

## Entrepreneurial Learning in TVET: exploring potential and taking action towards mainstreaming it in TVET

Virtual Conference on the UNESCO-UNEVOC TVeT Forum from 26 November – 7 December 2018

Moderated by Elin McCallum

“Students need to be able to think like entrepreneurs: resourceful, flexible, creative and global.”

Yong Zhao, *World Class Learners – Educating Creative and Entrepreneurial Students*

### Introduction

There is a skills mismatch between the skills developed through global education systems and the evolving needs of society and the economy. Young people require more than knowledge and basic skills to succeed. This skills gap is damaging the aspiration and potential of young people to become active members of society and contributors to the economy. As the world changes, so education must evolve to deliver the skills needed for these new opportunities and demands. Through entrepreneurial learning, young people can develop vision and creativity to find solutions to the challenges they and the world face, using initiative to put ideas into entrepreneurial action. Entrepreneurial learning is the learning experience to develop the competences that contribute to this entrepreneurial mindset and skills, supporting learners to be entrepreneurial in all walks of life.

Technical and vocational education and training (TVET) is a pivotal channel for the development of entrepreneurial learning, where student-centred experiential learning can be a powerful setting for building entrepreneurial capacity. The purpose of TVET is to be the learning bridge between education and the world of work by “developing knowledge, skills and competences of individuals for their employment, careers, livelihoods and lifelong learning”<sup>1</sup>. For many, it is the crucial chance to develop and practice entrepreneurial skills before they enter the labour market or start their own ventures.

‘Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.’

ENTRECOMP 2016

Definition developed by the Danish Foundation for Entrepreneurship & Young Enterprise, 2012

Policy-makers have long regarded entrepreneurial skills as important for economic growth and are increasingly linking this to social well-being. Yet, while it is more often seen in education and skills development policies, this has not translated into change in the learning environments. TVET systems around the globe are now challenged with the task of transforming this policy priority into practice, engaging and working with partners, and addressing the different factors that impact on introducing and mainstreaming effective entrepreneurial learning into TVET.

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<sup>1</sup> UNESCO, 2015

In order to support the development of entrepreneurship in TVET, fostering youth employment and entrepreneurship is one of UNESCO-UNEVOC's thematic priorities under the UNESCO TVET Strategy (2016-2021). Through its services, platforms and international network of TVET actors, UNESCO-UNEVOC aims to further the dialogue on entrepreneurship in TVET and provide resources and promising practices of how TVET systems can mainstream entrepreneurial learning.

This virtual conference will explore selected areas of the ecosystem<sup>2</sup> influencing the development of entrepreneurial skills by TVET learners, including the key areas of policy, teacher training, curriculum, non-traditional learning modes and career pathways. These areas interact, while being underpinned by the importance of stakeholder engagement and partnerships to support this work. The conference offers the opportunity for TVET leaders and practitioners to engage with and debate the key issues, through to gather a range of perspectives and evidence on approaches and actions from around the world.

For any questions about the virtual conference or the programme, please contact:  
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## Structure and intended outcomes

The **intended outcomes** of the conference are for participants to:

- Build insights into how entrepreneurial learning has relevance and importance to TVET
- Explore the role of different elements of the ecosystem in supporting entrepreneurial learning in TVET: policy, curriculum, teachers, learning activities beyond formal curriculum, and support for career paths/start up in mainstreaming entrepreneurial learning in TVET
- Discover practical ideas to empower TVET learners with entrepreneurial mindset and skills
- Contribute to forward thinking on how UNESCO-UNEVOC can develop their work to drive forward entrepreneurial learning in TVET systems

The **structure and sequencing** of the virtual conference's events are founded on seven topics. These topics will be 'opened' for discussion on the following days:

Monday, 26 November	Topic 1	Introducing entrepreneurial learning – the why and what for TVET
Wednesday 28 November	Topic 2	Policy or strategy supporting entrepreneurial learning in TVET
Thursday 29 November	Topic 3	Entrepreneurial learning in TVET curriculum
Monday, 3 December	Topic 4	Supporting teachers and trainers to embed entrepreneurial learning into TVET
Wednesday, 5 December	Topic 5	Entrepreneurial learning beyond formal TVET curriculum
Thursday, 6 December	Topic 6	Support for career paths/start up
Friday, 7 December	Topic 7	Drawing conclusions for the ecosystem supporting entrepreneurial learning to be put into practice across TVET

<sup>2</sup> The entrepreneurial learning ecosystem, put simply, means the ecosystem that works to develop more and better opportunities for entrepreneurial learning (e.g. in TVET) by identifying the different factors and actors that can make a major impact.

## Topics and leading questions

### Topic 1 – Introducing entrepreneurial learning – the why and what for TVET

This topic will explore the why and what of entrepreneurial learning, introducing widely used definitions to build understanding and sharing how these break down into the skills and behaviours that can be developed through learning. Key questions for participants will include:

- What do you understand by entrepreneurial learning?
- What do you understand as the entrepreneurial skills developed through entrepreneurial learning in TVET?
- Are there unique features specific to entrepreneurial learning within TVET compared to other levels of education?

### Topic 2 – Policy or strategy supporting entrepreneurial learning in TVET

Research shows that policy can be an important driver for entrepreneurial learning in TVET. This topic will explore existing examples of policy and strategy in this area and the motivations behind it, identifying both key characteristics and real impact on learning. Key questions for participants will include:

- Does policy or strategy emphasise the importance of entrepreneurial learning for TVET in your country?
- What are the factors to be addressed through policy, which can help drive entrepreneurial learning in TVET?
- Are there examples of where policy, strategy or policy tools have had positive impact on entrepreneurial learning in TVET institutions?

### Topic 3 – Entrepreneurial learning in TVET curriculum

Education is often driven by the acquisition of academic or technical knowledge, while entrepreneurial learning focuses on the skills and mindset that learners need to develop to apply their knowledge in new and innovative ways. This topic will explore how curriculum can promote entrepreneurial skills and mindset in the curriculum, identifying key characteristics, identifying those specific to TVET, understanding different approaches and sharing examples from around the world. Key questions for participants will include:

- What are the key characteristics or features of curriculum for entrepreneurial learning?
- In what ways can we – or should we – bring real-life into entrepreneurial learning experiences for TVET learners?
- What examples of entrepreneurial learning in TVET can you suggest from your country?

## Topic 4 – Supporting teachers and trainers to embed entrepreneurial learning into TVET

Teachers and trainers are at the frontline of education, acting as primary catalysts of change within any education system. This topic will explore the key issues and potential solutions for supporting teachers and trainers, focusing on how TVET can support teachers and trainers to introduce entrepreneurial learning from system and practice perspectives. Key questions for participants will include:

- How can TVET systems actively help teachers and trainers to embed entrepreneurial learning in their teaching?
- What is the role of those leading and managing TVET institutions?
- What additional knowledge, skills or experience do teachers and trainers need to introduce or enhance entrepreneurial learning?
- How can introducing entrepreneurial learning support teachers and trainers?
- Do you know of interesting or effective practices that target teachers, trainers or education leaders to promote and embed entrepreneurial learning?

## Topic 5 – Entrepreneurial learning beyond formal TVET curriculum

This topic will seek to gather insights on innovative approaches to encouraging non-formal entrepreneurial learning within the TVET system, as extra-curricular opportunities or alternatives to formal curriculum. Key questions for participants will include:

- Can you identify opportunities and areas for TVET students to undertake entrepreneurial learning beyond formal TVET curriculum?
- What examples are already out there that we can adapt or learn from?

## Topic 6 – Support for career paths/start up

Career guidance is about supporting young people to take their next steps into the world of work or start-up, and entrepreneurial skills and mindset are crucial assets for every learner. This topic will explore the need for career guidance to recognise the value of entrepreneurial skills and mindset for the wider labour market, highlight business start-up as a specific career pathway within the student advice and information process, and identify start-up support sources for aspiring entrepreneurs. Key questions for participants will include:

- In your view, what does an entrepreneurial career pathway look like?
- How can career guidance services support TVET learners to understand the value of their entrepreneurial skills to their future career and employers?
- How can TVET support start-ups?
- What inspiring examples are already out there?

## Drawing conclusions for the ecosystem supporting entrepreneurial learning to be put into practice across TVET

This section will draw together the conclusions from the conference, to enhance understanding and further explore the ecosystem which impacts on entrepreneurial learning in TVET. This will test the approach and explore what future topics should be addressed.

- Which is the most important topic discussed in this conference, to support the mainstreaming of entrepreneurial learning into TVET?
- Are there other topics that need to be addressed in future discussions?
- How can TVET be an effective part of an entrepreneurial learning ecosystem?

### About the moderator

Originally a youth worker and VET teacher, Elin McCallum has specialized in entrepreneurial education for the past 15 years. After education and economic development policy roles with European Commission and Welsh Government, she co-founded Bantani Education in 2016 to drive forward entrepreneurial learning across education and training. Bantani are a non-profit involved in building new collaborations, developing stronger networks, and creating new ways to innovate and experiment in the area of entrepreneurial learning, with a particular focus on educator skills, digital innovation and links to active citizenship. She has contributed to a wide range of publications including academic papers, policy guidance, Eurydice studies on entrepreneurship and citizenship education and co-authored the recent 'EntreComp into Action' publication by the European Commission.



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