each of the countries to support its promotion further into 2020s. Even though in the previous period Bosnia and Hercegovina had a separate strategy on EL, it expired in 2015 and has not been updated. In Montenegro a new Strategy for Lifelong Entrepreneurial Learning 2020-2024 has been developed but not yet adopted. In other countries EL promotion forms integral part of other policy

instruments: employment and lifelong learning strategies in Turkey, government work programme in Serbia, education strategies in Albania and Kosovo*. An important turn of events regarding the EL position after 2020 took place in Bosnia with the adoption of Ministerial Decision on the Adoption of Priorities in Integration of Entrepreneurial Learning and Entrepreneurship Key Competence into Educational Systems in Bosnia and Hercegovina until 2030. The integration should be full and be based on the EU EntreComp framework.

All countries of the region are in the process of European integration, and also partake in the ETF Torino process. SBA assessment results (OECD et al., 2019), all the countries have started to integrate entrepreneurship competences into their curriculum frameworks, at different educational levels. While some countries have introduced separate entrepreneurship and business skills subjects, others are implementing cross-curricular approaches where entrepreneurial learning should form part of all school subjects.

Recent research (Stojanovic, 2019) covering the previous strategic policy period, stated the following as predominant obstacles to EL promotion and development in the Western Balkans region:

Issue 1: Limited total multisectoral cooperation among institutions from public, private and civic sectors;
Issue 2: Limited quality assurance capacity in EL, while the role of CSOs in this segment is hardly observed, especially in relation to monitoring and evaluation of policies and processes relevant to EL lifelong learning;
Issue 3: Insufficiently sustainable approaches for systemic and holistic integration of EL into formal educational system;

Issue 4: Existing arrangements for recognition of formal education and training are inefficient in supporting integration of EL in non-formal educational sector, exchange of good practice and promotion.
These issues remain to be tackled in the period until 2030 in different national contexts as the BY LEAP Baseline report (Nastic, 2020) reiterates.

Due to expected severe regional impact of COVID19 on youth employment and entrepreneurship, as of October 2020 the EU started to support the introduction of Youth Guarantee in the Western Balkans through EU Economic and Investment Plan for the Western Balkan and EU funding through IPA III facility. Previously, North Macedonia was the first economy from the Western Balkans that has introduced a form of Youth Guarantee in 2018 and reporting 8.9% reduction in the share of long-term youth unemployment between 2017 and 2019.

1.

CSOs commitment to EL (non-formal education)

1.1. State of play – environments & actors & thematic reflections for EL 2030

Across the region CSOs are active in youth entrepreneurship and EL, yet these activities are still mostly related to gaining skills in business start-ups, marketing, and financial management, while countries do not employ the EL based on the use of EntreComp framework that perceives the entrepreneurship as a key competence, part of the lifelong learning path – defining the combination of knowledge, skills and attitudes that make a person entrepreneurial. Even though numerous projects are funded in the region with regards to EL and with participation of significant number of CSOs in their implementation process from local, to national and regional level, no valorisation of the main results and their further use by others has been properly enabled. In addition, existing EL program conducted by CSOs are viewed by youth as too short in duration and with *no legacy*, i.e. follow up or continuation.

Shrinking space for CSOs influence in the youth employment and entrepreneurial (YEE) field most CSOs from the region define by: youth negative migration trends (rural-urban and out of the country), relatively high corruption levels, political complexity in decision making and advocacy (e.g. Bosnia and Hercegovina), regional governments tendencies of controlling the work of CSOs and thereby diminishing their watchdog capacity, ineffective participatory and networking mechanisms, lack of proper legislation on youth entrepreneurship, unavailable and/or classified information and statistics.

Open Balkans – flagship initiative with Serbia, Albania and North Macedonia – effects on the innovation agendas, twin transition, youth and EL processes is yet to be explored but should be expected to gather pace in the upcoming years.

Youth Guarantee has not been understood and visible to a large majority of NGOs in the region yet and further awareness raising in terms of their role in its introduction across national contexts is expected. Information on the implementation of the Youth Guarantee with various Youth Guarantee stakeholders in region and its impact on EL should be further explored and disseminated through intersectoral engagement.

Educational trends related to gamification, twin transition and inclusion in VET sector may have substantial influence on EL programs content and delivery, also opening up the possibility for national and regional networking between formal and non-formal education providers.

The use of EntreComp is expected to grow in non-formal EL programs development for the population of youth and possibly also applied in such a way to support different sectors contexts and learners.

1.2. Shortages & focal solutions

CSOs most often view their position in supporting EL limited by the following sets of issues/needs to be addressed in the coming years and that might be classified into the following categories:

Capacity building issues. Regarding the effectiveness of current EL training provision the CSOs in the field report on the following concerns: accessibility issues - Inclusion aspects of entrepreneurship programs are weak; the programs lack youth needs assessment and are not age segregated which is relevant for entrepreneurship boost (introduction of age focused program modules). Monitoring and evaluation

mechanisms are non-existent or one off. Overlapping of themes in EL provision is often observed. Also, pre-testing and post testing is needed in the programs impact assessment with the participants. Growing number of programs/initiatives in youth entrepreneurship is portrayed as hot topic, but mostly donor driven and not strategically assisting youth careers (yet not well structured and competence based). -EL programs designed by the CSOs should further promote EL and entrepreneurship as core value for life success with adults, and in particular parents whose concerns and views regarding entrepreneurship remain to be dubious. CSO provision of EL should fully refocus from entrepreneurship as alternative career choice for the unemployed youth, to youth entrepreneurial mindset development. In addition, the focus on vulnerable youth as beneficiaries of entrepreneurial learning programs should be enhanced in practice (existing on paper only).

Networking. A small number of local CSOs have had the opportunity to collaborate and exchange knowledge and practices with counterparts across the region and in Europe. This entails a need for establishment of international knowledge exchange mechanism-platform in youth entrepreneurship (specifically inclusion of CSOs EL providers in European networks). Establishing a single information point for monitoring the results of approved CSO projects and programs in the field of entrepreneurship and employment including on EL would help organizations learn from each other's successes and failures both nationally and on the regional scale. EL activities that promote success stories by young entrepreneurs in different sector are rare and should be further supported in the region at local, national and regional level. Small scale, one off project-based partnerships are predominant form of collaboration overall in the region among CSOs. Hence, supporting non-formal and formal networking among regional and national CSOs may lead to increased cooperation and lowered competitiveness among YEE relevant organizations making them a more valid policy agent. Today, only few CSOs members networks (NM – Network for Brain Drain Prevention) exist in the region.

Policy making and advocacy. In the field of EL, genuine CSOs engagement in policy making and advocacy remains low. Only Few (formal) public - private thematic networks in the field (Montenegro – National Partnership on EL) is operating with limited effectiveness. This is normally explained by the fact that systemic monitoring and research data on the needs for increasing entrepreneurial knowledge and skills is lacking, while the field cuts across several ministries topics and hence a number of policy areas, and suffering from limited accountability for the topic (seen as cross sectoral issue, complicated to advocate for). Nevertheless, this very position, gives vast opportunity for systemic engagement and changes and entails the need to have a single strategy for EL development and promotion through intersectoral connections and assessments. Scarce data about monitoring and evaluation of the implementation of this framework, does not allow to make reliable data-based assessment of extent to which such framework is effective and enabling. When it comes to involvement of rural youth, the evidence is very limited and the impact and attainment of rural youth by entrepreneurial learning remains low. Some evidence exists of involvement of CSOs in regulatory framework development processes, but it is considered limited and insufficient. More structured and efficient dialog among CSO managements could be a step in the right direction as well as introduction of CSOs advocacy forums on EL.

Last, but not least, civil society has an important role to play in the EU accession but the potential is untapped (e.g. scarce knowledge on EntreComp framework). Raising awareness on EL in youth and

provision of an efficient accreditation system for non-formal entrepreneurship learning programs are two core advocacy streams for the period until 2030.

Funding. Opportunities for funding programs and projects should be cross sectoral for various EL activities considering youth in the aftermath of COVID19 including further enabling entrepreneurial infrastructure (investment in IT sector) as a specific priority by the CSOs in the field. New topics also reflecting COVID19 new normal and twin transition and inclusion are expected to be introduced by the CSOs. More regional projects are necessary for better exchange and boosting of innovation potentials. Currently, Serbia, North Macedonia and Turkey are well-positioned as Erasmus+ programme country to obtain funding in education and training activities on different levels. New open possibilities for the Western Balkans include Capacity building in VET as well as Virtual Exchange projects that may be led by regional CSOs and include intersectoral collaboration. Policy making partners from public sector should be further engaged in the projects as to ensure their sustainable application and results exploitation. In conclusion, even though in non-formal education there is a clear trend of growing opportunities in education and training provision, these are mostly temporary endeavours due to project-based funding – whereby sustainability of projects and programs is mostly unattained.

2.

Teachers and students' commitment to EL (formal education, EL learning in VET)

1.1. State of play – environments & actors & thematic reflections for EL 2030

(VET) teachers and schools' management are the carriers of EL activities in secondary schools' settings. Across the region (Albania, North Macedonia, Serbia, and Turkey) Junior Achievement non-formal EL model called Student company has been implemented for years showing great interest and good results for both staff (teachers/mentors) and students. Only in Serbia over 200 teachers take part in the program every year, receiving points as part of their in-service professional development. The model is internationally recognized as a good practice in EL as well as an effective collaboration effort between formal and non-formal educational institutions. With the implementation of the BY LEAP project, the student company model will be installed also in Bosnia and Herzegovina and Montenegro growing in scale and geographic coverage.

Staying on top of the mission in enabling EL to take place within schools, however, strongly depends on the quality of offer for teachers training (continuous professional development) which is still a work in progress in the regional educational systems. The requirements go both ways – modernisation of contents and methods of delivery including through hybrid and online participation. Teachers courses/seminars on innovation in the context of 4th industrial revolution and project-based learning should be prioritized as new value creation stands at the core of EL process. Several innovative entrepreneurial learning methods including games and simulations (in virtual and non-virtual spaces), design-based learning, work-based

scenarios, and reflective practice, should also be put to use for achieving maximum effectiveness with youth learners. Practically, teachers in the entrepreneurship field need to focus both on the design and implementation of entrepreneurship teaching and course programs based on the various aspects in terms of the teaching model(s) being adopted from the perspectives of providing answers to the questions of the why (purposes of the learning), what (contents), how (methods and pedagogies), for whom (audiences, participants), and for which outcomes (assessment).

Bearing this in mind, teachers have a complex goal to achieve - providing content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes. In addition, schools' environments in Western Balkans may not always be prone to EL process and competences development – this in particular due to the lack of modern equipment supporting the learning process and introduction of more appealing learning methods. The introduction of online learning in secondary formal education and the growing use of gamification as a learning method in EL may greatly influence teachers' position. In this context, teachers' training needs should be explored and understood, and know-how and educational experiences of entrepreneurship educators in the region should be effectively shared. This way, teachers may become the creators of an entrepreneurial learning environment suitable for their specific needs and the needs of their students.

1.2. Shortages & focal solutions

Recognition of non-formal and project-based learning in formal educational settings remains low. Entrepreneurial learning in formal education in Bosnia and Herzegovina entails primary and high schools where only 10% teachers teach entrepreneurship as key competence, while in all VET schools it is though as a separate course. In Montenegro it is though on pre-primary level as well, it forms part of primary education curricula, and is provided as elective in high schools. In higher education only few non-economic faculties teach entrepreneurship within courses or as separate courses, while teachers' competences in the field must be further improved. Across formal education including secondary VET, there is an overall insufficient promotion of EL by all the parties involved, as well as a lack of formal education and economy sectors collaboration to sustain its applicability and boost the relevance of both formal and non-formal opportunities in entrepreneurial learning in the region. It should also be recognised that regional youth highly agrees that their entrepreneurial role models did not acquire the skills in formal education.

The leading conceptual (progression) model enabling good quality EL in formal education is Entrepreneurship Competence Framework developed in 2016 by Joint Research Centre with the European Commission. This comprehensive and broad-based tool with 3 competence areas, 15 competences, 15 descriptors, 8 proficiency levels and 442 learning outcomes that reflects the complexity of entrepreneurial competences, is expected to be widely used as multi-purpose reference guide in particular in VET entrepreneurship education. The framework must be adapted to the contexts in order to increase its application potential. At Foundation level, entrepreneurial value is created with external support. At Intermediate level, entrepreneurial value is created with increasing autonomy. At Advanced level, responsibility to transform ideas into action is developed. At expert level the value created has considerable impact in its reference domain. The model is expected to break down the boundaries

between education, business and civic sector engagements. In this respect, the EntreComp Progression Model is transversal to formal, non-formal and informal learning contexts.

The leading self-assessment questions educational institutions in formal education should be answering in support of EL development and promotion include:

- Is entrepreneurship recognized as a subject in the education curriculum at primary, secondary and tertiary levels of education? Is entrepreneurship integrated in other subjects or disciplines?
- Are there policies to promote entrepreneurial skills training in schools and in other educational settings?
- Are there programmes beyond the formal education system that are designed to meet the needs of different youth such as out-of-school; youth in rural areas; immigrant youth; youth from ethnic minorities; girls and young women; youth with disabilities; youth in college/university; youth in the informal sector and disadvantaged youth (homeless and other at-risk youth)?
- Are interactive and experiential teaching approaches to entrepreneurship integrated in the education system?
- Is entrepreneurship integrated in the curricula for vocational, technical and commercial schools and in apprenticeship training?
- Are there entrepreneurship curricula and course materials for use in the classroom? Are case studies integrated in the course materials?
- Are academic institutions and business development support services encouraged to provide training, counselling, diagnostic and advisory services to young entrepreneurs?
- Are mentoring and coaching supports available to develop young entrepreneurs' skills?
- Are teachers' awareness and skills in entrepreneurship at an adequate standard? Are teachers trained to value and encourage entrepreneurial attributes in students?

A large majority of institutions across the region needs further improvements in each of the questioned segments.

3.

EL roadmap to 2030: key policy takeaways

#	<i>What is the issue at stake?</i>	<i>Why does it matter?</i>	<i>Who should lead the process and be involved?</i>	<i>How may the issue be solved/changes introduced? What is recommended?</i>
1	EntreComp framework is underused in regional educational settings in both formal and non-formal education	Fostering entrepreneurial learning and the entrepreneurial mindset by use of the European Entrepreneurship Competence Framework (EntreComp) would raise awareness of the entrepreneurship as a key competence. Each of the economies should determine ways to increase awareness and understanding of EntreComp and its implementation for employability and competitiveness.	CSOs	Reorganization and recreation of EL programs on the bases of application of EntreComp at different educational levels; Having competence based, and thus easily comparable EL programs in both formal and non-formal education; increased regional recognition of specifically well-designed programs;
2	CSOs (including secondary schools and other educational institutions and NGOs) do not have sufficient knowledge on the regional socio-economic and EU integration processes and their	With entrepreneurial learning standing at the core of successful proliferation of innovative start-ups, created on the bases of knowledge and talent rather than necessity in the region, careful planning and designing of EL policies and programs may impact the regional decades long skilled youth emigration and brain drain issue as well as countries economic prosperity and regional stability.	CSOs	Capacity building on advocacy for stronger bottom up approach to innovation and funding for community led ideas should be widely supported in planning, development and policy/program implementation on all levels and with different stakeholders.

	role and possibilities for involvement (e.g. EIP)			
3	Overall intersectoral cooperation among institutions in public, private and civil sector is limited mostly to public institutions with few examples of private stakeholders' participation	better division of roles and responsibilities and greater involvement of CSOs and private sector operators, with increased transparency of the process, would contribute to better effectiveness of national EL efforts. The above data also indicate that there is a significant area for involving a wide range of partners in the creation, implementation and monitoring of entrepreneurial learning policies, which are not sufficiently and adequately used	Public, private and civil sector EL providers	To form a clear national structure such as National Partnership in countries of the region, with participation of public, private and civil sector organizations, with mandate to coordinate and support the development and promotion of lifelong entrepreneurial learning.
4	There is noticeably limited participation of CSOs and a need to include them more in the processes related to youth entrepreneurial learning in the region	Countries of the region apparently lack the monitoring and evaluation mechanisms in both, partnership performance and implementation of regulatory framework (laws, strategies, etc.), which make assessment of the progress very difficult, and subject to self-assessment. One of the probable reasons enabling this circumstance is low involvement of CSOs in this process. Comparative overview of CSO participation landscape across the region suggest that in no country CSOs play appropriate role to their capacities and potential to drive the process of development and promotion of EL. This is most probably one of the reasons why no country in	CSOs, government	To increase involvement of CSOs in EL processes and transparency of policy making processes, incl. SBA self-assessment tool. Co-operation between schools and enterprises in the region is ad hoc, and generally depends on the initiative of individual teachers or school directors. NGOs may act as intermediaries supporting this collaboration.

		the region is placed low in SBA assessment of country performance in Dimension 1.		
5	Lack of consistent strategies for systemic comprehensive integration of entrepreneurial learning into formal system of education across region (apart from Montenegro)	"narrow" and "wider" approaches have underpinned embedding of entrepreneurial learning into formal education systems in the WB: a) through the separate entrepreneurship/business course b) cross-curricular integration of EL as key competence.		To introduce systemic approach in embedding of entrepreneurial learning into formal education system, from preschool education to higher education, with clear division of responsibilities and monitoring mechanisms, in accordance with good practices in the region
6	Existing arrangements of recognition of non-formal learning are not effective in supporting integration of entrepreneurial learning in non-formal learning sector, practice sharing and promotion	In spite of the fact that there are numerous vocational programs and non-formal learning opportunities available in the countries of the region, there is no evidence of systemic approach to embedding lifelong entrepreneurial learning in non-formal learning sector. Given that CSOs and private sector providers are seen as major providers in non-formal learning, lack of systemic approach may be the consequence of their insufficient and non-substantial involvement in cooperation arrangements relevant for EL development and promotion.	Formal and non-formal educational institutions managers and policy makers	To enhance recognition arrangements of non-formal learning and thus, boost integration of entrepreneurial learning, practice sharing and promotion
7	Youth Guarantee has not been understood and visible to a large	Introduction of Youth Guarantee in EL processes and programs for the most vulnerable youth is highly relevant for the countries of the region.	NGOs and policy makers	Further awareness raising in terms of NGOs and CSOs role in its introduction across national should take place.

	majority of NGOs and formal education sector partners in the region yet	Regional project-based funding is available to support CSOs in this endeavour (CSR, IPA III).		Information on the implementation of the Youth Guarantee with various Youth Guarantee stakeholders in the region and its impact on EL should be further explored and disseminated through intersectoral engagement.
8	Outdated and inaccessible EL programs	High interest in acquisition of digital skills in regional youth during the education process is a promise of new job creation potentials in high-value sectors of economy, but to sustain the entrepreneurial momentum ongoing educational support enabling all young women and men, regardless of their identities or location, to succeed in any social or economic sector of their choice is needed.	EL formal/non-formal providers	To develop effective EL curricula -to adopt contents and methods of EL programs for youth in order to be inclusive and encompass the twin transition dimension. Simplified access to the programs may be regulated through schools and municipal authorities and NGOs collaboration, e.g. through one stop shops models.
9	Negative societal attitudes towards entrepreneurship Insufficient promotion of role models; Underdeveloped young entrepreneurs' networks; Insufficient promotion of	EL policy and programs should be able to first and foremost introduce a new paradigm - shifting public opinion and attitudes towards embracing entrepreneurial culture – that is to be understood much broadly than getting/creating jobs, i.e. as an investment into individual self-esteem and confidence, collaboration abilities, and innovation potential.	All EL providers and policy bodies	Intersectoral awareness raising campaigns on EL importance in the socio-economic development contexts; Regional governments and other relevant stakeholders (e.g. NGOs, business entities) should be able to develop and implement a long-term development programs and funding for (cross-border) ecosystems (not merely small-scale entry funds) in all countries of the region, to in particular promote EL best practices,

	entrepreneurship opportunities;			<p>changing the attitudes and the public perception.</p> <p>Sharing good practice in EL promotion at all educational levels including through recognition of the educational institutions that are promoting EL by creating an Entrepreneurial Year award or similar. Highlighting the talent of young entrepreneurs, and the benefits of supporting/investing in them;</p> <p>Support the recognition of failure as part of learning on how to succeed;</p> <p>Support youth entrepreneurship competitions and awards</p> <p>Promote knowledge exchange between established business people and aspiring young entrepreneurs;</p> <p>Encourage the development of young entrepreneurs' and peer networks</p> <p>Leverage social media and other communication tools and platforms</p> <p>Reaching out and deploying information on business opportunities to youth</p> <p>Promote entrepreneurship opportunities at the national, regional and local level</p>
10	Educators/teachers training	The quality of the teachers and mentors/counsellors is key for the success of the	Business/entrepreneurs/teacher	To deliver effective teachers training enabling them to prepare basic and



		initiatives. Young entrepreneurs' value in particular the experience and know-how of more experienced entrepreneurs. Significant assistance is needed in terms of teaching entrepreneurship and in terms of helping young people roll out their ideas. Formal education and business entities have loose cooperation that should be enhanced through EL program development and delivery	s/school managers	advanced entrepreneurial skills education material; encourage tailored local material, case studies and role models; promote experiential and learning by doing methodologies; foster interactive and on-line tools in programs delivery; ensure teachers engage with the private sector and with entrepreneurs and support initiatives that bring entrepreneurs to educational establishments; encourage entrepreneurship training for teachers; promote entrepreneurship educators' networks; encourage private sector sponsorship for entrepreneurial training; link up business with entrepreneurship education networks; develop mentoring programmes
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