



**Ministry of Education and Sports Republic of Serbia
Vocational Education and Training Reform Programme**



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**Concept Paper
(Final Draft)**

**Introducing Entrepreneurship in the
Serbian Education System**

Belgrade, June 2005



Vocational Education and Training Reform Programme
An EU-Funded project managed by the European Agency for Reconstruction

Concept Paper (Final Draft)

Introducing Entrepreneurship in the Serbian Education System

This Paper aims at presenting a coherent and comprehensive concept proposal for the future integration of entrepreneurship at the different levels of the education system in the Republic of Serbia.

The concept is based on the notion that entrepreneurship in the education system should be considered *a way of thinking and acting, i.e. a state of mind*. This means that entrepreneurship should be present in the system, in parallel, as an *objective*, an *approach*, and a specific *subject*. Addressing the entrepreneurship issue and its integration into the system, consequently, implies a focus on delivery of specific entrepreneurial skills and attitudes/mindset to students – but equally on the awareness, attitudes, and methodologies applied by, and within, the education system itself.

In order to successfully impart entrepreneurship as an attitude to work and the working life following completion of education, well-considered skills and awareness inputs must be provided to students at all levels of the education system, targeted to each respective age group and the level of interaction of that age group with the labour market. But at the same time, these inputs must be delivered by an education system, which itself, in its pedagogic approach, its representatives' attitudes to work and initiative, its creativity and encouragement of students embodies and displays entrepreneurship.

It is recognised that this duality of focus represents a broad and ambitious view of entrepreneurship in the school system, but as a reform programme addressing the system level, the VET Reform Programme considers that adopting this approach is relevant and corresponds to the mission of the Programme. It is also recognised that in adopting a broad approach to the notion of entrepreneurship, the VET Reform Programme may naturally differ from, and expand on, other reform programmes aiming at enterprise development, where the notion of entrepreneurship may be more narrowly defined within the framework of business start-up & development.

Referring to the various actors, stakeholders and initiatives, which already function within the ministerial support and supervision framework in Serbia, the purpose of this proposal is to offer to the involved authorities a systematic approach for integrating entrepreneurship as an educational subject and an overall approach to the provision of work-related skills and attitudes to pupils/students at all envisaged educational levels.

The paper is based on analyses of the current state of affairs regarding entrepreneurship education in Serbia, as well as documents and policy recommendations, which correspond to the latest identified trends in Europe. Through listing of concrete objectives and expected outcomes, the paper will give a general overview of possible actions supporting the introduction of entrepreneurship into national and regional curricula at all levels of formal education.

Belgrade, June 2005

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«Today's world is changing so fast, that we have to be even faster in order to stay at one place»

Red Queen in »Alice in Wonderland« by Lewis Carroll

1. Introduction

1.1. Purpose of the Concept

Considering the fact that the general development strategy for the Serbian economy is based on the principles of a market economy, - the nucleus of which is the central role of small and medium size enterprises, private property as the predominant property ownership structure, and orientation toward fast development of services -, entrepreneurship education at all school levels is of crucial importance for strengthening of the country's economic growth and supporting future wealth creation.

Second only to development of entrepreneurship, job creation and improvement of employability, which is of the highest importance for the state¹, entrepreneurship education is recognised as one of the most important measures for economical development. Bearing in mind that different entrepreneurship education activities are in process in Serbia, and knowing that most European countries have a strong, confirmed, policy commitment to promote learning about entrepreneurship, the intention to create a concept for introduction of entrepreneurship in the education system - including involvement of all key actors -, seems consistent and logical.

Entrepreneurship education introduced at the school level would create a strong impact among young people, by establishing and stimulating an entrepreneurial mindset with the target group. Hence, entrepreneurship education is important not just as a volume of knowledge and skills needed for individuals to start up a small business, but also as a general driving force of innovation and educational values, applied through instructional approaches and "learning by doing". This approach would greatly support the development of the entrepreneurial *attitudes* and *ways of thinking*, so much needed in a competitive market environment.

The purpose of the concept is, furthermore, to integrate entrepreneurship as both training "Modules" and as training "attitudes" in education systems, i.e. a way of behaviour in dealing with learning, school, work and personal development. The field of entrepreneurship should be understood in a broad sense and the "spirit" of entrepreneurship should also be embedded in the tuition of other modules in the educational programmes.

The aim of focusing on the "attitudes" is, consequently, to strengthen the students' motivation to act proactively, work innovatively and adopt open attitudes towards assessing and taking risks, as well as starting their own businesses, or strengthening existing businesses.

As a Training Module, Entrepreneurship should be compulsory and implemented on the basis of a framework curriculum, recognizing the need for local adaptation and continuous development. Also, a similar module, adapted towards the specific needs of adult students, could be implemented as an integrated part of CVT activities and utilised by other training providers, possessing sufficient human and institutional capacities to deliver the courses.

The quality of the Serbian education system serves as a good platform for the various initiatives and projects outlined in this Concept, and provides a useful and essential basis for creating a stronger and specific Serbian entrepreneurial culture.

¹ See: 'Support for HRD Measures for Unemployed and Redundant Employees in Serbia'; project funded by EU and managed by EAR 02/SER01/14/001

2. Background and Present Situation

2.1. General Comments

Due to the specific circumstances of the political situation in the Republic of Serbia during the majority of the years having passed since the initiation of market reforms in Central- and Eastern Europe, it is natural and unsurprising that Serbia is at a comparatively early stage in this process, when viewed against countries already integrated into the European Union or on the verge of membership of the Union.

In this light, it makes little sense to compare the *current* state of entrepreneurship in Serbia with that of the above countries, although the market reform *objectives* are largely similar. It should be recognised that the market-oriented reform process in Serbia is only in its fifth year of progress and, as such, might be compared to the progress of reforms in the most progressive of the Central- and Eastern European countries by the mid-1990s.

However, important lessons can be gained from these processes of economic and social reform. One such lesson is that self-employment and the revival of the SME sector has proven to be main drivers of reform and economic progress in the above countries, with self-employment (in non-agricultural sectors) having surpassed 10% in e.g. Slovenia and Hungary. It could therefore be argued that an increase of the corresponding figure in Serbia from its present level of 5% to comparable levels might be both an engine of reform and an indicator of successful reform implementation.

As a further note to this example, however, it should be noted that self-employment is one, but by no means the only, indicator of successful establishment of entrepreneurial attitudes in a society.

Experience from the Central- and Eastern European reform economies also indicates that at the initial stages of market reform, a comprehensive focus on *changing attitudes and popular perceptions* is necessary. Business establishment, operation of SMEs and commercialisation of ideas must be established as reputable occupations worthy of the support of society and individuals – and directly contributing to the development goals of the country.

In the Serbian context, serious research still seems to be necessary to clarify and address attitudes towards enterprise, private sector development, and the market economy – in order to identify obstacles more accurately and to propose realistic solutions, including the role of the education sector. As an indispensable element in this attitude change, the establishment of a supportive attitude for entrepreneurship at all levels of society is important for Serbia's economic development.

A cornerstone in this effort must be the contribution of the education sector – targeting future generations through primary/secondary/tertiary education and present participants in the labour market through adult education and CVT – in disseminating awareness, creating positive attitudes, and providing the necessary skills and knowledge for applying entrepreneurship in practise.

Entrepreneurship is still not sufficiently integrated into the system of formal education in Serbia. However, certain improvements have been initiated, starting with the reforms undertaken by the Ministry of Education and Sports in 2003², aiming at adjusting the education system to the needs of the market economy, and in particular to the needs of SMEs and entrepreneurs.

Current activities expanding on this reform basis are listed in section 2.3.

² See The Ministry of Education and Sports web-site: http://www.min.edu.yu/index_e.htm

2.2. Background Documents

The EU recommendations emphasizing the need for entrepreneurship knowledge should be regarded as central to the proposed development, especially seen in the light of Serbia's orientation toward integration with the EU and European countries. This is recognised through the adoption of European documents and charters by the relevant state authorities in Serbia.

Also, a number of reports and statements from experts working in the fields of economy and education in the Republic of Serbia have confirmed recognition of the importance of education and training for entrepreneurship and small business development.

In particular, attention should be drawn to the 2004 European Commission Report re. European Charter for Small Enterprises³. Section 1 of the Report covers recommendations re. Education and Training for Entrepreneurship, based on identification of Good Practise.

Actions recommended according to the charter comprise:

- Nurturing of entrepreneurial spirit and new skills from an earlier age and throughout the education system,
- Development of specific business-related modules in education schemes at secondary level, in colleges, and universities,
- Promoting the entrepreneurial efforts of young to-be-entrepreneurs, and
- Developing appropriate training schemes for managers in small enterprises.

These targets are in full accordance with the 'broad' perspective of entrepreneurship encouraged by this Paper as they include both specific training measures for practical skills needed by entrepreneurs in the business sector while also addressing, in parallel, the general issue of establishing entrepreneurial mindsets through promotion of the value of entrepreneurship and the formation of attitudes and awareness throughout the entire education system.

An overview of other key documents and recommendations, as well as Good Practice Examples based on EU Country Experience is presented in **Annex A** and **Annex B**. These documents can serve as solid basis for **policy orientation regarding introduction of entrepreneurship in formal education**.

2.3. Current Projects and Initiatives

Analysing the current situation regarding promotion of entrepreneurship learning, we can conclude that many good and successful initiatives are taking place at national, regional and local level. But, *a comprehensive plan for a thorough and co-ordinated implementation of entrepreneurship in education is lacking*. In the following, existing initiatives in the field of entrepreneurship and education are briefly presented:

- CARDS Vocational Education and Training Reform Programme, an EU-Funded project managed by the European Agency for Reconstruction

The programme has created a subject: "Entrepreneurship" for secondary vocational education and adapted the subject toward each vocational profile in the following sectors covered by the programme:

³ "The Report on Small Enterprises in the Republic of Serbia" – according to European Commission Questionnaire (European Commission, 2004)

- Agriculture and Food Processing,
- Health and Social Care,
- Civil, Mechanical and Electrical Engineering.

As a result of these efforts, 15 agricultural schools from different parts of Serbia have **introduced Entrepreneurship curricula at pilot level** in 3 years agricultural profiles, starting from the 2004/2005 school year. Implementation of the new entrepreneurship curriculum in other sectors, as well as for 4-year profiles in agricultural schools, is foreseen for the next school year. The curricula and the associated teacher training activities are facilitated through the CARDS programme.

- GTZ VET Project

A new educational profile: "Business Administrator" has been introduced in Business schools with support from the GTZ VET Project. The profile contains elements related to entrepreneurship. During the pilot phase, it is foreseen that the curricula will be upgraded with additional entrepreneurial knowledge.

- 'Youth Entrepreneurship Programme' - a project run by the Business Innovation Programs - Norwegian non-profit organisation and Civic Initiatives- Serbian NGO

Through **extracurricular activities**, this project has been introduced in 10 secondary vocational schools in Belgrade and Kragujevac, aiming at development of entrepreneurial behaviour among youth through establishment of their own youth enterprises. Since the beginning of the project – in 2004/2005, 35 student enterprises have been established and exhibited at a fair organised at the end of the school year. This project promotes legalisation of youth enterprises as a part of integral education in entrepreneurship, which is a concept followed by the VET Reform Programme in Bosnia. In addition to the organisation of two Student Enterprise Fairs, The Business Innovation Programme project has initiated a Conference, titled: "Youth Entrepreneurship as National Interest" and has encouraged public debate on youth entrepreneurship.

- The Junior Achievement Young Enterprise – a USA programme run by the European Movement in Serbia – Serbian NGO

The programme is applied through **extracurricular activities** in 50 schools in Serbia. The programme contains training in Applied Economics, Business Planning, and computer simulation of business processes – 'Management and Economics Simulation Exercises'.

- Project: «Support for Human Resource Development Measures for Unemployed and Redundant Employees in Serbia», implemented by Eurecna

In the Employment Development Plan presented in the project, based on EU employment strategy, *developing entrepreneurship and job creation* was established as one of four main pillars of

employment strategies. Among the identified priority measures of employment strategies, **training issues and vocational education & training** were recognised as one of the most important. In the training programme prepared and delivered by the project, as well as in training programmes realised under the grant scheme for regional applicants within the programme, (all aiming to increase employability of unemployed individuals), many courses included entrepreneurial knowledge and skills in training modules. Courses in Bookkeeping, e-Business, Offset Printing, Quality Management Systems, Bakery and Pastry production, Medical Equipment Repair Mechanics, Agricultural Production in Greenhouses, and many others, have encompassed a module in entrepreneurship, business plan development, establishment of entrepreneurship, and developing entrepreneurial orientation and skills.

- Republic Agency for development of SMEs and Entrepreneurship

The Republic Agency has undertaken preparation and realisation of programmes for education of instructors for SME entrepreneurs and manager training, included as one of the main activities of the Agency. **Training and modelled programmes of education** is regarded by the Agency as a priority. Next to regular training programmes (such as “How to start a business”, “How to manage a business”, “Business Incubators” etc.), principals and teachers from 30 secondary schools have been trained in introduction and promotion of entrepreneurship during a three-day course.

All projects mentioned are supported by the Ministry of Education and Sport.

Initiatives and activities run by the Ministry of Education and Sport

Parallel to the above-mentioned sectors in secondary vocational education supported by the EU CARDS VET Reform Programme, efforts to involve entrepreneurship in other sectors have been started during 2003/2004 by the MoES. It is foreseen that entrepreneurship will enter into curricula for vocational profiles within the Chemistry, Non-metals, Transportation, Graphics/Printing, Forestry, and Wood Processing sectors, adapted according to the specific requirements within each education profile. The introduction of entrepreneurship will be effectuated as an individual subject belonging to the group of vocational or optional subjects. In some educational profiles, subjects named “Economy of the Enterprise” or “Work Organisation” already exist. The content of these subjects have indirectly, and to a limited extent, addressed the development of entrepreneurial skills.

3. Objectives

In the following is listed a set of proposed objectives for the process of integration of entrepreneurship in the Serbian education system in accordance with the approach recommended by this Concept Paper.

3.1. Overall Objectives:

- Entrepreneurship introduced into formal education at all levels from primary school to university and adult education programmes and accessibility of the entrepreneurship courses/subjects secured through integration of the entrepreneurship education into all school curricula and at all Centres for Vocational and Continuing Education.
- Contribution to the development of the economy of Serbia and enhancement of self/employability in Serbia provided through fostering of entrepreneurial attitudes and skills among school leavers and unemployed adults.

3.2. Specific Short-Term Objectives:

- A Draft Concept for introduction of entrepreneurship into the education system of Serbia prepared and supported/endorsed by Ministry of Education and Sports.
- A special Working Group established, comprising all recognised national stakeholders involved with Entrepreneurship and development of the Education sector, - for preparation of curricula and elaboration of an Action Plan for the implementation of entrepreneurship education at all education levels.⁴

3.3. Long-Term Policy Objectives:

- Education for entrepreneurship introduced into the national and/or regional curricula at the primary, secondary (both vocational and general) and university level;
- Teachers assigned to Entrepreneurship tuition according to specific criteria, including entrepreneurial preferences and pedagogical teaching approaches;
- “Learning by Doing” principle applied (through project work, business simulations and virtual companies, student’s mini enterprises producing and selling real products/services in a protected environment etc.) in the Entrepreneurship curricula introduced;
- Links and co-operation established and promoted between education institutions and entrepreneurs/local enterprises, aiming at provision of support to design and upgrade of entrepreneurship curricula/courses, and to present best practice and “real-life” examples for entrepreneurship training;
- A national organisation body/unit created for support of entrepreneurship education and for undertaking promotion, ‘Best Practice’ compilation and innovation dissemination among educational institutions, as well as serving as a link between the world of entrepreneurship (in the business sector) and education.

4. Implementation of Entrepreneurship

The present implementation plan represents the strategy of the Ministry of Education and Sports for coherent realisation of the various efforts to promote Entrepreneurship. This strategy is expressed in the following 7 main strategy points:

1. Throughout the students’ educational progress, they should be offered an unbroken chain of education opportunities which, seen as a whole, will strengthen the students’ entrepreneurial competences.
2. Teachers are to build up their skills through involvement in development work, practical experience, research, etc. They must also be provided with ongoing training in innovative teaching and interactive learning methods.
3. The “culture” in the schools should provide room for expression of initiative and the willingness and ability to assess and takes risks – as well as acceptance of the fact that not all experiments will be successful.

⁴ The group can evolve into a National Commission for Entrepreneurship Education - aiming at promotion of entrepreneurship education and innovation, compilation of examples of good practise, and - with the support of national and regional authorities – organisation of awareness campaigns, facilitation of educational institutions with the latest European trends regarding entrepreneurship education, involvement of entrepreneurs in teaching programmes, organisation of training for teachers etc.

4. There must be room for new ideas, initiatives and collaborations. The education system must become more open to the outside world. The institutions' links with the business community must be strengthened, e.g. through partnerships with private companies and the SME agencies. This continuing series of partnerships between education institutions and businesses represents an essential link in developing the entrepreneurial culture in the schools.
5. As an alternative to direct contact with businesses, and as a means of generating learning and awareness about the business community, students should also be given opportunities for taking part in school enterprise business competitions, business games, or other similar opportunities for simulating business operation within education programmes.
6. Education programmes are planned, developed and renewed in cooperation between education institutions and local enterprises.
7. The main focus for the national co-ordination of Entrepreneurship education should therefore be to create the right framework and incentives for the education institutions to collaborate with private organisations and enterprises in the promotion of innovation and entrepreneurship.

5. Specific Goals and Initiatives for the Different Levels of Education

5.1 Primary School Programmes

Objective

Entrepreneurship introduced as a part of existing teaching content (module) and/or as extra-curricular activities at the primary school level.

Outcomes

Pupils have gained awareness of their own learning and future development.

Pupils have developed a positive, proactive, responsible attitude towards learning, school and work, and demonstrate this in their behaviour.

Pupils have developed basic understanding of the market economy, working realities in the private sector, and post-primary level education and training opportunities available.

Pupils have developed unprejudiced attitudes to the role of private business development in the overall development of society and the economy in Serbia.

Actions taken: N/A

Recommendations and concrete initiatives:

- The efforts proposed should preferably be made by integrating the entrepreneurial activities into existing modules in the curriculum.
- Aiming for the development of more openness towards the society in schools. Schools should be motivated to invite external guest teachers, including role models in the teaching, e.g. parents and graduates or other people from the local business and artistic community.

- Participating in basic business games and competitions. Experiments with “School Enterprise” projects for children in senior grades could also be initiated.
- Developing and encouraging student projects and events. Other forms of promoting pupils’ initiative, e.g. organising and making projects, such as “feature days”, “theme-weeks”, sports-events, exhibitions of self-made artwork, science projects etc.
- Development of education material. This material could include both “online” and “offline” elements. The material should facilitate students’ knowledge about business-related competences (e.g. basic market principles, businesses, prices etc) and “personality”-related competences: (e.g. taking initiatives, being creative, taking responsibility, making experiments (e.g. in science classes) etc.).
- Establishing positive and unprejudiced attitudes to the development of private sector businesses in Serbia, including the role these businesses and their entrepreneurs play in society. This attitude-building should be integrated into basic tuition, e.g. reading, society studies etc. and initiated already from early grades of primary education in order to counter the suspicion towards entrepreneurs prevalent in part of the pupils’ social environment.
- Education and training of teachers. Development projects aimed at improving teachers’ abilities to integrate interactive and student oriented methods into their daily teaching.
- Primary school tests should as much as possible promote experimental, innovative and practical ways of working that engage the personal and subject specific competences mentioned above.

5.2 General Secondary School Programmes

Objectives

Entrepreneurship introduced as module and/or as a part of extra-curricular activities at the general secondary school level.

Outcomes

Students assume part in the responsibility for their own learning and future development.

Students are using their academic competences in an entrepreneurial way.

Students have developed a positive, analytical, proactive, responsible attitude towards learning, school and work, and demonstrate this in their behaviour.

Students have developed an understanding of entrepreneurship, work and post-secondary level education and career opportunities available.

Actions taken: N/A

Recommendations and concrete initiatives:

- Development and implementation of a new compulsory framework curriculum in Entrepreneurship, in order to develop the students’ entrepreneurial skills and behaviour.
- Developing and encouraging projects and events, as well as other forms of promoting initiative, such as organisation of “feature days”, exhibitions of science projects etc.

- Organisation of school enterprises, business simulations, and virtual companies. The schools can integrate the concept of student's mini-enterprises into the new entrepreneurship curriculum.
- Education and training of teachers. Development projects aimed at improving teachers' abilities to integrate the subject of entrepreneurship into their daily teaching, i.e. to use interactive and student-oriented teaching.
- General secondary school tests should be developed/revised to promote, as much as possible, experimental, innovative and practical ways of working that engage the professional and personal competences mentioned above.

5.3 Vocational Secondary Programmes

Objectives

Entrepreneurship introduced as a separate training module and as a part of extracurricular activities at the vocational secondary school level.

Students assume part in the responsibility for their own learning and future development.

Students are using their vocational competencies in an entrepreneurial way.

Outcomes

Students have developed a positive, professional, proactive and responsible attitude towards learning, school and work, and demonstrate this in their behaviour.

Students have developed an understanding of entrepreneurship for their vocational area, work and post-secondary level education and career opportunities available.

Actions taken:

Within the CARDS VET Reform Programme, Entrepreneurship curricula pilot implementation has been conducted in 16 agriculture and food processing schools during the 2004/2005 school year. The electric engineering, metal, and health sectors are scheduled to carry out similar pilot implementation in their respective curricula during the 2005/2006 school year.

The Republic Agency for the Development of SMEs and Entrepreneurship, together with the Ministry of Education and Sports, have introduced Entrepreneurship as a subject in high schools linked to other subjects, in order to encourage the expansion of an entrepreneurial culture among young people.

Recommendations and concrete initiatives:

- Integrating Entrepreneurship as a training module within Vocational Secondary Programmes. Developing and implementing a new compulsory framework curriculum in Entrepreneurship as a core subject⁵ for the final year of the programmes. Entrepreneurship should become one of the core areas for the vocational programmes. The students' competence targets and the training module contents will be tailored to the individual vocational programmes and sectors addressed.

⁵ The curriculum from the VET project can serve as a background for this.

- School Enterprises. The schools should integrate the concept of students' mini-enterprises into the new entrepreneurship curriculum.
- Strengthening cross-curricula integration - i.e. the integration of entrepreneurship - both as a subject and as an attitude - into the vocational subjects.
- Developing and encouraging projects and events, as well as other forms of promoting initiative (e.g. organising "feature days", exhibitions and sales of products and services made in the schools etc).
- Education and training of teachers. Development projects aimed at improving teachers' abilities to integrate the subject of entrepreneurship into their daily teaching, i.e. to use interactive and student-oriented teaching.
- Vocational school tests should be developed/revised to promote, as much as possible, experimental, innovative and practical ways of working that engage the professional and personal competences mentioned above.

5.4. Adult Education Programmes

Objectives

The Centres for Vocational and Continuing Education, and other training providers for adults, are offering entrepreneurship courses on regular basis.

Participants are developing their professional and entrepreneurial competences and assume responsibility for their own career development and possible self-employment.

Outcomes

Participants are using their professional competences in an entrepreneurial and business-oriented way.

Participants have developed a professional, proactive, responsible attitude towards learning and career, and demonstrate this in their behaviour.

Participants have integrated their general (previously acquired) professional skills with the entrepreneurship topics and attitude.

Actions taken:

Almost all the vocational courses delivered for unemployed/redundant workers in the Eurecna project (see 2.1.) included a module on entrepreneurship. The National Employment Service has delivered numerous courses on how to start up a business. Also, the SME Agency works in the same field, as service provider for delivery of different courses including entrepreneurship training.

Recommendations and Concrete initiatives:

- Business and vocation-oriented adult education programmes should, on a regular basis, include Entrepreneurship, both as a module, and as an attitude displayed through the training approach.
- Entrepreneurship curricula for adult learners and for business and vocation-oriented adult education programmes should be flexible. Each Centre for Vocational and Continuing Education, or other training provider, should adapt a nationally-developed, general

framework curriculum towards meeting identified local or target group sector-specific educational needs.

- The participants in adult education should take part in business projects in close collaboration with the business community and other promoters of trade and industry.
- Sufficient emphasis on entrepreneurial skills and attitudes should be ensured when recruiting lectures and researchers for the adult education programmes.
- Education and training of lecturers should be strengthened. Development projects should be launched, aiming at improving teachers' abilities to integrate Entrepreneurship into their daily teaching, i.e. to use interactive and student-oriented teaching.
- Adult education tests should be developed/revised to promote, as much as possible, innovative and practical ways of working, which engage the professional and personal competences mentioned above.

5.5. Higher (Tertiary) Education and the University Level

Regarding Higher (Tertiary) Education and the University Level, the recommendation is to include and/or increase the teaching of entrepreneurship - with emphasis on creating enterprises - in the curricula of business type studies at universities, as well as within higher education outside the economics and business courses. This should be encountered within the Reform of High Education.

The European Charter for Small Enterprises 'Report on Small Enterprises in the Republic of Serbia' contains a list of current activities related to the tuition of Entrepreneurship courses at public and private tertiary-level education providers.

A more detailed coverage of integration of Entrepreneurship into academic curricula at the Universities and similar institutions in Serbia is considered beyond the scope of this Concept Paper.

5.6. School-level Organisational Development

It is recommended that the developments listed in the above sections 5.1. – 5.4. are complemented by activities to support and encourage the Management of schools and training centres in developing the Organisation and Human Resources at the school level in ways coherent with the principle of Entrepreneurship as an attitude to be present in the system.

This would mean promoting the values of staff involvement in the development of schools, delegation of responsibilities for innovation and development to staff, and introduction of incentives in the schools to reward entrepreneurial initiatives.

The Organisational Development process could also be strengthened by encouraging establishment of teacher teams in the schools and delegating aspects of (self-)management to the teams.

Further recommended measures would include the introduction of Human Resource Development planning at the school level, to formalise and clarify the needs and wishes concerning In-Service Training of teachers – which is also where measures strengthening Entrepreneurial competences could be disseminated.

Finally, School Management and Teachers at schools will face broadly similar training needs for understanding entrepreneurship in a pedagogical context (re. the goal of display of entrepreneurial attitudes by the training providers) and, consequently, national or regionally-organised training programmes could be an efficient solution to addressing these training needs.

6. Overview of Objectives, Outcomes and the Concrete Initiatives

Educational programme	Primary School Programmes	General Secondary Programmes	Vocational Secondary Programmes	Adult Education Programmes
Objectives	<ul style="list-style-type: none"> • Students are taking part in the responsibility for their own learning and future development. • Development of entrepreneurial attitude and spirit. 	<ul style="list-style-type: none"> • Students are taking part in the responsibility for their own learning and future development. • Students are using their academic competencies in an entrepreneurial way. • Development of entrepreneurial attitude and spirit 	<ul style="list-style-type: none"> • Students are taking part in the responsibility for their own learning and future development. • Students are using their vocational competencies in an entrepreneurial way. • Development of entrepreneurial attitude and spirit 	<ul style="list-style-type: none"> • Students are taking responsibility for their own learning and career development. • Students are developing their professional and entrepreneurial competences • Students are using their professional competencies in an entrepreneurial and business oriented way • Development of entrepreneurial attitude and spirit
Outcome / Students' entrepreneurial competences	<ul style="list-style-type: none"> • A positive, proactive, responsible attitude towards learning, school and work, and demonstrate this in their behaviour. • basic understanding of the market place, work and post-primary level possibilities of education and training 	<ul style="list-style-type: none"> • A positive, analytical, proactive, responsible attitude towards learning, school and work, and demonstrate this in their behaviour. • An understanding of entrepreneurship, work and post-secondary level possibilities of education and career. 	<ul style="list-style-type: none"> • A positive, professional proactive, responsible attitude towards learning, school and work, and demonstrate this in their behaviour. • An understanding of entrepreneurship for their vocational area, work and post-secondary level possibilities of education and career. • Students able to start up business 	<ul style="list-style-type: none"> • A professional, proactive, responsible attitude towards learning and career, and demonstrate this in their behaviour. • Integrate general (previously acquired) professional skills with the entrepreneurship topics and attitude. • Students able to start up business

Specific initiatives: "Actions"	<ul style="list-style-type: none"> • Integration of the entrepreneurial activities into existing modules. • External guest teachers • New education material • Making projects/events • Business games • Education and training of teachers • Attitude-building and countering initial prejudices 	<ul style="list-style-type: none"> • Entrepreneurship as a module and as an attitude • School Enterprise and other business simulation games • Making projects and events • Education and training of teachers 	<ul style="list-style-type: none"> • Entrepreneurship as a core module and as an attitude • School Enterprise and other Games • Making projects and events • Education and training of teachers. 	<ul style="list-style-type: none"> • Entrepreneurship as a module and as an attitude • Hiring the right people as lecturers • Education and training of teachers • Series of different level seminars, according to assessed needs.
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7. General Action Plan

- Concept paper Entrepreneurship, June 2005

The concept paper has been developed in cooperation with the VET programme in May 2005.

- Creation of a working group/Committee for adaptation and endorsement and of the concept paper, June 2005

A roundtable for discussion of Concept paper and policy for Entrepreneurship in the educational system in Serbia, May 2005

- Experimental curricula development, 2004/2005/2006/2007

Development of curricula for the different educational levels:

- Primary school, 2006/07
- Vocational Secondary School, 2004/2005/2006
- General Secondary school⁶, 2006/2007/2008
- Adult Education 2005/2006

- Teacher training, Please, see **Annex D** for suggestions on entrepreneurship teachers selection

Training of teachers/trainers from the participating schools to secure successful implementation of the curricula.

- Training of Primary school teachers 2006/2007
- Training of Vocational Secondary School teachers, 2004/2005/2006
- Training of General Secondary school teachers, 2006/2007
- Training of Adult Education teachers 2005/2006

- Resources required:

- 2-3 days duration of Train-the-trainer seminar (for Secondary and adult education), May 2005
- The trainers⁷ train the teachers. The new teachers should receive approximately the same no of seminars/training days as the core group of teachers/trainers: 2 – 3 seminars of 2 – 3 days (depending on the experience and competences of the participating teachers and the available resources.)
- Training of the core group of primary school teachers. This depends on the available resources

- Working Group/ Steering Committee for monitoring and evaluating the pilot: adjustment and approval of curricula 2005/2006

The committee should consist of number of the representatives from the various stakeholders (see **Annex C** for an overview of various stakeholders). Committee should be institutionalised / supported by Association for enhancement of Education in Fabrisova Street.

- Experimental curricula implementation, 2005/2006

- Steering Committee: Adjustment and Approval of Curricula, Spring 2006

After the first pilot year, the curricula should adjusted (if needed) and approved.

⁶ Curriculum for General and Vocational Secondary Programmes and for Adult Education might be similar, if it is made as a broad "framework" curriculum. The Entrepreneurship curriculum from the VET project from the 15 agricultural Schools may serve as a foundation for this.

⁷ The trainers should be capable of training teachers from General Secondary, Vocational Secondary and Adult Education programmes.

- National implementation of the curricula, autumn 2006 -

National implementation of Entrepreneurship Curricula:

Steering Committee should define the number of pilot schools from all mentioned levels.

Time Schedule

	Summer 2005	Autumn 2005	Spring 2006	Autumn 2006	Spring 2007	Autumn 2007	2008
Concept paper entrepreneurship							
Discussion and endorsement							
Experimental curricula development.							
Teacher Training							
Pilot curricula implement.							
Monitoring, evaluation, revision							
National implementation of the curricula							

8. Annexes

8.1. Annex A: Overview of key documents and recommendations as policy framework for introducing of entrepreneurship in formal education

- European Charter for Small Enterprises, Feira, June 2000. By signing the “**Thessalonica Declaration**”, Serbia and Montenegro obliged them selves to accept principles given in charter and to contribute to their implementation. (**EU-Western Balkans Summit-Declaration, Thessalonica, June 2003**)
- In its report on educational objectives, **EU Educational Council** (2001) stated the need for strengthening links between educational institutions and enterprises and strengthening of entrepreneurial spirit through the process of education and training.
- In the Final Report of the EU Expert Group “**Best Procedure**” **Project on Education and Training for Entrepreneurship, November 2002; Enterprise Directorate-General of the European Commission**, it was highlighted that educational systems must be prepared for the challenges in the surroundings. It means that is needed to create the long-term Concept of education and training for entrepreneurship, and that in its realisation should be included all the teachers and students population.
- **Entrepreneurship as basic skill** (Working group on Basic skills, entrepreneurship and foreign languages, November 2003) is included in the document “Policy and Strategy Development for VET in Serbia”, which is at the moment subject of public discussion.
- **A Strategy for the Development of Small and Medium-sized Enterprises and Entrepreneurship in the Republic of Serbia 2003-2008, Belgrade, January 2003** - The Serbian government has set two priority targets for development of the SME sector by the end of 2007:
 - increase the total number of SMEs from 270,000 in 2002 to 400,000 and
 - create over 1,000,000 net new jobs in the SME sector.“There are sufficient international indicators obtained by the analysis of comparative experience, which support the attainability of the defined strategic targets. Their achievement will bring the ratio of SMEs to overall population and employment per enterprise in the Republic of Serbia fairly close to EU averages” – It is realistic to expect that future economical growth in Serbia will be mostly based on SME development. SME and companies, presents powerful generators of innovative processes, the most important creators of new job opportunities and significantly contributes to development of market economy in Serbia. For full activation of SME and entrepreneurial economical potentials is crucially important that *education and training are adopted according to the needs of this sector.*
- **Strategy for Reduction of Poverty**, adopted in 2002 –strategy of dynamic economical growth and development, highlighting opening of new jobs with special focus on education.
- Accomplishment of sustainable development – concept that promotes improvement of quality of life through joint economical growth, environment protection and social responsibility. This concept is directly connected with acquiring of knowledge, and special role is given to education of entrepreneurs.
- Principles of **Conception of Vocational Education and Training in Serbia** signify that education must follow development of social, technological and economical processes. Key knowledge’s, skills and working competences which brings successful students to modern labour market, are encompassing following: intellectual abilities, social and interpersonal skills and knowledge; business and entrepreneurial skills and knowledge; multi applicable technical skills and knowledge.

8.2. Annex B: Good practice examples from European experiences regarding introduction of entrepreneurship education into formal system of education ⁸

France - An observatory of teaching practices for entrepreneurship in secondary and higher education has been created by the government. The Observatory intends to run an inventory of educational institutions that are involved in these activities. The main objectives are to identify actions, collect data on programmes and courses, and disseminate good practice and information on entrepreneurship teaching. The Observatory works under the supervision of a steering committee composed of three Ministries, and several agencies and associations.

Netherlands - The creation of a special Commission on 'Entrepreneurship and Education' (from primary to university level) aimed to promote pilot projects and to collect good examples that can be easily adopted by other educational institutions. Financial support is provided by the Ministry of Economic Affairs for the development of learning methods and materials, and for other activities (such as seminars, teachers' training, etc.). The idea is that central government should not impose, but facilitate. In the period 2000-2002 more than 100 entrepreneurship projects have been subsidised, at all education levels (from primary school to university). The current strategy is focused on how to spread these pilot projects over other schools in the country.

Norway - The government's strategy is to implement entrepreneurship in education at all levels. This became the foundation for the strategy plan developed by the Ministry of Education and Research in 1997, which currently guides education in entrepreneurship at the primary, secondary and tertiary level. Coordinated financial support from three different ministries to Young Enterprise activities is an example of a concrete initiative. The project by the Ministry of Education and Research "Entrepreneurship on the timetable" has also developed material and strategies for student enterprises in primary and secondary school. The Government has recently adopted an action plan for Innovation, education for entrepreneurship being one of the priority areas.

Slovenia - Entrepreneurship in primary schools takes place through the "Programme for development of entrepreneurial culture and creativity among young people", carried out by the Small Business Development Centre and supported by different Ministries. In total, 123 primary schools (out of 450 in Slovenia) are involved in "**entrepreneurial circles**". Training for teachers and mentors is included.

Estonia - About one half of all primary school have a Junior Achievement activity, and approximately 10% of higher secondary schools use mini-companies. The Junior Achievement programme K-6 is taught in approximately half of primary schools. Students learn by playing and their attitudes are shaped into more entrepreneurial ones. These lessons are popular among kids and raise their motivation to learn at school. Moreover, some elements of this programme have been moving slightly into the main curriculum, and are also taught in different programmes at primary school. This way most of the students get some entrepreneurial insight.

Spain - The Organic Act 10/2002 on Quality in Education has the objective of promoting entrepreneurial skills and self-employment in comprehensive non-university education. On that basis, a revision of the national curriculum for the primary and secondary levels has been undertaken, whose application will rely upon the 17 autonomous communities.

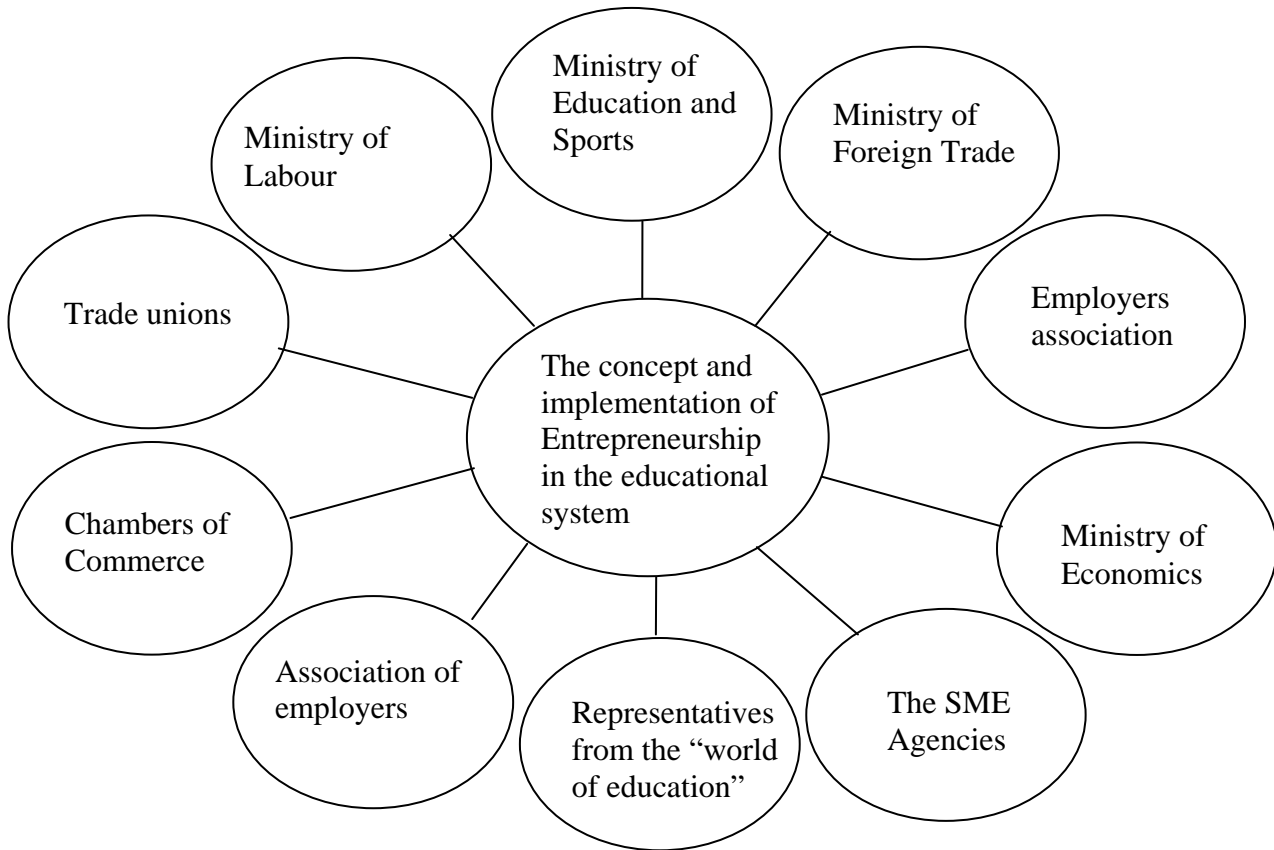
Ireland - Activities based on "learning by doing", for instance by means of students running mini-companies, are embedded in three state-prescribed programmes at secondary school (Transition

⁸ Taken from > EU Commission, Key Action 1 – Fostering entrepreneurial mindsets through school education, Entrepreneurship Action Plan, Key Action Sheets, http://europa.eu.int/comm/enterprise/entrepreneurship/action_plan/ap_01.htm

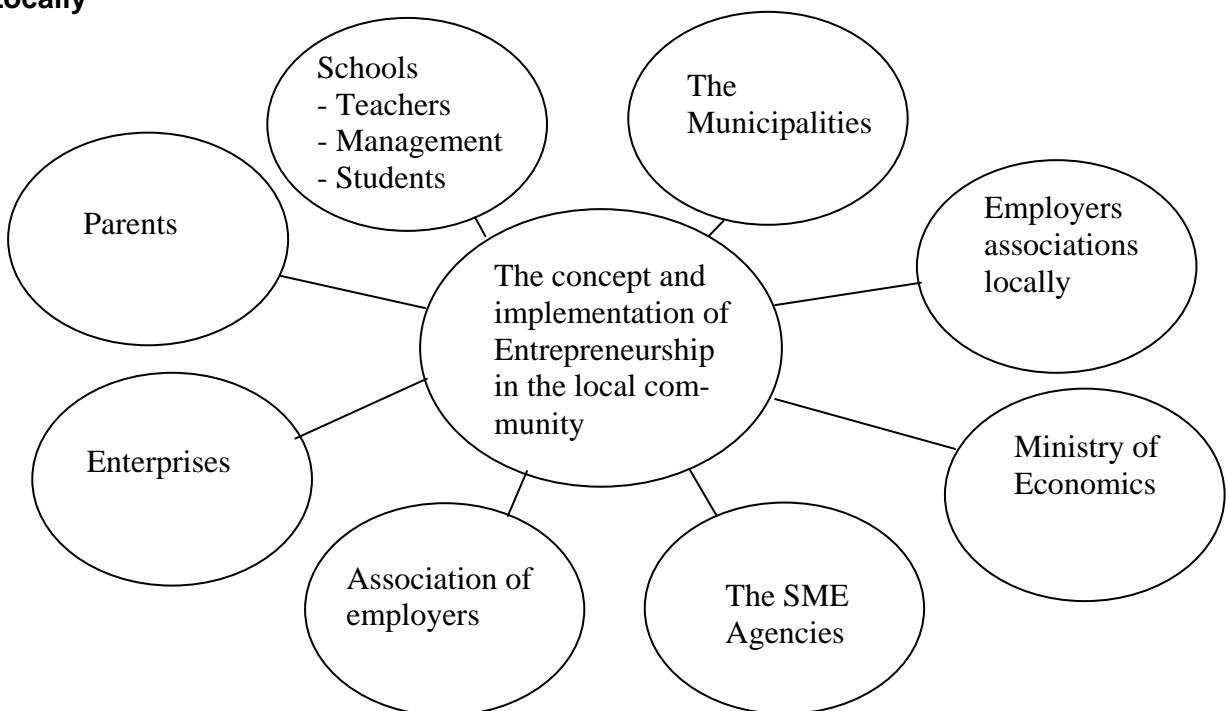
Year Programme, Leaving Certificate Vocational Programme, Leaving Certificate Applied). Overall, some 43 000 second-level students engage in work experience each year as part of these programmes. Moreover, other non statutory programmes exist - developed by a number of different actors – that may receive support from the public sector and be integrated into the existing structure.

UK - The aim of the Science Enterprise Challenge is to establish a network of centres in UK universities - supported by funding from the government - specialising in the teaching and practice of commercialisation and entrepreneurialism in the field of science and technology. The aims are: to foster the commercialisation of research and new ideas; to stimulate scientific entrepreneurialism; to incorporate the teaching of enterprise into the science and engineering curricula; to act as centres of excellence for the transfer and exploitation of scientific knowledge and expertise. Science Enterprise Challenge intends to raise awareness of the importance of business and entrepreneurship at all levels within universities, and to legitimise commercial activity as a valid aspect of academic life.

**8.3. Annex C - Identification of Stakeholders
Nationally**



Locally



8.4. Annex D – Desirable profile for future Teachers of Entrepreneurship (TE)

In order to have best practice in future implementation of entrepreneurship curricula, an effort was made to create desirable profile of TE as well as selection criteria for choosing most suitable persons among teachers who suppose to become entrepreneurship teachers. Next to the professional teaching competences and experiences, which already exist, there are also *additional requirements* to be fulfilled in order to have best persons selected for entrepreneurship kind of teaching.

According to specificity of the topic and the fact that this topic is going to be introduced for the first time in school curricula, it is very important and highly recommended to objectively select the teachers according their entrepreneurial preferences. It is also highlighted that selection should not be co-dependent from the teacher's role in their school (being a teacher of general or professional subject).

As an instrument for selection of TE, a questionnaire is created referring to derived indicators for core skills. The profile, which is presented bellow, was derived from description of the main goal of the course, (see table 1 bellow) and contains description of desired **personal attributes** and **pedagogical competences** as well as certain **skills/experiences**, which will be considered as an **advantage** for selection.

Core personal skills and pedagogical competences of the TE (considered as a must for selection)

Personal characteristics and skills

- Willingness and interest to learn new things
- Outstanding, persistent and risk taking personality
- Open minded, curious and initiative
- Good communication and negotiation skills
- Team worker
- Spontaneous and amusing
- Creative and innovative personality, productive in giving ideas
- Supporting to student's initiatives
- Good organisational and presentation skills
- Openness to changes

Pedagogical competences

- Able to integrate student's personal experiences with the knowledge (content) of the topic
- Able to recognise different learning styles and capable to organise teaching accordingly
- Able to transmit theoretical knowledge in to problem solving activity
- Able to use integrative approach in teaching composed from verbal presentation, visual illustration and problem solving
- Experienced in using innovations in teaching and giving examples
- Able to apply interactive methods and approaches in teaching – role playing, simulations, visualisation and learning by doing

Additional skills (preferable skills considered as advantage for selection)

- Experience in field of entrepreneurship and /or SME or related job experience
- Having basic knowledge on entrepreneurship: sales and service-mindness, awareness of the market needs
- Good external contacts with entrepreneurs and people in SME field and ability to involve those contacts in teaching process
- Membership in associations/organisations preferably in entrepreneurship/SME field
- Having experience in voluntary work /activities in community
- Participating in trainings and seminars

Entrepreneurial profile questionnaire – working version

According to indicators of core skills derived from the main goals of the course (given in 6 sections), approximately 10 questions from each section was defined.

Scale encompasses 2 sub-scales. One is related to personal characteristics and skills, which are recognised as entrepreneurial and second one is related to pedagogical competences and attitude toward LLL. The first group comprises dimensions as: curiosity, persistence, initiative, risk taking, communication, cooperation, creativity, spontaneity, supportativeness, action orientation etc. The second subscale measures attitudes toward interactive and innovative pedagogical approaches, and readiness to learn life wide.

Before application, it is necessary to test the questionnaire on small number of people

Entrepreneurial profile questionnaire⁹

Please, answer each question by ticking “agree” (+) or “disagree” (-) the way statement best reflect your personality. There are no pure agreement or disagreement, but for purpose of this questionnaire, please, choose answer which most applies to your attitude.

Agree or Disagree

(+)/(-)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Whenever I see a crowd in the street, I approach to see what is happening |
| <input type="checkbox"/> | 2. Dealing with different kind of people is not so easy for me |
| <input type="checkbox"/> | 3. I would keep steady course that I began, despite obstacles I meet on the road of fulfillment |
| <input type="checkbox"/> | 4. I'm not taking any action before I'm told what to do |
| <input type="checkbox"/> | 5. Rules are not to be broken |
| <input type="checkbox"/> | 6. Action based on intuition and feelings are as good as actions made on logical analyses |
| <input type="checkbox"/> | 7. I would rather keep “low profile” and not putting myself under spot light |
| <input type="checkbox"/> | 8. I often start something without thinking clearly about the consequences |
| <input type="checkbox"/> | 9. Formalities are necessary in human communication |
| <input type="checkbox"/> | 10. I think that written reports should be comprehensive - the more data to consider, the better |
| <input type="checkbox"/> | 11. I have an internal interest in knowing my colleagues and share opinion with them |
| <input type="checkbox"/> | 12. I feel most comfortable with quiet, not demanding and introvert people, and not so well with spontaneous, "irrational" people |
| <input type="checkbox"/> | 13. I have difficulty to express my opinion in short |
| <input type="checkbox"/> | 14. I have tendency to undertake leader's role and enjoy having the last word |
| <input type="checkbox"/> | 15. I have mostly formal relationship with my colleagues at work |
| <input type="checkbox"/> | 16. I use techniques as ice breakers, brainstorming, team work and other interactive methods |
| <input type="checkbox"/> | 17. I support the idea of inviting a guest to the classroom |
| <input type="checkbox"/> | 18. Teachers should stick strictly to the planned lessons |
| <input type="checkbox"/> | 19. I find it difficult to bring decisions if I do not have enough time to think carefully about the possible solutions |
| <input type="checkbox"/> | 20. I 'm frequent visitor of different kinds of fairs |
| <input type="checkbox"/> | 21. I have tendency to avoid routine and come up with something unexpected |

⁹ Version was tested on the small number of teachers, (15) implementing pilot entrepreneurship curricula in VET Reform 1. Those teachers were selected (next to the other influences) also through the questionnaire. According to some of the statements, the questionnaire and consultations with the manager helped them to decide to accept the new task.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 22. I dislike being questioned while delivering lectures because it may lead us away from the teaching goal |
| <input type="checkbox"/> | 23. I 'm in favor to use icebreakers to wake up my students during classes |
| <input type="checkbox"/> | 24. I 'm not comfortable when I have to define my working task by myself |
| <input type="checkbox"/> | 25. I enjoy the challenge to tackle something new and quite different |
| <input type="checkbox"/> | 26. I usually judge people's ideas on their practical / applicable merit |
| <input type="checkbox"/> | 27. Pupils always have to respect teachers, and it includes also being little bit afraid of them |
| <input type="checkbox"/> | 28. I found it difficult to confront my ideas to the others in face to face situation |
| <input type="checkbox"/> | 29. I like to read professional and popular science magazines |
| <input type="checkbox"/> | 30. I' m not a person who likes practicing sports activities |
| <input type="checkbox"/> | 31. Students should evaluate their teachers |
| <input type="checkbox"/> | 32. I don't enjoy the feeling of being asked to give oral report and opinion during meetings |
| <input type="checkbox"/> | 33. I participate the courses, not only aiming the improvement of my profession, but also the courses that I am personally interested in |
| <input type="checkbox"/> | 34. I don't like to involve new things in my already formed teaching habits |
| <input type="checkbox"/> | 35. I tend to create adult - like relationship with my students |
| <input type="checkbox"/> | 36. I don't take actions based on impulsive ideas |
| <input type="checkbox"/> | 37. I'm mostly open about my feelings |
| <input type="checkbox"/> | 38. I have no patience to listen long talks |
| <input type="checkbox"/> | 39. I don't like modern interactive techniques because they lead to anarchy in classroom |
| <input type="checkbox"/> | 40. I give more attention to active students |
| <input type="checkbox"/> | 41. A good scientific lecture which explains ideas, principles and theories which lie behind things is the best way to transfer the knowledge to students |
| <input type="checkbox"/> | 42. I prefer reacting spontaneously and flexibly rather than planning everything in advance |
| <input type="checkbox"/> | 43. My main goal in teaching is to enable pupils repeating what is taught during lessons |
| <input type="checkbox"/> | 44. It's difficult to pass knowledge to students during class, if practical examples are not included to make basic theories clear |
| <input type="checkbox"/> | 45. If there is a riot in the classroom, I usually call somebody to help me calm the students down |
| <input type="checkbox"/> | 46. In my opinion, it should be obligatory to have problem solving part, during each lesson |
| <input type="checkbox"/> | 47. As broad introduction in topic we have, as informative we are |
| <input type="checkbox"/> | 48. The best way to memorize things is to read and repeat them loudly |
| <input type="checkbox"/> | 49. I have an impulse to assist students in their activities outside of school |
| <input type="checkbox"/> | 50. Visual aids are time consuming and shortening lecture part |
| <input type="checkbox"/> | 51. I 'm able to give impartial description of two sides in conflict, without choosing side |
| <input type="checkbox"/> | 52. When I see adult people at training, they are probably there because somebody sent them from their organisations |
| <input type="checkbox"/> | 53. For me, it's more important to gain pupils attention and interest to some topic than to fulfil the plan of the lesson curricula |
| <input type="checkbox"/> | 54. When I hear about a new idea or a new approach to things, I immediately begin to work on out how to apply this in practice |
| <input type="checkbox"/> | 55. Mostly, I'm the one of the people who get party going |
| <input type="checkbox"/> | 56. Flexible organisation of lesson curricula is not my favourite one, because it takes a lot of time for preparation and has no solid structure as the traditional one |
| <input type="checkbox"/> | 57. I always manage to direct pupils' effort to necessary steps of action during classes |
| <input type="checkbox"/> | 58. I'm a member of a professional association/organisation/ |
| <input type="checkbox"/> | 59. I would love to spend all my vacation just laying at the beach and doing nothing |
| <input type="checkbox"/> | 60. I enjoy taking part in voluntary activities |

Scoring the Entrepreneurial Profile Questionnaire

In each table sign 1 point in the first part of table positively answered statements by plus (+). In the second part of tables, note below only those statements you answered with a minus (-). Total each column and note the level of your entrepreneurial profile.

Personal characteristics and skills	
No. of quest.	Sign 1 for (+)
1	
3	
6	
8	
14	
21	
25	
26	
37	
38	
42	
51	
54	
55	
60	
No. of quest.	Sign 1 for (-)
2	
4	
5	
7	
9	
10	
12	
13	
19	
24	
28	
30	
32	
36	
47	
Total score:	

Pedagogical competences and LLL attitude	
No. of quest.	Sign 1 for (+)
11	
16	
17	
20	
23	
29	
31	
33	
35	
44	
46	
49	
53	
57	
58	
No. of quest.	Sign 1 for (-)
15	
18	
22	
27	
34	
39	
40	
41	
43	
45	
48	
50	
52	
56	
59	
Total score:	

According to the results, find the level of your entrepreneurial profile

Personal entrepreneurial characteristics and skills

