



 Federal Ministry
Republic of Austria
Education, Science
and Research



Entrepreneurial Learning Institution Canvas (ELIC)

Framework Innovative Pathways for the Future of Entrepreneurship
in Digital, Social and Sustainable Spheres
Prof. Johannes Lindner





Entrepreneurial learning

for TVET institutions

A practical guide



Formation à l'entrepreneuriat

pour les institutions d'EFTP

Un guide pratique



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?

TASK:

- a) Which idea from your region do you find very good?**
- b) What value does this idea create for you?**

ENTREPRENEURS = humans who implement new ideas with value



Source: AMA Marketing



Source: Thonet



Hand in Hand



Source: AMA Marketing



www.motic-ls.com



<https://hood-it.com>

VALUE Creation Pedagogy



ENTREPRENEURSHIP AS A MINDSET, PROCESS AND METHOD

**CHECK
MY OWN
POTENTIAL**

**SEE
OPPORTUNITIES**

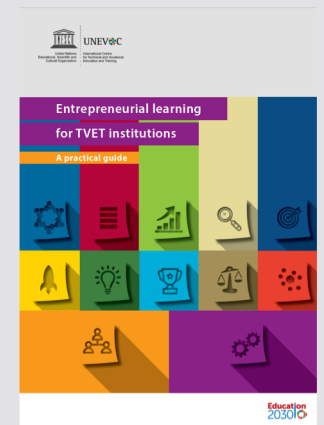
- PROBLEMS
- TRENDS
- CHANGE OF LAWS
- TECHNICAL
DEVELOPMENT
- MARKET

**DEVELOP
IDEAS WITH
VALUE**

**IDENTIFY
AND AVOID
RISKS**

**KNOW THE
NECESSARY
RESOURCES**

**PUT IDEAS
INTO ACTION**



Value Creation Pedagogy

“Let students learn by applying their existing and future competencies to create something – preferably novel – of value to at least one external stakeholder outside their group, class or school”

TRIO Model of Entrepreneurial Education



Level I: Core Entrepreneurial Learning, entrepreneurial skills in a narrower sense, develop own innovative ideas - with value - and implement them in a creative and structured way.



Level II: Encouragement of a culture of entrepreneurial thinking and acting among the young adults



Level III: Encouragement of a culture of maturity, autonomy, personal responsibility and solidarity (value basis) for a dynamic civil society of citizens (“citoyens”)

ENTREPRENEURIAL LEARNING

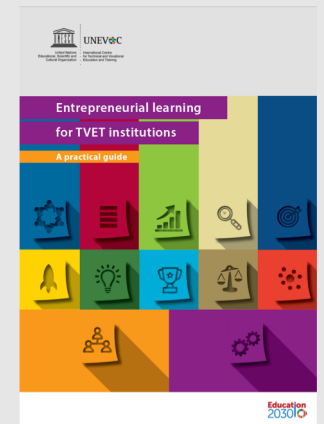
VENTURE CREATION PROGRAMMES

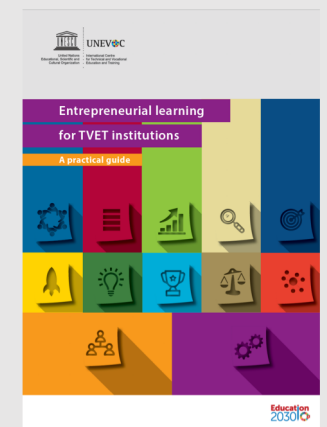
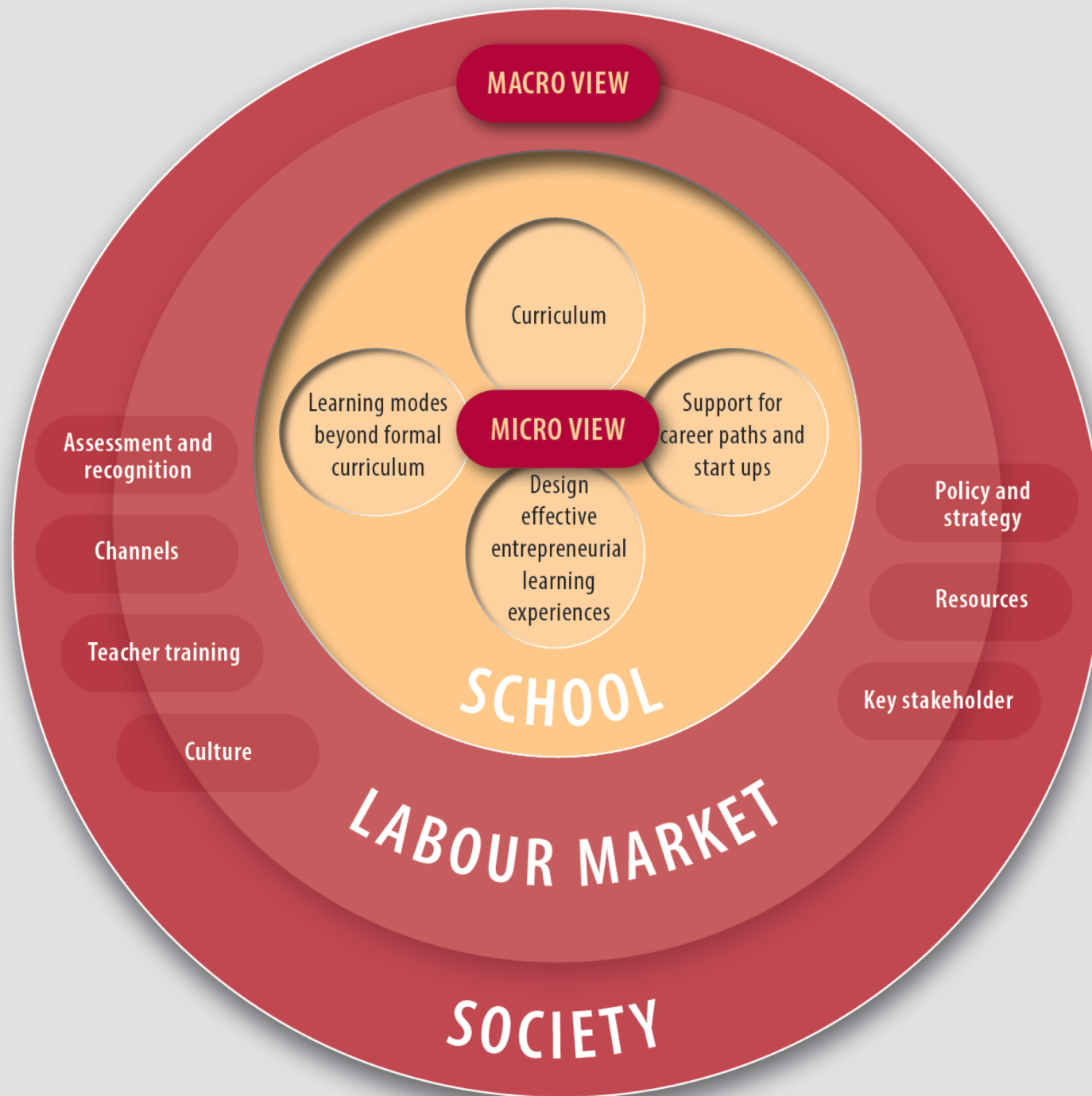
ENTREPRENEURSHIP AS PRACTICE

**Learning to become
entrepreneurial
and to develop the
entrepreneurial mindset**

**Learning to become
an entrepreneur**

**Becoming an
entrepreneur by
founding a venture**





B

Making a self-assessment

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

Entrepreneurial Learning Plan

Learning opportunities

Key resources

Teacher expertise

Leadership and school cultures

Rudimentary stage, mainly based on individual initiative	Introduction of an entrepreneurial ecosystem: concept development	Concept implementation and consolidation of the approach and development of practice	Entrepreneurial learning well- integrated into the institution and measured for impact
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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?

WHAT DO YOU WANT TO ACHIEVE WITH ENTREPRENEURIAL LEARNING?

Write down the objectives your TVET-institution would like to reach

Human Resource Development Council (Botswana)

Technical colleges (Botswana)

Rift Valley Technical Training Institute (Kenya)

Polytechnic Colleges (Ethiopia)

Addis Abba TVET Agency/Higher Education Strategy Center (Ethiopia)

Capacity building & curriculum

good business knowledge of graduates

Enhance ges

selfemployment

mindset change

lower dropout rates

attitude and character work

TVET Authority (Kenya)

Review curriculum to bring in components that will empower learners with appropriate skills.

Enhance innovation & creativity towards development of more goods and services.

National strategies to pronounce skills development E entrepreneurship

Develop Training standards that will enhance entrepreneurial training for TVET Institutions in Kenya

Benchmark with other sister countries for continuous improvement.

MiTtd is creating courses for unemployed people through NTRS / reskilling...

we would like that oung people grow, get to know what they want and are able to do and work for their livelihood independently

we hope by he given training the teachers can scale up their knowledge and skills and can support the students in many new ways to fulfill their dreams in business

to promote fruitful changes and future jobs

to work on real life experience in TVET

TVET Enterprise-Financial and infrastructure Support

to finally find students

Integration of entrepreneurship in TVET Curriculum

To reskill unemployed people who have lost their jobs due to COVID

Mauritius Institute of Training and Development (Mauritius)

To develop entrepreneurial skills among those trainees having completed one trade, give them entrepreneurial skills to start their SMEs

National Board for Technical Education (Nigeria)

Gain Knowledge that I can use to enhance entrepreneurship training in TVET in kenya

University of Nigeria, Nsukka (Nigeria)

- DEVELOP BUSINESS SKILLS FOR EXISTING ENTREPRENEURS
- DEVELOP SMES /MSME BY DEVELOPING FURTHER COMPETENCIES
- EMPOWERING YOUTH FOR JOB CREATION TO EB SELF DEVELOPMENT
- COURSES AT MITD – NC3/4 - CREATING OPPORTUNITIES FOR UNEMPLOYED PERSONS CAUSED (COVID PANDEMIC) – OTHER NTRS COURSES – FORMING THEM FOR JOB CREATION AND ADDING TO PRODUCTIVITY AND IMPROVING ECONOMIC SITUATION

Why is entrepreneurial learning important?

Reasons	The big idea behind it ... Personal development
Fostering young talent	People with an entrepreneurial mindset do not grow naturally. Therefore, entrepreneurship programmes are needed across the curriculum. Entrepreneurs and changemakers are needed in all areas of society – in the arts and sports, as well as in business and public service.
Experiencing self-efficacy Living one's dreams Increasing motivation	Everyone should have the opportunity to develop their own potential: to pursue their hopes, dreams and talents. Being creative and overcoming big and small challenges alike are a source of joy for learners. By participating in an entrepreneurship programme, learners are encouraged to discover their own potential – what they really, really want – and to strengthen a growth mindset. People who have a growth mindset see mistakes as an opportunity to try something new and are convinced that they can develop their abilities.



Why is entrepreneurial Learning important for Kids and Youth?



Why is entrepreneurial learning important?

Reasons	The big idea behind it ... Economic development
Developing perspectives for the future	Entrepreneurship is a major engine for economic growth and job creation. With rising employment and persistently high rates of youth unemployment, entrepreneurship programs are a means to address this problem. They can give learners tools to create their own jobs and career paths, or to bring an entrepreneurial mindset to their role as an employee, thus improving job security. TVET institutions offering these programmes can improve learners' motivation and their willingness to stay engaged in all their subjects. This can reduce dropout rates.
Self-Entrepreneurs becoming leading figures	The ideal-typical role model in the 19 th century was the respectable craftsperson, in the 20 th century the professional or technical expert of the industrial society, in the 21 st century the leading figure is the self-entrepreneur, someone who is a creative thinker and an innovator, who is prepared to take risks, learn from their mistakes and make bold decisions.
Responding to dynamics of society and economy	Globalization and technological progress have led to the world changing at an extraordinary pace, affecting the way we live, work and learn. These dynamics in society and the economy call for greater nurturing of entrepreneurial thinking in the next generation. Their entrepreneurship and innovation will provide new impetus to social and human development, economic growth, and job creation. Entrepreneurial learning programmes can prepare learners to identify and address the challenges and opportunities they confront by solving problems and creating value in both monetary and social terms.





Why is entrepreneurial learning important?

Reasons	The big idea behind it ... Social development
Learning how to participate in society	All kinds of shapers of the future are in school today, the way they are educated will determine how they participate in the society and the economy. Entrepreneurial learning offers a socio-educational perspective. It is an approach that can be an open up income-generation and other opportunities for disadvantaged groups in society. An understanding of the contextual and personal challenges of the target group is important for the development of an entrepreneurship program. Entrepreneurship is also a way of learning self-confidence and how to participate in society as well as the economy.
Preparing learners for an uncertain future Employability	We live in an age of unprecedented transformation. Today's learners face a future full of complex social, technological and environmental issues, such as the automation of routine tasks and more unpredictable weather. Entrepreneurship programmes teach learners crucial life skills that will help them to navigate uncertainty with agility and to adapt to change. They foster creativity, fuel curiosity and help people manage their relationships by developing hard and soft skills including problem-solving, teamwork and learning to accept failure.
Making the world a better place active citizens	People can change society with small as well as large initiatives. Social entrepreneurs and changemakers seek to solve problems, meet the needs of their community and the planet and ease pain points with the help of their products and services. They are hard-wired to make an impact. By participating in entrepreneurship programs, learners do not just become ready to create their own futures — they become ready to change the community and the world.



**KEY
STAKEHOLDERS**



**CURRICULUM
APPROACH**



**VALUE
PROPOSITION**



**MONITORING
KEY METRICS**



**TARGET
GROUP**



KEY RESOURCES



KEY ACTIVITIES



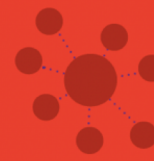
**ENTREPRENEURIAL
COMPETENCIES**



ASSESSMENT



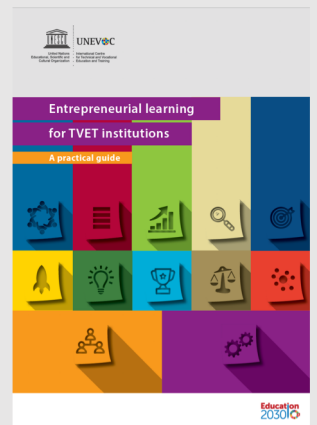
CHANNELS



CORE TEAM



**ORGANIZATIONAL
STRUCTURES**



KEY
STAKEHOLDERS

8

CURRICULUM
APPROACH

4

VALUE
PROPOSITION

1

MONITORING
KEY METRICS

12

TARGET
GROUP

2

KEY RESOURCES

6

KEY ACTIVITIES

5

ENTREPRENEURIAL
COMPETENCIES

3

ASSESSMENT

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CHANNELS

10

CORE TEAM

7

ORGANIZATIONAL
STRUCTURES

11



Variations of the curricular integration of Entrepreneurial Learning

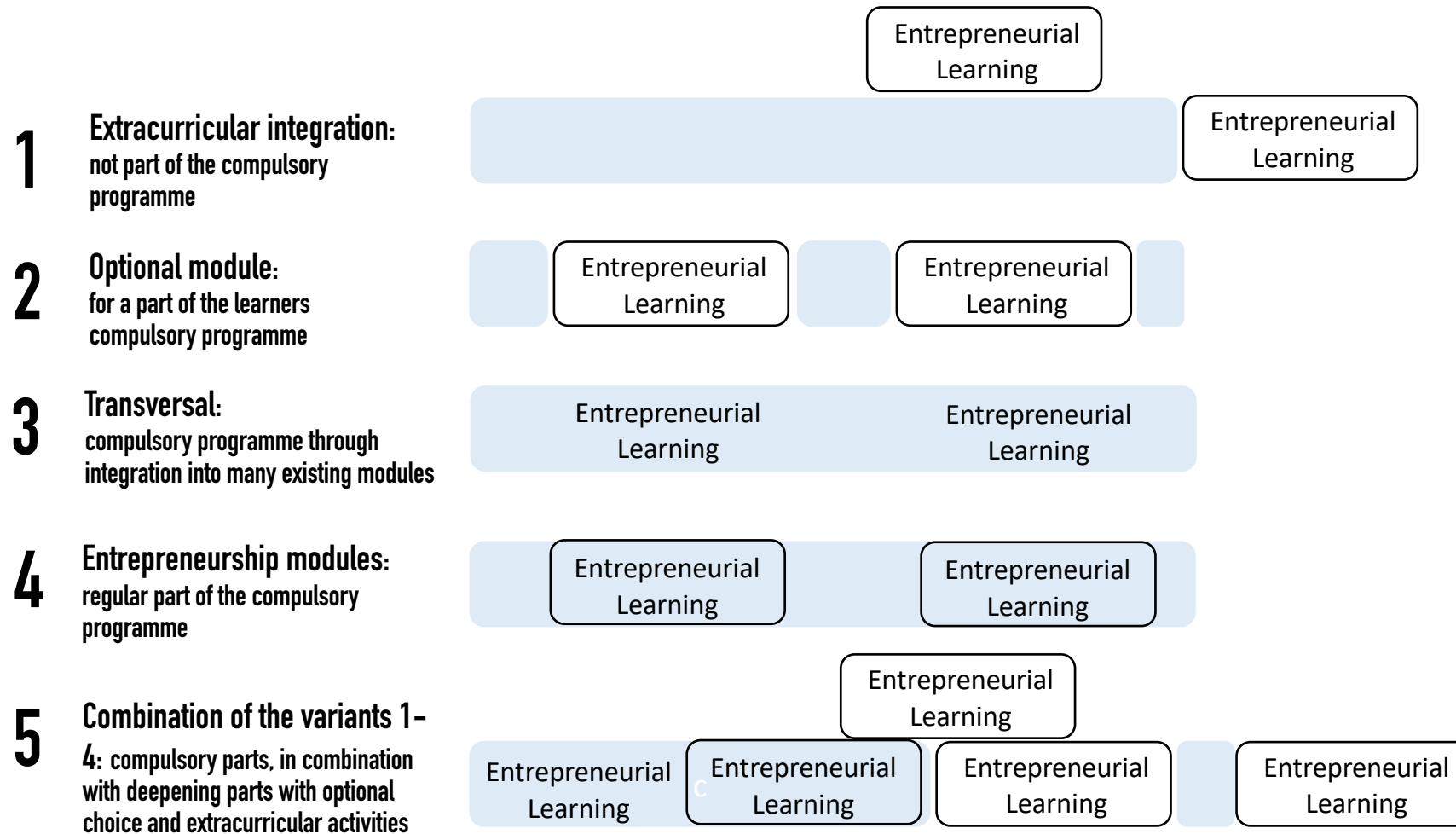
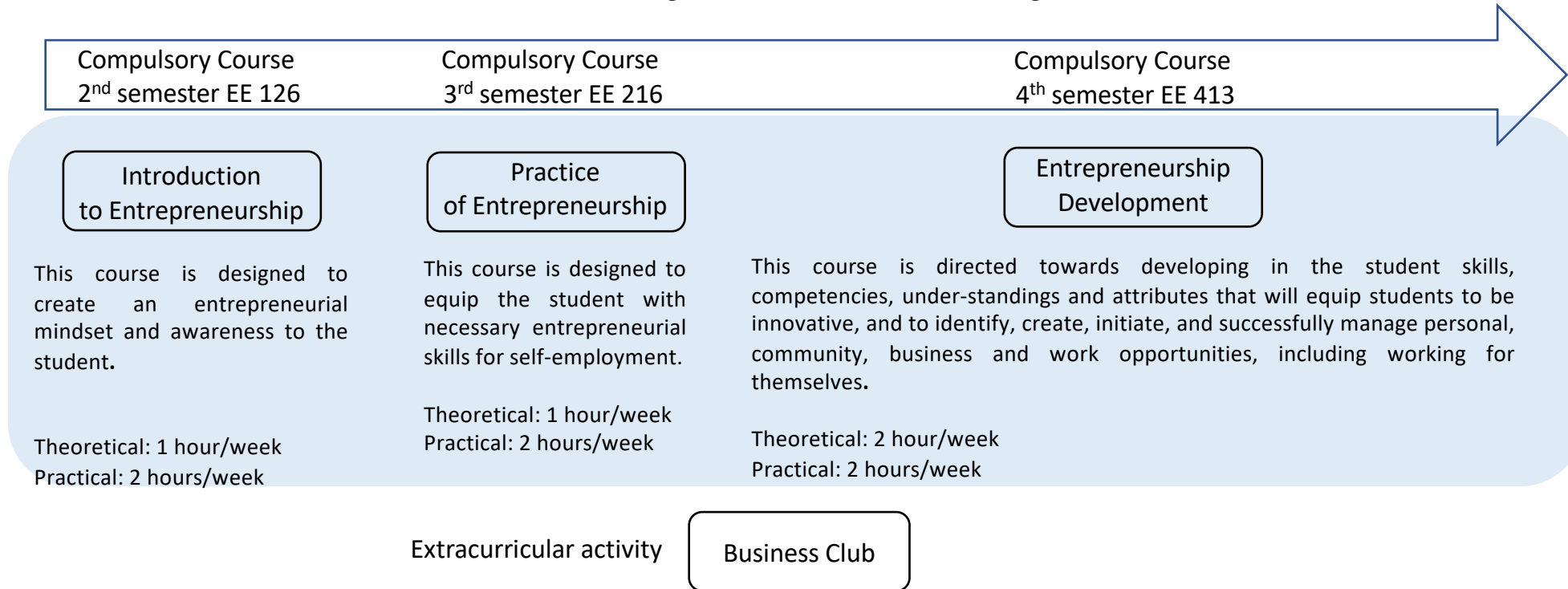


Figure 15: Variants of the curricular integration of Entrepreneurial Learning. Graphic: Lindner.

Curricular integration of NBTE Nigeria



Curricular integration of Entrepreneurial Learning at ZJTIE, China

2+1 system (3-year diploma)

1st Year

2nd Year

3rd Year

Students in regular class

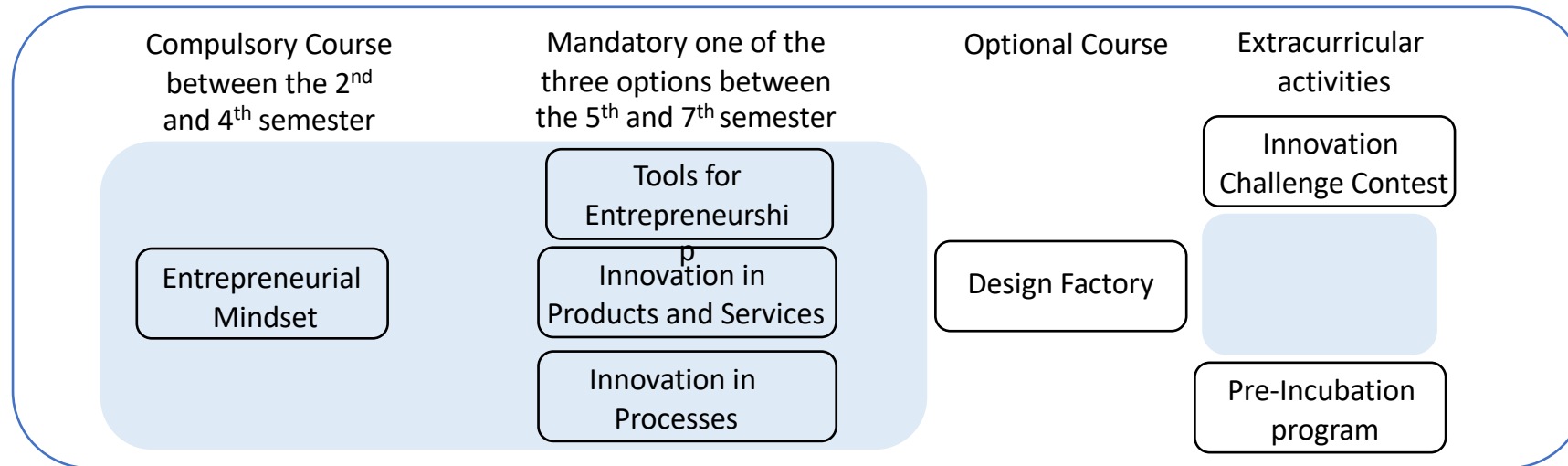
Set up compulsory courses and optional courses including guidance for College student career development and entrepreneurship management practice, etc..

Special class for Entrepreneurship

With emphasis on entrepreneurship experience education and practical training, and by combining course comprehensive practice, ZJTIE sets up core courses and special course oriented on practice and carry out individualized instruction by various forms including heuristic method, simulation method, experience method, case analysis, group discussion, entrepreneurship seminar, lectures on special topics, enterprise investigation and simulated operation based on student entrepreneurship project.

Curricular integration of Entrepreneurial Learning at Duoc UC Chile

Transversal programme through integration in the whole TVET programme



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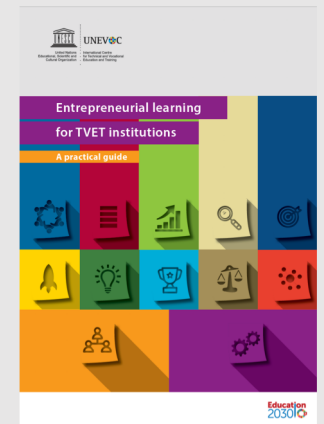
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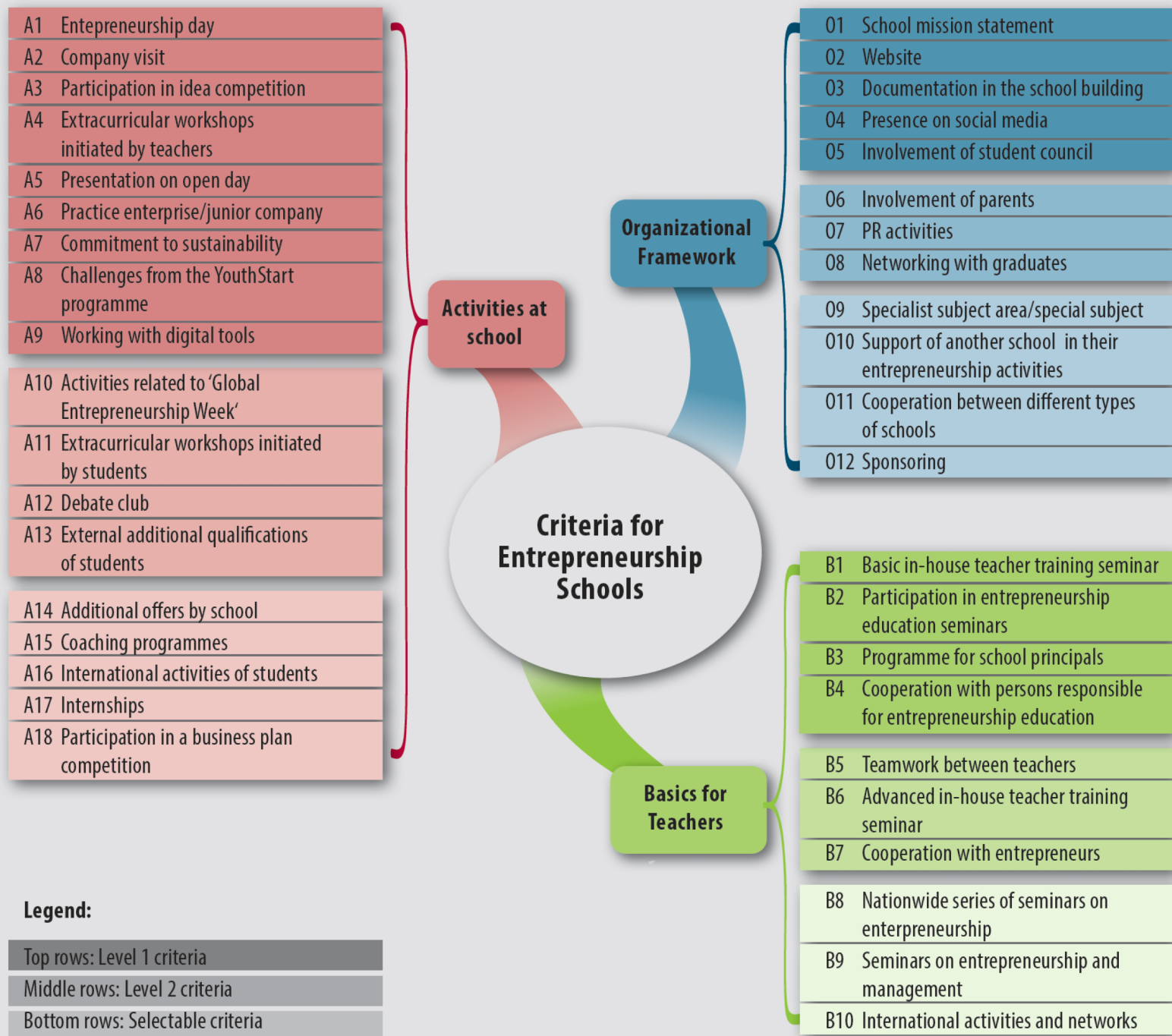
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Entrepreneurship Education for a Sustainable Future

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Abstract

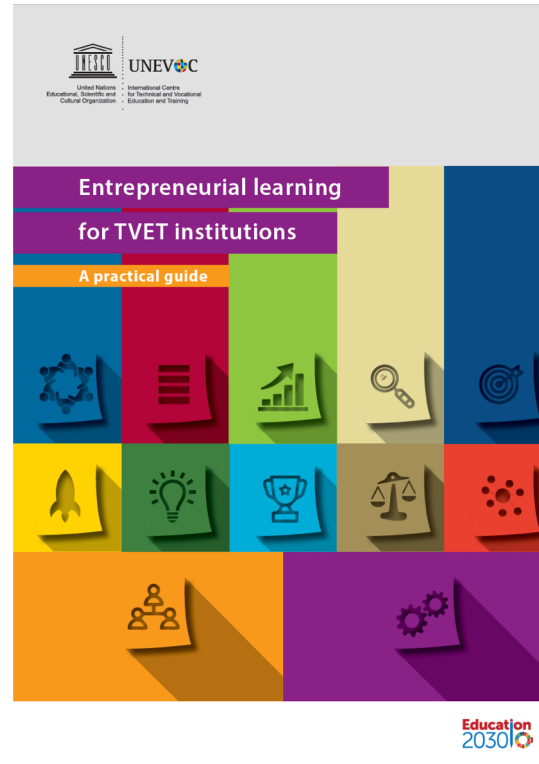
Entrepreneurs keep our economy and society vibrant by implementing new ideas, which is why our society needs people with entrepreneurship competences. The development of our entrepreneurship competences does not begin with the start of our professional lives, but is initiated in earlier phases of our socialisation. Entrepreneurship education can trigger and support this process. A common goal of entrepreneurship education is to strengthen entrepreneurs with value orientation for a sustainable society. All entrepreneurs of the future are in school today, the nature of their value-oriented education and their willingness to participate is shaped by today's learning. This article provides information about entrepreneurship education, with a focus on Entrepreneurial Challenge-Based Learning for a sustainable future. Entrepreneurial Challenge-Based Learning touches on the basic personal and social issues of responsibility and autonomy and is intended to foster a culture of solidarity in our society.

Keywords: entrepreneur, entrepreneurship education, entrepreneurial challenge-based learning, social entrepreneurship, TRIO Model for Entrepreneurship Education, Youth Start Entrepreneurial Challenges, Sustainable Entrepreneurial Design, www.youthstart.eu.

Introduction

A socially responsible market economy needs confident and responsible citizens, who take an active role in shaping their own future and that of the society they live in through entrepreneurial and social initiatives. Without people who are willing to become active and implement their ideas, we would now be living in a very different reality. We owe innovations such as the arts, schools, cars, medication, the rule of law and democracy to people who were ready to make continual efforts to implement new ideas and change the rules of society.

Entrepreneurial initiatives are crucial for the development of regions and entire countries. Entrepreneurial thinking and acting can contribute to social cohesion in poorly developed regions and can help improve the situation of unemployed or underprivileged people. This is why the European Union is targeting a renaissance of entrepreneurship (cf. European Council, 2014; European Commission, 2013). In official appeals, economic policymakers and stakeholders are calling for new entrepreneurs, invoking a new phase



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Start in your classroom



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