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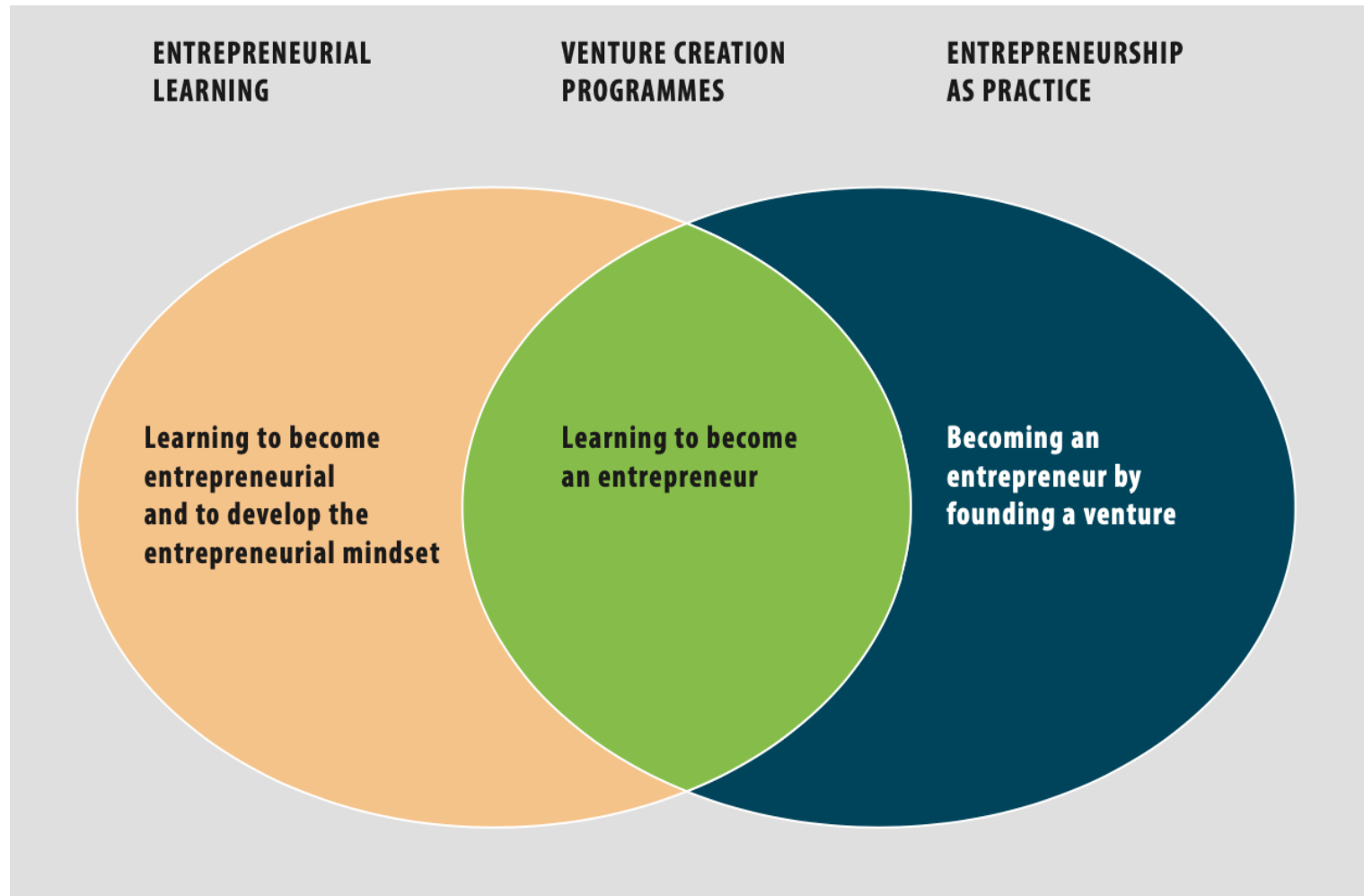
Transferability of UNESCO-UNEVOC Promising Practices in Entrepreneurship

Innovative Entrepreneurship Pathways Symposium 2024

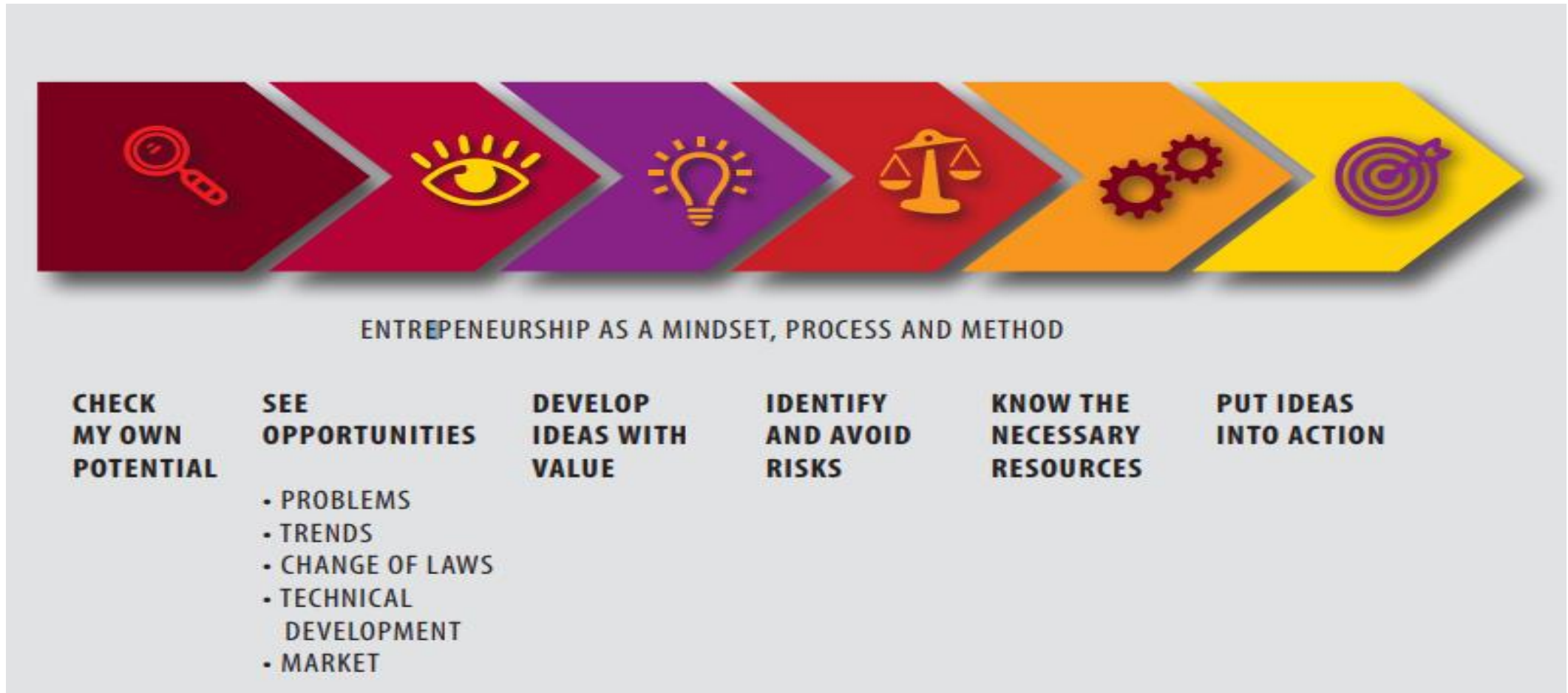
21 August 2024

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UNESCO-UNEVOC International Centre for TVET





Entrepreneurship as mindset

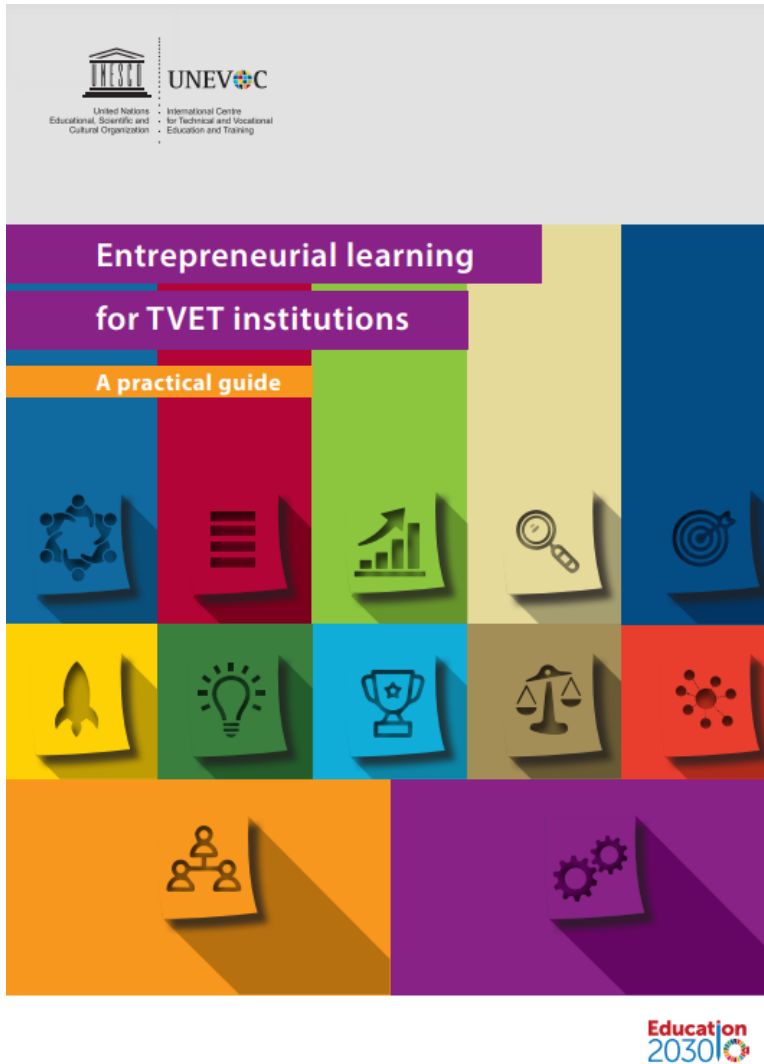


Entrepreneurship includes individuals with entrepreneurial mindset who bring about a **positive change** in society, in areas such as education, environmental protection or the creation of jobs for persons with disabilities.

Entrepreneurial learning seeks to foster **self-esteem** and **confidence** by drawing on the individual's **talents** and **creativity**; while building the **relevant skills** and values that will assist **learners** in expanding their perspectives on schooling and opportunities beyond

Entrepreneurial learning in TVET aims to promote **creativity, innovation, and an entrepreneurial mindset** which equips youth to access and thrive in the world of work and supports their personal development

Entrepreneurial Learning in TVET



A

Understanding the basic concepts

- 1 What is entrepreneurship?
- 2 What is entrepreneurial learning?
- 3 Why is entrepreneurial learning important?
- 4 What is an entrepreneurial TVET institution?
- 5 What are the key components of an entrepreneurial learning ecosystem?

B

Making a self-assessment

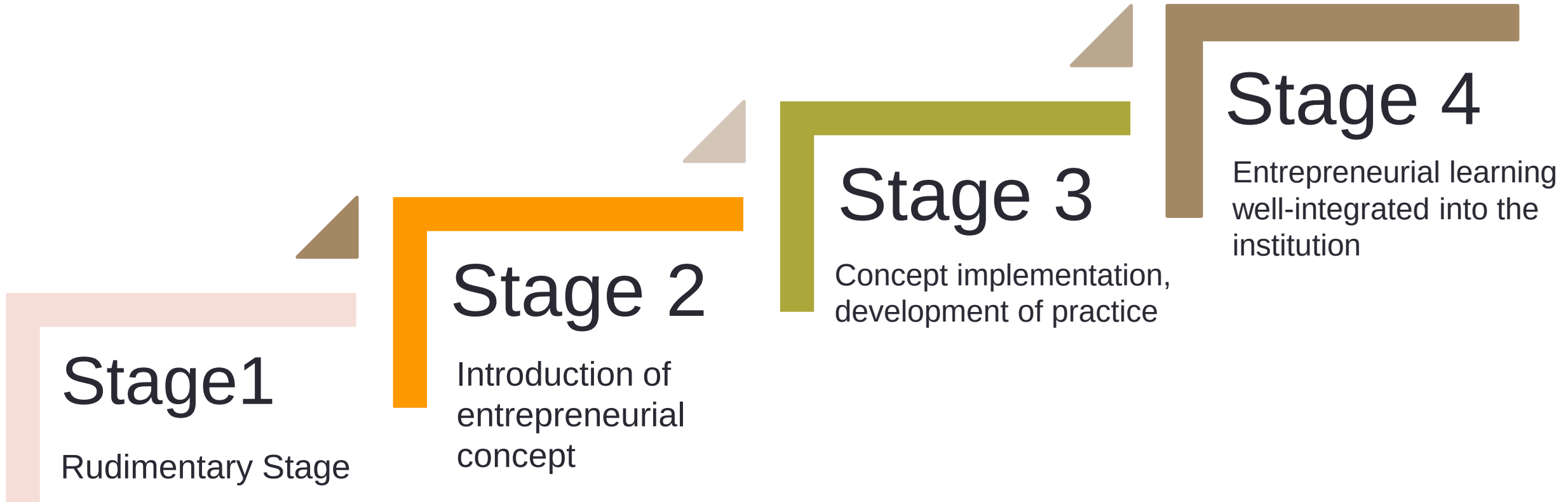
1. At which stage in entrepreneurial learning is your TVET institution?

C

Initiating and strengthening entrepreneurial learning in TVET

What are the main components of the Entrepreneurial Learning Institution Canvas (ELIC)? What does ELIC do? How can ELIC be used?

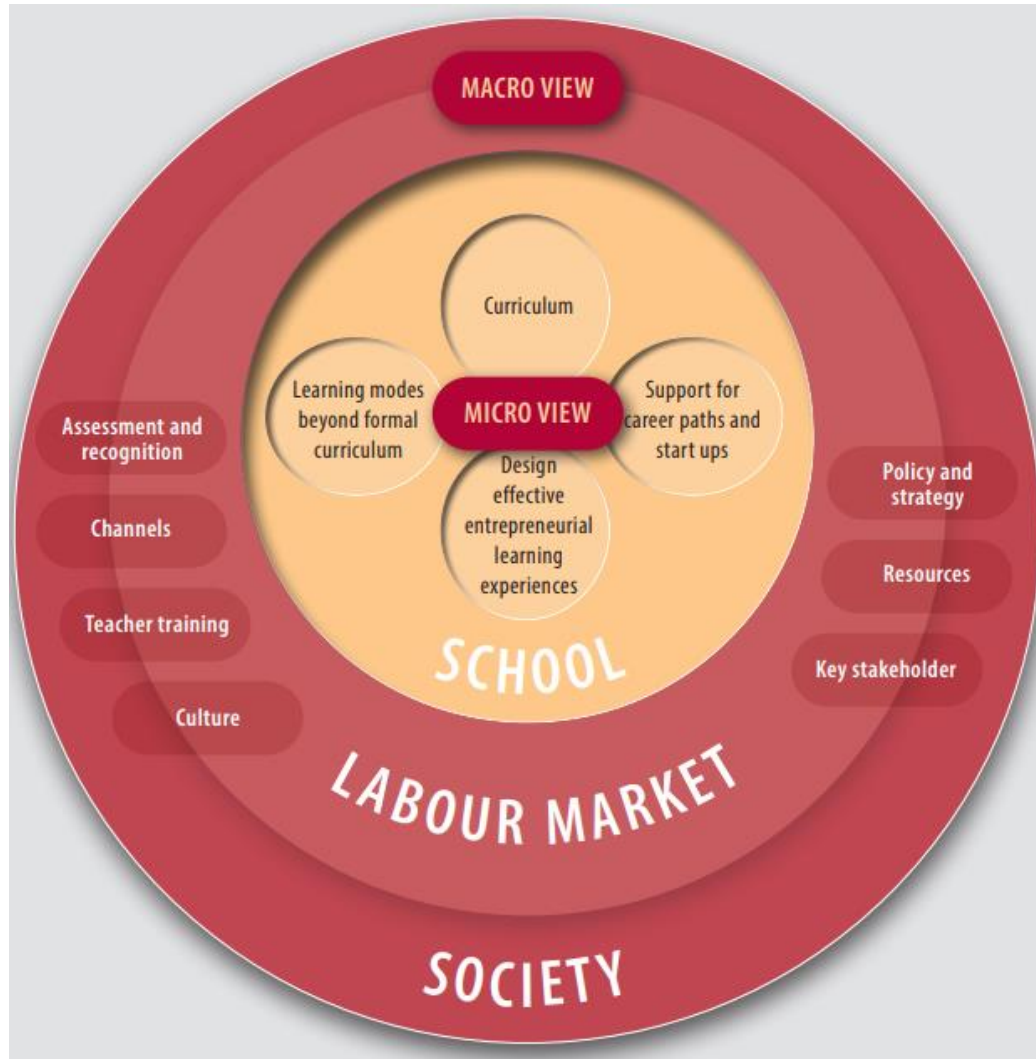
Stages of Entrepreneurial Learning



Self-assessment

	Stage 1 Rudimentary Stage	Stage 2 Introduction of entrepreneurial concept	Stage 3 Concept implementation, development of practice	Stage 4 Entrepreneurial learning is well-integrated into the institution
Entrepreneurial Learning Concept	No formal concept, Entrepreneurial learning as initiatives of individual teachers	Development of a clear concept and objectives for entrepreneurial learning	Specification of learning outcomes, objectives, and assessment methods	Continuous monitoring and evaluation of entrepreneurship programmes
Learning opportunities	Optional and offered to some learner groups	Students learn entrepreneurial skills through hands-on projects	Entrepreneurial learning incorporated into the curriculum of all learners	Cooperation with outside establishments to work on joint projects or in-firm learning
Key Resources	Limited resources	The school is equipped with adequate resources and materials	Access to various tools and materials in classes and/or extra-curricular activities	Access to needed expertise outside school on a regular basis.
Teachers/Trainers expertise	Individual interests & initiatives	Received training and foundational knowledge of entrepreneurial learning	Training and knowledge of entrepreneurial learning updated regularly	Teachers expand the entrepreneurial learning ecosystem across the school and its network
Leadership and school cultures	Leaders are positive about entrepreneurship	Leaders encourage and support entrepreneurship learning activities	Leaders assign specific team for entrepreneurship development	Leaders allocate robust funding mechanism and cooperate with external stakeholders

Key components of an Entrepreneurial Learning Ecosystem in TVET



Developing entrepreneurial capacity of learners requires:

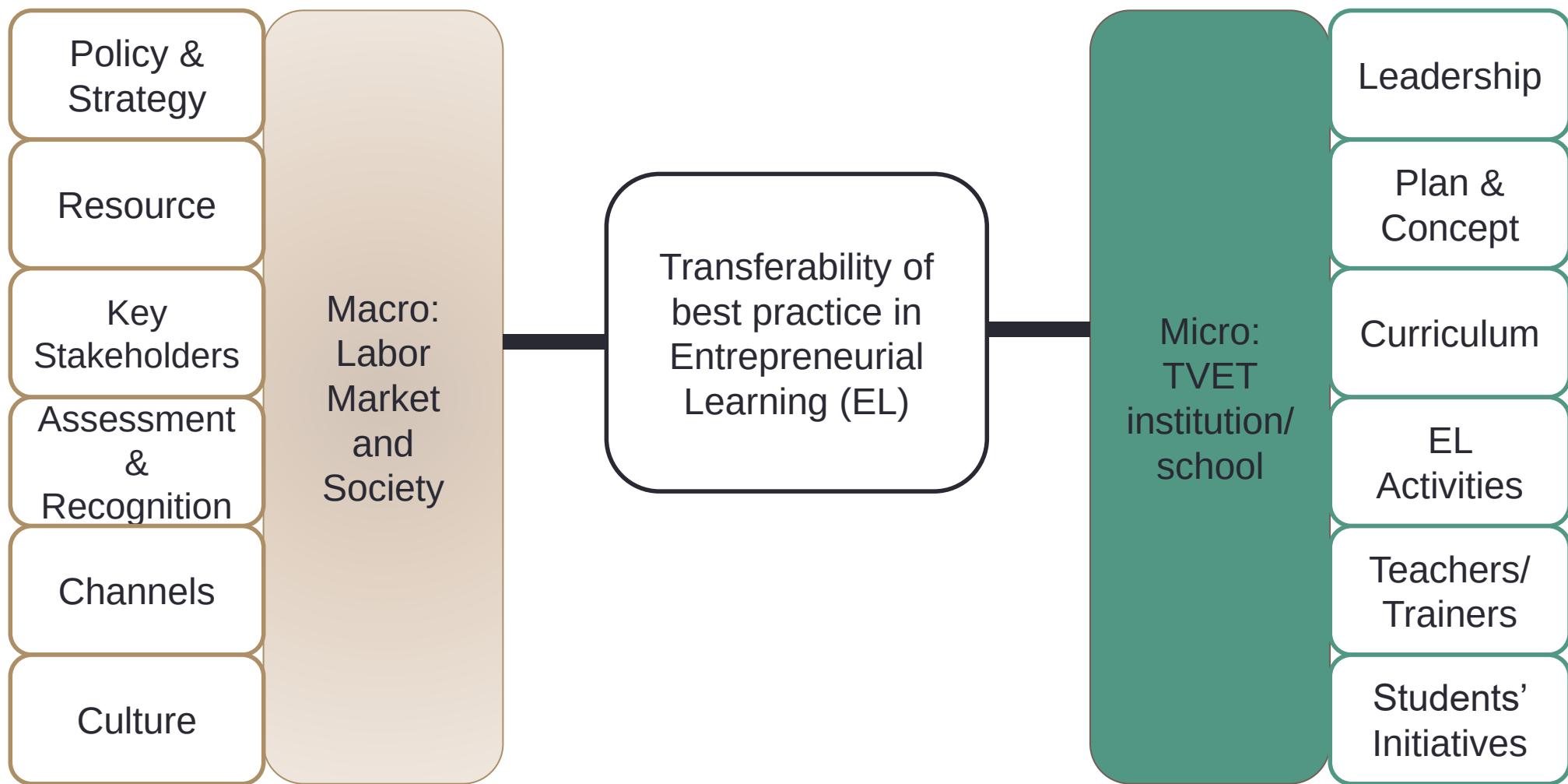
Micro View

- ☐ Design effective entrepreneurial learning experiences
- ☐ Curriculum
- ☐ Learning modes beyond formal curriculum
- ☐ Support for career paths and start-ups

Macro View

- ☐ Policy and strategy
- ☐ Resources
- ☐ Stakeholders
- ☐ Culture
- ☐ Teacher training
- ☐ Channels
- ☐ Assessment and recognition

Transferability Framework



UNESCO-UNEVOC Entrepreneurship Innovative Pathways - Example

An educational model based on "learning by doing, selling and earning", giving underprivileged young students access to quality education.

Training in practical skills (such as growing vegetables, raising livestock and crafting furniture) to produce good and service which will generate income to cover the school cost.

Providing real-life marketplace contexts, training in setting up microenterprises and cooperatives, prepare business plans, apply for micro-loans and manage their finances to improve productive engagement of graduates.

Key to transferability : Assessment and recognition

Includes the training of practical skills that is needed to establish a self-sufficient school, into the officially recognized secondary school curriculum.

[Self-sufficient schools, Paraguay](#)

**fundación
paraguaya**



**UNESCO-UNEVOC
PROMISING PRACTICES**

Fundación Paraguaya's Self Sustainable Schools

Turning learning into earning and saving

UNESCO-UNEVOC Entrepreneurship Innovative Pathways - Example



**Entrepreneurial mentorship programme
for TVET students**

[Embu College of Professional Studies, Kenya](#)

Liaising with different stakeholders and specialists in the field of entrepreneurship to give trainings in topics such as introduction to business, writing successful business plans, discipline in entrepreneurship, power of networking and how to remain resilient during difficult economic times.

The trainings serves as the eye-opening initiatives where students learn about the various opportunities available to start their own businesses.

Mentors also organize sessions with specific groups of students based on their areas of specialization.

Key to transferability: **Involvement of stakeholders**

The willingness of entrepreneurs in the area to be involved in the mentorship programme.

UNESCO-UNEVOC Entrepreneurship Innovative Pathways - Example



[Development of female entrepreneurship, iHUB, Ukraine](#)



Awareness raising

Promotion of successful female entrepreneurs as productive members of society and role models for the next batch of entrepreneurs



Training and educational activity

A comprehensive, gender-sensitive, business development programme for aspiring female entrepreneurs



Provision of business incubator services

iHUB business centres and provision of consulting activities to boost development of female-led startups



Mentoring network

Identification of successful Ukrainian and international business women to support aspiring entrepreneurs in personal growth and professional development



Community of women entrepreneurs

Helping women to rapidly locate partners or employees, and solve common start-up problems; advice on coping with business challenges through discussions with experienced experts who have faced similar issues

Key to transferability : Culture

Encouraging communication among the trainees and creating a friendly and safe communication space to ask for advice, experience sharing and support.

A supportive network of driven and innovative female entrepreneurs

UNESCO-UNEVOC Entrepreneurship Innovative Pathways - Example



Offers 18 challenges in 3 levels:

1. Core Entrepreneurial Education: develop ideas and put into action
2. Entrepreneurial Culture: motivation and inspiration
3. Entrepreneurial Civic Education: increase awareness for citizenship and social responsibility

Key to transferability : Curricula and learning resources

Modular approach at different levels of curricula, online materials in different languages.

[Youth Start Entrepreneurial Challenges, Initiative for Teaching Entrepreneurship \(IFTE\), Austria](#)

UNESCO-UNEVOC Entrepreneurship Innovative Pathways

1. [Self-sufficient schools: turning learning into earning and saving, Fundación Paraguaya, Paraguay](#)
2. [Entrepreneurial culture: Ikasenpresa, Basque Centre of Research and Applied Innovation in VET \(TKNIKA\), Spain](#)
3. [Youth Start Entrepreneurial Challenges, Initiative for Teaching Entrepreneurship \(IFTE\), Austria](#)
4. [Entrepreneurship Modules for TVET, Foundation Innove, Estonia](#)
5. [Business Incubation Centre, TESDA Women's Centre \(TWC\), Philippines](#)
6. [Development of female entrepreneurship, iHUB, Ukraine](#)
7. [Innovation and Entrepreneurship Initiatives, Temasek Polytechnic, Singapore](#)
8. [Entrepreneurial mentorship programme for TVET students, Embu College of Professional Studies, Kenya](#)

Thank you

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Transferability of Promising Practices

Factors			Self-sufficient schools	Entrepreneurial Culture: Ikasenpresa	Youth Start Entrepreneurial Challenges	Entrepreneurship Modules for TVET	Business Incubation Centre	Development of female entrepreneurship	Innovation and Entrepreneurship Initiatives	Entrepreneurial mentorship Programme
Macro view	Labor Market & Society	Policy and strategy	Minor	Significant	Minor	Significant	Significant	Minor	Minor	Minor
		Resource	Moderate	Significant	Minor	Moderate	Significant	Moderate	Significant	Moderate
		Key Stakeholder	Moderate	Significant	Minor	Significant	Moderate	Moderate	Significant	Significant
		Assessment & Recognition	Significant	Significant	Moderate	Significant	Significant	Moderate	Moderate	Significant
		Channels	Minor	Moderate	Moderate	Significant	Moderate	Significant	Minor	Significant
		Culture	Minor	Significant	Minor	Minor	Minor	Significant	Minor	Moderate
Micro view	TVET Institution/ School	Leadership	Significant	Moderate	Significant	Significant	Significant	Significant	Significant	Significant
		Plan and Concept	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant
		Curriculum	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Moderate
		Activities	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Moderate
		Teachers and Trainers	Significant	Significant	Significant	Significant	Moderate	Significant	Significant	Moderate
		Students Initiatives	Moderate	Moderate	Significant	Minor	Significant	Significant	Significant	Moderate
Transferability			High	Medium	High	Medium	Medium	High	Medium	High