

Entrepreneurial Learning in TVET webinar series - Webinar 3

BILINGUAL TECHNICAL SCHOOL OF NKOLBISSON Yaounde - Cameroon



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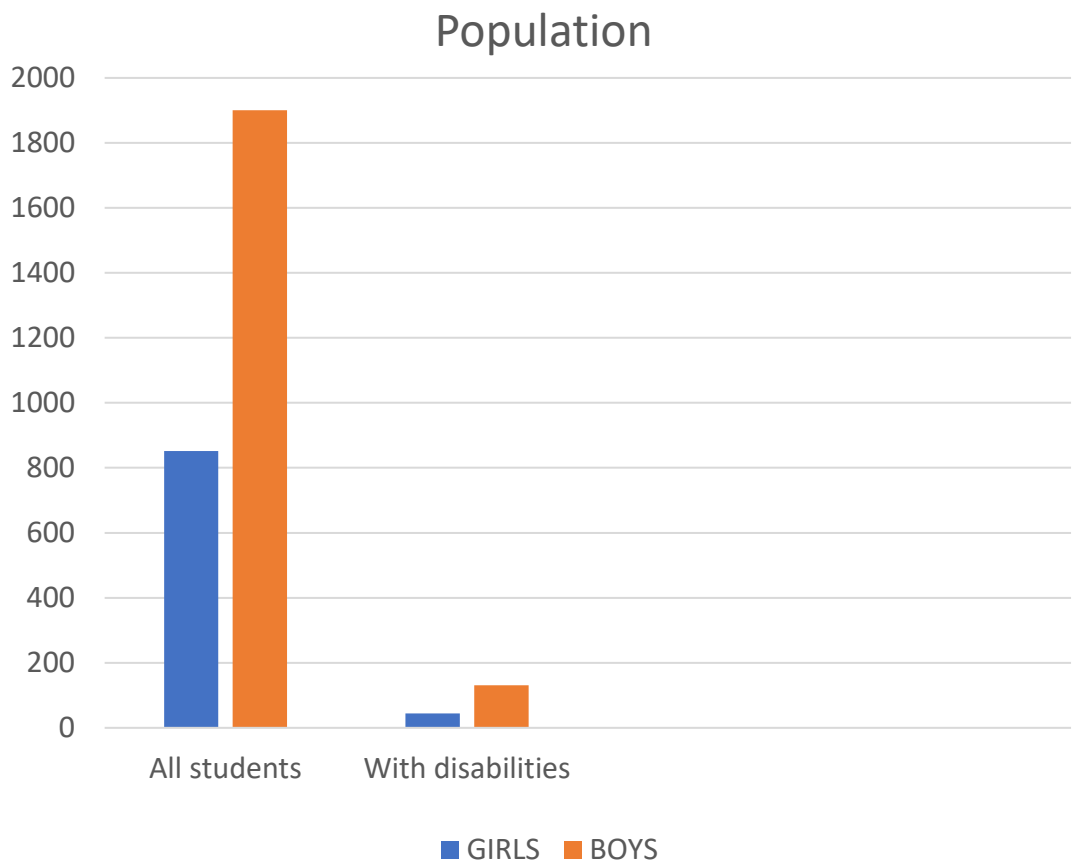


Wednesday, 4 September 2024

POPULATION

	Students	Students with disabilities
Girls	852	44
Boys	1900	131
Total	2752	175

	Teachers	Teachers with disabilities
Women	161	9
Men	119	12
Total	280	21



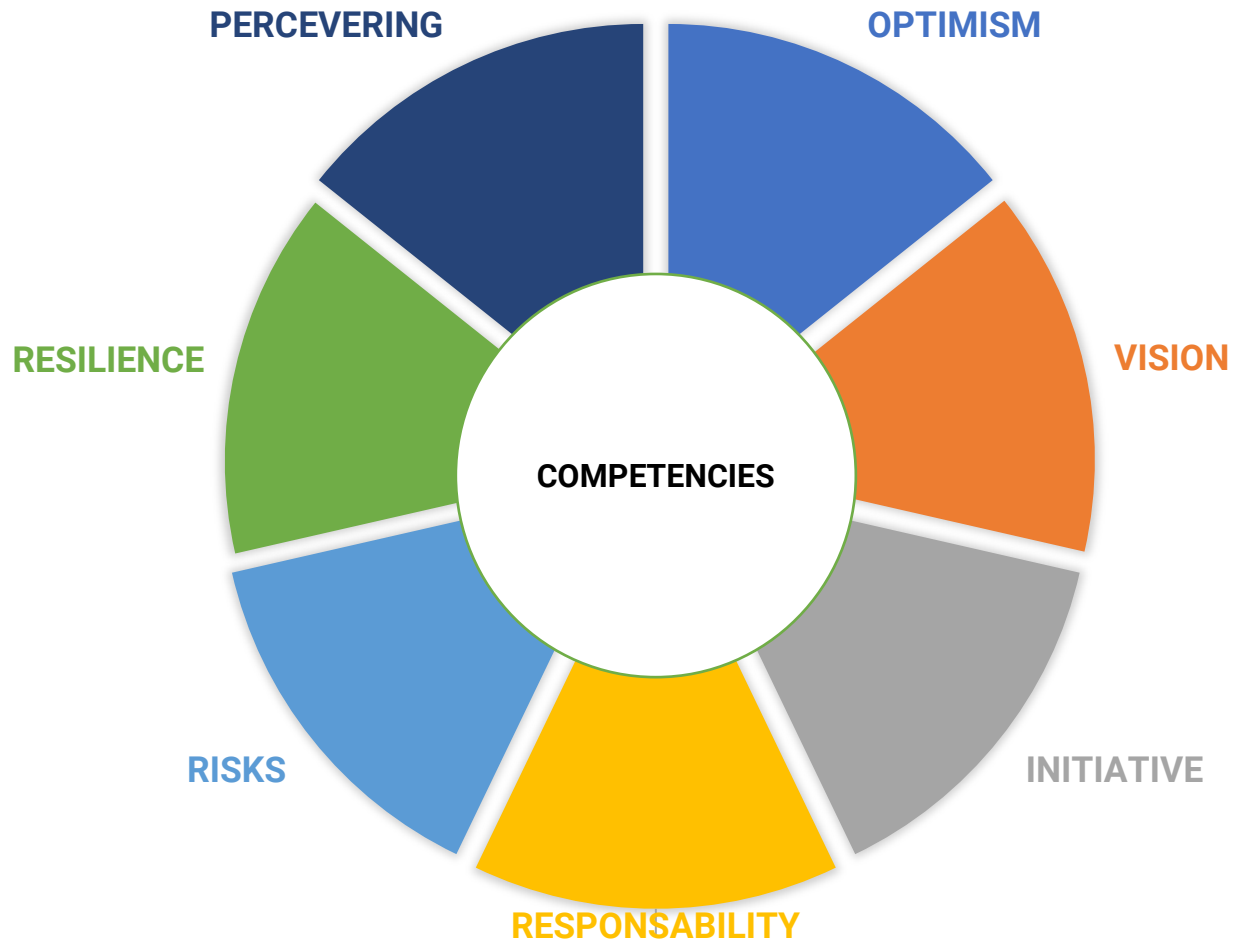
USEFULNESS AND IMPORTANCE

Entrepreneurial learning for learners develops their sense of empowerment, development of managerial skills, discipline, sense of responsibility and perseverance.

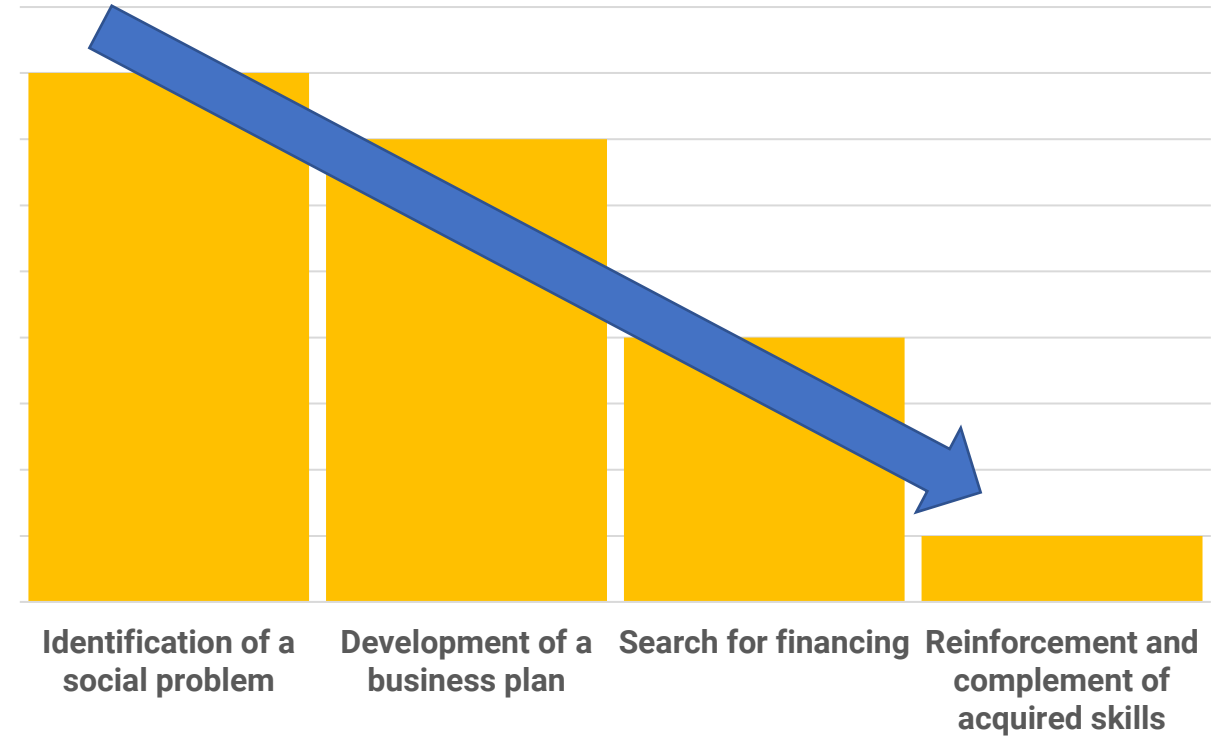
In application of the texts in force in Cameroon and in accordance with the national development strategy SND30 in connection with the SDGs, the entrepreneurial learning implemented allows visibility on the national and international level and amortization of financial expenses called budgeted occasional income •



COMPETENCIES



SKILLS THAT SHOULD BE ACQUIRED



CURRICULUM

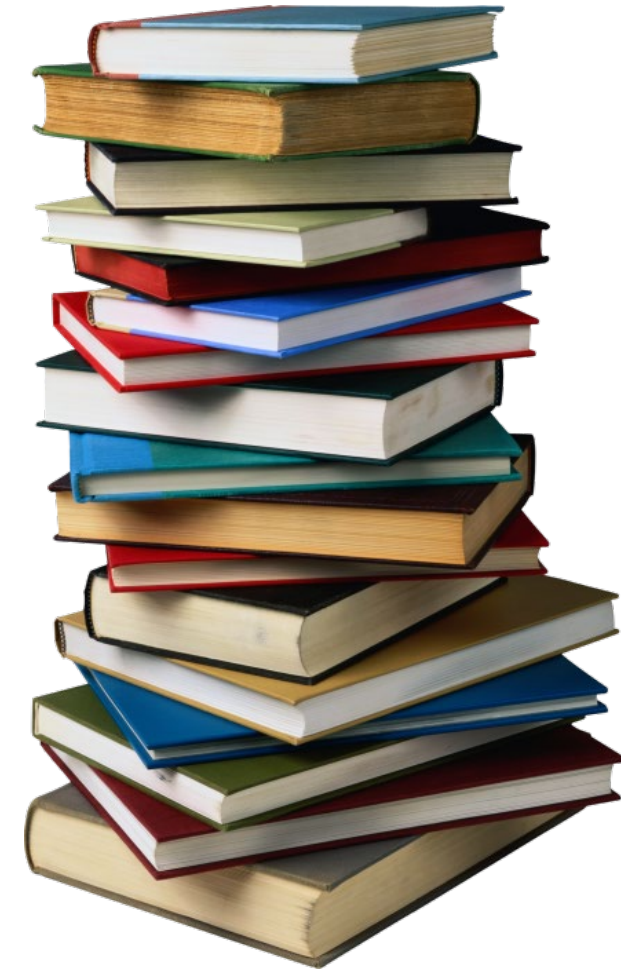
The programs are validated and reviewed by the general inspection of education

A program on entrepreneurial is therefore implemented in technical and professional education classes

The establishment of days dedicated to entrepreneurial learning applications

skills and content of the program

- Notions on business and entrepreneurship
- Basic notions of management and micro-enterprise creation
- Job search techniques
- Accounting techniques



TARGET GROUP FOR ENTREPRENEURIAL LEARNING

- Young people in school or not.

They are identified according to their situation which may be disadvantaged• We create value for those who do not have the possibility of providing for basic needs in a school environment.



KEY ACTIVITIES

To develop entrepreneurial skills:

- Raise in the learner the difficulty of finding a job
- Reveal in the learner the usefulness of being one's own boss
- Develop an entrepreneurial vision in the learner



KEY ACTIVITIES

Some entrepreneurial training offers set up to meet the needs of young people:

- Digital economy (Effective use of digital media)
- Green economy (Production of perennial crops for sale and reforestation)
- Processing of crop products



Necessaries resources

- Soil with humus
- Non-biodegradable or non-biodegradable plastic bags
- Preservatives and water
- Low financial resources

The main resources are

- Soil
- Water



Production of perennial plant species

Here we have a series of fruit trees that the learner has to develop himself to help his parents and brothers. These are:

Mandarin tree, grapefruit tree, avocado tree, papaya tree, mango tree, plum tree, lemon tree and others





STAKEHOLDERS

key partners

- Technicians and professionals (Ministry, IRAD, PTA, Universities and Authers, ...)

Role played by teachers and managers

- Development of training programs
- Awareness of start-up and resilience in the project
- Monitoring and guidance

External partners support us

- Technical support
- Financial support

The BTS of nkolbisson is supporting entrepreneurial learning

- Shaping teaching programs
- organizing entrepreneurial open days
- organizing the youth skills day
- participating in exhibition fairs



MONITORING AND PERFORMANCE INDICATOR

the monitoring of entrepreneurial skills is done by the Development, evaluation and redesign of a document monitoring the activities of the young people trained

Some indicators can be used to evaluate the impact entrepreneurial learning at the BTS of Nkolbisson for the last two years?

- Rate of interested learners
- Rate of trained learners from **20%** to **53%** learners
- Rate of learner success from **13%** to **23%** success

	2021 - 2022		2022 - 2023		2023 - 2024	
	Students	Success Students	Students	Success Students	Students	Success Students
Girls	3%	3%	8%	3%	22%	13%
Boys	5%	5%	12%	10%	31%	10%
Total	8%	8%	20%	13%	53%	23%

The manufacture of ecological charcoal

- Manufacture of ecological tournedos or rotisseries.
- Recycling of household waste and manufacture of charcoal with the support of the parents' association.
- This project is currently underway.

trash can
coal



street fence



ecological



Conclusion

With the high cost of living and the transformations that are taking place exponentially, we have understood that the transition to the world of work now involves youth entrepreneurship.

8 KEY STAKEHOLDERS

Who are the key partners?

- Technicians and professionals (IRAD, PTA, Authers, ...)

What role do teachers play?

- Development of training programs
- Awareness of start-up and resilience in the project

What role do managers play?

- Monitoring and guidance

What can external partners do

- Technical support
- Financial support

4 CURRICULUM APPROACH

How can entrepreneurial learning be integrated into school curricula?

Integrating entrepreneurship courses

Establish days dedicated to entrepreneurial learning applications

What are the skills and content of the program, and what are the delivery methods

- Notions on business and entrepreneurship
- Basic notions of management and micro-enterprise creation
- Job search techniques
- Accounting techniques
- Basic notions of marketing

1 VALUE PROPOSITION

What value does entrepreneurial learning produce for learners in your institution?

- Empowerment
- Development of managerial skills
- Discipline
- Sense of responsibility
- Perseverance

What value does entrepreneurial learning produce for your TVET institutions?

- Visibility
- Amortization of financial costs
- Attracting partners

12 MONITORING KEY METRICS

How to monitor the development of entrepreneurial skills?

- Development, evaluation and remodeling of a document for monitoring the activities of trained young people

What indicators can be used to assess the impact?

- Rate of trained learners
- Rate of interested learners
- Rate of learner success

2 TARGET GROUP

- Young people in school or not.

They are identified according to their situation which may be disadvantaged• We create value for those who do not have the possibility of providing for basic needs in a school environment.

6 KEY RESOURCES

What resources are possible/necessary?

- Soil with humus
- Non-biodegradable or non-biodegradable plastic bags
- Preservatives and water
- Some financial resources

What resources does the value proposition rely on significantly?

- Soil
- Water

5 KEY ACTIVITIES

What methods exist to develop entrepreneurial skills?

- Raise in the learner the difficulty of finding a job
- Reveal in the learner the usefulness of being one's own boss
- Develop an entrepreneurial vision in the learner

What training offers should be put in place to meet the needs of the target group?

- Digital economy (Effective use of digital media)
- Green economy (Production of perennial crops for sale and reforestation)
- Processing of crop products

3 ENTREPRENEURIAL COMPETENCIES

Be optimistic

Develop a vision

Know how to take initiatives

Be responsible and persevering

Take risks

Be resilient

What entrepreneurial professional skills, social skills, methodological skills and personal skills should be acquired?

- Identification of a social problem
- Development of a business plan
- Search for financing
- Reinforcement and complement of acquired skills

9 ASSESSMENT

How to test entrepreneurial learning?

- Entrepreneurial learning is assessed on a scale of project success and also provides remedial measures in case of failure

10 CHANNELS

What are the benefits of communicating entrepreneurial learning?

- Personal interest of learners and parents
- Awareness

How and through which channels can I reach my target group?

- Through class groups, parents' association, How can the TVET institution establish good communication with stakeholders?
- Identify the stakeholders' long-term strategy and then discuss with decision-makers

What are the most effective communication channels?

- Correspondence, email, telephone

7 CORE TEAM

Who is the driving force behind the implementation of entrepreneurship?

- The institution (Teachers; parents and professionals)

Who are the multipliers

- Youth

11 ORGANIZATIONAL STRUCTURES

How can the institution support entrepreneurial learning at the organizational level?

- By shaping teaching programs
- By organizing entrepreneurial open days
- By organizing the youth skills day